

**Perceptions, challenges and coping strategies of social
work managers regarding their management functions**

by

EDISON GUNDA

submitted in accordance with the requirements
for the degree of

MASTER OF SOCIAL WORK

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: MS G B BHUDA

CO-SUPERVISOR: DR J SEKUDU

FEBRUARY 2018

DECLARATION BY STUDENT

I, Edison Gunda, declare that the study on “Perceptions, challenges and coping strategies of social work managers regarding their management functions” is my own work and that I have acknowledged all the sources that I have used in this study by means of in-text referencing and the bibliography.

SIGNATURE

MR E GUNDA

DATE

ACKNOWLEDGEMENTS

I would like to thank the following people and organisations for their support:

- The Almighty God for His provision and for giving me the strength and wisdom throughout my studies.
- My beautiful wife and motivator, Sundra Dadirai Magombedze, for her unconditional support and patience. If it were not for her support, I would not have made it in this study.
- My loving supervisor, Ms. G.B. Bhuda, and co-supervisor, Dr. J. Sekudu, for their professional guidance, support and patience throughout my studies. I deeply humble myself towards them and say thank you for all you have done.
- Reverend D. Swanepoel for his editorial services.
- All the NGOs in EMalahleni who granted me permission to interview their social work managers and The Research Sub-Directorate of the Department of Social Development in Mpumalanga Province for granting me the permission to interview social work managers employed by the Department of Social Development.
- All the social work managers who participated in this study.
- My employer and work colleagues, Sarah Muthombothi, Mzwandile Magagula, Bonginkosi Makushe, Nomsa Skhosana and Zelda Makhubele, for their support and encouraging words.
- Family members, brothers and sisters for seeing the best in me and for their support. Especially Tessal Magombedze, Abigail Magombedze, Neal Magombedze, Elizabeth Magombedze, Alfred Magombedze, Future Gunda, Felistas Gunda, Iman Gunda, Issah Gunda, Ndanatswa Gunda, Aaron Gunda, Tsitsi Maonedzo and the late Elijah Maidei and Tanasia Nyamini.
- My parents, Violet and Francis Gunda, for all their support and prayers.
- My mentor and source of inspiration Mrs Ntombizodwa Mzondo for her encouragement and inspiration.
- The Mpumalanga Province Substance abuse programme manager Isabel Makushe for her support and guidance.
- The UNISA Department of Social Work and its leadership for giving me a chance to study.

ABSTRACT

The goal of this study was to explore the perceptions, challenges and coping strategies of social work managers regarding their management functions. Management is vital for growth and survival of the social welfare sector and this can be realized if social work managers understand and are able to execute their management functions. This study utilized a qualitative research approach to unpack the perceptions and challenges of social work managers. Explorative, descriptive and contextual research designs were used to explore how social work managers cope in their settings. Data were collected from social work managers in the NGO sector and the Department of Social Development, through semi-structured interviews. A sample was selected by using purposive sampling. Data were analyzed using Creswell's (2007:150) analytical spiral model, and data was verified using Guba's model in Creswell (2007:150). Relevant social research ethical issues were fully considered in this study. The study revealed that there were social work managers who had the basic understanding of what social work management entails, whilst there were also those who did not understand what is meant by the concept 'social work management'. In this study it was found that social work managers perform key management functions and roles such as planning, organising, leading, controlling, supervision, fundraising and financial management, coordination of services and performance management. The study revealed common challenges which are faced by social work managers. These challenges include a shortage of human resources, physical resources shortage, a lack of knowledge on management and a lack of adequate funding.

KEY CONCEPTS

Management, management functions, coping strategies, social work, social work manager, non-governmental organization

LIST OF ACRONYMS AND ABBREVIATIONS

ANC-African National Congress

CBO-Community Based Organisation

CMR-Christelik Maatskaplike Raad

DSD- Department of Social Development

IFSW- International Federation of Social Workers

MOU- Memorandum of Understanding

NGO- Non-Governmental Organisation

NP-National Party

PMDS- Performance Management and Development System

QA-Quality Assurance

SACSSP- South African Council for Social Service Professions

SANCA- South African National Council on Alcoholism and Drug Dependency

USA- United States of America

LIST OF ILLUSTRATIONS

Illustration 1: The hierarchical organisational structure.....	62
Illustration 2: A flat organisational structure.....	64
Illustration 3: Organisational process.....	72

LIST OF TABLES

Table 1: Biographical profile of the research participants.....	128
Table 2: Themes and Sub-themes.....	131

TABLE OF CONTENTS

ABSTRACT	iii
CHAPTER 1	1
GENERAL INTRODUCTION AND OVERVIEW OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	7
1.3 RATIONALE FOR THE STUDY	10
1.4 THEORETICAL FRAMEWORK	12
1.5 RESEARCH QUESTION, GOAL AND OBJECTIVES	17
1.5.1 Research question	17
1.5.2 Research goal	18
1.5.3 Research objectives	18
1.6 ETHICAL CONSIDERATIONS	20
1.7 LIMITATIONS OF THE STUDY	24
1.8 CLARIFICATION OF KEY CONCEPTS	25
1.9 STRUCTURE/ FORMAT OF THE STUDY	30
CHAPTER 2	32
2. LITERATURE REVIEW OF MANAGEMENT AS A CONCEPT IN SOCIAL WORK	32
2.1 INTRODUCTION	32
2.2 GENERAL INFORMATION ON MANAGEMENT	33
2.2.1 Importance of management in organisations rendering social work services	34
2.2.2 Management styles within the social work fraternity	39
2.3 IN-DEPTH EXPLORATION OF SOCIAL WORK MANAGEMENT FUNCTIONS	45
2.3.1 PLANNING AS A FUNCTION OF SOCIAL WORK MANAGEMENT ..	46
2.3.1.1 Importance of planning in social work management	46
2.3.1.2 Types of planning	49
2.3.1.3 Areas of planning in social work management	52
2.3.1.4 Planning process	55

2.3.2 ORGANISING AS A FUNCTION OF SOCIAL WORK MANAGEMENT	60
2.3.2.1 The Importance of organising	60
2.3.2.2 Key aspects to consider when organising	61
2.3.2.3 Process of organising	68
2.3.3 LEADING AS A FUNCTION OF SOCIAL WORK MANAGEMENT	72
2.3.3.1 Characteristics of social work leadership	73
2.3.3.2 Leadership theories	76
2.3.3.3 Critical competent areas for leadership	80
2.3.3.4 Leading process	84
2.3.4 CONTROLLING AS A FUNCTION OF SOCIAL WORK MANAGEMENT	89
2.3.4.1 The need for control function of management	89
2.3.4.2 Types of control	91
2.3.4.3 Levels of control	94
2.3.4.4 Areas of control	97
2.3.4.5 Processes involved in the control process	101
2.4 SUMMARY	104
CHAPTER 3	105
RESEARCH METHODOLOGY	105
3.1 INTRODUCTION	105
3.2 RESEARCH APPROACH	105
3.3 RESEARCH DESIGN	108
3.4 RESEARCH METHODS	110
3.4.1 Population	110
3.4.2 Sampling	111
3.4.3 Sampling methods	111
3.4.4 Data collection	114
3.4.4.1 Preparation for data collection	114
3.4.4.2 Method of data collection	115
3.4.4.3 Pilot testing	119
3.4.4.4 Method of data analysis	120
3.4.5 Methods of data verification	123
3.5 SUMMARY	126

CHAPTER 4	127
EMPIRICAL FINDINGS	127
4.1 INTRODUCTION	127
4.2 RESEARCH SITE	127
4.3 DISCUSSION OF THE FINDINGS	128
4.3.1 Biographical profile of the research participants	128
4.3.2 Themes and sub-themes	130
4.3.3 Discussion of the themes and sub-themes	132
4.3 SUMMARY	174
CHAPTER 5	176
SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS	176
5.1 INTRODUCTION	176
5.2 SUMMARY OF THE STUDY	176
5.2.1 The chapters of the study.....	176
5.2.2 The goal and objectives of the study.....	177
5.2.3 Research question.....	178
5.3 CONCLUSIONS.....	178
5.4 RECOMMENDATIONS.....	183
BIBLIOGRAPHY	186
Addendum A: A pre-amble to an information and informed consent document.....	209
Addendum B: Information and informed consent document.....	213
Addendum C: Consent form requesting permission to publish photographs, digital recordings and/or verbatim.....	216
Addendum D: Statements and declarations.....	217
Addendum E: Important message to participants.....	218
Addendum F: Request letter for participation of social work managers in the research project.....	219
Addendum G: Invitation letter to social work managers to participate in the study.....	221

Addendum H: Permission to conduct research with departmental officials..223

Addendum I: Ethical approval letter from University of South Africa.....224

—

CHAPTER 1

GENERAL INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

In the field of social work, management is essential in enabling an organisation to craft plans to achieve desired goals and organise physical, human and financial resources needed to carry out the planned activities (Daft, 2016:2). Engelbrecht (2015:313) emphasises the importance of management in social work by arguing that social work management is essential for the achievement of organisational goals by using the processes of management functions, such as planning, organising, leading and controlling. Lewis, Packard and Lewis (2012:4) define management as a process of getting work done through, and with, people. This involves the planning process and directing of the effort of employees and the organising and employing of resources to achieve some predetermined objectives. Hissom (2009:4) defines management as a process that includes strategic planning, setting of organisational objectives, managing organisational resources, deploying the human and financial assets needed to achieve objectives and measuring results. Daft (2016:1) cements the views of preceding authors by stating that management includes an array of different functions undertaken to achieve organisational goals successfully. These include planning, organising, leading, controlling, recording and storing facts and information for later use, or for others within the organization to achieve common goals.

From the above description, it is clear that management is a creative as well as a systematic flow of knowledge that can be used to attain organisational goals by making use of various resources, both tangible and intangible, in an effective way. The above description also presents management as a formal structure that helps to direct group efforts towards the achievement of planned organisational goals by efficiently using limited resources in the changing world.

In the social work literature, the term “management” is sometimes used interchangeably with the word “administration” (Mishra, 2007:12). Lewis *et al.* (2012:4-9) argue that attempts to differentiate between the term social work management and social work administration have not been successful. An

examination of the term “administration” shows that the word “administer” is derived from the Latin word “ad” whilst “ministrate” means “to serve” or “to manage” (Mishra, 2007:12). Lewis *et al.* (2012:4-9) trace the evolution of administration in social work, and they portray social work administration as being a part of governance that is as old as society itself. The above statement implies that, as governance systems evolved with the ever-changing political and social systems, an effort was made to institutionalize social welfare services. The social welfare field has seen changing dimensions from charity to needs, to rights-based approaches (Mishra, 2007:12). Whatever may be the mode of approach, provision of welfare services has become an integral part of the governance system, and, hence, a part of administration (Patel, 2008:156).

According to Patel (2008:156), between 1900 and 1930 social work was identified and recognized in the United States of America (USA) as an occupation in which social case work was accepted as a key method of the profession. At a later stage, the United States of America’s governmental social welfare programmes intensified work which required the services of local human resources personnel to manage social welfare service delivery effectively. The recognition of administration or management in social work was, thus, intensified owing to the involvement of government in rendering economic assistance to citizens who were unemployed and economically dislocated. For this reason, a government welfare system was established by forming a government emergency relief administration in 1934, followed by the introduction of a Social Security Act in 1935 which created a federal state system of public assistance (Mishra, 2007:12). In this way, administration in social work became more visible.

In South Africa, the advent of white colonial rule in the 19th century resulted in a cash economy (Worden, 2008:3-4). According to Visser (2008:105), young able-bodied people left their rural areas for newly-established urban areas in search of jobs, and the resultant urbanisation meant that the kinship system which was the backbone of the welfare system in rural areas was disrupted. The colonial system had, therefore, to introduce a new system of social security and social welfare. According to Visser (2008:105), in 1948 the Nationalist government established a policy that gave priority to the welfare of the white minority at the expense of the blacks, coloured and Indian people, and this policy was called the apartheid policy.

In 1993, the future administration of social welfare in South Africa was one of the key issues for the negotiations between the National Party (NP) and African National Congress (ANC). Both parties came to the conclusion that the apartheid administration system of welfare services was not able to address the critical needs of the majority (Visser, 2008:105). Both parties were of the view that the state needed to finance non-governmental organisations (NGOs) and community-based organisations (CBOs) which would be mandated to improve the social welfare of the disadvantaged groups (Perumal, 2015:63). Gray (2008:52-63) points out, in addition, that, after South Africa's democratic election in 1994, voluntary organisations needed social work administration to drive various social policies and processes for public welfare programmes. Gray (2008:52) further reveals that there was a need to give guidelines to front-line social workers and administrators or managers who render social work services as their profession and manage their organizations that are dedicated to public welfare. In other words, social work administration was encouraged to give guidelines to social work professionals and train them for managerial work in the field of social work.

Social work management is considered to be a key element of social work practice through which a social work manager deals with the knowledge of the techniques of the main functions of management, which are planning, organizing, leading and controlling, and other forms of knowledge such as those applicable to the programme rendered and the field in which techniques are used (Perumal, 2015:63). This implies that social workers in management positions must be well versed in management functions in order to carry out their duties effectively. It has, however, to be taken into consideration that this view is in direct contrast to the view expressed by Dhlamini and Sewpaul (2015:471) who argue that managerialism in the social work fraternity is professional controlling, characterised by meeting deadlines with less concentration on real social work practice. Sewpaul (2013:22) further advocates against managerialism, which she regarded as being the de-professionalising of social work.

The study conducted by Dhlamini and Sewpaul (2015:473) showed that "the quality of social work services was dented by new managerial practices, that placed more focus on databases that are requested from social workers, and filling in of forms on a daily basis, which have taken more time from social workers to do real social work

and to have an impact on lives". Engelbrecht (2014:27) also argues that caution needs to be exercised with regard to managerialism, which emphasises procedures and administrative processes by means of layers of control regardless of their usefulness in specific contexts.

Maleka (2010:39) describes the functions of the social work manager as the processes of planning, organising, leading and controlling. She goes on to argue that, depending on the size of the organisation, management functions can be performed by a single manager (in a small organisation), or in a big organisation the director can concentrate only on directing social work services, while management of staff is left to lower ranking managers. Planning, organising, leading and controlling functions of social work management are clearly described in chapter two (2) of this research report.

According to Reynolds (2010:28), the majority of social work managers experience challenges in executing the aforementioned management functions. The challenges are discussed in detail during the discussion of the problem statement of this study. It is, however, important to discuss different strategies that are used by social work managers to cope with challenges pertaining to management functions. Challenges in executing the above-mentioned managerial functions require a great number of coping strategies by social work managers. Dziegielewski (2013:80) argues that, for most social work managers, experiential learning is a key coping strategy used to cope with challenges pertaining to management functions. Experiential learning involves observing and asking questions and learning by doing rather than idling and waiting for a higher-ranking social work manager to give instructions. Reynolds (2010:28) further argues that just as front line social workers experiment with different interventions in therapy, so do social work managers learn by trial-and-error.

Continuing education in the management of social work and research are the most highly recommended strategies of coping with management duties (Kadushin & Harkness, 2014:8). This means that social work managers are encouraged to seek out seminars, workshops and training opportunities to improve their social work management skills for the benefit of the organisation. Backer, Demerouti, Hakanen and Xanthopoulou (2007:275) further emphasise that training and professional

developmental opportunities enable the social work managers to develop effective techniques and tools useful for the execution of their management functions. By so doing, social work managers will be able to cope more and address their management challenges, particularly with regard to social work management functions.

The South African Council for Social Service Professions introduced a policy on Continuing Professional Development (CPD) in 2003 and the policy came into effect for registration purposes on 1 April 2010 (Lombard, Pruis, Grobbelaar & Mhlanga, 2010:107-108). The objective of CPD is to ensure that registered social workers and auxiliary social workers retain and continuously develop their attitude, skills and knowledge to maintain professional standards and ethics that promote excellence in practice (SACSSP in Lombard et. al, 2010:111). The researcher is of the opinion that the implementation of the CPD policy has been useful in enabling social workers and their managers to build knowledge, skills and competencies. Furthermore, the researcher is of the view that the implementation of the CPD policy enables the social work managers to provide services that are relevant and appropriate, especially in the South African context; improve service delivery to individuals, families, groups, communities and organisations and to keep abreast of current trends, research and developments in the profession.

Reynolds (2010:29) argues that, just as is the case with the front line social workers, social work managers often need help in dealing with challenges pertaining to the execution of management functions. Consulting with peer social work managers and mentors is recommended (Bakker & Leiter, 2010:185). Social work managers who experience organisational support are more engaged with their job and the organisation (Chang & Wei, 2008:5). According to Bakker and Leiter (2010:185), studies have proven beyond reasonable doubt that job resources, such as consulting with peer social work managers, are positively associated with work engagement, and they help the social work managers to cope with their managerial challenges. This means that peer consulting helps the social work managers understand how their peers are coping with the management challenges they are experiencing. By so doing, they will be able to relate to and to use information gained from peer consultation to improve their functioning within the management structure.

Finally, while social work managers experiencing challenges with their management functions should also seek out emotional support from friends and family (Schuler & Jackson, 2006:64), it is important to note that self-care by social work managers is just as important as a coping strategy by social work managers as it is in clinical practice. Calitz (2014:162) reflects on the importance of self-care by stating that “at certain stages of the social work manager’s job, he/she has to re-evaluate the amount of energy he/she is putting into the job and energy he/she is putting into taking care of him/herself, and then figure out what he/she has to do differently in order to maintain his/her work.” By so doing a manager will be able to re-focus his/her energy to address management areas where he/she has shortcomings, particularly in terms of executing management functions. Self-care helps the manager to reflect on areas in which he/she needs to invest more time and energy, so that he/she can improve in the execution of management functions.

It is quite important to note that there are levels of management within the social work fraternity. The first level of management consists of the front-line social workers (Hall, 2009:14). Perumal (2015:65) argues that front-line social workers are viewed as being front-line social work managers in their own respect, because, in managing their day-to-day duties, front-line social workers make plans to attain their goals. They also organise personnel and other resources which are needed to execute their plans, they motivate and support helping workers (i.e. auxiliary social workers) who perform component tasks, and, finally, they evaluate the results. This leads to a revision of future plans, ultimately promoting and enhancing service delivery.

The second level of management is called middle management, which is composed of social work managers who are traditionally given the responsibility of setting the organisation’s goals and objectives, as well as mobilising front-line social workers to achieve organisational and individual goals (Mba Sr & Teresa, 2013:146). Social work supervisors (also regarded as managers) usually belong to middle level management and, in a Non-Governmental Organisation (NGO) setting, middle managers vacillate between front-line services and middle management as a result of human resource shortage, but they also work in collaboration with front-line social workers to attain organisational goals (Hall, 2009:14). The final level is called the top management level. The top management level is composed of social workers

who are employed as senior managers, assistant directors and directors (Lawler & Bilson, 2010:29). These top level managers are entrusted with the responsibility of making and taking strategic decisions that affect the overall functioning of the organisation and the direction that the organisation will take (Perumal, 2015:66).

In many instances, social work management is considered to be a by-product in social work practice, in both the NGO sector and in the public sector (Goldkind & Pardasani, 2013:576). This point is supported by Perumal (2015:63) who argues that, in some cases, management within the social work field happens incidentally and not intentionally. This exposes the gap that exists within the management of social welfare services, both in the NGO sector and the government social work services. The subject of social work management by social workers has provoked the interest of several scholars, such as Goldkind and Pardasani (2013:576), who advocate that social workers employed as managers should undergo management education and development in order to acquire the relevant management skills required to execute social work management functions. In support of the above, Lawler and Bilson (2010:4) also acknowledge that recent social work management literature has discussed the need for an integration of social work values with management skills in order to empower the social workers who are in managerial positions.

The above information gives a broad picture of the subject matter. It is, however, important to note that the researcher has to craft a problem statement specifically to articulate the focus area which the researcher has investigated.

1.2 PROBLEM STATEMENT

According to Rubin and Babbie (2009:1240), a research problem formulation serves as an effective point of departure for the researcher. The formulation of a research problem enables the researcher to articulate explicitly a substantive focus area which he/she wants to investigate. In social science, a research problem contains the essential focus of the investigation; it should, therefore, be clear, much more focused and researchable. Bwisa (2008:2) states, in addition, that a problem statement is useful in providing the context for the investigation and generates the questions which the study aims to answer. A well-defined research problem carries

with it the advantage of allowing the reader to understand what the proposed investigation includes and what it leaves out.

In line with their management functions, social work managers experience a facet of challenges (Streak & Sasha, 2009:45). According to Lewis *et al.* (2012:18), most social workers in managerial positions experience challenges and difficulties in exercising their management functions of planning, organising, leading and controlling. According to Robbins (2006:175), such challenges translate into problems such as financial mismanagement, human resource mismanagement, change mismanagement and performance mismanagement, and, as a result, most social welfare organisations offering social work services have become dysfunctional and perform poorly, both operationally and financially. Lawler and Bilson (2010:137) single out planning as a common challenge which is commonly faced by social work managers, highlighting that, in cases where there is poor planning by the social work managers, the likely result will be the poor execution of the organisational activities coupled with an incorrect financial forecast and over expenditure. According to the researcher, poor planning results in setting up inappropriate objectives or plans, and inappropriate objectives cause the social welfare service organization to direct its efforts in the wrong way.

Streak and Sasha (2009:45) point out that, like any other managers, social work managers, particularly those who are in the NGO sector, experience leadership challenges in the sense that they find it difficult to cope with external leadership challenges such as a lack of funding, opposition forces from the community and political interference. Mukasa (2006:56) also emphasises that political interference is a major hindrance for social work managers in exercising their managerial duties because welfare organisations are sometimes forced to align their activities with certain political parties. According to the researcher, some social work managers employed by the South African Government have revealed that politicians hijack their projects and disrupt normal working routines and that they issue orders to social workers with reference to what to do. Petrovits and Shih (2009:12), in addition, highlight controlling challenges faced by managers to regulate organizational activities so that some targeted element of performance remains within acceptable limits. As a result of a lack of control, according to Petrovits and

Shih (2009:12), most social welfare agencies fail to adapt to environmental change as well as failing to limit the accumulation of errors and the minimisation of costs.

Other common challenges faced by social work managers, particularly in the NGO sector, are human resource development, and the administration and everyday management of staff (Villain, 2006: 41). According to Armstrong (2010:6), social work managers often find it difficult to promote career development and the prioritisation of budgeting for training and, in some situations where the organisations were expanding rapidly, this has created problems for many who were not able to keep up with the demands of the work which they were required to perform. Such challenges are attributable to the fact that social work managers are not given formal training on the management of career development as a tool for organisational development.

Dhlamini and Sewpaul (2015:472) also presented managerialism as another major challenge to social work management. Dhlamini and Sewpaul (2015:472) regard managerialism as being concerned only with rendering social work services at the lowest cost in the shortest space of time and with checks and balances in place. They argue further that the core of the social work professional identity is being washed away by managerialism which is primarily concerned with governmentality and economic interest. According to Dhlamini and Sewpaul (2015:472), as a result of managerialism most social workers feel oppressed by management, which, they feel, does not have enough regard for their ideas and opinions, and they feel muted on account of the severity of management's oppressive stance. In other words, managerialism is regarded a threat to the core of the social work profession by focusing primarily on deadlines and targets rather than on social work processes.

Through work experience as a social worker and a social work manager, the researcher has, over the years, observed that most social work managers under whom he has worked, and those with whom he has collaborated struggle to execute their managerial functions as outlined by the authors in the preceding discussion. The researcher in this regard echoes the views of Hall (2009:10) that the majority of social work managers are quite aware that social work management practice translates social welfare policies and social legislation into social work practice and that social work management helps to manage the resources and personnel

available for social work practice. But the challenge for social work managers, as outlined by Lewis *et al.* (2012:18), is that some of the social work managers do not have in-depth knowledge and understanding of the administrative functions of financial management and human resources management to enable them to translate social welfare policies and legislation into social work practice effectively. According to Hall (2009:10), the same can be said regarding management functions because, whilst social work managers are aware of the functions of management, there are some social work managers who lack the expertise of executing them accordingly. Consequently, as pointed out by Engelbrecht (2013:456), the majority of social work managers believe that, in order to deliver efficient and cost-effective social work services, the most important instrument for social work policy makers and top level social work managers would be to adopt a corporate business model of management in social work, based on the success of managerial efforts in markets. Having first-hand experience of the above mentioned challenges relating to management functions, the researcher developed the interest and found the motivation to investigate the perceptions, challenges and coping strategies of social work managers regarding their managerial functions. Consequently, the following problem statement was formulated for this study:

There is a lack of information about the perceptions, challenges and coping strategies of social work managers regarding their management functions.

The rationale for this investigation is presented hereunder.

1.3 RATIONALE FOR THE STUDY

Most social welfare organisations are confronted by the reality of a short life-span. According to Wu (2010:58), this is due to a number of different elements, such as lack of financial resources and inadequate economic circumstances. According to Cressy (2006:113), a number of characteristics reflected by failed NGOs are directly related to personal decision-based characteristics of deficiencies and financial shortcomings, such as deficiencies in the knowledge of accounting, cash flow analysis and financial records management. According to Pretorius (2009:58), many social welfare managers in the NGO sector are also of the view that operating in an overregulated environment also contributes to the shorter life-span of social welfare organisations, and they singled out administrative regulations as a major constraint.

For example, social work managers are expected to prepare business plans and operational budgets, even though not all social work managers are trained to execute these duties, and failure to comply with such regulations often results in the shutdown of the organisation (Pretorius, 2009:58).

In South Africa, about an estimated 40% of newly-established organisations fail to survive their first year of existence, 60% fail to survive by the second year and 90% within the first 10 years of existence (Radipere & Van Scheepers, 2006:402). These statistics, together with the above-mentioned factors, call for the sharpening of the managerial skills of social work managers within the NGO sector. Radipere and Van Scheepers (2006:403) suggest that a lack of managerial skills by social work managers may also significantly influence these statistics. This is further substantiated by Lawler and Bilson (2010:2) who argue that there seems to be a knowledge and skill deficit in terms of the application of management tools and approaches for the betterment and survival of social welfare organisations rendering social work services. This situation has provoked the researcher to investigate how social work managers perceive their management functions and also to unearth the challenges they experience when executing their management functions. It has also been important for the researcher to find out how social work managers are coping with their managerial challenges.

The researcher has been working as a social work manager since 2012. While working at an Alcohol and Drug Help Centre (SANCA) in Witbank, in the Mpumalanga Province of South Africa, from 2011 until 2017 he was often given an opportunity to act as a director. During this period, the researcher personally experienced challenges in executing management functions such as planning, organising, leading and controlling. This was mainly because of a shallow understanding of managerial functions attached to his work responsibilities as has been argued by Lawler and Bilson (2010:2). The researcher also observed that social work managers from other organisations were also experiencing similar managerial challenges. According to Lewis *et al.* (2012:18), chief among the challenges experienced by social work managers are a lack of financial management skills, business planning skills, organising skills, motivation and leading skills as well as controlling skills, but challenges are not limited to these. The above-mentioned experience and observation prompted the researcher to conduct

a study on the perceptions and coping mechanisms of social work managers regarding their management functions.

It is hoped that the research findings of this study will prompt and fuel social work organisations to institute and/or to organise educational training of social work managers with regard to the execution of their management functions. It is also hoped that the research findings will be referred to by other researchers who are going to conduct similar studies in order to contribute to the advancement of the knowledge base, the understanding and the application of the functions of management in social work practice. Additionally, it is also hoped that the research findings will be used by different universities offering social work degrees, for social work management curriculum development.

1.4 THEORETICAL FRAMEWORK

A theoretical framework is defined as a set of interrelated ideas that picture a systematic view of phenomena based on facts and observations with the goal of explaining and predicting the phenomena (Anfara & Mertz, 2010:21). A theoretical framework can also be defined as a group of related concepts that provides clear guidance to a research project (Hall, 2009:56). In other words, a theoretical framework is used as a lens to direct the researcher when conducting a study.

In view of the above definition, this study utilised the administrative approach to management. The administrative approach was pioneered by Henri Fayol who developed his management theory in 1916 (Olum, 2008:15). Henri Fayol's administrative theory focuses mainly on the personal duties and responsibilities of management. In other words, his work is more directed towards the management layer. According to Brunsson (2008:30), Fayol believed that management had five principal roles, and these are to forecast and plan effectively, to organize, to command, to co-ordinate, and to control the organisation's operation and financial performance. According to this approach, forecasting and planning describe the act of looking forward to the future and acting accordingly; organization is the development of the institution's tangible and non-tangible resources; commanding refers to the ability to keep the institution's actions, activities and processes running; co-ordination entails the alignment and the harmonization of the efforts of the

employees; and, finally, control means that the above activities are performed in accordance with appropriate rules and procedures (Rodrigues, 2008:877).

Fayol developed fourteen principles of administration to go along with management's five primary roles. The first principle was the principle of specialization, which enables the work to be done more efficiently and more productively by dividing it into smaller tasks (Economy & Blasi, 2008:15). Fayol believed that work specialization was the appropriate way to make use of the human resources by breaking down work among the employees to ensure that effort and attention are focused on special portions of the task (Onkar, 2009:82).

The other principle coined by Fayol is authority with responsibility. This principle entails that managers require both formal and informal authority to execute their managerial responsibilities and to issue orders so that tasks will be accomplished (Shaik, 2008:19). This supports what was stated by Grey (2007:64) who commented on the importance of management in having authority and the right to issue orders as well as the authority to exact obedience as a recipe to achieve organisational goals.

Discipline is another principle advocated by Fayol. He argues that discipline is considered essential in a successful organisation (McNamara, 2011:42). He encouraged and promoted discipline in an organisation because the success of the organisation (especially an NGO) requires the common effort of all employees. According to Cole (2006:36), discipline means sincerity about the work that needs to be done by the employees (in this case by social work managers, front-line social workers and other employees) in carrying out the orders and instructions given by the superiors and having confidence in the policies and programmes of the organisation. This would ensure efficiency towards achieving organisational goals.

Unity of command is Fayol's fourth principle. Fayol believed that subordinates should take orders from one manager only and that they should be responsible and accountable to him/her alone (Kopelman, Prottas & Davis, 2008:255). He believed that, if a unit of command is violated, authority of the management will be undermined and stability will be threatened. In this way the principle of unity of command provides the organisational discipline, stability and order.

Fayol further advocates the unity of direction. He believes that, for an organisation to be successful, there should be unity of direction (McNamara, 2011:42). This means that the entire organization should strive and move towards a common objective in a common direction. According to Hughes, Ginnet and Curphy (2009:482), group efforts with regard to a particular organisational plan should be led and directed by a single manager because this enables the effective co-ordination of individual efforts and energy.

Henry Fayol's principle of subordination of individual interests to the general interests implies that the general interest of organizations should receive preference over the benefit of any individual within the organisation (Shaik, 2008:19). In other words, the interests of an organisation must come before the interests of the individual employees. Fayol also advocated the fair remuneration of employees as a management principle; he strongly believed that remuneration rates should be fair, proper and satisfactory to all employees because a satisfactory remuneration wage rate reduces tension and differences between workers and management and, thereby, creates harmonious relationships at work (Hughes *et al.*, 2009:403).

The eighth principle advocated by Fayol is centralization and decentralization. He believed that centralization or decentralisation of management activities should be carried out according to the circumstances, needs and culture of the organization (Cole, 2006:36). He defined centralization as a process of the lowering of the significance of the subordinate role and decentralization as the process of increasing the significance of subordinates. In support of this notion, Chalhoub (2009:149) believes that there should be only one key central point in the organisation which exercises overall organisational control, but that the degree of centralisation of authority should vary according to the circumstances within the organisation.

The scalar chain is an important element of Fayol's management principles. He is of the view that the scalar chain is a chain of supervisors from the highest to the lowest rank. According to Shaik (2008:20), there should be well-organised hierarchies of management within an organization, and the hierarchies refer to the fact that authority should be given to each manager according to the status and level of the managers in the management hierarchy. According to the author, a top level

manager should be given most authority, while lower level managers are expected always to be informed by upper level managers about their work activities.

In line with Fayol's principle of order, there should be effective and efficient operation in an organization. All employees and materials used by employees have specific places and so they should be placed in their specific places (Jones & George, 2009:59). In short, this principle implies that employees and the materials they use should be placed at the correct place at the right time. Brunson (2010:13) explained the principle of equity and stability; he notes that the principle of equity is based on the notion of equal treatment of all the employees. This principle, thus, implies that, for an organization to be successful, the fundamental basic rights and the organisation's rules and regulations should be the same for all employees. There should be justice within the organization at all levels. Brunson (2010:13) further explains that Fayol's principle of stability is linked to the long tenure of personnel in the organisation. He believes that it is always in the best interests of the organisation that its trusted, experienced and trained employees do not leave the organisation.

The principle of initiative and a spirit of co-operation is explained by Clem and Mujtaba (2008:41) who argue that, for the continuous improvement of an organization, management should encourage worker initiative. The management should provide opportunities for its employees to be able to suggest new ideas, gain experience and develop more effective and efficient methods of executing work. Fayol further advocated the principle of a spirit of co-operation through which management should encourage harmony and general good feeling among employees because harmony and good relationships among workers increase productivity or quality of service and, as it is well said, "unity is strength" (Onkar, 2009: 83).

Fayol's administrative approach to management applies to this study for several reasons. Firstly, from the description of this approach the researcher came to the following conclusion, viz. that planning is closely linked to the principle of initiative in the sense that planning as a management function expresses what the social work manager wishes to achieve. The same can be said about the spirit of initiative through which employees are encouraged to show initiative in carrying out projections or plans intended to reach expected goals. The principle of unity of

direction and specialisation are closely linked to the organising function of management in the sense that unity of direction promotes the co-ordination of individual efforts and energy by establishing a structure through which work is done. The principle of specialisation also resembles the organising function of management in the sense that organising is centred on allocating work among employees while specialisation entails a division of work among individuals and groups to ensure that effort and attention are focused on special portions of the task. Leading as a management function focuses on the motivation of employees to execute their duties; leading is, thus, closely linked to the principles of fair remuneration, scalar chain and order in the sense that the aforementioned principles enable social work managers to motivate and influence others towards attaining organisational goals.

The principles of authority with responsibility, centralisation and decentralisation and the unit of command are closely linked to the control function of management. Control as a function of management deals with ensuring that performance does not deviate from standards. This can be said to be closely linked to the principle of centralisation and decentralisation, authority with responsibility and the unit of command because the aforementioned principles are also centred in the overall control of operations within the organisation.

It is, therefore, this interlink between Fayol's principles and the management functions that gave the researcher a framework to investigate the perceptions, challenges and coping strategies of social work managers regarding their management functions. This theoretical framework is also applicable to the study because Fayol's five roles of planning, organizing, commanding, co-ordinating and controlling are still actively practised today by managers in different fields, including the social work fraternity. Weirich (2006:85) concurs with this view by stating that top level, middle level and lower level managers are all involved in the processes of planning, organising, leading and controlling functions. The framework is relevant in the sense that most of the modern management theories are derived from Fayol's functions of management, and most of the contemporary management duties are centred around Fayol's functions of management, which are planning, organising, leading and controlling (Engelbrecht, 2014:26).

The administrative approach to management by Fayol played a key role in this study by acting as a guide to the systematic investigation of perceptions, challenges and coping strategies of social work managers regarding their management functions. Planning, organising, leading and controlling as management functions provided a frame of reference concerning the perceptions, challenges and coping strategies of social work managers regarding their management functions. This means that Fayol's administrative approach to management guided the researcher in determining the key issues he needed to investigate, which are perceptions, challenges and coping strategies of social work managers regarding their management functions.

Fayol's management principles are also key principles in this study in the sense that they were used as a frame of reference to unpack the management functions of social workers since all the management principles fall under the four functions of management, viz. planning, organising, leading and controlling. The management principles helped the researcher to understand the main aspects that were being studied and the presumed relationship among them. The aforementioned management principles, together with the management functions, played a key role in shaping and refining the research goals, developing realistic and relevant research questions as well as the selection of an appropriate research method.

1.5 RESEARCH QUESTION, GOAL AND OBJECTIVES

When conducting social research, it is imperative to craft a research question, goal(s) and objectives, which will provide guidance to the researcher on what he/she intends to study (Stringer, 2007:11). The research question, goal and objectives of this study are explained below.

1.5.1 Research question

A research question is an interrogative statement which is more focused on the variables or concepts that are to be described and the relationships that might exist among them (Jane, 2009:433). A research question can also be defined as a methodological point of departure of an academic investigation which presents the idea that is to be examined in the study (Stringer, 2007:11). For the purpose of this investigation, the research question describes exactly what the researcher wants to know about the perceptions, challenges and coping strategies of social work

managers regarding their management functions. The research question for this investigation was formulated as follows:

What are the perceptions, challenges and coping strategies of social work managers with regard to their management functions in Emalahleni City of the Mpumalanga Province of South Africa?

After having decided on the research question the next step was to formulate the research goal.

1.5.2 Research goal

A research goal is the “dream” that the investigator or researcher wants to achieve with the research (Fouché & De Vos, 2011:94). In other words, the research goal assists the researcher in clearly articulating what he/she hopes to learn from the study. In such a way, the realisation of the study goal can come true. This view is in line with what Kreuger and Neuman (2006:23) have stated by emphasising the fact that a research goal represents the overarching purpose of the study in terms of the exploration of the phenomenon under study.

In the light of the above description, the research goal for this study was: *To gain an in-depth understanding of the perceptions, challenges and coping strategies of social work managers regarding their management functions.*

In order to achieve the research goal, the researcher developed objectives that were meant to guide the research process.

1.5.3 Research objectives

Research objectives are defined as carefully crafted plans and steps which the researcher uses to achieve the research goals (Stringer, 2007:12). This involves the steps the researcher takes, one-by-one at grassroots level and within the pre-determined time span, in order to achieve the research goal. This view supports the opinion of Babbie (2007:67) who defines research objectives as strategies or implementation steps which are used to attain the identified research goals. In addition, Babbie (2007:67) explains that, unlike research goals, research objectives are always specific, precisely measurable, and have a defined completion date. They are more specific and clarify the “who, what, when, where, and how” of achieving the research goals. In this regard, research objectives and task objectives

were carried out, and they can be described as providing a detailed description of what needed to be done to achieve the research goal.

In order to realise the aforementioned goal the following research objectives were formulated:

- to explore and describe management functions of social workers in managerial positions;
- to explore and describe the perceptions, challenges and coping strategies of social work managers regarding their management functions; and
- to formulate recommendations aimed at assisting social work managers to improve their performance of management roles.

In order to reach the research goals, the researcher also formulated and executed task objectives. According to Stringer (2007:12), task objectives refer to an accurate description of specific actions taken by the researcher to reach the aim of the study. For the purpose of this study the following task objectives were formulated:

- To obtain a sample of participants comprising of social work managers employed by NGOs and Department of Social Development in Emalahleni;
- To conduct semi-structured interviews with the participants to explore the perceptions, challenges and coping strategies of social work managers regarding their management functions;
- To sift, sort, and analyse the data obtained according to Creswell's eight steps of qualitative data analysis;
- To describe the perceptions, challenges and coping strategies of social work managers regarding their management functions;
- To interpret the data and conduct a literature control in order to verify the data; and
- To draw conclusions regarding the perceptions, challenges and coping strategies of social work managers with regards to their management

functions in Emalahleni City of the Mpumalanga Province of South Africa and to make recommendations aimed at enabling the social work managers in the execution of their managerial functions.

The following section presents the discussion of the ethical considerations that were observed when conducting this study.

1.6 ETHICAL CONSIDERATIONS

Babbie (2007:62) notes that the term “ethics” implies preferences that influence human relations and behaviour, adhering to set of principles and determining the general responsibility of the researcher. On the other hand, Henn, Weinstein and Foard (2009:77) argue that ethics are a set of moral standards which provide rules on how individuals are expected to behave towards the research participants.

In a social research study, which uses people as research participants, ethical issues must be adhered to in order to safeguard and respect the wellbeing of the research participants (Babbie, 2013:20). The researcher adhered to the following ethical aspects, which were found to be relevant to this study.

- **Informed consent**

Informed consent means allowing the participants to participate voluntarily in a study (David & Sutton, 2011:43). In this way no participants are coerced into participation. According to Wysocki (2008:47), every participant must be given all the relevant information in a written form (consent form) regarding what to expect during the course of the study to enable the research participant to make an informed decision. For the purpose of this study the researcher obtained informed consent by providing adequate information on the goal of the study, the expected duration of the participants' involvement and possible advantages of participating in the study. This was achieved by providing the participants with information sheets, written in a language which the participants understood, in order to avoid barriers to communication and deception of the research participants. The participants who agreed to participate indicated their willingness to participate by signing the informed consent form after all the explanations had been done. The researcher used an audio recorder to collect information from the participants. Permission to use the audio recorder was also obtained from the participants prior to the interview by means of a consent form to use the audio recorder.

- **Confidentiality/ privacy/ anonymity**

Confidentiality is an act of ensuring privacy of information acquired from the participant by entering into an agreement with the research participant. The agreement is meant to bind the researcher to protect the participant's private information from other people (David & Sutton, 2011:47). This view is supported by Babbie (2013:20) who argues that confidentiality refers to the situation where the participants' information is known and recorded by the researcher, but requiring that it should not be disclosed in the reporting of the research. Anonymity, on the other hand, refers to the situation where the researcher does not know the personal information of the research participants (Adler & Clark, 2011:56). This means that anyone, including the researcher, must not easily connect specific information to any particular research participant.

The researcher recognized and respected the privacy, and ensured the anonymity, of study participants. The researcher respected the confidentiality of participants by ensuring that any personal information that could identify an individual was kept separately from collected data, as advised by Curtis and Curtis (2011:17). The researcher protected the privacy of participants through safe storage and the use of data only by people who were permitted to use it. The field notes and the transcripts were all stored in a lockable cabinet. The electronic copies were encrypted with a password, which is known only by the researcher. Finally, in order to collect data anonymously, data was collected without names, personal identification numbers or any information that could identify research participants. In cases where such data was recorded, it was kept confidentially, as advised by Adler and Clark (2011:56) as indicated above.

- **Beneficence**

Babbie (2007: 27) states that the key ethical rule of social research is that it must not cause either physical or emotional harm to research participants. Adler and Clark (2011:46) concur with Grinnell and Unrau (2008:36) who state that the researcher should promote and maximize benefits of the research and try by all means to protect the research participants from harm. In this study, it was the researcher's ethical responsibility to protect the research participants from any form of harm that might have emanated from the research project. In this regard the researcher briefed participants about voluntary participation and stated that any

refusal to participate was not going to result in any consequences, as advised by Denscombe (2010:61).

The participants were also briefed about the purpose of the research, the procedures that were going to be followed and all foreseeable discomforts so that they could decide whether to participate in the study or not. This provided the research participants with the opportunity to leave the research study if they so wished without any fear of being intimidated.

Additionally, briefing also included the benefits of the study to the social work profession and to the participants as individuals, the length of time the participant was expected to participate, and the person to contact for answers in the event that the participants could need an explanation and clarification about certain aspects of the study as argued by Denscombe (2010:61).

Participating in this study had the potential to trigger the memories of negative work performance by the social work managers, and this was going to signal renewed personal harassment or embarrassment and, therefore, such information was extracted with sensitivity. There was also a possibility that the participants were going to experience harm with regard to opinions that might have been unpopular or might have seemed to be demeaning. The researcher, therefore, committed to keeping the information anonymous and confidential. The research benefited the participants in the realisation of their management functions and by noting areas where they need to improve as social work managers, and these benefits are going to be communicated to the participants after the completion of the study.

- **Debriefing of participants**

The debriefing of research participants is essential because it offers them a chance to deal with experiences that they encounter during the study (Tarling, 2006:171). Challenges generated by the research experience can be addressed during the debriefing sessions. The researcher, therefore, recognized that participation by the participants renewed previous sensitive experiences which might be difficult to deal with afterwards. The researcher conducted debriefing himself to restore the participants emotionally to their state prior to their involvement in the study. None of the participants were referred for further counselling but it was clearly understood that, if there were participants who would have wanted further counseling, they

would have been referred in writing and that those who had reservations about seeing Ms. Williamson would have been referred to their preferred practitioners.

- **Deception of participants**

Deception refers to a situation whereby the researcher deliberately misleads the research participants or withholds information from the participants (Babbie, 2007: 67). The researcher avoided withholding information or offering incorrect information in order to ensure the participation of the identified research participants. For the purpose of this study, the researcher recognized that deception is a threat to the “informed” nature of consent as argued by Bless, Higson-Smith and Kagee (2006:143). Though the researcher did not use deception, it has to be noted that, whenever deception was going to be used, it was the responsibility of the researcher to debrief the participants fully at the end of the study by explaining the deception, including the reasons why deception was used, as argued by Babbie (2007: 67).

- **Actions and competence of the researcher**

The researcher recognized the fact that he is ethically obliged to ensure competence and honesty during the time he was conducting the study. According to Babbie (2007:69), studies can be successful because of honesty and openness, while ego defences and a lack of honesty can disrupt the progress of the study. The researcher was quite aware that his self-presentation in the initial contact and interviewing was essential in order to gain trust and cooperation from the research participants. DePoy and Gilson (2008:138) advise the researcher to be constantly aware of his ethical responsibility, from the composition of the research population, the procedures that are followed when sampling, the research methodology used, to the writing of the research report.

The researcher recognized the fact that copying the work of others without acknowledging the source of information, as well as creation of false data, is unethical, as argued by Unrau, Gabor and Grinnell (2007:392). Furthermore, the researcher committed himself to observe and respect the customs and culture of the research participants in every way in order to obtain proper co-operation. To achieve this, the researcher made a thorough study of the cultural background of participants so as to become sensitively aware of the values and norms before the

research project began. The researcher recognized that it was his ethical responsibility to ensure that he was competent and skilled to conduct the investigation. To achieve this, the researcher utilized the guidance given by qualified and experienced research supervisors.

- **Management of research information**

With reference to how to manage information provided by the research participants in an anonymous and confidential manner, Unrau *et al.* (2007:392) suggest that field notes and transcripts of recordings should be kept secure at all times. They must be kept in a locked cabinet to which only the researcher has access. To ensure anonymity, names of participants were not written on field notes and transcripts, but rather pseudonyms were allocated to them to protect their identities. Lists containing the real names and pseudonyms allocated to the research participants were not stored near the field notes or transcripts of the recordings. If other people (supervisors, typists and an independent coder) had access to the information, names of the research participants were not disclosed. Participants' identities were disguised at all times. The research participants would have been asked for permission before their identities were made public. As indicated earlier, the transcripts of the recordings and the recording are kept in a safe and lockable cabinet and electronic copies are all password encrypted.

1.7 LIMITATIONS OF THE STUDY

The investigator would like to acknowledge the fact that there has been considerable usage of secondary sources in all of the chapters. The main reason for using secondary sources is that the researcher was unable to find suitable primary sources. Literature on social work management within the South African context is very limited and so the researcher had to resort to secondary sources.

The researcher would also like to acknowledge the fact that the study is limited to Emalahleni City of the Mpumalanga Province. Had the study covered the whole of Mpumalanga Province, more indepth data could have been collected to reveal the perceptions, challenges and coping strategies of social work managers regarding their management functions.

The collection of data was time consuming and did not go according to the initial plan. Some of the experienced social work managers who met the selection criteria were reluctant to participate citing that they did not have time to participate in the study. Some of the organisations did not authorize the investigator to interview the social work managers citing confidentiality of the information that was going to be collected. Rich and comprehensive data might have been missed from experienced social work managers who did not agree to participate in the study, this might have contributed to shallow information that was given by some of the participants. In some instances, appointments for the interviews were re-scheduled because of the hectic schedules of the participants.

The participants might have provided shallow information because of a fear of revealing the perceptions, challenges and coping strategies of social work managers regarding their management functions. They might have been scared that their names could be traced and linked to their views, even though the ethical principle of confidentiality was explained. This had a negative impact on the study in the sense that a narrow view on the perceptions, challenges and coping strategies of social work managers regarding their management functions could have been reported by the participants.

1.8 CLARIFICATION OF KEY CONCEPTS

The key concepts that were used in this study are explained in this subsection. Clarification of key concepts ensures that the researcher and readers talk about the same things (Babbie, 2012:356). By clarifying key concepts, the researcher wants to avoid misunderstanding by settling on a single understanding of the key terms (Payne & Payne, 2006:18). For the purpose of this research the following concepts are clarified:

- **Management**

Management is the process of working with and through others in such a manner that people, money, methods and morale are blended in order to achieve the goals of the organisation (Odgers, 2007:6). Management can also be defined as the coordination of the activities of the organisation in order to achieve predetermined goals (Brocke & Roseman, 2010:3). For the purpose of this study and construed from the preceding description, management refers to the planned utilisation of

organisational resources for the achievement of organisational goals by applying the basic processes of management functions of planning, organising, leading and control.

- **Management functions**

Rudan (2013:5) defines management functions as the planning, organising, leading and controlling duties of a manager in order to achieve organisational goals effectively. Management functions can also be defined as activities which include executive functions, administrative functions and supervisory functions of a manager (Nieuwenhuizen, 2007:23). The functions include organisational goal setting, defining organisational objectives and targets, planning and budgeting, organising and staffing and controlling of the organisation's operational and financial performance (Corcoran & Roberts, 2015:47). Dhlamini and Sewpaul (2015:312) describe management similarly. For the purpose of this study and construed from the preceding description, management functions refer to the duties of a social work manager that include planning, organising, leading and controlling of the organisation's finances and operations.

- **Coping strategies**

Coping strategies refer to the specific efforts and strategies, both behavioural and psychological, that managers employ to minimise stressful work-related incompetence and challenges (Britt & Jex, 2015:15). Coping strategies can also be defined as a work-focused strategy whereby employees (social work managers) could reduce work related challenges by changing and improving their work habits, receiving assistance and finding out more information to cope with challenges associated with their work functions. Some of the work-focused coping strategies include training and further development, role clarification, time management and delegation (Kavitha, 2009:109). In the context of this study, coping strategies are referred to as work focused strategies which social work managers can employ to cope with the challenges of executing their social work management functions, such as planning, organising, leading and controlling.

- **Planning**

According to Nieuwenhuizen (2007:23), planning is a management function of selecting or crafting organisational objectives and then determining the appropriate course of action needed to achieve organisational objectives. Schermerhorn (2011:16) considers planning to be important because it enables organisations to adapt to certain changes during programme implementation and to monitor task completion. In other words, planning plays a huge role by minimising errors, setting goals, crafting strategies and work schedules to accomplish the goals. As a result, time is saved. In this study planning was regarded as a function of social work management through which the social work manager formulates one or more detailed plans to achieve organisational goals with the available resources. Through planning, the social work manager identifies the goals or organisational objectives to be achieved, formulates organisational strategies to achieve the goals, implements, directs and controls all steps in their proper order.

- **Organising**

Organising is a multifaceted management function which ensures that the tasks of an organisation are executed; it establishes a structure through which organisational work is conducted by determining the resources and activities needed to achieve organisational goals (Nieuwenhuizen, 2007:31). Organising also involves combining resources and activities into a formal structure and arranging the delegation of authority to execute the tasks of an organisation (Akwetey, 2011:13). It can, therefore, be argued that organising refers to the professional relationship between people, work activities and resources used to achieve organisational goals in a synchronised manner. In this study, organising was, therefore, regarded as a management function of a social work manager through which the social work manager establishes a structure in which organisational work gets done.

- **Leading**

Leading is a management function through which the activities of individuals within an organisation are motivated and influenced by the manager to attain the organisational goals (Daft, 2010:8). Leading can also be defined as the use of influence to motivate employees to achieve organizational goals (Ferreira, Erasmus & Groenewald, 2009:363). This means that managers must be able to make

employees want to participate in the achievement of organisational goals by guiding people within an organisation to cooperate voluntarily to achieve common organisational goals. For the purpose of this study and deduced from the preceding descriptions, leading refers to the function of the social work manager through which the social work manager influences and motivates others towards the attainment of organisational goals.

- **Controlling**

Controlling can be defined as a basic management function of establishing benchmarks, comparing actual performance against pre-established performance norms, and taking corrective action if required (Ferreira *et al.*, 2009:384). According to Nieuwenhuizen (2007:29), control also entails the crafting of standards against which the actual performance of individuals can be measured and possible corrections to areas of concern can be applied. In other words, controlling is a management function of ensuring that planned performance is attained by taking control of the organization's activities so that the organisation can achieve its goals according to the initial plan. In this investigation controlling refers to the function of a social work manager through which he/she checks the errors experienced during work execution and takes corrective action so that deviations from standards are minimized and planned goals of the organization are achieved successfully.

- **Social work**

Social work is a practice-based profession the focus of which is on helping people so that they can become empowered to help themselves in future (Doel, 2012:4). Social work can also be defined as a profession that promotes social change and problem solving in human relationships (Rautenbach & Chiba, 2010:5). In other words, social work in its various forms addresses the multiple complex transactions between people and their environments. Its main mission is to enable all people to develop their full potential, enrich their lives and prevent dysfunction. According to Caissie (2014:2) at the global conference of the International Federation of Social Workers (IFSW) held in June of 2014, the review of the global definition of the social work profession culminated in a new definition which defines social work as a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people.

IFSW also recognises that the principles of social justice, human rights, collective responsibility, and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life's challenges and enhance wellbeing. For the purpose of this study, therefore, the researcher adopted the global definition of social work that was adopted by the IFSW.

- **Social work supervisor**

Garthwait (2012: 57) defines a social work supervisor as a line manager of social workers who renders supervision interventions to members of the same profession (social work) with the intention of augmenting and monitoring the professional rendering of services to the recipients of the service. According to Kadushin and Harkness (2014:9), a social work supervisor is a qualified social worker who is appointed to render administrative, educational and supportive functions of supervision to fellow social workers. This means that the social work supervisor provides social workers with formal and informal supervision, oversight, training, education, problem-solving and support to enhance professional practice. For the purpose of this investigation, a social work supervisor was regarded as a qualified, experienced and competent social worker who is appointed to supervise other social workers on issues of social work profession by performing educational, supportive and administrative functions of social work supervision.

- **Social work manager**

A social work manager is a qualified and experienced social worker who is appointed as the head or manager of a social welfare entity to execute managerial functions of the organisation with the aim of achieving the goals of the organisation (Coulshed, Mullender, Jones & Thompson, 2006:179). A social work manager can also be defined as a person with social work qualifications, responsible for planning, organising, leading and controlling organisation's activities and financial performance (Patti, 2009:3). In other words, the social work manager's roles include, but are not limited to, the co-ordination of various simultaneous processes and functions, namely planning, organizing, developing human resources, budgeting, supervising, evaluating and performance appraisals. For the purpose of this study, a social work manager is an individual who is a qualified, experienced and

competent social worker, who is appointed as a social work manager for the social workers and the organisation, and such a person is responsible for planning, organising, leading and controlling of the organisation's operations and finances.

- **Non-Governmental Organisation (NGO)**

Garthwait (2012: 39) defines a non-governmental organization (NGO) as a citizen-based association that operates independently of government, usually to serve some social purpose. An NGO can also be defined as any organisation working for the social and economic empowerment of the disadvantaged people with no financial benefits attached to that (Abraham, 2011:4). For the purpose of this study, an NGO is an organization that provides services based on the motivation to do so rather than on the basis of making a profit, and such an organisation operate independently from governmental organisations.

1.9 STRUCTURE/ FORMAT OF THE STUDY

The research report is divided into five chapters as follows:

Chapter 1: General introduction and overview

Chapter 1 consists of a general introduction and background of the study, the theoretical framework that was used to guide the study, the research question, the goal and objectives, the ethical considerations, limitations of the study and the clarification of key concepts.

Chapter 2: Literature review

In this chapter a literature review is presented. Management as a concept is explored in-depth, including general information on management as well as planning, organizing, leading and controlling as functions of management.

Chapter 3: Research methodology

This chapter presents the research methodology that was used to conduct this study.

Chapter 4: Empirical findings

Empirical findings coupled with literature control are presented in chapter 4.

Chapter 5: Summary of the study, conclusions and recommendations

Summary of the study, conclusions and recommendations are presented in chapter 5 of the research report.

CHAPTER 2

2. LITERATURE REVIEW OF MANAGEMENT AS A CONCEPT IN SOCIAL WORK

2.1 INTRODUCTION

Just as in any part of the world, social workers in South Africa work in diverse settings, such as the employee assistance programmes, a child protection setting, and a mental health and substance abuse setting, to mention but a few. In their different settings, social workers play different roles; for example, the South African Children's Act, Act No. 38 of 2005 as amended, section 1-22 argues that social workers within the child protection setting promote and protect children's rights as contained in the constitution. According to the South African Mental Health Care Act, Act No. 17 of 2002 as amended, section 3-5-7, social workers within the mental health care setting provide psycho-social services and care to persons who are mentally ill. Within the substance abuse setting social workers are responsible for the implementation of demand and harm reduction programmes in relation to substance abuse, through prevention, early intervention, treatment and re-integration programmes as enshrined in the South African Prevention of and Treatment for Substance Abuse Act, Act No.70 of 2008, section 4-7. It is beyond any reasonable doubt that social work services provided in different settings need to be managed in order to promote their efficiency and effectiveness. For this reason, the concept of management within the social work fraternity is essential.

According to Engelbrecht (2015:314), the body of knowledge relative to general management is found in the literature on business management. Different authors, such as DuBrin, Dyck and Neubert, Hellrieger, Jackson and Slocum (in Engelbrecht, 2015:314), concur that general management practice involves the use of the organisation's resources for the achievement of organisational goals by applying management processes such as planning, organising, leading and control. It is of paramount importance to stress that the above-mentioned management functions can also be employed in social work areas such as programmes management, work load management, human resources management and financial management (Kemp, 2014:15). According to Engelbrecht (2015: 314), "management functions can be more operationalised in social work through specific social work management roles, shaped by a unique configuration of systems which come into

play in social work, such as places (welfare structures, organisation/service provider); policies (statutes, regulations and directives); people (individuals, families, groups and communities); problems (needs/challenges of the individuals, families, groups and communities); processes (social work intervention by means of individual, group and community work methodologies); and personnel (social workers, with their distinct knowledge, skills and values)".

In the field of social work, management is considered to be essential because, among other things, it enables social work organisations to put in place detailed work plans to achieve desired goals and to organise the physical, human and financial resources needed to carry out the planned activities (Daft, 2016:2). Engelbrecht (2015:313) further indicates that management within the field of social work is essential for the achievement of organisational goals by using the processes of management functions such as planning, organising, leading and control. From this argument, it can be deduced that management plays a pivotal role by enabling organisations to be structured in a manner that promotes effective strategic planning, setting of organisational objectives, managing organisational resources, and deploying the human and financial assets needed to achieve objectives and measure results (Daft, 2016:1).

In this chapter, the researcher provides an in-depth discussion of management as a concept by reviewing the already existing literature on social work management. The researcher draws from his own experience as a social work manager for the South African National Council on Alcoholism and Drug Dependence (SANCA) Witbank branch, in Mpumalanga Province of South Africa, trying to illustrate the practical part of management in social work. The contents of this chapter include topics on *inter alia* general information on management, planning as a management function, organising as a management function, leading as a management function and control as a management function. The discussion is introduced by focusing on general information on management

2.2 GENERAL INFORMATION ON MANAGEMENT

According to Anibuvelan (2007:12), management is a universal phenomenon, and all organisations, either business or welfare organisations, are actively involved in management practices in order to direct the various efforts within an organisation

towards a definite purpose effectively. The above argument resonates with Bose's (2012:1) description of social work management; he describes the concept of management as the art of getting things done through and with the people in formally organized groups. This simply means that management creates an environment in which managers can lead, employees can perform, and the two co-operate towards attainment of organisational goals. Management, simply put, is the art of knowing what to do, when to do it and when to see that it is done in the best and cheapest way. Before the functions of management are elaborated on, it is important to lay the foundation by discussing the importance of management in social welfare organisations and management styles briefly.

2.2.1 Importance of management in organisations rendering social work services

Management is seen as being indispensable for the successful functioning of a social welfare organisation as stated by Anibuvelan (2007:12) who argues that no organisation runs itself and who further believes that every organisation needs repeated stimulus which can be provided only by management. This means that management plays a key role in being a dynamic, life-giving element in an organisation, without which the resources of production remain mere 'resources' and never become 'production'. The achievement of goals, the optimum utilisation of resources, the minimisation of costs, survival and growth, policy formulation and implementation, networking and accountability are discussed below in an effort to portray the importance of management in organisations rendering social work services.

- **Achievement of group goals**

Through experience, the researcher has learned that an organisation's employees are normally grouped into teams based on the type of work they are hired for. In addition, Engelbrecht (2014:58) notes that in such a scenario each employee specialises in doing a part of the total task. According to Murugan (2007:7), if, in such a scenario, each person works separately from others, regardless of how efficient they are, the group as a whole may not realise its goals and objectives unless there is mutual cooperation and coordination among members of the group. Management, therefore, becomes important in establishing team work and

coordination in the group so that there can be a common purpose towards achieving group goals (Patti, 2009:4). This simply means that in social welfare organisations management is an essential practice that can be used to reconcile the objectives of the group with those of its members effectively so that each one of them is motivated to make his or her best contribution towards accomplishment of group goals. By so doing managers keep the employees on track by providing inspiring leadership and guidance.

- **Optimum utilisation of resources**

Management is also needed to ensure the optimum utilisation of resources. Ghuman and Aswathappa (2010:107) argue that the majority of social welfare organisations, like non-governmental organisations (NGOs), do not have adequate resources; for that reason, such organisations need competent management that can optimally utilise the scarce resources. Smit (in Engelbrecht, 2014:108) argues that organisations utilise four basic resources, namely monetary resources, physical resources, human resources and information resources and he argues further that optimum utilisation of such resources is largely dependent on the competency of the management. According to Van De Walt (2013:182), it is not only important for a manager to identify the required resources for a social welfare project or programme, but also that such a manager should ensure optimum utilisation of the scarce resources. In other words, management plays a pivotal role in ensuring that the organisation has adequate resources and, at the same time, does not have idle resources. The researcher further believes that management plays a pivotal role in ensuring that the organisation preserves the few resources it has, while, at the same time, optimising the utilisation of its scarce resources in order to achieve its goals. Patti (2009:8) further highlights that management is essential in creating and maintaining an environment conducive for productivity. This means that managers make sure that workers know their jobs well and use the most efficient methods of work; they do this by providing training and guidance to employees so that the employees can make the best use of the available resources.

- **Minimisation of costs**

Just as in any organisation, management plays a key role in minimising costs in the social welfare sector. According to Barrow (2010:9), cost minimisation entails

initiatives that focus on cutting down expenses through methods such as lowering salary costs, conserving necessary resources, or consolidating office spaces to decrease facilities expense in order to improve the financial health of an organization. Smit (in Engelbrecht, 2014:11) gives an example of how management is important in minimising costs; he argues that any variance in budget figures that is greater than the acceptable variance for a given line-item should receive the attention of the management. For instance, a significant increase in expenditure on transport would be a concern of the management. From the argument given above, therefore, the researcher believes that cost cutting measures are essential in order to keep an organisation operating through difficult economic periods. Neu (2013:4) argues that in the modern era where the competition for business and service delivery is intense no organisation can survive unless it is able to provide the required goods and services at the lowest possible cost per unit. Management, therefore, has the responsibility of directing day-to-day operations in such a manner that all wastage and extravagance are avoided. By doing this, management enables the organisation to be competent to face competitors and to be effective and efficient.

- **Survival and growth**

Weltman and Silberman (2006:9) are of the view that modern day organisations operate in a rapidly-changing environment, in which an organisation has to adapt itself to the changing demands of the market and society in which they operate. This situation gives management the responsibility of ensuring that the organisation keeps in touch with the existing business environment by providing predictions about the trends in future. It also has to be noted that some of the social work management authors, such as Pretorius (in Engelbrecht, 2014:77), argue that changes in the business environment creates risks as well as opportunities which can harm or boost the organisation's operations. In this regard, management plays a key role in helping the organisation to reduce or minimise the risks and maximise the benefits of opportunities for survival and growth. In this way managers facilitate the continuity or survival and prosperity of the organisation.

- **Policy formulation and implementation**

Management plays a key role in catalysing and supporting the capacity of organisations they lead in order to realise their goals. In this regard their importance is visible through their efforts in formulating and implementing the organisational policies that catalyse the attainment of organisational goals. According to Patti (2009:4), managers should, however, not only be regarded as policy implementers; they also inform and influence the policy-making process. The researcher has observed that the policies referred to herein typically contain broad goals, the population to be served by the organisation, age-related programmes to be delivered, and funding and accountability arrangements. According to the researcher, it largely remains the job of the management with the help of the staff to translate these policies into programmes and services that are competently and fairly administered for the intended beneficiaries.

With regard to managers influencing the policy making process, the researcher has observed that policy makers, who are usually the board members in NGO settings, rely on feedback from managers who work closely with the communities and individuals receiving services. This, therefore, enables managers to participate in the policy-making process by advocating changes that will provide solutions to the short-comings in approving policies, identifying unmet needs and emerging social challenges, and representing the interests of populations that are underserved.

- **Networking**

Throughout the years of practising as a social work manager, the researcher has experienced that not only do managers serve the purpose of implementing and shaping social policies, they also play a critical part in networking with other organisations that serve a common clientele. Weltman and Silberman (2006:13) also echo the same sentiments by arguing that management plays a critical role by networking, forming partnerships and collaborating with other organisations that render similar services with them. According to Patti (2009:4), human service systems are complex and are characterised by multiple sources of funding and lines of accountability that might pose potential barriers to the clients. When management is faced by such a challenge, the researcher believes that, through networking, management plays a key role by seeking multi-agency solutions to challenges such

as the fragmentation of services and the lack of interagency coordination. The researcher further argues that there is a need for collaboration amongst all the social service fields for service beneficiaries to access the services easily and allow organisations to share and exchange information and resources for the optimal benefit of the service users.

- **Accountability**

Patti (2009:4) stresses the importance of accountability within the social service sector by arguing that, over the years, social service organisations have been under increasing pressure to account for how they spend public and private funds and with what effect they spend them. These expectations have been carried out in the NGO sector, where managers are expected to account to the funders in order to determine whether the money given for the programmes is producing the desired effects. Smit (in Engelbrecht, 2014:116) argues that, in this regard, management is tasked primarily with the accountability through financial reporting. This means that, through financial reporting, the management must regularly disclose and analyse its income and expenditure over a certain period of time; the management must also disclose the organisation's liabilities and assets at the period of reporting for the public and potential funders to know. According to the researcher, this is done to make sure that all financial activities are in accordance to the budget of the planned organisation, and for the programmes that funding was asked for.

It has to be noted that any failure to account by the organisation's management would result in the classification of the organisation as being non-compliant. According to Smit (in Engelbrecht, 2014:109), any failure to comply with accountability will result in deregistration of the organisation. To show the seriousness of accountability, Smit further argues that, in South Africa in 2013, 23 034 organisations were deregistered and would be reinstated only subject to their becoming compliant with governmental regulations. From the above discussion, it emerged that management is important because it enables the achievement of goals, the optimum utilisation of resources, and the minimisation of costs, the survival and growth of the organisation, effective policy formulation and implementation, and networking and accountability.

In executing his or her management functions, the social work manager usually adopts a certain management style which is appropriate for the situation and circumstances in which he or she is operating. The sub-section below describes the different styles of management that can be adopted by the social work manager.

2.2.2 Management styles within the social work fraternity

There are four basic management styles within the management main stream which the social work managers can adopt and apply when executing their managerial responsibilities. According to Mba Sr and Teresa (2013:146), these four major styles of management include the following, a democratic style, an autocratic style, a paternalistic style and a laissez-faire style. The views of Mba Sr and Teresa resonate with Kerzner's (2015:272) argument that a social work manager can adopt an autocratic management style, a democratic management style, a paternalistic management style or a laissez-faire style, depending on the circumstances and situation at hand. The same sentiments are echoed by Greene (2012:284) who confirms the four basic management styles. Greene confirms that a manager can be a democratic manager, an autocratic manager, a paternalistic manager or a laissez-faire manager. A brief discussion of the aforementioned management styles is presented below.

- **Autocratic management style**

An autocratic manager is a manager who does not consult fellow colleagues in terms of decision making (Murugan, 2012:51). According to Kerzner (2015:271), an autocratic manager is an individual occupying a managerial position who trusts nobody in the team, and he/she usually dictates the decisions. Autocratic management can also be defined as a management style through which the manager is too directive and controlling; an autocratic manager takes charge of making major decisions within the organisation without consulting other people (Greene, 2012:284). According to the researcher, an autocratic social work manager is a social worker in a managerial position, entrusted with decision making powers, who does not consult lower-ranking social work managers and front-line social workers, for decision making; he/she makes his/her own decisions without any input from others. Autocratic management style has far-reaching consequences for the management functions of the social work manager. For example, the more

autocratic the social work manager becomes, the more he/she violates human dignity and the greater the likelihood of staff resistance that might manifest in a range of unacceptable behaviours, which, in turn, might disrupt daily operational plans (Dlamini & Sewpaul, 2015:473). As a result, it will be difficult for the manager to execute other managerial functions such as organising, leading and controlling in such a hostile environment.

Furthermore, Young (in Dlamini & Sewpaul, 2015:472) argues that an autocratic management style renders social workers powerless. Young writes of how powerlessness results in diminished abilities and a lack of participation in planning and the decision-making process. The researcher believes that the lack of participation by subordinates usually affects the functions of management because it is easy for the manager to organise, lead and control the activities of employees only if they have been part of the planning process. In the researcher's opinion, employees who participate in the planning process will understand the activities that will be allocated to them better, and they are much more motivated to work towards achieving common goals. They also understand the control function better in terms of checking acceptable and unacceptable performance. The involvement of employees in the planning process further promotes the buy-in, which is so essential for accomplishing the set goals because there will be a sense of ownership of the process of implementation on the part of the employees.

It is also worth mentioning that an autocratic management style can be advantageous to the organisation (Ferreira, Erasmus & Groenewald, 2009:350). As described by Ghuman and Aswathappa (2010:398), an autocratic management style can be helpful in a time of crisis when quicker action is needed. In such a situation, quick decision making is guaranteed because a single person, who is the manager, decides for the whole group. In other words, an autocratic management style becomes advantageous when a manager and his/her team do not have time to engage in participative decision making. This argument is further strengthened by Bagad (2008:55) who argues that an autocratic management style enables the manager to work on emergency situations by giving orders to his/her subordinates. More time is saved, therefore, and goals can be achieved on time.

The researcher further believes that, under the autocratic management style, employee turn-over is likely to run high as non-managerial social workers might seek employment where they can have a voice in so far as the planning of activities is concerned and so have an impact on the running of the organisation they are working for. When employees feel appreciated in an organisation their production level improves as they have a sense of belonging. Throughout his years of experience, the researcher has observed that most employees prefer the management which is democratic in nature. A clear description of democratic management is given below.

- **Democratic management style**

Various authors describe the democratic management style similarly. According to Maleka (2010:24), a democratic management style is a style through which a social work manager allows everyone to have a say in the decision-making processes of the organisation. According to Mba Sr and Teresa (2013:146), a democratic manager is a manager who allows employees serving under him/her to take a more participative role in the decision-making process. Kerzner (2015:272), in agreement with the preceding views, adds that in a democratic management style the manager openly allows the employees to make a contribution towards arriving at a final decision. According to the researcher, a democratic social work manager is a social worker in a management position who allows the team members, such as the front-line social workers and auxiliary social workers, to air their views on a particular issue and who considers their views when the final decision is made concerning the issue.

Carpenter and Webb (in Dlamini & Sewpaul, 2015:473) advocate a democratic management style by arguing that a democratic management style has far-reaching implications for the management functions of social work managers. Carpenter and Webb further argue that, by offering the platform to participate in decision making, the democratic management style prepares the employees for the process of organising their work activities, and it encourages employees to be submissive to their leadership and to cooperate with the control function of management after the planning process. According to the researcher, the democratic management style fosters a positive relationship between management and the employees and such

an environment is favourable for a manager to effectively execute his/her functions effectively. The researcher further believes that the democratic management style is closely related to the leadership function because it provides a platform for the social work manager to be influential and motivational as a result of a positive working relationship with the employees.

Furthermore, the democratic management style promotes the development of the employees, in the sense that it encourages social work managers to share their work with subordinates through the delegation of duties. This is likely to reduce the burden on the manager in carrying out his/her managerial functions. For example, the social work manager can task a group of social workers to craft a monthly or year plan of their operational activities; inclusive of the budget and resources needed. This empowers the junior social workers to be able to plan and, at the same time, it relieves the social work manager from planning for the junior social workers. The manager's duty might be only to consolidate, review, and discuss minor changes according to the mission, the vision and the budgetary constraints of the organisation and, thereafter, approve the proposed plan.

It has, however, to be noted that, while the democratic management style has been described as the most effective management style, it does have some potential downsides. As argued by Mba Sr and Teresa (2013:147), the democratic management style is centred on consulting the subordinates before making a final decision; this might make the process longer than it might have been as there might be many options which might need to be considered. The researcher believes that this might have a negative impact on the functions of the social work manager. For example, if the planning function of the social work manager is delayed as a result of on-going consultations, this will also negatively affect other management functions such as organising, leading and controlling since they all depend on the success of the planning function of management. As a result, a project might be delayed. This then challenges managers to be proactive in their planning by giving deadlines for feedback from their subordinates to avoid any delays. The next management style to be discussed is the *laissez-faire* style.

- **Laissez-faire management style**

According to Maleka (2010:25), the laissez-faire management style is the one in which a manager allows the employees to complete their tasks in any way which is suitable to them. On the other hand, Diamond (2012:32) argues that the laissez-faire management style is a management style where a manager has a great deal of trust in his or her subordinates in such a way that the subordinates are given authority to work as they choose. As argued by Desrosiers (2015:1), laissez-faire management can also be regarded as being a management style in which the management is not visible in making decisions, and it is characterised by delays of job actions. According to the researcher, laissez-faire management represents a hands-off approach at the management level in terms of direction; the manager can, however, avail himself or herself to make clarifications whenever he/she is needed.

As with any other management style, laissez-faire has far-reaching consequences for the management functions of the social work manager. Chaudhry and Javed (2012:259) argue that, as a result of the manager's reluctance to make decisions, willingness to abdicate responsibilities, and lack of the use of his/her authority as a manager, the laissez-faire management style is considered the least effective and most passive style. The researcher concurs with Chaudhry and Javed in that the laissez-faire style has far-reaching consequences on the management functions, because avoiding making decisions will affect the planning of the organisation's operational activities as well as the financial planning or budget. The researcher further believes that any reluctance to make decisions will also impact negatively on organising as a function of management in terms of the allocation of tasks and resources to employees. Desrosiers (2015:1) is of the view that the above-mentioned negative impact on the organising function of management usually results in conflicts among the employees. This means that if the laissez-faire management style is not handled well it can lead to conflicts among the employees because some employees may dictate to others how their work could be executed. The researcher is of the opinion that the absence of management also affects the leading function of management in the sense that management will not be there to motivate and influence the employees when they are needed most. The management's absence can also affect controlling as a function of management because controlling requires the presence of the management to check the actual

performance of employees against pre-established performance norms, as stated by Naile (2011:2).

- **Paternalistic management style**

The paternalistic management style can be defined as a management style through which the manager treats employees as though they are members of a huge, extended family (Anwar, 2013:109). According to Chandra (2014:2), the paternalistic management style is a style of management which enables the manager to make use of work-centred behaviour which is coupled with subordinate-centred concern. Paternalistic management can also be described as a management style through which the manager takes into account the best interests of the employees as well as those of the organisation; in exchange, the manager usually anticipates loyalty and trust from the subordinates (Okon & Isong, 2016:52). As can be deduced from the preceding description, the paternalistic management style entails a form of management which is fatherly or motherly in nature and which allows the manager to use his/her organizational power to control and protect subordinate employees who are expected to be loyal to him/her as a manager.

The paternalistic management style also has far-reaching effects on the management functions of the social work manager. According to Ravasi and Schultz (in Anwar, 2013:109), the paternalistic management style makes the employees to feel so much attached and loyal towards their organization that they are motivated in doing their jobs. As a result of this magnitude of loyalty, the researcher is of the view that the employees will be able to carry out and implement the organisational plan. This will further translate into smooth organisation of the activities that need to be carried out since the employees have a sense of ownership of the work to be executed. Furthermore, the researcher believes that paternalistic management lays the foundation for effective leadership as a result of the respect and loyalty that the manager receives. In support of this, Chang and Chao (in Okon & Isong, 2016:54) argue that, under the paternalistic management style, employees are motivated to execute their duties and that they do not view their work as a burden, with the result that their level of performance will definitely be satisfactory.

On the other hand, the researcher is of the view that the paternalistic management style can have adverse effects on the management functions of the manager if not

handled well. For example, there is a greater possibility that the manager as father or mother figure may upset the structure of the organisation, especially during times of crisis. If the manager as a parental figure is believed to be treating other employees unfairly, the workplace environment could be disrupted and the management might no longer enjoy loyalty from the employees. The researcher further believes that this will affect the functions of the manager adversely, as the employees will be reluctant to carry out the project plans. They might also disregard the leadership provided by the management and this will lead to difficulties in controlling the organisation's activities. The other unintended effect could be a division amongst the employees where the ones who see themselves as treated unfairly could be rebellious and not support the manager.

Throughout his years of experience as a social work manager, the researcher has observed that there is no one style of management which can be considered to be the most appropriate. In other words, there is 'no one size fits all' in terms of management style. A manager can use an autocratic management style, the democratic management style, a laissez-faire management style or a paternalistic management style if the situation and circumstances require such a management style.

The next sub-section focuses on describing exactly how managers execute their management functions.

2.3 IN-DEPTH EXPLORATION OF SOCIAL WORK MANAGEMENT FUNCTIONS

Management operates through various functions, often classified as planning, organising, leading and controlling (Saxena, 2009:3). Hissom (2009:4) also argues that management is guided by four basic functions that include planning, organising, leading and controlling. According to Daft (2016:1), management includes an array of different functions undertaken to achieve organisational goals successfully, and these include planning, organising, leading and controlling. A detailed description of the functions of management in relation to social work management functions is provided below, beginning with the planning function.

2.3.1 PLANNING AS A FUNCTION OF SOCIAL WORK MANAGEMENT

Ndzuta (2009:29) argues that planning as a function of management within the social work fraternity is crucial in determining the objectives, which the social work organisation needs to achieve as well as the necessary action needed to achieve such goals over a period of time. Kemp (2014:38) also emphasises the importance of the planning function of management within the realm of social work by arguing that planning is of paramount importance in crafting objectives and actions that will ultimately guide the achievement of the desired goals of the organisation. Having highlighted the views of Ndzuta and Kemp on the importance of the planning function of social work management, it is necessary to explain in detail the importance of planning in social work management.

2.3.1.1 Importance of planning in social work management

Just as in any organisation, planning in social welfare organisations plays a key role in achieving the organisational goals. Within the social work fraternity, planning is essential with regard to resource allocation, the establishment of goals, risk and uncertainty management, team building and establishment of competitive advantage over other organisations. A detailed account of these aspects is given below:

- **Resource allocation**

Throughout his years of experience as a social work manager, the researcher has learned that, within the field of social work, resources are always limited in any organisation; this is especially true within the NGO setting where donations are the main source of funds. According to Mngadi (2012:51), managers responsible for social welfare organisations should put in place planning structures which promote the effective management of resources such as financial, human and physical resources. It can, therefore, be argued that planning plays a critical role in helping managers make decisions about how to allocate resources in order to achieve desirable goals (Ndzuta, 2009:29). According to the researcher's planning experience as a social work manager planning helps the manager to channel resources based on priorities in order to support specific projects and programmes. For example, it is through planning that a social work manager may know how many social workers must be assigned to execute a specific project, and operational costs

around the execution of such a project can be efficiently projected only through the use of a detailed project plan. By doing this, planning helps in preventing resource wastage or misuse.

- **Establishment of goals**

According to Kemp (2014:38), planning enables the manager to set goals that he/she wants to achieve together with the employees. By establishing or setting organisational goals, the employees are given the necessary motivation towards a collective effort in implementing the organisational plan to achieve desirable goals (Ndzuta, 2009:38). This argument is supported by Desrosiers (2015:3) who argues that planning enables effective goal setting which, in turn, energizes the employees by focusing on achieving the organisational mandate. The researcher views goal setting through planning as an individual and collective performance enhancer for the management, front-line social workers and auxiliary social workers. The researcher is of the opinion that, through goal setting, the employees are able to notice progress made towards certain organisational goals by checking to see whether they are reaching their goals. This usually motivates the employees to put greater effort into the realisation of such goals. In other words, goal setting motivates the employees to go an extra mile in order to ensure that pre-established goals are accomplished.

Kemp (2014:38) further emphasises the fact that goal setting is essential as a measurement of success. This means that goals enable the social work manager to know how the organisation is performing both operationally and financially. The researcher is also of the view that goal setting enables the organisation to measure and correct failure as well. The researcher's point of view is based on the fact that in a case where the organisation is going off track financially and operationally, referring to the organisational goals can be an effective way to get back on track. Setting goals can be seen as the sign post that directs the organisation in achieving its mandate.

- **Risk and uncertainty management**

According to Reamer (2015:2), planning plays an important role in helping social workers, social work managers and auxiliary social workers to develop "what if

scenarios” where an attempt is made to foresee possible risks that might affect the organisation. Such risks might include unethical conduct by the employees. The researcher expands on this view by arguing that, through planning, the social work manager prevents the violation of standards of practice set forth by the organisation and the national regulatory authorities such as the South African Council for Social Service Professions (SACSSP) and the South African National Department of Social Development. In other words, planning channels the organisation towards complying with relevant policies and legislative frameworks. By doing this, penalties and the revocation of licenses to practice and operate are avoided.

Scholars, like Garlick (2007:4), argue that through planning the organisation can be enabled to manage the risk of financial misuse. According to the researcher, this means that, through planning, the social work manager can be enabled to put in place practices and procedures that must be applied in the process of risk management. As has been argued by Hopkin (2012:84-86), usually a written policy and a plan on financial risks which the organisation is willing to accept should be made available to enable the monitoring of the risks. This helps in providing financial security and stability, and it also indicates areas where caution should be taken in terms of financial or budget allocation.

- **Competitive advantage**

Planning helps the organisation to create a competitive advantage over other organisations (Gretzky, 2010:92). This means that through planning an organisation is able to institute a SWOT analysis to examine its internal strengths and weaknesses, its opportunities for growth and the threats that might affect the organisation’s survival. By doing this, the organisation is given a realistic picture of its position in the market relative to its major competitors. Engelbrecht (2014:51) further argues that, through planning, the management can be in a position to make a decision on market segments which give the organisation a competitive advantage over the other organisations. According to the researcher, this helps the management to identify areas where competitors are vulnerable, and, in turn, this will translate into initiatives for the crafting of marketing strategies to create an advantage over the organisation’s competitors. The result will be that the

organisation will enhance its chances of survival, and it will remain relevant to its service beneficiaries.

From the above discussion, it has emerged that planning is important as a tool to ensure effective resource allocation, the establishment of goals, risk and uncertainty management and it has been seen that planning creates a competitive advantage to ascertain the success of the organisation over others. Having discussed the importance of planning, the researcher believes that it is equally essential to introduce a discussion about the types of planning which the managers are expected to perform as they carry out their management functions.

2.3.1.2 Types of planning

Just as in any other field of management, social work managers are also subjected to all the types of planning. These are operational planning, tactical planning and strategic planning. Below is a discussion on the types of planning by social work managers.

- **Operational planning**

The University of Scranton Planning Office (2009:3) describes operational planning as a process through which the organisational goals that are described in the tactical plans are attained. Operational planning can be described as a process through which pre-established organisational goals can be achieved within a given period of time (Patti, 2009:332). Spolander and Martin (2012:54) describe the concept similarly by stating that it is a plan which carries out premeditated plans in order to achieve operational goals. In other words, operational planning refers to a plan which contains day-to-day operations of the organisation which must be followed in order to achieve pre-established organisational goals.

Pattie (2009:332) argues that, while strategic planning provides a framework for establishing the direction for the organisation with a well-articulated and focused mission statement, operational planning firmly stands as a major component of the day-to-day activities of the organisation. This simply means that operational planning involves the translation of strategic planning initiatives into goals and objectives that are specific and include action steps for the employees to follow in order to achieve planned goals. For example, an operational plan in an NGO that

deals with the prevention and treatment of substance abuse must spell out the provision of early intervention, prevention, treatment and aftercare services as the objectives and goals of the organisation, and awareness activities, intake activities, assessment activities, counselling and administration of medication should stand as guides to operational activities to accomplish the organisational goals. Scholars, like Reyneke (in Engelbrecht, 2014:56), highlight the fact that line managers, such as the social work supervisors together with the front-line social workers and auxiliary social workers, are responsible for making operational plans in order to achieve organisational goals. The researcher has also observed that social work supervisors are given the responsibility of crafting operational plans by which their team is going to achieve desired goals.

- **Tactical planning**

Tactical planning transforms strategic plans into specific relevant goals for each and every unit or section within an organisation (DuBrin, 2010:118). According to Griffin (2010:67), tactical planning can also be described as a process the aim of which is to achieve tactical goals and it is developed to implement the strategic plan. Spolander and Martin (2012:54) further describe tactical planning as a blue-print which contains the organisation's plans to achieve its goals. This means that tactical planning is medium-term planning that is usually executed by middle management to achieve the tactical goals of respective departments or sections.

In comparing the tactical plans with the strategic plans, it can be seen that the tactical plans have a short life span and a specific and solid focus, unlike the strategic plans. The researcher further argues that tactical plans are more centred on getting tasks done than on deciding what needs to be done, and the planning is done in areas such as research, finance, personnel and general management. Reyneke (in Engelbrecht, 2014: 52) argues that tactical planning is the core mandate of the middle managers or the heads of sections within an organisation. For example, at SANCA Witbank, the head or manager of community development section is responsible for the development of tactical plans through which the tactical goals can be achieved. At the same time, the manager of therapeutic services also ensures that the strategic plan is implemented through a well-crafted tactical plan.

- **Strategic planning**

Spolander and Martin (2012:54) define strategic planning as the setting of long-term organisational goals, which last for five to ten years. Strategic planning can also be defined as a plan that clearly stipulates decisions about resource allocation, priorities and the relevant steps needed to achieve the strategic goals (Griffin, 2010:67). Smith, Cronje, Brevis and Vrba (2007:122) further describe strategic planning as a plan that focuses primarily on the future of the organisation and which usually extends beyond the current realities within the organisation.

On the other hand, Coulshed and Mullender (in Engelbrecht, 2014:52) argue that strategic planning entails long-term actions which are meant to make a reality of the organisation's vision and mission, establishing specific goals and objectives and foreseeable outcomes normally in the form of measurable targets and specifying all relevant resources that will be needed. In other words, this means that strategic planning entails a disciplined effort to make important decisions and actions that shape what an organisation stands for by producing organisational objectives, mobilising resources which are available and integrating the activities of the employees to achieve pre-established goals. Reyneke (in Engelbrecht, 2014:52) argues that top level managers in organisations are usually involved in strategic planning. The researcher has observed that in the NGO setting strategic planning is usually carried out by the directors, chief executive officers or heads of the organisations. Middle and lower level managers can also be included during the strategic planning so that they can participate in and understand the strategic goals of the organisation; this, in turn, helps them to align tactical and operational plans with the strategic plan.

The discussion above shows that there are basically three types of planning, namely operational planning, tactical planning and strategic planning. Operational planning is carried out by lower level managers while tactical planning is conducted by middle level managers. It is the responsibility of the top level management to develop strategic plans. From the above discussion, it has been seen that each of the three types of planning can be operationalised within the field of social work.

The sub-section below will shed more light on the areas to which the social work manager is expected to give attention when planning.

2.3.1.3 Areas of planning in social work management

According to Suraj-Narayan (2010:185-188), there are key areas which the social work manager must prioritise during the planning phase. These key areas include, but are not limited to, programme development, financial planning, working procedures, staffing and quality assurance. A detailed discussion on the above-mentioned areas that must be given preference during planning is provided below.

- **Financial planning**

Naile (2011:40) argues that social work managers have the primary responsibility of allocating financial resources to different sections within the organisation in order to enable them to achieve pre-determined goals. Naile's argument is supported by Suraj-Narayan (2010:185-188) who argues that social work managers are involved in the crafting of certain strategic activities as well as the allocation of funds to those activities. According to Smit (2014:113), specific financial planning activities which the social work managers are involved in include the estimation of the funding expenditure for service delivery and the approval of these funding expenditure estimates by the senior social work managers (directors). Throughout his years of practice as a social work manager, the researcher has observed that South African NGOs do not receive 100% subsidy from the Department of Social Development. This, therefore, leaves the social work managers with the responsibility of implementing fundraising activities in order to supplement the funds received from the Department of Social Development. The argument about fundraising initiatives is further supported by Smit (2014:112) who state that, in order to generate more money to sustain the organisation, the management must formulate a fundraising strategy as well as a strategy detailing how the organisation will determine its financial needs, manage the funds received and practise accountability.

The researcher further believes that financial planning is the corner-stone of any social work organisation towards the realisation of their planned goals. This argument is based on the fact that other management functions, like organising, leading and controlling, depend strongly on the availability of funds to execute programmes and projects and undertake accurate financial planning. Without accurate financial planning by social work managers, other managerial functions are

likely to be affected since one can plan, organise, lead and control only when there is money and resources to execute programmes and projects.

- **Programme development**

Programme development is the core responsibility of the social work manager in any organisation rendering social work services to ensure that appropriate social work programmes are in place (Suraj-Narayan, 2010:188). This clearly means that the management is expected to define the programmes and the required activities to implement such programmes. To solidify this argument, Reyneke (2014:56) further argues that social work organisations usually have several programmes to ensure service delivery. Reyneke emphasises the fact that the management should be accountable towards the nature and effectiveness of the programmes in place. As a social work manager, the researcher has observed that social work managers usually use the organisation's programmes to plan the organisation's activities. Programme development is, therefore, an essential element of planning as it gives a picture of the nature of work the organisation is going to do.

The researcher believes that programme development is closely related to other management functions like organising and controlling. The researcher has also made the observation that a lack of developed programmes affects the organising function of management in the sense that the allocation of tasks to different employees depends on the availability of programmes. The researcher, therefore, strongly believes that, without developed programmes, it is impossible to generate activities that should translate into implementation.

Lack of programmes also affects the control function of management in the sense that control cannot exist if there are no programmes that must be implemented. To solidify this argument, Ndzuta (2009:29) believes that control is carried out to measure the implementation of programmes and that, therefore, without the programmes, the measurement of performance is impossible. In essence this simply means that the availability of programmes is important for the functioning and survival of social work organisations.

- **Working procedures**

According to Suraj-Narayan (2010:187), both social work managers and front-line social workers must follow specific procedures in terms of executing their duties. This means that it is the responsibility of the social work managers to put in place procedures that must be followed when rendering social work services. For example, SANCA Witbank is an organisation that renders prevention and treatment of alcohol and drug abuse services. In the organisation it is the responsibility of the organisation's management to ensure that services are rendered in line with the legislative framework as stated in section 32-50 of the South African Prevention of and Treatment for Substance Abuse Act, Act No. 70 of 2008. It is also the responsibility of the management to put in place a treatment model and programme that must be used.

Suraj-Narayan (2010:187) also argues that, as part of planning, the social work manager must put in place processes and procedures that must be used by the organisation for the purpose of human resource management. In supporting this notion, Reyneke (2014:51) argues that during the planning period the management must consider putting in place aspects such as staff appraisal procedures and disciplinary hearing procedures. In addition, the researcher is of the view that the management should also incorporate ethical requirements in all work procedures. These will guide service provision by front-line social workers. For instance, within foster care and adoption work procedures should mention the values and principles that will govern the practice of social workers.

- **Quality assurance planning**

Quality assurance in social work service is one of the major factors that social work managers must guarantee to the service users (Naile, 2011:38). Suraj-Narayan (2010:185) argues that it is important that social work managers put in place mechanisms and processes to ensure that work undertaken by front-line social workers and auxiliary social workers meets required specifications. The researcher believes that, during planning, the manager must consider aspects such as the mechanisms used to monitor social workers, social auxiliary workers and programmes employed as a way of regulating the quality of services rendered. Reyneke (2014:68) believes that this can be achieved by using techniques such as

performance indicators in which pre-determined requirements for quality work are laid out by the management.

There are so many areas that social work managers must consider when they are executing the planning function of management. As highlighted before, these areas include financial planning, programme development, working procedures and quality assurance planning.

Having discussed the key areas that need consideration during the planning stage, the researcher believes that it is essential to discuss how the planning process takes place as shown in the discussion below.

2.3.1.4 Planning process

In general, planning entails a process of deciding in advance what needs to be done and how it should be done (Tripathi & Reddy, 2008:65). Tripathi and Reddy argue that, as an activity, planning is carried out in logical steps. These steps are setting objectives, developing premises, identifying alternative course of action, evaluating alternative courses, selecting an alternative, implementing the plan and follow-up action. The aforementioned steps are discussed in detail below.

- **Setting objectives**

According to Tripathi and Reddy (2008:65), the setting of objectives is the first step that needs to be followed during the planning process. Naidu and Krishna Rao (2008:29) argue that, within an organisation, objectives can be set for the entire organisation or they can be tailor-made for each and every section or department. By customising objectives for each and every section, the organisation seeks to bring about clarity about how each section or department will contribute towards the organisation's objectives. The setting of objectives is seen by the researcher as providing an inspirational summary of where the employees want to be at the end of the planning phase. Throughout his years of experience as a social work manager, the researcher has observed that setting of objectives unites the entire organisation towards the achievement of the values of the organisation and that objectives are essential in linking together each of the organisation's functional areas. In conclusion, it can, thus, be argued that an organisation without objectives lacks direction about what it stands for and what it wants to achieve.

- **Developing premises**

According to Tripathi and Reddy (2008:65), developing premises is the second step in the planning process. Developing premises entails a process through which assumptions about the future are created on the basis of which the plan will be created (Naidu & Krishna Rao, 2008:29). The researcher believes that planning premises is essential for smooth planning because it helps in the revealing of facts and information which relate to the future, such as operational costs and availability of resources which might be needed. According to the researcher planning premises plays a huge role in the survival of the organisation as planning for the future is the key factor towards survival.

Tripathi and Reddy (2008:65) further state that planning premises can be classified under internal and external premises, tangible and intangible premises, and controllable and non-controllable premises. Internal and external premises are found within and outside the organisation, respectively. Important internal premises which need to be considered during the planning phase are the programmes of the organisation, the competence of the management, the skill of the frontline employees and organisational policies (Naidu & Krishna Rao, 2008:29). For example, in an NGO that deals with the prevention and treatment of drug abuse, internal premises to be considered are the prevention and treatment programmes that answer the needs of the clients, professional development to sharpen the skills of the management and the employees and the alignment of the organisation's policies with national policy frameworks. External premises are premises that are basically outside the organisation. They include government policies, changes in technology and population and the demand of the service required by the clients as propounded by Tripathi and Reddy (2008:66). The researcher believes that external premises such as government policies help the organisation to comply with ethical requirements as set by the policy; the organisation can, therefore, be enabled to make its plans within the prescripts of policies of the government. At the same time, population and demand will help the organisation to plan relevant programmes that are suitable for a specific age within the population, and having knowledge about the demand of the service will always help with resource allocation.

When developing planning premises, it is always essential to consider tangible and intangible premises. Tangible premises are the premises that one is able to measure in quantitative terms. Naidu and Krishna Rao (2008:30) give the following examples of tangible premises, labour hours, units of production, capital investment, industry demand and population growth. The researcher believes that it is important to consider tangible premises because they guide the planning process in deciding the required amount of money and other resources to make the programme a success. Tangible premises also help the organisation to check the duration and sustainability of the programme by checking the demand for the programme. The researcher believes that the higher the demand for the programme is, and the more the capital resources are, the more the programme is likely to be sustainable. On the other hand, intangible premises are those that cannot be measured quantitatively, for example the organisation's reputation, public relations, employee motivation and morale.

In spite of all of these challenges, organisations must find ways to achieve their goals, and the following discussion on identifying alternative courses of action will address this.

- **Identifying alternative courses of action**

The next step in the planning process is to determine the alternative courses of action. At this stage, alternatives are clearly listed (Tripathi & Reddy, 2008:67). Naidu and Krishna Rao (2008:30) also argue that identifying alternative courses of action is important in guiding the organisation to find ways to achieve the objectives. According to the researcher, the process of identifying alternative courses of action should accommodate all suggestions since no effective solution is always immediately available. To strengthen this argument, Van de Walt and Knipe (2013:182) argue that no alternative must be rejected quickly. This translates into the fact that during this process one idea being brought forward will usually lead to another idea. In this case, it can be deduced that there can hardly be any occasion during the planning phase when there are no alternatives. And it is most likely that alternatives that are properly assessed may prove worthy and meaningful. As a matter of fact, it is imperative that alternative courses of action must be developed

before deciding upon the exact plan. Identifying alternative courses of action is followed by evaluating alternative courses of action.

- **Evaluating alternative courses of action**

Tripathi and Reddy (2008:67) are of the opinion that, after going through the process of development of alternative courses of action along with their strong and weak points, employees involved in the planning process are expected to evaluate the alternatives giving due weight to various factors involved, for one alternative may appear to be most viable and profitable whereas the other less profitable but involve least risk. The same sentiments are echoed by Van de Walt and Knipe (2013:182) who argue that alternative courses of action should be analysed and tested carefully by checking their weaknesses and strengths. This simply means that, when alternative courses of action are presented to the social work manager, he/she is expected to examine feasibility and the possible results of each and every course of action carefully before the most suitable course of action is selected. Evidently, the evaluation of alternatives is essential to arriving at a decision. Otherwise, it would be difficult to select the best course of action in the perspective of organisational needs and resources as well as the objectives that have been laid down.

After a careful evaluation of courses of action, the next step involves selecting the appropriate course of action as shown below.

- **Selecting the best course of action**

At this stage, a more desirable and suitable alternative is chosen through a process of comparative analysis, checking aspects such as cost and risk (Naidu & Krishna Rao, 2008:30). In the researcher's view, this translates into the fact that after evaluating the alternatives the social work manager and his/her planning team will have to select an alternative that provides maximum benefits at minimum costs. Furthermore, the researcher has learned that it is important for social work managers to keep in mind their own limitations in terms of resources when making the final selection from among alternative courses of action. This argument is based on the fact that the selected course of action should match the resources available; for example, if the organisation decides to open a new satellite office to respond to

the demand of substance abuse services, it should make sure that there is a budget to cater for operational costs. Failure to consider that would lead to the collapse of the programme. The selection of the appropriate course of action should, therefore, be regarded as a point of decision-making which entails deciding upon the plan to be adopted for accomplishing the organisation's objectives.

The next and final step that comes after selecting the appropriate course of action is the implementation of the plan and follow-up actions. This is discussed below.

- **Implementation of the plan and follow-up action**

According to Van de Walt and Knipe (2013:183), after the management has made a decision in terms of the most suitable course of action, the management is expected to come up with necessary strategies and actions for its implementation. This means that the selected plan must be translated into the day-to-day operations of the organisation by putting in place programmes, working plans and financial budgets in the sub-units (Naidu & Krishna Rao, 2008:30). The researcher has also learned that timing is an essential consideration in planning. In this regard, timing gives practical shape and concrete form to the programmes. The starting and finishing times for the plan of action must be fixed for each and every task so as to indicate when each and every task is supposed to start and finish. The researcher further argues that plans do not accomplish themselves and that line supervisors, in this case social work managers, should take the leading role in implementing the plan or chosen course of action.

Lewis, Packard and Lewis (2012:8) argue that formulating plans and putting in place programmes is not sufficient, unless follow-up action is provided to track progress on the programme objectives and to check whether the programmes are being carried out in accordance with the plan. This actually means that each and every activity which is part of the plan should be monitored on an on-going basis, and if any deviation is noticed the manager is expected to initiate a corrective measure. In agreement, the researcher is of the opinion that follow-up action is also required to see whether the plan is working well in the present situation and that, if it is not, there should be flexibility with regard to changing the plan according to need. Regular follow-up is, therefore, necessary and desirable to ensure an effective implementation and accomplishment of tasks assigned.

The above discussion highlights that the process of planning is composed of sequential steps that include setting objectives, developing premises, identifying alternative courses of action, evaluating alternative courses of action, selecting the best course of action and implementing the plan and follow-up action. These planning steps should act as a guide to the social work managers when they carry out their planning activities.

After planning is completed, resources should be organised to carry out the plan. Consequently, the planning function of management leads to the other function of management which is organising, and this is discussed below.

2.3.2 ORGANISING AS A FUNCTION OF SOCIAL WORK MANAGEMENT

De Beer (in Strydom, 2012:93) argues that organizing as a function of the management process entails the process of putting in place a system for the use for all resources within the management system. Organising can also be regarded as a well-crafted process of establishing a structure for the organisational operations that will enable its employees to work effectively towards achieving its goals, mission and vision (Nieuwenhuizen & Rossouw, 2008:58). In other words, organising is a process used to determine, among other things, the tasks that must be executed, the employees who must carry out such tasks and how the employees will be managed and co-ordinated. The researcher further believes that organizing is critical in creating and maintaining rational relationships among human, material and financial resources by specifying the resources that are supposed to be used for specific activities as well as when, where, and how they will be used.

In describing organising as a function of management, the researcher is going to shed more light on the importance of organising, the process of organising, co-ordination, authority, delegation specialisation and organisational structures.

2.3.2.1 The Importance of organising

According to Van De Walt and Knipe (2013:184), the organising function of management is critical in ensuring the effective administration of the organisation. Engelbrecht (2014:57) argues that organising is considered to be an important function of management because it facilitates effective administration as well as the operation of an organisation. The importance of organising as a management function is further illustrated by Stoner, Freeman and Gilbert (in Engelbrecht,

2014:57) who argue that organising enables a strategic classification of work and people, and, as a result, the product of work or service increases, overload of work is managed, wastage is reduced, duplication of work is minimised and effective delegation becomes possible. This translates into the fact that, without effective organising, a meaningful implementation of organisational plans is hardly possible because of the absence of an efficient resource allocation and people to execute the plans.

Through his years of experience as a social work manager, the researcher has observed that organising is essential in facilitating the growth and diversification of an organisation's activities through the division of work. This means that a complex job can be broken into simpler tasks so that one employee or a group of employees can carry out identical tasks. To strengthen this argument, Van de Walt and Knipe (2013:184) argue that the division of work can stimulate productivity because employees can concentrate on a single area. For example, in an NGO setting such as SANCA, division of work is visible through the establishment of departments through which therapists (social workers) specialise only in providing therapeutic services and community developers render community services only. This stimulates growth in the sense that employees can become more skilful by specialising in one area, and this results in high production and quality services.

The discussion on the importance of organising function of management is followed by a brief discussion on key aspects to be considered when organising.

2.3.2.2 Key aspects to consider when organising

Embedded in the organising function of management are establishing coordinating mechanisms, delegating, assigning authority, grouping employees into teams and designing the work for employees as propounded by Van de Walt and Knipe (2013:184). These key issues are discussed below:

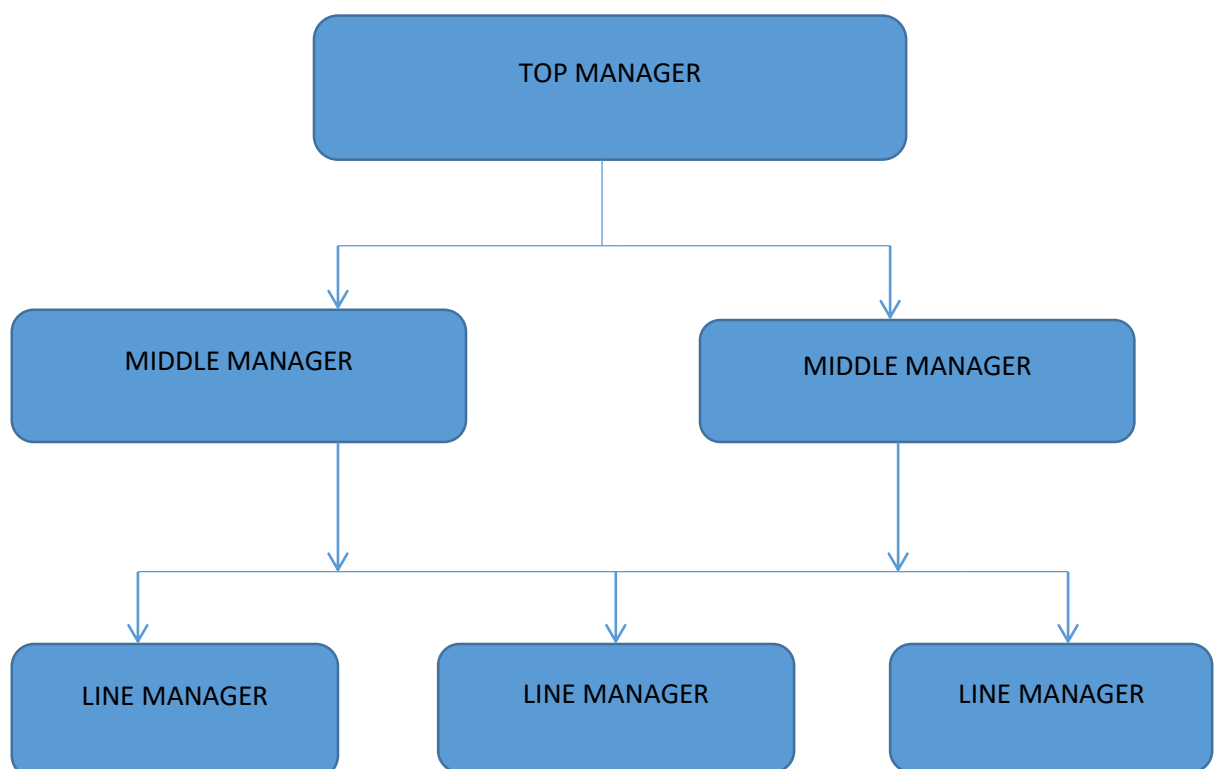
- **Organisational structure**

Anderson and Zbirenko (2014:7) define an organisational structure as putting employees and activities into various units to enhance the coordination of communication, decisions and actions. Organisational structure can also be defined as a system that constitutes a network of job positions and the authority

relationships among the various positions (Engelbrecht, 2014:57). In other words, an organisational structure helps an organisation to match the employees with relevant job activities so that the goals and objectives of the organisation can be achieved effectively and efficiently.

According to Engelbrecht (2014:57), large organisations, like the Department of Social Development, usually use a hierarchical organisational structure that has a top-down command system. Anderson and Brown (2010:34) argue that hierarchies assist groups within an organisation to deal with the problem of collective decision-making by giving disproportionate control to one or a few members only. From the observations made by the researcher, group leaders or senior social work managers like the provincial directors and their deputies, district directors and programme managers are given more control over decisions and are permitted to manage the actions of others, whereas lower ranked social work managers and front-line social workers are expected to defer to others and keep their opinions to themselves. To solidify this argument, Cartwright and Zander (in Anderson & Brown, 2010:34) argue that such a high level of concentration of control at the top helps organisations to make sound decisions and avoids conflict over control. Below is an illustration of hierarchical organisation structure.

Illustration 1: The hierarchical organisational structure



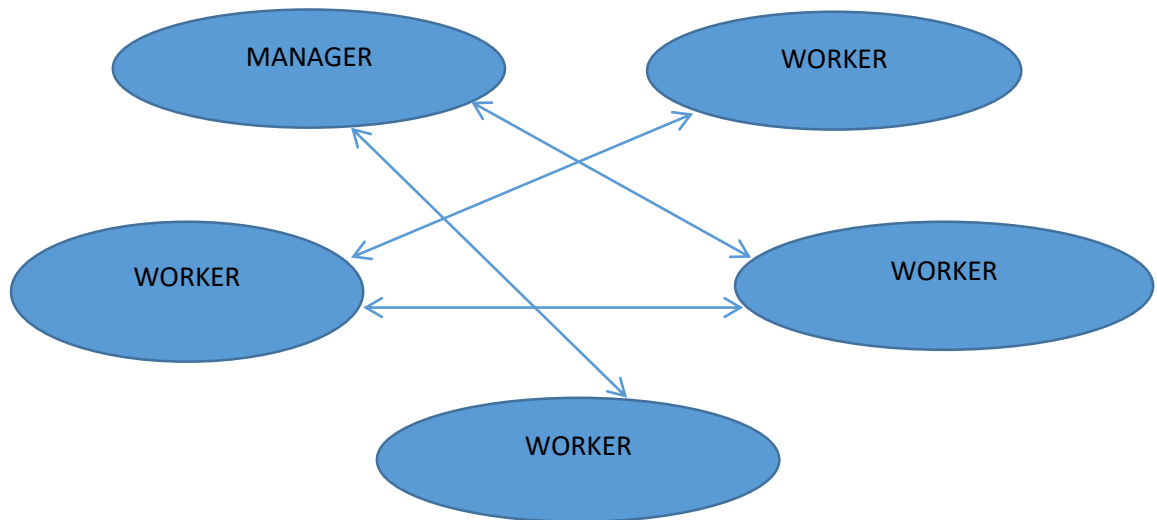
Source: Engelbrecht (2014:57)

Usually smaller organisations, such as NGOs, have flat organisational structures that are relatively informal with a structure of command which is loose in nature (Engelbrecht, 2014:57). Engelbrecht further argues that a flatter structure is generally considered to be the most suitable in a social service organisation because it allows all the employees to contribute to the decision-making process. To further solidify this argument, Rishipal (2014:59) is of the opinion that a flat organizational structure has fewer layers of management and, therefore, the employees are more empowered and expected to take responsibility for a range of traditionally managerial decisions in their daily duties.

Rishipal (2014:59) notes that in flat organisational structures, there are fewer levels between managers and employees; this helps flatter organisations to activate strategic management plans, implement short-term goals and take action on policy and procedural changes easily. According to the researcher, effective management can be achieved in flat organisations because the social work managers normally act on a level close to front-line employees, which enables them to monitor the progress of the employees towards the organisational goals and objectives as well as to receive timeous feedback regarding the feasibility of a specific action plan.

Throughout his years of experience as a social work manager within the NGO sector the researcher has learned that a flat organizational structure carries with it an advantage over tall organisational structures in the sense that it is highly flexible. This means that, in flat organisational structures, strategic, tactical and operational decisions can be made and executed more quickly because flat organisational structures have few layers of communication between the employees doing the work and those making the decisions as illustrated in the diagram below. This enables directives and feedback to be communicated in time to allow for necessary changes. In most cases, the organisation's directors or chief executive officers (CEO) within the NGO sector communicate directly with front line employees, and they can easily monitor and evaluate the progress of the organisation's activities owing to their close interaction with front-line workers. Herewith an illustration of a flat organisational structure.

Illustration 2: A flat organisational structure



Source: Engelbrecht (2014:58)

In any organisation a suitable organisational structure makes it easy for the management to be able to design jobs for their employees. Job designing as another key element of organising is discussed below.

- **Job designing for employees**

According to Belias and Skilikas (2013:86), job design can be defined as a clear specification of the contents, methods and job relationships in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder. Engelbrecht (2014:58) similarly defines job design as a clear indication of the employee's responsibilities, job specifications and expected performance standards. The researcher is of the opinion that a job design entails the functions of arranging tasks, duties and work responsibilities thoroughly into an organizational unit of work. For example, a social work manager who is responsible for managing social workers who render therapeutic services must be accustomed to what he/she is supposed to do in his/her position; he/she must also know the expected performance standards and whom to account to.

According to the researcher's experience, job designing brings with it job satisfaction. Zournatzi, Tsiggilis, Koystelios and Pintzopoulou (in Belias & Skilikas, 2013:88) state that factors related to job satisfaction include the minimisation of

errors in the workplace and reducing the intention of employees to leave their jobs, and this is beneficial for organisations.

Having discussed job designing, it is equally essential to introduce the organising element of grouping employees into teams.

- **Grouping employees in to teams**

According to Engelbrecht (2014:58), employees are normally grouped into teams, units or sections depending on the type of work they are hired to do. For example, in the NGO setting, with specific reference to SANCA Witbank, the employees working with finances and human resource issues are in the administration section, social workers who render therapeutic services are in the therapy section, and community workers are in the community development section. From the researcher's point of view the grouping of employees into teams according to specific tasks is common in the welfare and development field, and it is meant to contribute to the development of specialisation in each unit which is appropriately headed by an expert in that functional area. The researcher further argues that, by grouping employees into teams and allowing employees to specialise, productivity and efficiency are promoted. For example, allowing community development workers to specialise in community development projects and executing the same tasks repetitively sharpens their skills in that field and this enhances their production rate and improves their efficiency.

As much as it is essential to group employees into teams or units, it is equally imperative to assign authority to manage those teams or units. The concept of assigning authority is briefly discussed briefly below.

- **Assigning authority**

Nieuwenhuizen and Rossouw (2008:60) describe authority as the right to make well-informed decisions, give orders to colleagues and use an organisation's resources. Strydom (2012:97) further defines authority as the right to oversee subordinates which is given to a manager in order to achieve pre-established organizational goals. The researcher defines authority in line with social work management as the right given to a social work manager to oversee the social workers and auxiliary social workers in order to achieve planned goals.

According to Engelbrecht (2014:58), assigning authority is an important element of organising because it enables managers to have their policies and organisational work carried out through others. For example, a social work manager should have authority over front-line social workers so that he/she can oversee their work for the benefit of the organisation in terms of goal attainment. The researcher is of the view that an organisation can hardly survive without authority because authority empowers management to make strategic, tactical and operational decisions and to give orders and instructions to subordinates. In other words, authority empowers managers in their positions to ensure that employees work as a team to achieve organisational goals.

- **Establishment of coordinating mechanisms**

According to Isac, Voichita and Guta (2009:337), a coordination mechanism is a system that is meant to manage interdependencies between organisational activities. Isac *et al.* go on to argue that, at the same time, coordination should be achieved by synchronizing the actions of managers and the actions taken by employees from different sections or departments to achieve organisational goals. Engelbrecht (2014:59) describes the establishment of coordinating mechanisms as a process which integrates the activities that separate sections or departments in an organisation. From the preceding definitions the researcher construes that coordination is the process of linking together different sections or departments of an organization in order to accomplish a collective set of goals.

From the researcher's point of view, coordination does not only promote the efficiency of operations within the organisation, but coordination also plays a key role in improving the morale and job satisfaction of employees. This argument is based on the fact that an orderly effort established through team spirit and organisational leadership gives employees a sense of security and personal contentment from their job. In other words, a well-coordinated organisation has an upper hand of attracting, retaining and better utilising employees.

Coordination plays a key role in ensuring that there is unity of action in the face of disruptive forces (Engelbrecht, 2014:59). Engelbrecht further argues that, since employees involved in an organisation are interdependent, relying on one another for resources, coordination is needed to promote effectiveness in the planning and

execution of such plans; this further promotes unity of action. The researcher shares the same sentiments as Engelbrecht and is also of the view that putting together different sections into one entity requires a great deal of coordination to ensure that interdependence among the sections is effectively managed. The researcher further believes that coordination enables the managers to view the organisation as a whole instead of as narrow sectional goals.

Delegation is the last element of organising, and it is discussed as follows:

- **Delegation**

Van de Poel (2012:6) defines delegation as the assignment of authority, duties or responsibilities to a subordinate in order for him/her to execute defined activities. Delegation can also be defined as a well-planned transfer of responsibilities from a superior to a subordinate while the superior retains accountability for the final product of the performance of the task (Reyneke, 2014:59). According to the researcher, delegation can be defined as the process of giving responsibilities and authority to subordinates for a certain period, when the manager will not be available or as a training measure for that subordinate, but where the manager remains accountable for all the decision taken by the subordinate.

Engelbrecht (2014:59) is of the opinion that, in social service organisations, the social work managers must establish an environment in which employees are able to deal with problems and opportunities with creativity and personal commitment. This can be achieved by empowering employees through the delegation of authority and duties. Throughout his years of experience, the researcher has learned that delegation helps organisations to improve the speed and quality of decisions, reduce overload for the social work manager, enrich the front-line social worker's (subordinate) job and provide opportunities for subordinate development of leadership skills. The researcher has also learned that the delegation of authority also helps with succession problems since the employees are prepared for certain duties through delegation. For example, a senior social worker who is delegated to assume the duties of a director of a certain NGO when the director is on leave becomes accustomed to the duties of a director and is prepared to take over from the director should he/she leave the organisation.

For management to be able to establish coordinating mechanisms effectively, delegation, assigning authority, grouping employees into teams and designing the work for employees are processes of organising with which managers need to engage. The organizing process results in an organizational structure with precisely defined authorities and responsibilities, and a full description of the processes involved in organising follows next.

2.3.2.3 Process of organising

According to Rudani (2013:243), organising is a process of combining and coordinating the efforts of employees in an effective manner. Rudani further argues that the process of organising is done through a sequence of steps that must be followed in order to prepare a formal organisational structure. The classification of objectives, enumerating activities, classifying and grouping activities, assigning of authority, delegating of authority, establishing interrelationships and preparing organisational charts and manuals provide the steps to be followed when employees are organised (Rudani, 2013:243). These steps are discussed below:

- **Specifying objectives**

Rudani (2013:243) argues that the specification of objectives is the first step that has to be followed during the organising process. The same sentiments are also echoed by Smith *et al.* (2011:219) who argue that the vision, mission, goals and objectives of the organisation are the point of departure in the organising process. This means that the process of organising should always begin with the specification of objectives and that the manager who is entrusted with the responsibility of the formulation of the organisational structure needs to have in-depth knowledge of the objectives to be achieved (Ghuman, 2010:240). For example, a social work manager from SANCA Witbank must first be aware that the objectives of SANCA Witbank are to render early intervention services, prevention services, treatment and aftercare services to individuals, groups and community members who are affected by substance abuse. Having such knowledge can help the social work manager to organise the organisation's operations around each objective and to allocate resources accordingly. It is also hoped that the knowledge will filter down to prospective social work employees because vacant positions will attract those

individuals who want to work in the field of substance abuse work. The next stage, after the specification of objectives is the enumeration of activities.

- **Enumeration of activities**

According to Rudani (2013:243), the second step involves the preparation of a list of organisational activities required to achieve organisational objectives. The researcher is of the opinion that every social work service organisation is established with a specific purpose, and, based on this, the organisational activities with specific reference to the main activities can be identified. For example, in an NGO setting like SANCA Witbank, community development and marketing activities, such as radio talk shows, exhibitions and door-to-door campaigns can be identified. At the same time, therapeutic activities, such as screening, intake, assessment and counselling, can also be highlighted, and financial activities, such as budgeting, risk management and fundraising, should not be overlooked. Once these activities are clearly defined it is then easy to design and assign jobs to the employees in order to work towards attainment of the organisational goals and objectives (Ghuman, 2010:241).

- **Classifying or grouping of activities**

In the third step of the organising process, the listed organisational activities are grouped on the basis of departments or sections (Rudani, 2013:244). This means that the grouping of activities is done based on the similarity of activities, for example the marketing function is expected to consist only of marketing activities, and the financial function should also consist of the financial activities. According to the researcher, the grouping of activities means that similar activities are performed only in a particular department and that the grouping of activities has an advantage of easing the coordination of work. This argument is based on the fact that similar activities are usually managed by a single person who acts as the section or departmental line manager. It is, therefore, easy for the line manager to concentrate on the section and activities for which he is responsible, thereby enhancing the management of the interdependences that exist among the activities and so promoting effective coordination.

Grouping of activities is followed by assigning of responsibility as discussed below.

- **Assigning of responsibility**

Smith *et al.* (2011:219) are of the opinion that, once the tasks and activities are grouped, the jobs must be assigned to the employees. According to Rudani (2013:244), through the assigning jobs the employees assume job responsibility, which is their obligation to execute the assigned duties as insisted on by their superior. The researcher is of the view that during this step the employees are matched with a certain function and a qualified member of staff is assigned the responsibility for each activity. For example, in an NGO setting, a social work manager is allocated management responsibilities, and the social work manager is expected to have qualifications in social work and management expertise. This argument is based on the fact that, as a direct result of job assignment, different positions came into existence, for example, in the NGO setting, the positions of the executive director, social work manager, community development manager and human resource manager exist as a result of job assignment. The delegation of authority is the next step that follows the assigning of responsibility.

- **Delegating authority**

On the basis of responsibilities allocated to specific employees, employees are also to be given some form of authority to ensure effective performance. According to Rudani (2013:245), after the assignment of tasks, the managers are expected to delegate authority to different position holders to enable the position holders to execute those activities. This actually means that delegating of authority as the fifth step in the organising process entails an act of giving legitimate authority to subordinates such as the front-line social workers to enable them to function independently. For instance, at SANCA Witbank, the front line social workers are given authority to function independently on their cases, and they can consult with management only when it is necessary to do so. The researcher believes that, while delegation enables the subordinates to work independently, the manager who delegates the work has to remain responsible for the outcome of the work. This might mean that the person who delegated the work will have to provide guidance to make sure that the work is being carried out properly. The delegation of authority leads to the next step, which is establishing inter-relationships.

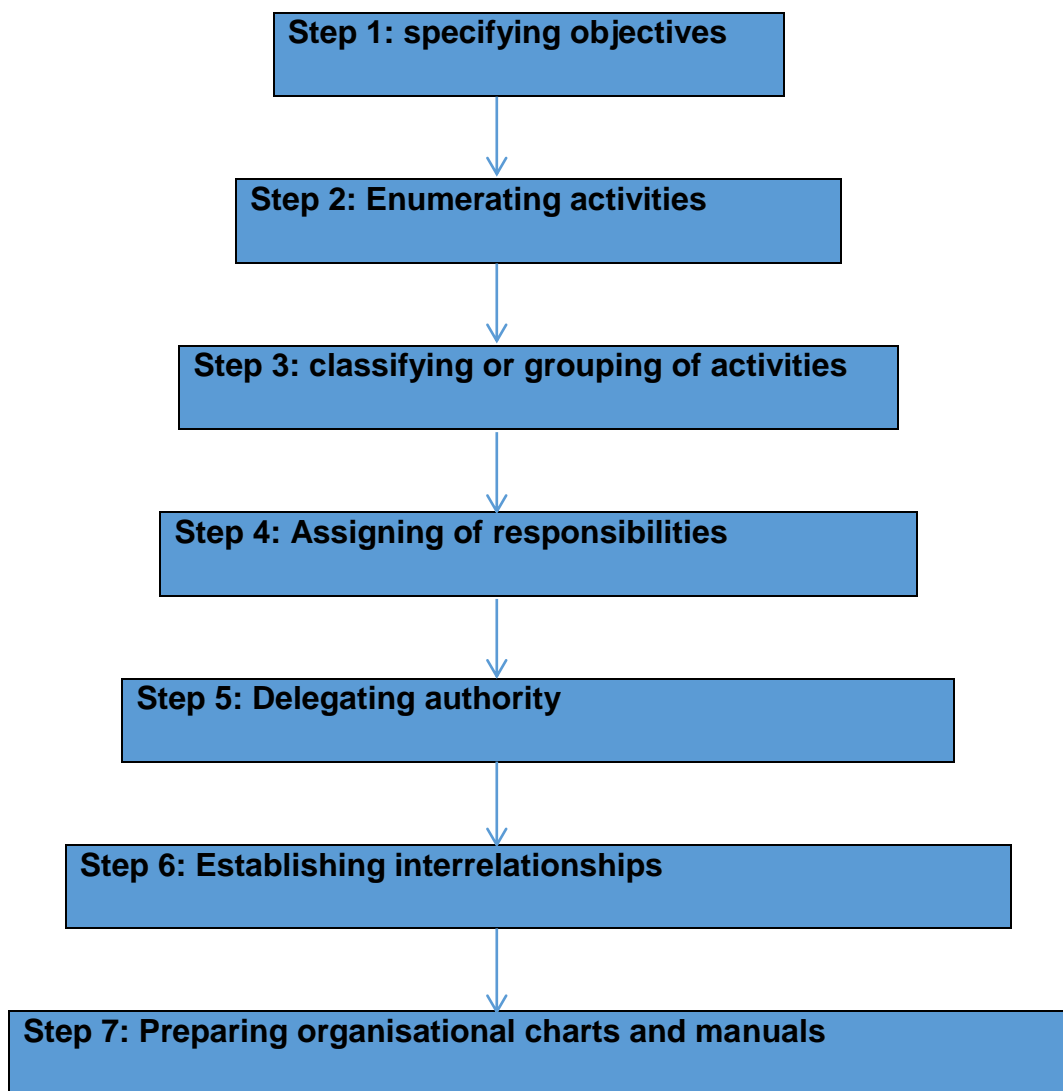
- **Establishing inter-relationships**

The establishment of inter-relationships is an important management task that gives direction to all the employees in the organisation so that they are aware of the existing reporting lines and know to whom they should be reporting. This, in turn, establishes a structure of relationships (Ghuman, 2010:241). Rudani (2013:245) adds that at this stage the relationship between the manager and the subordinate is made clear in terms of their functions. According to the researcher, this helps in understanding the existing inter-relationships of the superior and subordinate's job responsibilities. In other words, the whole network within the organisation is defined according to the functions, levels and inter-relationships among positions. This task may be achieved by holding monthly managerial meetings to review the organisational performance against its operational plans and also the organisational plan against the human and financial resources. The last step of the organising process is preparing an organisational chart and manuals.

- **Preparing an organisational chart and manuals**

Rudani (2013:245) highlights the fact that the last step of the organising process is the preparation of the organisational chart and manuals. According to the researcher, an organisational chart shows formal diagrammatic relationships among the employees in the organisation. To be more specific, an organisational chart shows all the details with regard to the types of functions, levels of management and authority and levels of communication. This helps the employees to understand their reporting lines and the relationships that exists among their positions. Rudani (2013:245) argues that organisational manuals are prepared as the last step. He goes on to argue that organisational manuals are important in describing the organisational objectives, the responsibility and authority attached to each and every position. The researcher also believes that an organisational manual describes the nature of work to be done by the organisation and individuals within the organisation as well as the powers vested in each of the positions. The organisational manual, therefore, serves as a source of reference and guidance by the employees and those who seek to know more about the organisation. The organising process is illustrated schematically below:

Illustration 3: The organisational process



Source: Rudani (2013:244)

Once the organisation's activities are clearly organised, it is essential for the management to provide leadership to ensure that the mandate of the organisation is executed. Leading, as a function of management, is described below.

2.3.3 LEADING AS A FUNCTION OF SOCIAL WORK MANAGEMENT

Leadership is defined as a process through which a person influences and motivates other people to achieve organisational goals and directs the organization in a manner that makes it more cohesive and coherent (Jain & Sharma, 2013:310). According to Northouse (2007:3), leadership can also be defined as a process whereby an individual employee influences a group of individuals to achieve a

common goal. The words 'leading' and 'leadership' are sometimes used interchangeably. According to the researcher, a leader can be a person in a management position or any person who is not in a management position who is able to influence and motivate a team or individuals to achieve desirable goals.

Ndzuta (2009:31) argues that leading is aimed at "organizing the work performance of sectional staffing in such a way that they achieve the objectives set for their sections". Botha (in Ndzuta 2009:31) further notes that leading is not as direct and evident as planning and control, she and associates it with control. According to the researcher, leadership is directly associated with influencing other employees such as front-line social workers and social auxiliary workers. As a leader, a social work manager has the responsibility of leading by addressing interpersonal conflict and by creating an enabling working environment. From the above-mentioned definitions of the function of leading, it is clear that leading has an element of influence in it.

Under leading as a function of social work management, the researcher will clearly explain and describe the characteristics of social work leadership, leadership theories, critical competent areas for leadership and the leading process.

2.3.3.1 Characteristics of social work leadership

In order to describe the characteristics of leadership within the social work context clearly, the researcher has adopted the characteristics of the social work managers according to Ndzuta (2009:32). These characteristics entail the following:

- **Accountability**

Ndzuta (2009:32) argues that a social work manager or leader has the duty to account for his/her own actions as a leader and the actions of his/her subordinates, such as the front-line social workers and auxiliary social workers. According to Wimpfheimer (2011:53-54), in accounting for his/her duties the leader accounts for, among other things, programme development, financial management, general management of the organisation, human resources management, staff development and public or community relations and marketing. The researcher has also observed that leaders within the social work fraternity are required to be accountable with regard to the social work services rendered by the social workers to the clients; this means that leaders are supposed to account for the effectiveness

and accessibility of the service. Plans must be put in place to ensure that services are accessible to all who need them, that they are rendered in the most effective way, and that any unethical practice which emotionally and physically harms the service beneficiary must be accounted for.

Furthermore, the researcher believes that accountability is directly connected to planning, organising and controlling as management functions because the functions of social work management are interrelated. As a social work manager the researcher has learned that accountability is effective primarily when there is a well-crafted plan to determine what must be done and then organising to allocate resources accordingly. The leader is, therefore, accountable for his/her plan and how he/she has allocated the resources.

- **Increase the self-esteem of social workers and empower them**

According to Ndzuta (2009:32), one of the most important characteristic of leaders within the field of social work is that leaders are expected to play a significant role in promoting healthy working relationships among the social workers. This calls for leaders to encourage and motivate front-line social workers and auxiliary social workers to broaden and arouse their levels of interest and generate awareness and acceptance of the purposes and mission of the organisation they serve.

Tafvelin (2013:3), on the other hand argues that leaders within the social work fraternity should uphold the organization's objectives and goals, and motivate and empower employees to achieve those goals. Rank and Hutchison (in Tafvelin (2013:3) conducted a study in which they interviewed leaders and asked what kind of leadership they thought was suitable in social service organizations. The answers provided by the research participants painted a picture of leadership based on having a vision, promoting the values of the profession and motivating and stimulating employees to achieve the goals and objectives of the organisation.

According to the researcher, this has far-reaching consequences for planning as a function of management owing to the fact that planning contains activities that must be carried out to achieve goals and objectives of the organisation and that the leader uses the organisation's vision, goals and objectives as a guide during planning.

- **Innovation**

Innovation is considered to be a critical characteristic of leadership within the field of social work. According to Hafford-Letchfield, Lambley, Spolander and Cocker (2014:22), innovation is understood as being a successful implementation of creative ideas within an organisation. In this view, creativity by leaders or social work managers is the starting point for innovation. The same sentiments are also echoed by Tropman (in Hasenfeld, 2012:234) who is of the opinion that creativity is often regarded as a basis for innovation. Tropman based his argument on the fact that, for innovation to take place, there needs to be a creative idea and the ability to transform that idea into action in order to bring about change. Ndzuta (2009:32) describes innovation as the ability of the social work manager or leader to craft new ways of tackling work, developing new approaches to service delivery, being able to provide new options or ideas and inspiring other people. This actually means that leaders within the social work profession must be able to translate ideas into services that satisfy the needs of clients.

According to the researcher's experience, innovative leaders play a significant role within the social work profession by providing leadership through the application of sound solutions that meet new requirements and existing market demands within the social welfare arena. Furthermore, the researcher is of the view that leaders within the social work profession should be able to identify challenges and address them through innovative strategies.

The researcher believes that innovation has far-reaching consequences for planning as a function of management because being innovative and creative are the ingredients of planning in order to craft operational and financial tasks that must be carried out in a cost-effective manner. This, therefore, means that innovation is the starting point for planning (Hasenfeld, 2012:234). The researcher further believes that being innovative leads to good planning; consequently, good planning results in the good implementation of the plan, which would also facilitate a well-informed control function of management.

- **Being goal orientated and visionary**

Ndzuta (2009:32) is of the view that leaders within the social work fraternity are expected to generate the mission of the organisations they work for and tolerate uncertainties. They should be continuously involved with the future of the organisation even in situations where all is not completely clear and actions are unpredictable. Ndzuta's views challenge all leaders within the social work field to come up with mission statements that distinctively separate their organisations from others. According to the researcher, this helps in reminding the employees about the core mandate of the organisation. Furthermore the researcher believes that having an organisational mission creates a shared vision within the organisation leading to easy working towards pre-established organisational goals.

Gong (2007:8) notes that an organisation's mission helps to explain why the organisation exists. In other words, an organisation's mission helps the leader to describe the purpose, business and goals of the organisation. An organisation's vision is closely related to the control function of social work management, and, in support of this argument, Gong (2007:8) believes that an organisation's mission serves as a point of reference that the organisation can always refer to from time to time during the control process. According to the researcher, the act of referring to the organisation's mission to check whether the organisation is not getting off track constitutes the act of the controlling function of management, because by referring to the organisation's mission, the management can have a picture of how the organisation's activities can define the organisation's mission. An indication of deviation gives the leadership an opportunity to intervene and provide a remedy.

The preceding argument paves way for the researcher to describe theoretical frameworks underpinning leadership within the social work fraternity. This is because management requires some tools to use in its quest to provide leadership.

2.3.3.2 Leadership theories

Because the researcher could not discuss all available theories on leadership, the leadership theories described by Maleka (2010:26) in her study, namely behavioural theory, contingency theory, transformational theories and transactional theories, will be discussed. These theories are described below.

- **Transformational theories of leadership**

Desrosiers (2015:2) describes transformational leaders as individuals who are proactive and who strive to assist their subordinates or followers to achieve extraordinary goals. Maleka (2010:28) describes transformational leadership as the ability of leaders to motivate their subordinates or followers to go an extra mile in their work by placing the interest of the team or organization above the self. In other words, transformational leaders are expected to play a pivotal role in energising and motivating their subordinates and followers to achieve more than what might be expected, while, at the same time, developing their own leadership capacity.

Bass and Riggio (in Desrosiers, 2015:2) further agree that transformational leaders within the social work sector empower their subordinates and followers and they align individuals or teams with organizational goals in order to achieve organisational goals. In other words, transformational leadership enables the leader to encourage people to improve their skills and their knowledge of ways of doing work, to change and to be led. Transformational leadership is, therefore, of paramount importance in improving the organisation's performance and making the company objectives more successful.

This theory is closely related to the leading function of management in the sense that transformational theory enables the leader to generate enthusiasm and bring fellow employees together around a vision through self-confidence and emotional appeal (Almansour, 2012:163). From the researcher's point of view this includes being a role model in a manner that incites admiration in fellow employees, such as being enthusiastic about the organisation's goals and objectives. Almansour (2012:163) argues that transformational planning is also closely related to the planning function of management in the sense that it enables the leader to demonstrate intellectual stimulation through creative and innovative problem solving with team members. The researcher has based his argument on the fact that, by encouraging team members to be creative and innovative, the leader is actually promoting effective planning for the organisation to achieve its goals. This is so because the researcher believes that creativity and innovation are the ingredients of the planning function of management, since innovation and creativity bring about a sound plan for any organisation.

The fact that transformational leaders are concerned with improving the skills and knowledge of their subordinates shows a close relationship between transformation leadership and the control function of management (Bass and Riggio, in Desrosiers, 2015:2). According to the researcher, such a relationship is evident because the decision to improve the skills of certain employees is usually arrived at through applying the control function and only after a need has been identified. From the researcher's point of view such a decision is usually a remedy for poor performance as a result of a lack of skills.

- **Transactional theories of leadership**

Almansour (2012:163) describes transactional leaders as individuals who aspire to achieve solid, consistent performance that meets pre-established organisational goals. Bass (in Almansour, 2012:163) also argues that transactional leaders promote satisfactory performance from followers by giving rewards and punishments to encourage performance. From this argument, the researcher strongly believes that, by driving performance through offering rewards and punishment, the leader's relationship with followers is essentially an economic transaction, hence the name "transactional leadership".

According to Conger and Kanungo (in Almansour, 2012:163), transactional leadership is closely related to the control function of management in the sense that the leader measures the performance of the followers through what is clearly specified in their contract. By so doing the leader is able to reward the followers for satisfactory performance while at the same time reprimanding followers for poor performance. Such a process is transactional in nature, and it shows that the relationship between the leader and the employee is transaction based.

- **Behavioural leadership theory**

According to Maleka (2010:27), according to the behavioural leadership theory the leader's behaviour usually evokes certain specific behaviours in the followers. Maleka further explains that the resultant behaviour of the subordinate or the follower will drive the leader to interpret his/her initial action and either reinforce or extinguish subsequent similar behaviour. In other words, the leader models desirable behaviour in order to encourage the followers to emulate certain behaviour

needed to achieve organisational goals. From the researcher's point of view the practical application of the behavioural theory is that leader's behaviour affects the performance of employees and that different leadership behaviours could be appropriate at different times in order to solve unique and different challenges affecting the organisation at any particular time.

Amanchukwu, Stanely and Ololube (2015:8) describe the behavioural leadership theory as that through which the leader motivates and inspires followers by letting them realise the essence and higher good of the task at hand. This means that the leaders are more focused on the performance of the individuals or teams in order to achieve organisational goals. The researcher also believes that the behavioural leadership theory helps leaders to evaluate and understand the manner in which their behavioural style as leaders affects their relationship with their followers and promotes commitment and makes a contribution towards organizational goals. The behavioural leadership theory is closely linked to the leading function of management in which the management motivates the employees to perform more satisfactorily in order to achieve desirable goals. Their form of motivation is mainly centred on modelling the expected behaviour for the employees, and the employees are then expected to emulate the behaviour being modelled in order to achieve organisational goals.

- **Contingency theories**

An in-depth description of the contingency theory is given by Amanchukwu *et al.* (2015:8). They argue that the contingency theory of leadership focuses on specific variables that are closely related to the environment that might determine the suitable leadership style for a particular task. In other words, no leadership style can be singled out as the most effective in all situations. The researcher's experience as a social work manager has made him realise that, under contingency theories, managers make decisions based on the situation at hand rather than using a one size fits all approach.

The above argument is supported by Charry (in Amanchukwu, 2015:8) who argues that, under contingency leadership, success largely rests upon a number of variables, such as leadership style, qualities of followers and situational features. This means that situational factors, such as the degree of task structure, the quality

of the working relationship between the leader and the followers and the leader's positional power are vital proponents of effective leadership. The researcher is of the view that this leadership theory is directly related to all management functions in the sense that every work scenario or case needs a different plan. Organising should be done in a way that is suitable to the situation including taking into consideration leadership and control in line with the situation. This means that no similar planning, organising, leading and controlling activities must be used for different tasks. Each task must receive due attention in terms of planning, leading, organising and controlling.

The above discussion shows that a leader should always have a transformational agenda; that his/her relationship with followers must be transactional; that he/she should model appropriate behaviour; and that he/she should be able to comprehend various contingencies that may ensue from various situations. The discussion on the leadership theories leads to the discussion of the critical competent areas for leadership that must be considered to enable the organisation to achieve its goals.

2.3.3.3 Critical competent areas for leadership

According to Engelbrecht (2014:53-79), a social work manager must be proficient in strategic thinking and change management competencies in order to sustain the organisation effectively. Hatum (2010:13) points out that developing talent competencies is essential in terms of developing the skills of employees so that they can add value to the organisation. Othman (2016:24) describes all the above mentioned three competent areas of leadership which he describes as being key competent areas towards effective management. These competent areas are strategic thinking competencies, change management competencies and developing talent competencies. In the next sub-section, the researcher discusses these competencies in detail.

- **Strategic thinking competencies**

According to Moon (in Othman, 2016:28), strategic thinking is the leader's ability to find alternative methods to establish value for service recipients. Harrison and St. John (2010:15) view strategic thinking as being a term used to describe the innovative aspects of strategic management clearly, which brings about well thought ideas that help an organisation to achieve its visions. Scholars like Hughes and

Beatty (in Erasmus & Schenk, 2008:145) argue that strategic thinking is a cognitive process that is needed for information collection, interpretation and evaluation in order to shape a suitable competitive advantage for the organisation. In other words, strategic thinking serves the purpose of seeking innovation and exploring the new futures that are a point of departure from the present.

It is of paramount importance for all the organisational leaders to have strategic thinking competencies in order to solve strategic problems effectively through divergent thinking (Othman, 2016:29). Schoemaker, Krupp and Howland (in Othman, 2016:29) argue that, if a leader has strategic thinking competencies, he/she is able to scan threats and opportunities in the environment before redefining the organisation's core strategies. This implies that scanning of the environment will help the social work manager to be able to conceptualise strategic matters and to translate the generated ideas and recommendations into actions. The researcher further argues that strategic thinking is a key issue, based on the fact that all the information gathered during the scanning of the environment needs to be simplified into a group of coherent ideas that can be developed into a plan of action; a leader can be enabled to do this only if he thinks strategically.

The researcher is of the view that strategic thinking is closely related to the planning function of management because strategic thinking seeks to generate ideas to improve organisational functioning in order to satisfy the clients and to translate these ideas into action plans. The researcher's argument is based on the notion that once ideas are translated into action plans, the process reflects nothing more than the planning function of management. Othman (2016:29) also connects strategic thinking to the control function of management. This basically means that regular evaluations and the monitoring of the implementation of decisions are needed in order to establish a system that is user friendly. From this argument it can be deduced that the acts of monitoring and evaluation as discussed above constitute the implementation of the control function of management.

The discussion on strategic thinking competencies above leads on to the introduction of another area of competence, viz. the change management competency.

- **Change management competencies**

According to Pretorius (in Engelbrecht, 2014:79), change management is the ability to reorganise and adapt in response to change in order to promote the efficient and effective delivery of services. Holloway (2014:20) defines change management as the internal socialisation and lobbying for the introduction of a new idea to be accepted by the colleagues. Change management can also be defined as a framework for promoting organisational results by changing behaviours; this is done by managing the effect of new organisational process or managing certain changes in the organisational structure (Voehl & Harrington, 2016:4). In other words, change management entails a process of helping a group of employees in the organisation to change by exerting a degree of influence over the employees in order to align the organisation with the market.

The need for change management competencies is emphasised, based on the fact that once a leader observes 'red tape obstacles' leading to inefficiency and ineffectiveness in organisational operations he/she has to initiate change management in order to improve the organisation by altering how work is normally done (Voehl & Harrington, 2016:4). For the researcher this means that the social work manager has to use his/her change management skills to handle and test new ideas which are brought forward by the employees. The researcher further believes that the leaders' skills in managing change are also visible through his/her ability to facilitate and assimilate the integration of the approved idea or concept into the organisation. In support of this argument, Othman (2016:32) states that the leader's management competencies often result in the institutionalisation of new ideas by the organisation through the creation of policies and procedures for work process.

The researcher is of the view that change management is closely related to the organising function of management. The researcher's argument is based on what Pretorius (in Engelbrecht, 2014:79) states as he argues that change management shows the ability to reorganise and adapt in response to change in order to promote the efficient and effective delivery of services. The researcher, therefore, believes that, by reorganising, the leader will be revisiting issues such as job allocation and how the work is supposed to be performed in order to improve the functioning of the organisation. Such a process entails the execution of the organising function of

management. The researcher further links change management to the planning function of management because, whenever there is a need for change within an organisation, such a change will not be successful without a change in the management plan. This means that the leader will have to execute the planning function of management in order to develop a change management plan.

As much as change management competencies are important for a leader, it is beyond any reasonable doubt that developing talent competency is equally essential for any leader.

- **Developing talent competence**

According to Hatum (2010:13), developing talent competence, which is also known as talent management competence, is a strategic activity within an organisation that seeks to develop, attract and retain employees who are talented at each level of the organisation. Talent management entails a process of management of employees who have the ability to provide the organisation with skills that add value to the organisation (Machado, 2017:81). On the other hand, Bibb (2016:121) describes talent management as an essential process that is meant to ensure that the organisation has the desired quantity and quality of employees in place to meet its current and future operational priorities. In other words, talent management is a strategy used by organisations to recruit talented individuals and continuously contribute to their development for the benefit of the organisation.

Othman (2016:34) further argues that developing talent competencies is critical for the continuous development and survival of an organisation. For the researcher this means that strategic leaders need to invest their time harnessing talents shown by their followers so that they can become future leaders. Throughout his years of experience as a social work manager, the researcher has learned that effective leaders recognise that they need to surround themselves with talented people who can add value to the organisation, and from whom the leader can also learn something.

Hatum (2010:13) is of the view that talent management or developing talent competencies is related to the planning and control functions of management. Hatum further argues that, for the organisation's leadership to develop talent

effectively there is a need for a talent audit. The researcher believes that a talent audit on its own represents the control function of management which informs the leadership that there is a talent or leadership deficiency within the organisation. The researcher believes that recommendations from the talent audit usually drive the leadership to initiate talent development programmes. Before the initiation of the talent development programme there should be a talent plan (Hatum, 2010:13). It can, therefore, be deduced that the process of developing a talent plan is a process of exercising the planning function of management. Once those eligible for inclusion in a talent management programme are identified, then control measures should be put in place to ensure that their involvement in a programme does not negatively affect their work commitments.

The last sub-section to be discussed under the leading function of management is the leading process.

2.3.3.4 Leading process

According to Coulshed and Mullender (in Engelbrecht, 2014:52), the leadership of any organisation is concerned with strategic planning which is intended to develop the vision and mission of the organisation as well as setting out specific objectives and intended outcomes in the form of measurable targets, and specifying human, financial and other resources that will be needed. Furthermore, Bryson (in Engelbrecht, 2014:52) argues that strategic planning itself defines the leading process since it entails a disciplined effort to come up with solid decisions and actions that shape and guide the organisation and describe what the organisation does and why it does it. The development of the organisation's vision, mission and values, the assessment of the organisation's external environments to identify opportunities and threats, the assessment of the organisation's internal environment to determine strengths and weaknesses, the identification of the strategic issues facing the organisation, the creation of the strategic plan and the implementation of the strategic plan all constitute the leadership process as discussed below.

- **Develop the organisation's vision, mission and values**

It is very important for leaders firstly to consider putting in place a mission and vision statement for the organisation in order to give clear direction and clarity in terms of where the organisation wants to be in the future or what kind of the organisation it

wants to be (Engelbrecht, 2014:53). The researcher is of the opinion that an organisation without a mission and a vision is like an organisation without direction; this argument is based on the fact that it is the mission and the vision that attracts donors to an organisation. It is also the mission and the vision that channel the employees towards realising the organisational goals and objectives, and, therefore, a lack of vision and mission will not give a sense of purpose to the employees. Furthermore, it is the vision and the mission of the organisation that shed light for all the employees and volunteers about the kind of the organisation they are working for, and this helps them with strategy formulation and implementation. As a result of a clear vision and mission employees will be motivated to align their programmes and projects with the mission and vision of the organisation, and having a mission and a vision is regarded as a starting point on leading for any leader (Engelbrecht, 2014:54).

The next step in the leading process is the assessment of the organisation's external environment to determine strengths and weaknesses.

- **Assessment of the organisation's external environment to determine strengths and weaknesses**

Bryson (in Engelbrecht, 2014:54) argues that the most important aspect about this step is that it helps the organisation to identify opportunities and threats in order to better understand the environment in which the organisation is operating. In other words, this means that leadership is expected to play a significant role in the process of the identification of high priority threats and opportunities for the organisation. According to Anderson (2007:18), opportunities for the organisation entail situations within the external environment that, if acted upon, can double the outcomes of the organisation. Such situations and circumstances include advances in communication technologies and current best practices in service delivery. For example, better communication technologies can be used to the benefit of the organisation as a medium of communication with clients and for marketing. The researcher believes that, by identifying threats for the organisation, the leadership is enabled to come up with contingency plans to arrest possible current and future organisational threats. From the above argument it can be deduced that assessing external environment empowers the organisation to take advantage of opportunities

coming its way and to plan for the possible threats that might destroy the organisation. That on its own is an act of pro-active leadership.

In the same way as assessing external environmental factors is critical, so is the assessment of the organisation's internal environment for the determining of the strengths and weaknesses of the organisation as discussed below.

- **Assessment of the organisation's internal environment to determine strengths and weaknesses**

The assessment of the internal environment addresses the organisation's strengths and weaknesses relative to essential dimensions such as financial performance, clients' perspective, service quality and organisational communication (Farrell & Hartline, 2014:85). According to Anderson (2007:18), the assessment of the internal environment is an essential leadership activity meant to give direction, while at the same time serving as a catalyst for the development of suitable marketing plans. It is also of paramount importance to note that the strengths and weaknesses discovered will assist the organisation in identifying its competencies, such as values, resources and skills that will make the organisation thrive. According to Engelbrecht (2014:55), such competencies reflect a well-structured combination of assets, human resources and processes that organisations utilise to transform inputs into outputs. This means that competencies come into play when organisational resources are put to use in such a manner that inputs are transformed into outputs. Based on the above argument, the researcher believes that assessing the internal environment is important because it helps the organisation to discover all the necessary resources and skills that are needed for the organisation to function effectively. Assessing internal environment also helps to find a way to use the available skills and resources optimally in order to achieve the vision and mission of the organisation.

The researcher believes that the above discussion can be linked to the organising function of management in the sense that the process of producing a structured combination of assets, human resources and processes used by the organisation to achieve its goals reflects the organisation of the work and resource allocation based on the work at hand. Nieuwenhuizen and Rossouw (2008:58) argue that organising the work and resource allocation is usually done through the organising

function of management and, as a result, this confirms that the leadership must be well involved in all leadership and managerial functions.

The next step in the leadership process is the identification of the strategic issues facing the organisation, and a brief discussion is provided below.

- **Identification of strategic issues facing the organisation**

According to Engelbrecht (2014:55), the leadership must emphasise the importance of identifying the strengths, weaknesses, opportunities and threats since such a process enables the organisation to see whether it is doing well. This means that, by doing this, the leadership of the organisation enables the organisation to recognise and maximise systems and processes that bring desirable outcomes or favourable results. Bryson (in Engelbrecht, 2014:55) argues that not only does the organisation discover its strengths and opportunities but it also discovers its challenges. The researcher believes that the process of discovering the organisational challenges enables the leadership to make plans to overcome such challenges. The process of identifying issues facing the organisation is, therefore, important because it keeps the organisation alert to any possible threats, and it encourages the organisation to develop plans to address any possible threats. Furthermore, the process of connecting environmental opportunities and threats with strengths and weaknesses in the organisation facilitates the creation of proactive strategies for new initiatives.

According to the researcher, this step is linked to the control function of management. The researcher bases his argument on the fact that, by identifying the reasons why the organisation is doing well and the challenges being faced by the organisation, the leadership is actually evaluating and controlling the whole function of the organisation. The researcher is further of the opinion that this process makes the organisation find out whether the work is being done in the correct manner and whether the desired results are being met. Thereafter recommendations to correct the deviations are made. Following the identification of the strategic issues, the last step in the leading process to be undertaken is the creation of the strategic plan and its implementation.

- **Creation of the strategic plan and its implementation**

According to Bryson (in Engelbrecht, 2014:55), the creation of the strategic plan determines the major courses of action which the organisation has selected to address its strategic issues. This implies that the organisation is expected to craft a strategic plan for each and every strategic issue, and such strategies can be at programme level, organisational level or for specific functions and processes. Lewis (in Engelbrecht, 2014:55) argues that, normally, a strategic plan contains the mission, vision and values of the organisation, environment analysis, and analysis of the organisation's strengths and weaknesses, strategic issues identified for action, strategies to manage each issue, the plan for strategic plan implementation and the plan for the monitoring of the application of the strategic plan.

The creation of the strategic plan is followed by its implementation. According to Engelbrecht (2014:56), it is important for the leadership of the organisation to take a leading role in facilitating the implementation of the strategic plan by making sure that the strategic plan itself is shared and reviewed widely in the organisation before its implementation. Sharing and reviewing helps the employees to understand the direction that the organisation is taking. This consequently makes the employees supportive of the new dimension taken by the organisation.

The researcher believes that, for the implementation process to be smooth, the leadership should develop an implementation plan and that it should consult all members of the organisation extensively. This is because any failure to receive commitment from the members of the organisation will result in the failure of the plan and the organisation at large. The researcher further argues that evaluation and control measures should be put in place to ensure that plans are executed accordingly, and in the event that plans are not successful, the leadership should change the mission, goals or strategies, or plans themselves, in order to have a desirable outcome.

The discussion on the leading function of management leads the researcher to introduce the last function of management which is the control function of management that is discussed below.

2.3.4 CONTROLLING AS A FUNCTION OF SOCIAL WORK MANAGEMENT

According to Van de Walt (2013:190), the control function of management is a system which is utilised to ensure that both the financial and operational activities of the organisation correspond to planned activities. Smit and Cronje (in Van de Walt, 2013:190) argue that the control function of management is an ongoing process through which the actual job results are compared with the planned results; and, thereafter, that corrective steps are taken where necessary. Control can also be described as the art of checking and verifying the actual performance against pre-established performance standards that are described in the work plans, with a view to ensuring satisfactory performance (Naile, 2011:19). In other words, the control function of management refers to a process of monitoring performance and taking action to ensure desired results.

According to Engelbrecht (2014:67), the control function of management is closely related to planning. Naile (2011:25) agrees with Engelbrecht because she views controlling as being dependent on planning since planning provides the baseline or targets against which the actual performance can be compared. Controlling, on the other hand, is regarded as an effective tool for appraising planning. Controlling plays a pivotal role in bringing out the shortcomings of planning, and it helps to improve the organisational plans in order to achieve organisational goals. In support of this argument, Weinbach (in Naile, 2011:25) argues that the relationship between planning and controlling is solid in the sense that a manager can control only what he/she has planned and that, without planning, there will be no control. In other words, the control function paints a picture of a process in terms of planning, implementing and controlling.

2.3.4.1 The need for the control function of management

Van de Walt (2013:190) argues that effective control measures are needed within the social work field to prevent plans from going off track. Effective control systems are important for a number of reasons. These include, but are not limited to, the following:

- **Prevention of resource wastage**

Control systems within an organisation help the manager to prevent ever-increasing resource wastage (Van de Walt, 2013:190). This means that controlling informs and

directs the social work manager about where to channel more or fewer resources depending on the nature of activities to be executed, and, by doing this, unfruitful expenditure and wasteful resource utilisation is curbed. In support of the above argument, Naile (2011:28) argues that controlling is carried out to make sure that the organisation's resources are distributed in such a manner that the organisation is able to reach its goals without wasting its precious resources. Conversely, this implies that a lack of controlling within an organisation can cause the organisation's resources to be misused or improperly applied. The researcher's view is that controlling plays a pivotal role within the NGO sector since NGOs are heavily dependent on grants from the government and donations from the private sector. Based on the limited financial resources for the NGO sector, improper controlling systems might lead to overspending, and, consequently, to the demise of the NGO. To provide a remedy to overspending and incorrect resource allocation effective control systems are, therefore, needed.

The researcher also believes that control can be used as a tool to protect intended service beneficiaries and the public at large. This argument is based on the notion that control measures can detect whether the funds from the government are being used specifically for the purpose for which they were released. The researcher believes that such a system avoids the diversion of funds to other projects, and as a result of this service beneficiaries and the public at large are protected.

- **Promotion of quality service**

Naile (2011:28) argues that quality work or quality service is usually a product of the control function of management. The same sentiments are echoed by Engelbrecht (2014:68) who argues that control is important in maintaining the provision of quality social services to service users. He further argues that controlling ensures that the services of social development projects are suitable for their purpose and are functioning in a cost-effective manner. This means that control channels the employees to the exact goals and objectives which they must achieve; it also highlights the level of performance that must be achieved as well as the manner in which the outcomes will be measured. The researcher believes, therefore, that by putting in place effective control systems, the service users are protected from poor

quality service and they are guaranteed quality service through quality measurement procedures.

- **Achievement of organisation's goals**

George (in Naile, 2011:28) is of the view that control is implemented within organisations as a way to make sure that all the activities of the organisation are executed in line with the goals of the organisation. This view is further supported by Engelbrecht (2014:68) who argues that social service organisations need to put in place control systems through which the management and employees ensure that the organisation's goals are achieved and that the actual performance compares favourably with the pre-established standards. In other words, control helps social service organisations to find out whether they are deviating from the organisation's goals. If deviations are identified, control usually paves way for relevant remedies. This also means that control pinpoints the deviations on the basis of which managers can take corrective steps to achieve the organisation's goals. If no control is exercised, the organisation's work may not be done as desired, inefficiencies may remain undetected, and, in the end, pre-established organisational goals will not be reached.

Having discussed the need for the control function of management, it is equally important to describe the different types of control that are normally exercised by the managers.

2.3.4.2 Types of control

Van de Walt (2013:190) lists and describes the following four types of the control function of management:

- **Pre-action control**

Pre-action control plays an important role in foreseeing problems that might affect the organisation's operations, and it tries to address them before they affect the organisation's operations (Van de Walt, 2013:190). Naile (2011:30) concurs and also argues that pre-action control is the most effective and desirable type of control for every organisation since its main purpose is to prevent problems from crippling the organisation. The researcher deduces from this description that pre-action controls are future directed, that they are designed to detect and anticipate

deviations from standards at various points, and that the intension of pre-action control is effectively to prevent problems before they occur rather than solving them as they arise. According to the researcher, such preventative controls focus on establishing conditions that will make it difficult or impossible for deviations from norms to occur. For example, an announcement of reducing the NGO subsidy allocation by the government would mean that the organisations that are going to be affected by the government's decision must adjust their operational budgets in time to accommodate the reduction of the budget. By so doing, the organisation's management will be addressing a budget deficit before it manifests itself and affects the organisation.

The next type of control is the yes/no screening control.

- **Yes/no screening control**

Van de Walt (2013:191) is of the opinion that the yes/no screening control is a type of control that is used to determine whether one should continue with another activity or not; under the yes/no control paradigm an employee is generally not allowed to continue with another activity before all the standards of the current activity have been met. For example, in the social work realm a social worker cannot continue with therapeutic interventions, such as counselling, before a comprehensive assessment is done; in the management realm, a social work manager cannot implement a project before planning is done. In this situation a complete comprehensive assessment and planning of a project allows the social worker and the social work manager to move to the next activities respectively. Naile (2011:30) further argues that the yes/no screening control provides a selection procedure through which certain work requirements must be fulfilled before proceeding to the next step in the work process. In other words, the yes/no screening controls are generally regarded as safety measures to safeguard work processes and procedures from deviations from the pre-established quality standards.

The yes/no screening control is followed by the post-action control as discussed briefly below.

- **Post-action control**

In describing the application of post-action control, Strydom (2012:162) argues that post-action control, also referred to as feedback control, is generally applied after an activity is completed, and it focuses on the product of the activity; it usually addresses the question: "Now that we have managed to complete our tasks, how well did we do?". The above view is also supported by Van de Walt (2013:191) who argues that post-action control is a process of gathering information about a completed task, evaluating that information, and then developing ways to improve similar activities in the future. According to the researcher, post-action control entails a process of adjusting future actions of the organisation's activities on the basis of information about the past performance. The researcher's experience as a social work manager has revealed that this exercise encompasses the measurement of the actual performance which is compared against standards and the identification and analysis of deviations. This translates to the fact that a social work manager responsible for control needs a continuous flow of information in relation to actual performance in order to detect and correct deviations effectively.

A practical example in this regard can be an evaluation session after a completed awareness campaign to gather information about the activity. Information gathered may include successes, challenges, and opportunities discovered. From this information the organisation may develop ways of dealing with similar challenges or improving similar activities in the future. Similarly, the organisation can devise ways of taking advantage of the opportunities discovered. This discussion leads to the introduction of another type of control called simultaneous control.

- **Simultaneous control**

Simultaneous control is a type of control that is applied while the process of an activity is underway (Naile, 2011:190). Strydom (2012:161) shares the same sentiments as Naile as he describes simultaneous control as a type of control that takes place while an organisational activity is in progress. The researcher sees simultaneous control as involving the regulation of ongoing activities or tasks that are part of the work schedule in order to ensure that they conform to organisational standards. The researcher has observed that simultaneous control ensures that the employee's work activities produce the correct results by applying control measures

while the activity is underway. The researcher further believes that simultaneous control plays a critical role in the prevention of the escalation of costs by identifying and addressing work problems in good time. The researcher's argument is that the NGO whose operations are dependent on donations must apply simultaneous control in its work activities in order to avoid unnecessary costs as a result of deviations from planned activities and goals.

For example, if the costs of rendering aftercare services for clients who have completed an alcohol and drug abuse treatment programme is R300 000 on a quarterly basis, the organisation rendering such a service is advised to check the current expenditure to ensure that it corresponds with the approved budget of that quarter. This is done to ensure that the aftercare expenditure conforms to the budget. Another example is the supervision of cases by the supervisor. Supervision is usually done while the social worker is still rendering psycho-social services to the client. During supervision the social worker is given guidance and support in relation to the case. This ensures that the social worker's interventions conform to the organisational standards.

The above discussion sheds light on types of control, it is also equally important to discuss the levels of control in management of social welfare organisations.

2.3.4.3 Levels of control

The levels of control include strategic control, operational control and dispositive (Dimov & Iliev, 2010:258-260); and a brief description of the aforementioned levels of control is presented below.

- **Operational control**

In her study, Naile (2011:34) states that the operational level of control is mainly concerned with the processes and activities within an organisation that are meant to convert available resources into products and services. Dimov and Iliev (2010:259) add that operational control facilitates an ongoing movement towards the achievement of the organisation's strategic objectives by establishing and reaching specific operational objectives. The researcher shares the same sentiments as Dimov and Iliev because he believes that by putting in place operational objectives in line with the organisation's strategy, and by accomplishing

these goals and objectives and establishing new operating limits, the organisation approaches its strategic objectives step by step. In other words, the researcher confirms the fact that operational control is concerned with the execution of the strategy because, where operational controls are applied, they usually function within the framework established by the strategy.

The researcher is of the view that operational control is closely related to the planning function of management because it is primarily concerned with the activities within an organisation. The researcher's argument is based on the notion that the organisation's activities are primarily determined in the planning function. The researcher further connects the operational control with the organising function of management because operational control is also concerned with processes that convert resources into services. This argument is true because the outlining of processes is done at the organising stage of the management process.

Dispositive control works closely with operational control in providing solutions to the activities that are not executed in the correct way. The next sub-section discusses dispositive control.

- **Dispositive control**

According to Falko (in Dimov & Iliev, 2010:259), dispositive control indicates the necessary actions that need to be implemented if the job is not being done correctly. This is achieved by regulating the implementation of the operational plan. According to the researcher, dispositive controlling entails comparing of the operational plan, finding out deviations and decision-making for counteraction over work processes if the established deviations hamper the accomplishment of the objectives. This means that, during the period of dispositive controlling, solutions or actions are suggested as a remedy to correct the disposition of the current status of the organisation's activities in order to achieve pre-established operational objectives. For example, if certain organisational projects are not being completed, and the intended service beneficiaries are not receiving services as a result of a poor operational plan, it is expected that the organisation's management should establish the short-comings of the operational plan and provide remedies for the operational problems.

The researcher is of the opinion that dispositive control is also closely linked with the planning function of management. This argument is based on the fact that, if the activities are not done correctly, normally the team members would refer back to the actual plan to see how the plan could be refined. The researcher argues that the process of discovering that the activities are not done correctly links the dispositive control to the control function of management, since it is by implementing the control function that it is confirmed whether all due processes of the organisation are being followed to complete an activity.

The final level of control to be discussed is the strategic control that controls the organisation's strategy and compares it with expected organisational outcomes in terms of its objectives.

- **Strategic control**

According to Huiru (2011:16), strategic control is a process through which the organisation's activities and performance results are monitored so that the actual performance of the organisation can be compared with the pre-established organisational performance norms. Murimbika (2011:40) describes strategic control as an exercise which measures the organisation's strategy against pre-determined goals and performance objectives. In support of the above definitions, Naile (2011:33) paints a holistic view of strategic control by arguing that strategic control is done to ensure that the organisation's total effectiveness, productivity and management effectiveness is achieved. As Naile (2011:33) explains further, by monitoring the organisation's total effectiveness the management will be determining the degree or extent to which the organisation achieves its mission and goals and the manner in which such goals have been achieved. Kiyoshi (in Naile, 2011:33), on the other hand, argues that strategic control ensures productivity effectiveness through the maximisation of the relationship between the services provided and the resources that are used to create the services. In other words, strategic control is used by managers to monitor the ongoing activities of an organization and to evaluate whether activities are being executed efficiently and effectively, and then to take corrective steps to improve the organisation's performance.

It could, thus, be said that strategic control is closely linked with both the planning and control functions of management. This argument is based on the fact, that by monitoring the organisation's activities and performance, the manager will be utilising the organisation's plan because activities come from planning. The researcher further argues that, by comparing the actual performance standards of the organisation against the pre-established performance standards, the organisation will be performing an act of controlling. The researcher is also of the opinion that, if deviations are found during the course of strategic control, the original plan has to be adjusted to correct the deviations. The same applies to the organising of work to accommodate corrections in the plan. Furthermore, management should be involved in leadership and motivation in line with the newly-adjusted plan and organisation of the activities. At the end it could be said that not only is strategic control linked to planning and control but it is also linked to leading and organising as discussed above.

The discussion on the levels of control leads the researcher to the introduction of another concept which focuses on the areas of control.

2.3.4.4 Areas of control

Financial resources, physical resources and human resources are the key main areas of control in any organisation (Naile, 2011:37-38). A brief discussion of each of these areas of control within the social welfare sector is given below.

- **Financial resources control**

According to Smit (in Engelbrecht, 2014:113), financial resource control within an organisation ensures that money transaction and usage are always according to plan. Makunyane, Rippon and Indermun (2014:26) also argue that sound financial control practice is essential for NPOs and that financial control is the back bone of the NPO survival. Makunyane *et al.* (2014:26) base their argument on the fact that, for an organisation to be sustainable and productive, there should be a sound financial control system to ensure that its finances are handled properly. According to the researcher, the above view indicates the fact that lack of proper financial control systems might expose the organisation to risk situations. For example, a lack of financial control might lead to the misuse of funds in the sense that funds might not be used in accordance with the organisation's objectives or the funder's wishes.

This might lead to the withdrawal of funding and the organisation might become bankrupt.

Throughout his years of experience, the researcher has learned that financial control can be done through management accounts. Management accounts are internal financial reports that are produced so that social work managers can compare the organisation's progress against the budget and then make decisions about the future (Makunyane *et al.*, 2014:26). The researcher further argues that, in doing this, financial reports or statements are reviewed quarterly to assess how the funds have been used in the past. This process normally enhances sound financial management ensuring that all revenue, expenditure and liabilities are properly managed.

According to the researcher, financial resource control is closely linked to the planning function of management. This argument is based on the fact that financial planning through budget is a tool that is used mostly by managers when exercising financial resource control. It is financial planning that informs management about whether the actual work activities have cost more than what was initially planned for or not. It is also the financial plan that can elaborate more on areas that have resulted in over-expenditure during the control process.

As much as financial control is important for any organisation, it also has to be noted that human resource control is equally important, which is the reason for the next discussion.

- **Human resource control**

Batti (2014:93) is of the view that, just as in any organisation whose success depends on its human resources, success within the social welfare sector is also largely dependent on human resource commitment to the organization's mission, goals, objectives and values. Effective human resource control, therefore, plays a critical role in monitoring the performance of employees through a performance management system. Mtshali (2013:12) defines performance management as a process that contributes to the effective management of individuals and teams in order to achieve high levels of organizational performance. This means that human resource control through performance management promotes the effective

management of employees and their improvement in terms of skills development to enable them to achieve organisational goals.

According to the researcher, performance evaluation can be done through the assessment of individual and group performance. This is then compared with pre-established performance norms. Naile (2011:38) points out that the actual performance can be measured against these standards for feedback to management and for consequent action. The expected result will be effectiveness and efficiency of the organisation. The actual performance of a fundraising officer in an NGO, whose quarterly target is R40 000, can be measured against the pre-established performance norm of R40 000 per quarter. Feedback in terms of any failure to meet the target can be reported to the senior management for consequent action such as recommendations for training on fundraising. What is critical to note in this regard is that performance assessment should not be punitive but developmental.

The researcher is of the view that human resource control is closely connected to the planning, organising and control functions of management. This argument is based on the observation that it is the human resource planning that first determines the specific skills needed to execute a certain project. Then, during the organising stage, work is allocated according to the skill requirement for each activity. The researcher further argues that, during the control process, if any lack of skills is the reason for failure to perform accordingly, the management will have to go back to the planning function to evolve a human resource development plan. The researcher also believes that, if training continues successfully, it will have consequences for the future organisation of similar work activities, as the management would allocate work according to the newly-acquired skills.

The final area of concern that needs attention during the control process is physical resources control and it is briefly discussed below.

- **Physical resource control**

According to Naile (2011:37), physical resource control involves the control of the tangible assets of the organisation. These assets may include, but are not limited to, premises, office equipment and furniture, motor vehicles and work in process.

Brevis *et al.* (in Naile, 2011:37) singled out inventory control as a way of effectively controlling raw materials, work in process, components and finished products. Naile further demonstrated the applicability of the inventory control in social work by arguing that “inventory control refers to the client system (raw material), social work intervention (work in process), resources (components) and the rendering of services (finished product).” According to the researcher, it is critical for organisations to maintain inventories in order to reduce uncertainties in service delivery and so keeping the costs of service delivery as low as possible.

The researcher links the physical resource control to the planning and organising functions of management. The researcher’s argument is based on the views given by Naile (2011:37) that social work inventory control refers to client system and social work interventions. Based on this argument the researcher believes that it is, therefore, strategic planning through its mission which defines the organisation’s clientele system or the people it intends to serve. The fact that the organisation’s clientele system is defined in the strategic plan, therefore, links inventory control to the planning function of management.

Naile (2011:37) further argues that inventory control also refers to work intervention or work in process. The researcher, therefore, links work intervention or work in process to the organising function of management. The link exists because it is the organising function of management through which work can be allocated to employees and mechanisms for work activities can be developed. Thereafter work activities can be implemented. The researcher further links work in progress or work interventions with the leading function of management because he believes that the motivation and influencing of employees to achieve desirable goals can be done when the work is in progress. For example, leadership activities, like encouraging, motivating and influencing, can take place while a project is still in the planning phase or in the implementation stage.

Having discussed the main areas of control by social work managers, it is equally important to discuss the processes involved when executing the control function of management.

2.3.4.5 Processes involved in the control process

Controlling as a management function involves the setting of performance standards, the measurement of actual performance, the comparison of actual performance with standards and the taking of corrective action (Naile, 2011:35-36). These processes are described below.

- **Setting performance standards**

According to Brevis *et al.* (in Naile, 2011:35), performance standards are clear plans or targets that individuals or groups have to achieve within an organisation. Cizek (2012:2) describes performance standards as plans that specify the required level of performance that enables a given performance to be given a category. Performance standards can also be defined as benchmarks against which the actual performance is measured (Moutinho & Graeme, 2011:246). In other words, a standard can be described as a plan that indicates a desired quality and quantity of a service. The setting of performance standards is the first step in the control function of management; it advocates that the standards of each activity within a project have to be quantifiable as far as productivity, effectiveness and cost-effectiveness are concerned (Van de Walt & Knipe, 2013:191). The setting of quantifiable standards is going to motivate the employees to work towards achieving or surpassing the pre-established goals, and these goals must be acceptable to the employees who are expected to produce the results and also to those who expect the results.

The researcher believes that setting performance standards helps to align the performance of an employee with the organisation's goals, and, in this way, the employee will become aware of what he/she is supposed to do to benefit the organisation as a whole.

The next step that logically comes after setting of performance standards is the measurement of actual performance.

- **Measurement of actual performance**

Measuring the actual performance is the second step in the process of the control function of management. Van de Walt and Knipe (2013:191) are of the opinion that, when the performance standards are established, the next step is to measure the

performance at regular intervals. This means that the actual performance or results have to be monitored to check whether the desired goals are being achieved. In trying to shed light on performance management, Weinbach (in Naile, 2011:35) argues that the information used to measure performance can be obtained from work reports or financial statements, and measures should be expected to coincide logically with each activity's objective in order to have an accurate measurement. Throughout his years of experience, the researcher has observed that performance by employees in NGOs can be measured through observations by social work managers, inspections and reporting. For example, the social work manager can observe whether the social workers are following the correct procedures when rendering services; procedures such as screening, intake, assessment and counselling can be checked. The researcher believes that a report can also be submitted by the social work manager to the senior management on the state of procedural operations within the organisation on a quarterly basis. In response to the report submitted, the senior management can conduct a site visit to inspect and confirm the contents of the report and to make sure that work activities are being done procedurally.

The researcher further argues that generally, at lower levels, a more detailed form of control is exercised at frequent intervals on the basis of observation and inspection. For example, there is a more detailed control in the screening, intake and assessment procedures by front-line social workers to ensure that the service users receive quality services and that the employees do not deviate from the objectives of the organisation.

After the measurement of the actual performance, the next step involves comparing actual performance with standards.

- **Comparison of actual performance with standards**

Comparing actual performance against standards is the next step in the control process. Van de Walt and Knipe (2013:191) argue that, at this stage, comparison of actual performance with standards is done, and deviations are calculated to establish whether the project or task at hand is still under control in terms of time frame, scope and cost; if not, the extent or level to which it is not must be determined. According to the researcher, the comparison of the actual and standard

performance may lead to three possible common outcomes; actual performance may be (a) equal to the standard, (b) more than the standard, and (c) less than the standard. From the researcher's point of view, if actual performance is equal to the pre-established standards, social work managers may not need to take any action other than motivating the employees to go the extra mile; where, however, deviations are noticed, corrective action becomes necessary from the social worker.

Managers should ascertain whether these deviations are within the permissible range. If deviations are not within the permissible range, correction action must be taken as soon as possible. This leads to the introduction of the next and final step.

- **Take corrective action**

According to Naile (2011:36), taking corrective action is the last step of the control process. Naile further argues that, at this stage, once the causes or factors leading to deviations are known, corrective action can be taken to rectify the deviations. The researcher believes that, depending on the nature of deviations, corrective actions might include, but are not limited to, the revision of performance standards, changing the methods of selection and training of workers, providing better motivation or recommending additional training for the employees. This argument is further strengthened by Van de Walt and Knipe (2013:191) who argue that corrective action may be either immediate or permanent. This means that immediate corrective action addresses symptoms; it is done right away to give remedy to current pressing issues within the project. For example, if a project is two weeks behind the plan, and the delay is not corrected, it will seriously affect other projects. In this instance, corrective actions that managers might take include overtime hours, more team members and resources. The rectification of such deviations from the pre-established performance standards should be undertaken promptly so that further losses are avoided.

It is important to note that there is a strong relationship between all the functions of management. This is because, without planning, there will be no basis to organise the organisation in terms of resource and task allocation and the structuring of the organisation. Similarly, if organising is not done, there will not be any structure that requires leadership to function. Finally, if planning, organising and leading are not there, there will be no activities and structures to control. Hence, there is an

interdependence among all the functions of management, and, without all the functions of management; the concept of management becomes ineffective since all the functions work like a system with an element of interdependence amongst all these function.

2.4 SUMMARY

In this chapter, the concept of social work management has been discussed in-depth. In his description, the researcher has portrayed social work management as the administration of a social work organization. The importance of management within the social work fraternity was also discussed to emphasise the fact that an organisation cannot survive without management because management is its means of support; it is social work management that ensures that the organisation acquires maximum prosperity with minimum efforts. Furthermore, this chapter also reflects on the management styles applicable in social work management. It has been clearly stated that every social work manager has a unique style of handling the employees. Social work managers can use a democratic management style, an autocratic management style, a laissez-faire management style or a paternalistic management style depending on the situation and circumstances. In this chapter, in addition, the functions of management, which are planning, organising, leading and controlling, were discussed in detail. It was highlighted that these management functions help the organisation to set the organisational strategies and to coordinate the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, such as financial, natural, technological and human resources. This chapter also highlighted the fact that there is a high degree of inter-dependence among the management functions. This is the case because, without planning, it would not be possible to decide how to structure the organisation (the organising function of management), to motivate the employees (the leading function of management), or how to compare outcomes with required results (the controlling function of management).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology can be described as a process used to gather information for the purposes of a research project (Kothari, 2006:7). Research methodology also refers to the methods, techniques and procedures that are employed in the process of implementing the research project (Rubin & Babbie, 2011:76). According to Mora, Gelman, Steenkamp and Raisinghani (2012:273), research methodology refers to a variety of methods through which research is undertaken, and it involves activities such as sampling, pilot testing, data collection, data analysis and data verification.

Briefly, research methodology refers to different ways of obtaining, organising and analysing data. In this chapter, the research methodology followed in this study is explained in detail. Maree and Van der Westhuizen (2007:34) stress the importance of giving an account of the methods, tactics and strategies used to conduct an investigation.

The qualitative research process of this study is outlined. Other topics that are discussed include the research design, the clarification of the study population and the sampling method used as well as data collection, pilot testing, the method of data analysis, methods of data verification and the dissemination of results.

The first aspect to be discussed in this chapter is the research approach that was applied by the investigator.

3.2 RESEARCH APPROACH

Generally, there are three basic approaches to research, namely the quantitative approach, the qualitative approach and mixed methods approach. For the purpose of this study, the qualitative approach was adopted.

The qualitative approach is concerned with a subjective assessment of attitudes, opinions, perceptions and behaviour. Such an approach to research generates results in a non-quantitative form and in a manner which is not subject to quantitative analysis (Kothari, 2006:7). Generally, the techniques of focus group interviews, projective techniques and in-depth interviews are used in qualitative research for in-depth studies (McDonald & Headlam, 2007:11). This means that qualitative

approach enables the researcher to investigate the participants in their natural setting. Qualitative researchers try to develop an understanding of phenomena in terms of the meanings the participants bring to them.

In support of the above, Creswell (2009:175) provides a richer description of the characteristics of qualitative study. He argues that qualitative studies allow qualitative researchers to collect information or data within the field where the research participants are experiencing problems. This was the case in this study. The researcher conducted the study within the setting where social work managers are working. In this regard, Streubert, Speziale and Carpenter (2007:21) argue that, in a qualitative study, the researcher is the most important instrument. Consequently, the researcher gathered data himself through interviewing the research participants; the researcher focused on learning from the participants as they explained and described the perceptions, challenges and coping strategies of social work managers regarding their management functions. This enabled the researcher to have first-hand information pertaining to the subject under study.

Inductive data analysis is another characteristic of qualitative study, as argued by Creswell (2009:175). Inductive data analysis allows the qualitative researcher to establish categories, themes and patterns, by arranging the information obtained into abstract units. This inductive process demonstrates that data analysis is conducted by working back and forth between the themes and data base to a stage where the researcher has established a set of themes (Creswell, 2009:175). The investigator collaborated with his supervisor and co-supervisor from UNISA to develop the themes and sub-themes that are presented as findings. The researcher established categories, themes and patterns from the data that were collected into abstract units. Thereafter guidance was given by the supervisor and the co-supervisor, and an inductive analysis was demonstrated by working back and forth among themes, the interview guide and the data base until a set of themes was established.

Streubert Speziale and Carpenter (2007:21) present the participants' meaning as another characteristic of the qualitative approach. They argue that the qualitative approach enables the researcher to concentrate on understanding the in-depth meaning the research participants hold about the subject under investigation, and

not the meaning that the researcher himself or herself brings to the study. This helped to uncover how social work managers (research participants) understand their management functions. The researcher concentrated on receiving a holistic view from the participants and to develop a comprehensive picture of the phenomenon under study.

Emergent design is one of the key characteristics of the qualitative approach. According to Creswell (2009:175), the research process for qualitative researchers is emergent. This means that the qualitative researcher cannot use a rigid initial research plan; all the initial plans and stages of the qualitative research process may change soon after the researcher makes contact with the research participants in the research field for the purpose of data collection. Key examples of potential areas of change, include but are not limited to, changes in research questions and sites intended to be visited. In this study, some of the sites were not visited since the organisations did not permit the researcher to interview the participants, and some of the participants withdrew from the study owing to a lack of time to participate.

The other characteristic of the qualitative approach is a “holistic account”. According to Creswell (2009:176), qualitative researchers try to paint a holistic picture of the issue under study in order to come up with an in-depth understanding of the subject under study. This means that the researcher reports multiple perspectives and points out a variety of factors that form part and parcel of the situation under study. Such a visual model of many facets of a process helped the researcher to establish a holistic picture of the perceptions, challenges and coping strategies of social work managers regarding their management functions.

A qualitative approach is applied when the researcher wants to understand the perceptions, challenges, experiences and attitudes of research participants or a community (Brickci & Green, 2007:3). Brickci and Green further highlight the fact that the qualitative approach can be used to answer questions about the “what”, “how” or “why” of a phenomenon rather than “how many” or “how much”, which are answered by quantitative methods.

It can be deduced from this that the qualitative approach is used to identify and describe “what” exists in the social world as well as the manner in which the issues under study manifest themselves (Ritchie, Lewis, Nicholls & Ormston, 2013:47-48).

This actually translates into the fact that the qualitative approach can be applied to describe the phenomenon as experienced by the research participants clearly in a detailed manner and in the research participants' own terms and understanding. The qualitative approach, therefore, enables the researcher to investigate issues in order to see "what" they are about and to explore the manner in which they are understood by the research participants (Silverman, 2011:399). Such information can be used to map a range of elements within the social phenomenon; for example, in this study the collected information was used to determine the perceptions, challenges and coping strategies of social work managers regarding their management functions.

The qualitative approach can also be used to investigate issues surrounding "how well does it work" (Ritch *et al.*, 2013:47). It can, therefore, be argued that this is very much of a procedure and process-related investigation. For example, this study used the qualitative approach to investigate the perceptions, challenges and coping strategies of social work managers regarding their management functions. The study included investigating processes and procedures that social work managers use to execute their management functions. This confirms the fact that qualitative methods are appropriate and reliable for examining the dynamics of how things operate, as is argued by Silverman (2011:399). It is against this backdrop that the researcher found the qualitative approach suitable for this study.

3.3 RESEARCH DESIGN

According to Beresford and Croft (2011:71), a research design is a plan explaining in detail the manner in which observations are going to be done and how the researcher will carry out the investigation. Polit and Beck (2006:209) define a research design as "a blueprint for carrying out a study with total control over factors that may interfere with the validity of the findings". In other words, a research design refers to a plan which articulates how observations for the research project are going to be conducted, as well as the fashion or way in which the researcher is going to conduct the study. In this study, the researcher explored and described the perceptions, challenges and coping strategies of social work managers regarding their management functions. Owing to the qualitative nature of the study, the researcher found the exploratory, descriptive and contextual designs to be suitable for the study.

An exploratory research design is used to explore the research question, and it does not give final and conclusive solutions to existing social problems (Saunders, Lewis & Thornhill, 2007:134). Brown (2006:43) describes exploratory design similarly; he is of the view that exploratory research design does not give the final and conclusive answers to the research questions, but it simply explores the research topic at different levels of depth. Singh (2007:64), further, notes that exploratory research tackles new social problems, into which little or no previous research has been conducted. According to the researcher, it can, therefore, be deduced that an exploratory research design is conducted in order to determine the nature of the problem and to help the researcher to have a better understanding of the problem.

For the purpose of this study, the researcher included an explorative strategy as part of his research design because he wanted to explore the perceptions, challenges and coping strategies of social work managers regarding their management functions, which is a relatively new social issue as not much is known about it.

This investigation also used a descriptive research design as part of its research design. According to Bell (2010:73), a descriptive research design provides both a broad view and the specific details of the situation under study. Moreover, “descriptive research may be characterised as simply the attempt to determine, describe or identify what is, while analytical research tries to establish the reasons why it is that way” (Saunders *et al.*, 2007:137).

Rubin and Babbie (2009:125) add that a descriptive strategy gives a comprehensive examination of the phenomena and their deeper meaning. Saunders *et al.* (2007:137) give a very full description stating that the descriptive design is aimed at shedding light on the current issues or problems through a process of data collection that enables the researchers to describe the situation more clearly than was possible without using this method. In their essence, descriptive studies are applied to describe different aspects of the phenomenon, and, in its popular format, descriptive research is used to describe the characteristics and behaviour of the sample (Saunders *et al.*, 2007:135). Based on this picture, the researcher used a descriptive design to look with intense accuracy and to describe comprehensively

the perceptions, challenges and coping strategies of social work managers regarding their management functions.

The context is significant in qualitative research (Holloway & Wheeler, 2006:34). Consequently, the third and final design that was used in this study is the contextual research design. According to Bell (2010:73), a contextual research design enables the researcher to collect data from the research participants in the field where people are living or working and then to apply these findings in a final product. According to Holloway and Wheeler (2006:34) social research context also includes the environment and conditions in which the investigation takes place as well as the culture of the research participants and their location. The participants in this study were registered social workers who were in managerial positions, and they were interviewed in their offices to enable the researcher to observe their interaction within their work environment. This assisted the researcher in understanding the phenomena in relation to the participants' work environment.

3.4 RESEARCH METHODS

Research method refers to a set of steps the researcher chooses to use to arrive at an answer to his/her research question (Parsons, Hewson, Adrian & Day, 2013:13). Research methods can also be defined as the techniques which are used to gather information (Bailey, 2008:34). Khan and Raeside (2014:5) define research methods similarly, by stating that they are a way of conducting a study where a researcher describes the steps, techniques and tools he/she is going to employ in order to collect information from the research participants. In this section, aspects such as population, data collection, pilot testing, data analysis and verification are explained in terms of their applicability to this study.

3.4.1 Population

According to Moriarty (2011:7), a population is a total of all the units which the researcher is interested in studying. Polit and Beck (2006:215) define "population" as all the elements that meet the criteria for inclusion in a study. In this study, the population consisted of all the social work managers employed by the registered NGOs in Emalahleni as well as the social work managers employed by the Department of Social Development in Emalahleni, in the Mpumalanga Province of South Africa. Not all the social workers who are in managerial positions would

practically have been able to participate in this study and so a sample of the social work managers was selected. The discussion below explains how a sample from which data were collected was selected to assist the researcher in answering the research question.

3.4.2 Sampling

Sarantakos (cited by Strydom & Delport, 2011:391) describes sampling in qualitative research as being relatively limited, based on saturation, not representative, with the size not statistically determined, and involving low cost and less time. Moriarty (2011:7) further describes sampling as the selection of suitable research participants with direct reference to the research questions being asked. In other words, sampling is the process of gathering information about the whole population based on the saturation principle. Creswell (2007:125) explains that the major reason for sampling is for feasibility, since a total coverage of the total population is seldom possible. Babbie (2007:180-184) further explains that sampling helps to gain accurate information which is not possible when studying the whole population. Babbie bases his argument on the fact that, with a sample, time, money and effort can be concentrated to produce quality information.

The researcher used a sample in this study because it is cheaper to gather information from a part of the whole population as stated by Moriarty (2011:7). Sampling also saved the researcher some time; it afforded more time to the researcher for data collection. A discussion of the sampling method that was used in this study follows next.

3.4.3 Sampling methods

The qualitative nature of the study implied that the study employed a non-probability sampling technique. In non-probability sampling, according to Moriarty (2011:7), the odds of selecting an individual to participate in a study are not known simply because the researcher does not know the members of the population. Each individual within the sampling frame does not have an equal opportunity to be selected for the study.

Non-probability sampling includes the following techniques: accidental sampling; purposive sampling; quota sampling; dimensional sampling; target sampling;

snowball sampling; spatial sampling; theoretical sampling; deviant case sampling; key informant sampling; and volunteer sampling (Holloway & Wheeler, 2006:128).

For the purposes of this study, the researcher used purposive sampling. Unrau (2008:153) explains that purposive sampling gives a field that is composed of research participants who hold the characteristics that are reflective of the population under study. Purposive sampling allows the researcher to make his/her own judgement in determining the sample (Maree, 2007:79). In this study, purposive sampling presented the researcher with accessibility to the social work managers employed by DSD and NGOs in Emalahleni City of Mpumalanga Province. Purposive sampling was considered because it is flexible and meets multiple needs and interests. Furthermore, purposive sampling was seen as being suitable for the study because it enabled the researcher to select a sample based on the purpose of the study and the knowledge of a population as is argued by Maree (2007:79).

The criteria for inclusion of research participants in this investigation were the following:

- Social work managers, i.e. heads of social welfare services, supervisors, managers of satellite offices, sub-district and district social work managers, etc.;
- Social work managers who are registered with the SACSSP;
- Social work managers who are employed by registered NGOs in Emalahleni, Mpumalanga Province of South Africa;
- Social work managers who are employed by the Department of Social Development, in Emalahleni, Mpumalanga Province of South Africa;
- Both female and male social work managers were included;
- Social work managers with at least one-year managerial experience and more; and
- Availability and willingness of social work managers to participate in the study.

According to Charmaz (2006:114), the sample size of a social research study depends on what the researcher wants to investigate and what can be done with the available resources and time. In other words, researchers are not aware of the number of people in the research beforehand; this means that the sample may change in size during research. Sampling goes on until data saturation has been achieved, which means until no new information can be gathered (Holloway & Wheeler, 2006:128).

Qualitative research samples should be large enough to ensure that most or all of the information pertaining to the phenomenon under study that might be essential is uncovered, but, at the same time, if the sample is too big, data becomes repetitive and superfluous (Jette, Grover & Keck, 2006:79). If a researcher remains faithful to the principles of qualitative research, sample size in most of the qualitative studies should generally follow the principle of saturation when there is nothing new coming from the information that is being collected (Green & Thorogood, 2009:178).

Charmaz (2006:114) suggests that the aims of the study are the key and ultimate driver of the research design and, therefore, the sample size. She suggests that, under normal circumstances, a small study with "modest claims" can attain saturation more quickly than a big study with the aim of describing a process that spans disciplines. According to Guest, Bunce and Johnson (2006:59), the heterogeneity of the population, the extent to which 'nesting' of criteria is needed, groups of special interest that require intensive study, multiple samples within one study, types of data collection methods used, and the budget and resources available can also determine saturation. The researcher, therefore, considered the factors mentioned above in determining data saturation.

In total, there were more than 35 social workers in managerial positions in Emalahleni who met the criteria of this study, both those employed by the NGOs and the Department of Social Development. In this study, however, the researcher interviewed fourteen (14) social work managers, eleven (11) managers being employed by registered NGOs in Emalahleni and three (3) hailing from the offices of the Department of Social Development. The researcher reached saturation point after the interviews with the fourteen (14) participants. This means that, after the

interviews with the fourteen (14) participants, there was no new information being given by the participants.

The researcher chose to conduct his study in the Emalahleni community because the setting provided a close proximity between the researcher and the research participants since the researcher is a resident of Emalahleni. This also minimised the cost of conducting the study. Additionally, the community of Emalahleni was most suitable for the researcher because motivation to conduct the study originated from the observed challenges that were experienced by social work managers in Emalahleni; it was, therefore, ideal to conduct the study within the same area.

3.4.4 Data collection

Data collection is a process of gathering information for the purpose of addressing a research problem (Rubin & Babbie, 2009:349). It is a process of collecting information from research participants in an established, systematic fashion, which enables one to answer relevant questions and evaluate outcomes (Blaikie, 2009:199). According to Bryman (2012:12), data collection is a systematic method of collecting and measuring information from research participants in order to obtain a clear picture of an area of interest. Data collection enables the researcher to answer relevant questions and make predictions about future probabilities and trends (Blaikie, 2009:199). The main purpose of data collection in this study was to capture quality evidence that was then translated into rich data analysis and allowed the building of a convincing and credible answer to the research question that was posed. Before data were collected, the researcher prepared for data collection as follows:

3.4.4.1 Preparation for data collection

The researcher began the process of data collection by making contact with the employers of the research participants when visiting the organisations. Through this contact, the researcher requested permission from the authority (employer) to allow social work managers to participate in the study; this was done in the form of a letter, as indicated by addendum F. Criteria for selection of research participants were explained to the employer. A guarantee was given that the researcher was going to interact with the research participants only at the time that was convenient for the organisation and that the researcher's interaction with the social work managers

was not going to disrupt core work routines. After the permission was granted, the researcher began to make contact with the identified participants. In this case, the participants were social workers who were in managerial positions. The researcher contacted the participants telephonically and individually at their work places to request them to participate in the study. A letter of invitation to participate in the study was later given to the participants, as highlighted by addendum G. Clarification about the criteria for inclusion in this study or on any other aspect of the study was provided, and the participants signed a document confirming that clarification had been done, as indicated by addendum D. A guarantee was given to the participants that their rights to privacy, confidentiality and inherent respect to human dignity were not going to be tempered with. As indicated in addendum A, a preamble to the consent form was explained to those who agreed to participate in the study. The participants signed the consent forms as a way of indicating that they understood the contents of the forms and that they were willing to participate in the study, as highlighted by addendum B. Consent was also sought for permission to publish *verbatim* information that was audio recorded, as highlighted by addendum C. Follow-up appointments were scheduled for research interviews at a date and time suitable to the participants.

3.4.4.2 Method of data collection

Greeff (2011:342) argues that focus groups, interviewing and participant observation are three main ways through which information can be collected from the research participants when conducting a qualitative investigation. For the purpose of this investigation, interviews were used to collect data. DePoy and Gilson (2008:108) define an “interview” as a structured process through which the researcher can collect data through direct interaction with the research participants who have the knowledge the researcher seeks. In other words, an interview is a social relationship which serves the purpose of exchanging information between the researcher and the research participant. According to Jarbandhan and Schutte (2006:675), an interview is a social relationship designed to exchange information between the participant and the researcher.

In this study, semi-structured interviews, in particular, were used to collect data. The interviews were conducted with individual participants. Semi-structured interviews were used to give the researcher and the participants much more flexibility; in this

way, the researcher was able to follow up particular interesting avenues that emerged in the interview, as suggested by Cohen and Crabtree (2006:74). Semi-structured interviewing allowed the research participants to share more closely in the direction the interview took, and the participants were able to introduce issues the researcher had not thought of. For these reasons, this method of data collection was found to be suitable in this study. The research participants were perceived as being the experts on the subject, and they were allowed maximum opportunity to tell their stories.

Semi-structured interviews were used with the aid of the interview guide to collect data. As stated by Ritchie, Lewis, Nicholas and Ormston (2013:55), an interview guide provides the researcher with a set of predetermined questions that are utilised as an appropriate instrument to engage the research participants. The interview guide helped the researcher to determine the overall issue that was going to be covered in the interview and the question areas that were going to be tackled as well as any difficulties that were likely to be encountered. Furthermore, through an interview guide, the researcher had an opportunity to arrange questions from simple to complex in order to allow the research participants to adjust to the pattern of the interview schedule gradually. Furthermore, the interview guide was appropriate because, as argued by Ritchie et al. (2013:55), it allowed the researcher to have interview questions which were focused to ensure that the interviews gave the specific information required for the purpose of the study.

The data collection process commenced with obtaining the biographical details of the research participants (i.e. names of the research participants, current occupation and age, number of years of experience, employer, highest qualification and gender). Obtaining biographical details helped the researcher to understand the information that was shared by the participants better. It is important to note here that the names of the participants are not used in the presentation of the findings to ensure the principle of anonymity, as discussed in chapter 1 of this research report. After acquiring the biographical details of the research participants, the following questions were used as a guide to obtain the necessary information to be used in answering the research question:

- Will you kindly share with me how you understand management within the social work fraternity?
- In your own words, will you share with me your opinion about the appropriateness of employing social workers as managers within the social welfare sector?
- In your own opinion, what are the roles and functions of a social work manager?
- Looking at what you have said, which of the functions occupy the most of your time and energy?
- Kindly share with me the challenges that you are faced with in executing your managerial functions.
- Tell me more about the mechanisms you always employ in trying to cope with the challenges you are facing as a social work manager.
- Will you kindly share with me how you would like to be supported by your employer regarding the challenges you have mentioned.

Charmaz (2006:27) is of the view that interviewing is not confined to asking questions, probing and recording the response from the questions. She states that effective interviewing relies on mutual attentiveness, monitoring and responsiveness. Consequently, the following communication techniques were utilised during the interviewing process.

- Paraphrasing

Paraphrasing is a restatement of the meaning of a text or passage using other words (Skinner, 2012:107). In using paraphrasing the researcher used different words to restate in a non-judgmental way what the research participant had said. This was intended to help the research participant to know that the researcher was aware of the research participant's perspective and had heard what he/she had said. Paraphrasing and restating also allowed the research participant to correct any misunderstanding on the part of the researcher.

- Encouragement

The researcher demonstrated that he was listening to the participants by using verbal cues (for example "I find that interesting! Tell me more...") which reflected

interest. Through encouragement, the participants were able to share their perceptions, challenges and the coping strategies of social work managers regarding their management functions.

- Clarification and reflection

The researcher obtained clarity on unclear statements by using statements such as “you seem to be saying...” because, according to Kvale (2007:51), clarification involves offering back to the research participant the essential meaning, as understood by the researcher, of what participant had just said thereby checking that the researcher’s understanding is correct and resolving any areas of confusion or misunderstanding. The researcher also had to reflect on important statements from the research participant to get the participant to expand on certain statements.

- Listening and probing

Listening can be defined as a process of paying attention to someone in order to hear what is being said (Yin, 2011:26). This entails being able to receive the message actively from the research participants. Active listening skills assisted the researcher in capturing all the information that was provided by the participants. An audio recorder was used to enable the researcher to listen more attentively than he could have done had he resorted only to note taking. The researcher deepened the response to research questions through probing. According to Kalof *et al.* (2008:128), “probing” involves requesting or asking for further information. Kalof *et al.* (2008:128) go further by arguing that effective probing should be non-judgemental and that it should flow from what has previously been said. The researcher realised that good probing questions ask for elaboration, clarification and repetition. Through probing, the researcher enabled the research participants to fill in missing pieces, while, at the same time, probing also ‘beefed-up’ the richness of the information that was being collected.

After receiving permission from the participants, the interviewer used a digital recorder to record the interviews, which were later transcribed. As mentioned by Guest, Namey and Mitchell (2013:157), the digital recording of interviews enables a much fuller record of the data collected than notes taken during the interview, and it also allows the researcher to focus more on the proceedings of the interview. Since

the level of education of all participants is high (they have all acquired degrees in social work), English was used to obtain information from the participants. The researcher used English as it was the common language which both the researcher and the research participants understood; as a result of doing this, the researcher did not encounter any language barriers.

Before data were collected as described above, pilot testing had been conducted, and this is dealt with in the next subsection.

3.4.4.3 Pilot testing

“Pilot testing”, also referred to as “pre-testing”, is a small scale trial run of a research tool (Sarantakos, 2013:266). Conventional wisdom suggests that pre-testing is not only an established norm for unearthing errors but it is also helpful for extra training of the researcher in the usage of the research tool and interviewing skills. Hall (2008:79) emphasises the importance of pilot testing by stating that it is essential to pilot test the research tools in order to make sure that the questions are clear and are understood by the research participants, and also that any problems with wording are eliminated. Pilot testing also helps the researcher to determine the time needed to interview the participants (Cargan, 2007:79). Connelly (2008:79) is of the opinion that pre-testing assists the researcher in estimating the average time being taken to gather information from a research participant. In this study pre-testing indicated the exact time that was going to be taken during the interview process, which was approximately one (1) hour per interview; this, therefore, created the basis upon which it was decided long questions were not recommended. Such an exercise also assisted in budget estimations. Furthermore, pre-testing helped the researcher to assess the manner in which the research participants were going to respond to the research tool. In other words, pre-testing gave the researcher an opportunity to familiarise himself with the culture of the research participants through direct interaction with the participants in the research field.

For the purpose of this study, the researcher selected two individuals who met the selection criteria and interviewed them using the interview guide. The purpose of these interviews was to determine, among other things, the reactions of participants to the interview questions and to give the researcher an opportunity to refine interview questions that might have been wrongly worded.

This exercise helped to determine the most appropriate time when the participants were available. This enabled the researcher to plan the interviews accordingly. In conducting the pilot-testing the researcher was able to use his interviewing skills to determine how effective they were, and he worked on improving them in preparation for the actual data collection process.

These interviews were also used to understand the willingness of the participants to co-operate. Field-testing of the interview guide gave an idea about the level of cooperation the researcher was likely to receive from the participants during the interviewing process. The pilot testing tested whether the logistical support that was projected for the study was adequate. The two participants who were involved in the pilot-testing were not included in the actual sample from which data was subsequently collected.

3.4.4.4 Method of data analysis

The analysis of data is a process of inspecting, transforming and modelling data with the main objective of selecting useful information and suggesting conclusions (Gibson & Brown, 2009:2). This view is supported by Friese (2014:2) who notes that data analysis is a process of transforming information gathered into research findings. Gibson and Brown (2009:4) note that qualitative researchers have an obligation to monitor and report on the analytic procedures they have applied in their work. For the purpose of this study, qualitative data analysis, according to Creswell's (2007:150-155) model, was used and Guba's model (in Krefting, 1991:214) was employed for data verification. In this model the researcher moved in analytic cycles rather than using a fixed linear approach. The key steps for this model are presented in a linear form, bearing in mind that the main activities also move in circles and they can never be followed rigidly. Creswell (2007:150-155) further emphasises that they are meant as guidelines and that some of the steps overlap. Below is the description of the process that was followed in analysing the collected data.

- Planning and recording of data

The researcher planned for the recording of the data in a systematic way that was appropriate for the setting in which the research took place and was also acceptable for the research participants. As discussed earlier, through planning, the researcher considered the fact that the strategies for recording interactions and interviews

should not interrupt the ongoing flow of daily events in the work environment of the participants.

- Data collection and preliminary analysis

Creswell (2007:151) states that data analysis in qualitative inquiry involves a twofold approach. The first part involves data analysis in the research field during the time that data are being collected while the second part involves data analysis away from the research field. For the purpose of this study data analysis in the research field, during the interviews, was conducted. Data analysis was also conducted after the completion of data collection. Generally, the data analysis away from the research field focuses on aspects such as sorting, retrieving, indexing and handling of qualitative data (Gibbs, 2007:1). This enabled the researcher to deal with the large amount of information that was produced during the interviews, in interview transcripts, field notes and audio recordings. The researcher took note of the fact that too much focus on data analysis while the researcher was still busy with data collection was going to interfere with the openness of qualitative inquiry. The researcher, therefore, exercised caution to avoid rushing into conclusions.

- Managing data

This is the first step in data analysis away from the site, which is also often referred to as the intensive data analysis phase (Bogdan & Biklen, 2007: 173). As advised by Kreuger and Neuman (2006:440) the researcher converted the information from the field notes and digital recordings into appropriate text units for analysis. Kreuger and Neuman (2006:440) also emphasise the importance of organising data by stating that the researcher has to be sure that he assembles all the data he has collected so that he is able to find the information he needs when he needs it.

- Reading and writing memos

After organising the data, the researcher continued with data analysis by getting a feel of the entire information that was collected. This meant that the researcher read the scripts in their totality several times to become well informed about the contents of the data before breaking them into parts. The researcher also wrote memos (short phrases, ideas, concepts), as advised by Kreuger and Neuman (2006:440), which

helped to develop a link between data and more abstract thinking, as well as forming the basis for analysing data in the research report.

- Reducing data (generating categories and coding data)

The researcher reduced data by creating categories and by coding data. The researcher used open coding by naming and categorization of the phenomenon through the close examination of data. In this regard, the researcher engaged in the process of breaking down, examining, comparing, conceptualising and categorising of data. When coding data, the researcher followed Tesch's eight steps which are outlined in Creswell (2009:186). According to Tesch's steps, the researcher first had to create a sense of the whole information by reading all the transcripts carefully as indicated in the preceding step. This was followed by selecting different interview information sheets which the researcher analysed in order to understand the information provided. Having completed this task, the researcher made a list of topics and sub-divided them into major topics and unique topics as recommended by Creswell (2009:186).

The fourth step required the researcher to abbreviate the list of topics as codes. This preliminary organising played a key role in checking whether new categories and codes had emerged. In the fifth stage the researcher reduced the total list of categories by grouping the topics that relate to one another. Finally, the researcher alphabetised the codes and assembled the data that belonged to each category in one place.

- Testing emergent understanding and searching for alternative explanations

As stated by Kreuger and Neuman (2006:452), the researcher began the process of evaluating aspects or information that was not part of the data in order to have relevant information or data. This entailed an in-depth search through the available information, and this process enabled the researcher to challenge the understanding, scan for negative instances of the patterns, and include these into larger constructs as necessary. During this phase, the researcher evaluated the data for its usefulness and centrality. This means that the researcher determined how useful the data was in answering the questions that had been asked and how

central they were to the story that was unfolding about the social phenomenon being studied.

- Interpreting and developing typologies

The researcher began interpreting data to make sense of the data itself and to establish a broader opinion of what the data represented or meant. Gibbs (2007:25) notes that, by developing typologies the researcher makes conceptual connections or linkages between seemingly different phenomena. This helped the researcher to categorise concepts and make sense of the qualitative data. As mentioned by Kreuger and Neuman (2006:161), the researcher used the first order interpretation which is based on the categories of meaning of research participants. This means that the researcher interpreted data by finding out how the research participants saw the world, and how they understood and defined the situation. In addition, Kreuger and Neuman (2006:161) state that, in this first order interpretation, a qualitative researcher interprets data by giving the information some meaning or making the information understandable within the point of view of the research participants.

- Data presentation

The researcher presents the data, as a package of what was found, in text form in chapter 4 of this research report. This view is supported by Warren and Karner (2007:219) who state that crafting a qualitative manuscript is a process through which the researcher clarifies how the information gathered and the concepts fit together. The verbatim responses given by the participants are cited to confirm the understanding that was derived from the data.

To ensure that the responses by the participants were not going to be lost, the researcher generated backup copies of all the data. As advised by Flick (2006:293), the researcher kept one master copy in a safe place. This notion is also supported by Gibbs (2007:18) who states that field notes and interviews should be treated as valuable and precious material which should be protected at all costs.

3.4.5 Methods of data verification

In order to do research there should be some examination technique to check the validity of the data (Schwandt, 2007:40). Data verification is the process of checking, confirming, making sure and being certain (Guest *et al.*, 2013:298). In qualitative

research, verification refers to the mechanisms used during the process of research to contribute to ensuring the reliability and validity of the study (Gibson & Brown, 2009:5). According to Schwandt (2007:40), there are four criteria used in this regard; these are the degree of credibility, transferability, dependability and conformability. It should be noted that Schwandt's (2007:40) four criteria for data verification were supplemented by Guba's classic model (in Sinkovics, Penz & Ghauri, 2008:694-695). Schwandt's four criteria are described below.

- **Credibility**

Credibility is largely concerned about the truthfulness of the findings of the study, based on the research design which was used, the research participants and the context in which the research was conducted (Gibson & Brown, 2009:5). It seeks to establish whether the research findings reflect the views and experiences of the participants (Punch, 2013:113).

Guba (in Sinkovics *et al.*, 2008:694-695) argues that peer review can be used for ensuring the credibility of the research. This means that the researcher can welcome peers and academics to give feedback on the research findings. This enables the researcher to remedy areas of concern as well as solidifying and strengthening his/her arguments (Punch, 2013:113). In this study, peer reviews were used to assure the credibility of the study. Because this study is intended for the attainment of a master's degree, the researcher thus works in consultation with his supervisor and co-supervisors who are well versed in research methodology and also have knowledge and experience in the field under study. The contribution by the supervisors ensured credibility. In this study the researcher obtained feedback from the supervisor and co-supervisor who have knowledge and experience in the field of social work management as well as in the methodology of research.

The researcher also used the triangulation method. Triangulation entails a comparison and double checking of the degree of confidence in the information obtained from data collection (Alasuatari, Bickaman & Brannen, 2008:42). In this study, triangulation was used to compare the research information generated from two groups of research participants, namely the social workers in managerial positions from the Department of Social Development and the social workers in managerial positions from the Non-Governmental Organisations. This helped to

uncover and compare the perceptions, challenges and coping strategies of social work managers regarding their management functions, from both the Department of Social Development sector and from the NGO sector.

- **Transferability**

Transferability of research findings is the ability of qualitative research to be transferred to other studies or situations that are similar (Alasuatari *et al.*, 2008:43). Schunk, Fouche and de Vos (2011:420) argue that, in a qualitative study, it is essential to show that the research findings are transferable to other situations and populations. It is, thus, the core responsibility of the researcher to ensure that more contextual data about fieldwork sites is accessible to the reader so that the reader can facilitate such a transfer. A transcript of contextual data about fieldwork sites is attached together with the research report to enable the reader to have access to the contextual data about the field work. This means that, after reading the research report, the reader must be able to determine the transferability of the research findings to other situations. Guest *et al.* (2013:298) also argue that it is essential to make sure that a thick description of the aspect under study is provided to enable the reader to have an in-depth understanding of it. This will enable the reader to compare the phenomenon described in the research report with the phenomenon he/she has seen emerging in his/her situations. This aspect has been covered by the researcher in this research report.

- **Dependability**

Dependability relies on the consistency of the researcher in the process of data collection and the interpretation of the research findings, as well as in reporting research results (May, 2011:114). The researcher was consistent in such a way that, even if the research was replicated with the same research participants, it would produce the same findings. This was achieved through guidance from the supervisor and co-supervisor who listened to the recordings and then checked the consistency of the material against the research findings.

- **Conformability**

Conformability in qualitative research means the level to which the research results could be confirmed by other people (Whittaker, 2012:92). The concept of

conformability is the qualitative researcher's comparable concern with regard to objectivity. According to Biber and Leavy (2011:301), the researcher can take a "devil's advocate" role with regards to the outcomes, and this process can be documented. To ensure conformability in this study the researcher actively looked for any negative instances which might have contradicted earlier findings. Fortunately, there were no negative instances which could be described.

3.5 SUMMARY

This chapter has presented a detailed description of the research methodology that was used in this study. The researcher has explained why he chose the qualitative research approach. The researcher indicated the research design that was used, with specific reference to the explorative, descriptive and contextual research designs. The researcher also described the research methods that were used in this study, namely, the research population, sampling, sampling methods, data collection and methods of data collection were discussed. The following chapter presents a detailed account of the empirical findings.

CHAPTER 4

EMPIRICAL FINDINGS

4.1 INTRODUCTION

This chapter aims at presenting a non-numerical analysis and interpretation of the qualitative data that was collected from social workers who are employed as managers within the NGO sector and the Department of Social Development (DSD) in Emalahleni City of Mpumalanga Province, South Africa.

Management is an essential element of social work practice that is used as a tool to guide the attainment of the organisation's goals and objectives. Terblanche (in Engelbrecht, 2014:26) describes management within the social work fraternity as a process that entails the forecasting and planning, organising, leading and controlling of the organisation's operations, finances as well as human and physical resources. In other terms, social work management involves examining the future of the organisation and designing an appropriate plan of action, building up a structure, maintaining activities among the personnel, unifying and harmonising all work activities and making sure that all the work happens in conformity with established work procedures. In this study, the researcher wanted to establish an understanding of the perceptions, challenges and coping strategies of social work managers regarding their management functions. The data collected from the participants on their perceptions, challenges and coping strategies regarding their management functions are, thus, presented, analysed and interpreted in this chapter, as was indicated earlier.

4.2 RESEARCH SITE

Emalahleni, formerly Witbank, is situated on the highveld of the Mpumalanga Province of South Africa. The name Witbank is Afrikaans for "White Ridge" and is named after a white sandstone outcrop where wagon transport drivers rested (Marais, Nel & Donaldson, 2016:64). In March 2006, the town was renamed Emalahleni, the Nguni word for "the place of coal". EMalahleni is in the coal mining area with 22 collieries in an area no more than 40 km in any direction. There are a number of power stations (such as the Duvha Power Station), as well as a steel mill, Highveld Steel and Vanadium Corporation, nearby which all require coal (Marais *et al.*, 2016:64).

EMalahleni is experiencing a multitude of social problems such as teenage pregnancy, HIV/AIDS, substance abuse, to mention but just a few. To address the aforementioned challenges DSD is in partnership with more than 13 registered local NGOs such as Child Welfare, Khulisa Social Solutions and SANCA. Unlike the NGOs which only specialise in one kind of a service such as drug abuse or children protection services, DSD provides a cluster of services for youth, women, children and women, older persons and persons with disability. The above mentioned services are meant to enhance the social functioning and overall well-being of individuals, families and community at large.

4. 3 DISCUSSION OF THE FINDINGS

The presentation of empirical findings involves a demonstration to the examiner of the outcome of the study that the researcher has undertaken in search of the answers to the research question (Flick, 2009:414). According to Walter, Farquharson and Dempsey (2016:15) the presentation of empirical research findings involves the presentation of the findings of the researcher's interaction with the participants. In other terms, the presentation of empirical findings involves the conversion of research experiences into texts, and such experiences have to be understood on the basis of texts.

In this study a total of fourteen (14) participants were involved in the study. The presentation of the findings, therefore, commences with the presentation of the biographical information of the participants and that information is presented in Table 1 below. Thereafter, the biographical information is also analysed. The discussion of the biographical information is then followed by a presentation of themes and sub-themes that were identified from the raw data.

4.3.1 Biographical profile of the research participants

Table 1: Biographical profile of the research participants

Participant	Age of participant	Gender M= Male F= Female	Highest qualification	Period of serving as a manager	Type of employer
A	33	F	Bachelor of Social Work	1 year	NGO

B	50	F	Bachelor of Social Work	10 years	DSD
C	60	F	Bachelor of Social Work	10 years	DSD
D	45	F	Bachelor of Social Work	2 years	NGO
E	30	M	Bachelor of Social Work	2 years	NGO
F	27	F	Bachelor of Social Work	1 year	NGO
G	29	F	Master's degree in Social Development	6 years	NGO
H	52	F	Doctorate in Social Work	8 years	NGO
I	28	F	Bachelor of Social Work	1 year	NGO
J	30	F	Bachelor of Social Work	2 years	NGO
K	32	F	Bachelor of Social Work	2 years	NGO
L	31	F	Bachelor of Social Work	2 years	NGO
M	50	F	Honours degree in Social Work	15 years	DSD
N	59	F	Bachelor of Social Work	3 years	NGO

The sample was drawn from Emalahleni City of the Mpumalanga Province. The participants hold managerial positions in the both NGO sector and the Department of Social Development (DSD) as has already been indicated. The reason for having

participants in Emalahleni City of Mpumalanga Province was that the researcher worked and lived in Emalahleni and this made the study economically viable. Furthermore, the motivation to carry out the study came from his own challenges experienced with regard to the execution of the management functions, including the observations made by the researcher in Emalahleni. The researcher, therefore, saw it as been justifiable to carry out the study within the same area. The researcher was careful not to let his experiences cloud the process of collecting data from the participants. As indicated in Table 1, fourteen (14) participants (13 females and 1 male) took part in this investigation. This means that there were more female participants in this study. Paludi, Paludi and DeSouza (2011:200) argue that the social work profession is female dominated; hence there are more female social workers than male social workers.

Of the fourteen (14) participants, three (3) were employed by DSD in Emalahleni, while eleven (11) participants were employed by the NGOs in Emalahleni. The participants' ages ranged from twenty-seven (27) to sixty (60) years. Table 1 shows that only two (2) participants had attained post-graduate qualifications in social work at masters and doctoral level respectively, while one (1) participant attained honours degree in social work. The latter has a social work honours degree because during the 1980s and in the early 1990s social work training in South Africa took three (3) years (Nicholas *et al.*, 2010:21). The conversion of social work to a four (4) years degree meant that those practitioners with the three (3) year qualification had to upgrade their qualification so as to be on a par with the global norms or expectations. Eleven (11) of the participants are in possession of a bachelor's degree in social work only. The participants' work experience ranged from one (1) year to fifteen (15) years; participants from the NGO sector have less experience than their colleagues from DSD. Table 2 presents the themes and sub-themes from the data collected by the researcher.

4.3.2 Themes and sub-themes

The interview guide used during the interviews contained seven (7) broad questions. The researcher then developed the themes that are presented in Table 2 below guided by the questions that had been contained in the interview guide. Consequently, a total of seven (7) themes were identified. The sub-themes emerged from the data that were collected from the participants.

Table 2: Themes and Sub-themes

THEME	SUB-THEME
<p>Theme 1 Understanding management within the social work fraternity.</p>	<p>1.1 Understanding of social work management as a concept. 1.2 Lack of understanding of social work management as a concept.</p>
<p>Theme 2 Appropriateness of employing social workers as managers within the social welfare sector.</p>	<p>2.1 The ability of social workers to manage organisations. 2.2 The benefits of experience of social work managers within the field of social work. 2.3 Social workers can be managed only by other social workers.</p>
<p>Theme 3 Functions of social work managers.</p>	<p>3.1 The planning function; 3.2 The organising function; 3.3 The leading function; 3.4 The controlling function; 3.5 The supervision function; 3.6 Fundraising and financial management; 3.7 Coordination of services; and 3.8 Performance management.</p>
<p>Theme 4 Managerial duties occupying most of the participants' time and energy.</p>	<p>4.1 The supervision function; 4.2 The planning function; 4.3 The controlling function; and 4.4 General administrative duties.</p>
<p>Theme 5 Challenges faced by social work managers.</p>	<p>5.1 Human resources shortage; 5.2 Physical resource shortage; 5.3 Lack of managerial knowledge; and 5.4 Funding constraints.</p>
<p>Theme 6</p>	<p>6.1 Forfeiting leave days and working extra hours;</p>

Coping mechanisms employed by social work managers in trying to cope with their challenges.	6.2 Establishment of service delivery memoranda of understanding with NGOs; 6.3 Delegation of work by social work managers; and 6.4 Providing guidance and training.
Theme 7 Support needed to address the challenges faced by social work managers.	7.1 On-going communication and support from senior management; 7.2 More human resources; 7.3 Training on management knowledge and skills; and 7.4 Motivation through incentives and better salaries.

4.3.3 Discussion of the themes and sub-themes

The themes are discussed sequentially as reflected in Table 2 above. Similarly, the sub-themes follow suit.

Theme 1: Understanding management within the social work fraternity

There is consensus in the fraternity on the meaning of social work management. According to Terblanche (in Engelbrecht, 2014:2), Odgers (2007:6) and Brocke and Roseman (2010:3), social work management is a process that entails forecasting and planning, organising, leading and controlling of the organisation's operations, finances as well as human and physical resources. In this study it was found that there were social work managers who had the basic understanding of what social work management entails, whilst there were also those who did not understand what is meant by the concept 'social work management'.

Sub-theme 1.1: Understanding of social work management as a concept

The study has revealed that some of the social work managers understand the concept of management, and they are aware of the basic functions of management. These participants defined social work management using the functions of management as prescribed by Fayol's administrative approach to management. The functions of management highlighted by the participants included mentoring,

monitoring, planning, organising, leading, administration, controlling, budgeting and supervision.

The statements below demonstrate the participants' understanding of the social work management concept.

"...management is about mentoring entry level social workers and auxiliary social workers and as a social work manager you are also responsible for planning, you are also responsible for leading, you are also responsible for administration mostly. I forgot controlling, you also have to be in control so that your planned goals are achieved..."

"...if you are a manager you are responsible for planning, you are also responsible for the budget of your organisation, you are responsible for supervision and monitoring of services that are rendered in the organisation and such an understanding of social work management concept has transformed the social welfare sector by helping managers to become better managers..."

"...the concept of social work management involves planning the activities within the social work field. As a manager before even implementing you have to organise, think of resources that you are having..."

"...so management, actually the way I understand it... you will be looking at things such as planning, it [referring to management] is there to plan, it is there to organise, allocate resources, to lead, to control and to help the social work managers to excel in their day-to-day running of the organisation..."

"...social work management involves activities such as overseeing of subordinates' case load, planning, monitoring and evaluation of the programs, conducting supervision functions and organising the activities and resources in order to achieve goals..."

The responses reveal that some of the social work managers have developed a wider portfolio of skills which embrace the business aspects of management alongside ethical practice. According to Gallop and Hafford-Letchfield (2012:9), most of the modern social welfare managers are knowledgeable about the social welfare management processes which include the planning, organising, leading and

controlling of the organisation's performance. To cement this argument, Engelbrecht (2014:26) argues that Fayol's administrative approach to management has influenced the social work managed discourse through the application of Fayol's functions of management by most social work managers, and most of the contemporary management duties are centred around Fayol's functions of management, which are planning, organising, leading and controlling. Cnaan, Dichter and Draine (2008:237) argue that, although the social work field has been loath to embrace the aspects of business management, the concept of management has been growing within the social work field and most social work managers are now knowledgeable about social work management. Cnaan *et al.* (2008:237), commenting on social work management, acknowledge that the understanding of the business concept by social work managers has transformed the social welfare sector and that it has been helping the social work managers to excel within the social work enterprise.

Sub-theme 1.2: Lack of understanding of social work management as a concept

There was a participant who indicated that she does not understand the concept of social work management. The participant is employed as a social work supervisor, but she did not recognise that social work supervision forms part of social work management. The statement hereunder represents the lack of understanding by the participant.

"...you see I don't do managerial functions, here I am just a social work supervisor. So I am not really a manager who manages the organisation..."

This finding highlighted the fact that not all social work managers understand their management functions. The researcher believes that this translates into the fact that some social work managers often acquire the responsibility of managing without the benefits of formal management training which would have enabled them to understand their management functions. This finding validates the views shared by Gemark (2015:20) that becoming business-like and understanding of the management concept has not been easy for most of the social workers in managerial positions. Lambley (2009:41) also acknowledges that there is a management skill deficit and a lack of an understanding of the management concept

among social work managers. Germark further notes that social work managers need to be trained in the new business context to ensure the effective understanding and application of the management concept.

The findings above reflect a true picture regarding the state of affairs in many organizations rendering social work services because not all social workers in managerial positions understand what their positions entail and what they are expected to do as managers. For example, in this study there is a participant who is not aware that a social work supervisor is part of a management structure of welfare organisations. This could be attributed to the fact that many social workers find themselves promoted to managerial positions without any formal induction or training to enhance their understanding of the new position and the responsibilities it demands.

THEME 2: Appropriateness of employing social workers as managers within the social welfare sector

All the participants indicated that it is appropriate to employ social workers as managers within the social welfare sector. They argue that social workers in managerial positions come with the experience of social work practice that is needed to guide entry level social workers; they also argue that social workers can be managed only by other social workers on professional issues and that social workers are able to manage organisations that render social work services. The sub-themes that emerged from this theme are discussed below.

Sub-theme 2.1: The benefits of experience of social work managers within the field of social work

The participants are of the opinion that social workers must be employed as managers within the social work fraternity because they possess the much-needed experience of social work practice to enable them to manage the organisation and lead the front-line social workers. The following responses attest to the views of the participants:

“...for a person to lead a social welfare organisation he/she has to be knowledgeable...you can’t hire an HR manager to lead a welfare sector because there are issues like ethics...”

“...if you are a social worker [social work manager] you personally can also be able to detect if a person is under performing or over performing, you can also be able to detect that a person has a high caseload or less...”

“...if we employ social workers as managers, they know what basically social work is. They know the ethics that guide social work practice...they know the challenges that social workers are facing...”

“...I think it is appropriate to employ social workers as managers because they have skills to listen and serve people and they also have knowledge about social work practice itself to enable them to manage social workers...”

“...it is appropriate to employ a social worker as a manager because he/she has the much needed experience, background and understanding of the theoretical concepts of social work that they might use to manage programs...”

According to Soifer, Mcneely, Costa and Pickering-Bernheim (2014:35), people employed as managers within the social work fraternity should have a social work background because social workers are compassionate managers who are trained to understand fully and effectively support the frontline workers; they are equipped with social work practice experience which they can use to manage the services. In this regard, Aldgate, Healy, Malcolm, Pine, Rose and Seden (2008:129) offer a similar argument that human service managers must be social workers because they are more knowledgeable and experienced not only about ways to lead and manage, but also in terms of serving people with diverse backgrounds and culture. This indicates that the experience of social work practice helps the social work managers to plan, organise, lead and control the services effectively and appropriately.

Laming (2009:20) avers that employing social workers as managers works to the advantage of the organisation because managers with a social work background have first-hand experience of front-line social work which they can use to guide the front-line social workers effectively and to scrutinise cases properly and challenge practice from a position of skill and expertise.

Sub-theme 2.2: Social workers can be managed only by other social workers

According to the participants, it is appropriate to employ social workers as managers because it has been a global practice that social workers must be managed by other social workers. In other words, the participants believe that being a social worker qualifies one to manage lower-ranking social workers. In confirmation of this argument, the participants presented the following statements:

“...being managed by a person who is not a social worker makes it difficult for that person to understand the challenges that social workers are experiencing...”

“...it is very important to employ social work managers to manage social work services because it is always difficult for a person without a social work background to manage social workers due to the unique demands in this field. I am referring to the educational background of social work...”

“...the reason why I say that it is appropriate to have social work professionals as managers of the organisations that render social work services is because social workers [in management positions] understand the concept of social work practice, what needs to be done and they use the same language, you know...”

“...even according to the social work professional council’s norms and standards social workers must not be led by people who are not qualified social workers...”

The burning issue relative to social workers being managed by non-social workers has been explored within the South African context by Engelbrecht (2015:324-327). Engelbrecht (2015:324-327) is of the view that social workers should be managed only by other social workers in relation to issues of the profession. Engelbrecht further argues that it is not easy for a non-social work manager to relate to social workers and understand the circumstances and challenges that they are going through. This implies that social workers have a firm ground in social work practice and that they are able to manage their fellow social workers in order to meet the unique demands of the profession. This view-point resonates with the argument put forth by Hughes and Wearing (2017:22) that one of the challenges of managerialism is that organisations are increasingly being managed by people who are not qualified social workers, and who do not understand the concept and values of social work.

Hughes and Wearing (2017:22) further argue that social welfare organisations should be managed by social workers who, in turn, should be able to supervise and manage front-line social workers in all aspects of service provision. Hughes and Wearing further argue that a social work manager understands better than anyone else what the front-line social workers are going through since he/she is from the same profession.

The Code of Ethics for Social Service Professionals in South Africa also promulgates that a social worker may be supervised on social work matters only by another competent and registered social worker (Supervision Framework for the Social Work Profession in South Africa, 2012:15). This strengthens the argument that social workers should be employed as managers in social welfare organisations so that they can manage other social workers and the programme itself.

The researcher concurs with the argument. According to the researcher, it is appropriate to employ social workers as managers in order to enable the social work manager to manage the social workers, auxiliary social workers and the service provision itself effectively. Employing a social worker as a manager promotes and further enhances understanding between a social work manager and the front-line social workers since they are all from the same profession, and so use the same professional jargon. This benefits the service users in the sense that they are provided with a service that is responsive to their needs, as the manager and the front-line social worker have a common understanding of their needs. Employing social workers as managers within the social welfare sector further promotes the profession's norms and standards that advocate that social workers must not be led by people who are not qualified social workers. In this regard, one may, therefore, ask whether social workers are indeed able to manage. The next sub-theme explores the ability of social workers to manage organisations.

Sub-theme 2.3: The ability of social workers to manage organisations

The participants are of the view that it is appropriate to employ social workers as managers within the social welfare sector because social workers have the ability to manage social welfare organisations. The statements below represent the participants' views.

“...social work is very broad; we need to get on that ladder of being managers also because we are capable to manage social work services...”

“...it is appropriate to employ social workers as managers because basically our work is all about management because you have to mingle with different stakeholders, you have to plan, you have to lobby different things for your organisation...”

“...management is about the social work services and I think a social worker is skilled to understand the management of social work services...”

“...it is really important that social workers become managers because they are not only able to initiate projects, but they are also able to manage programs and the employees...”

According to Barnard, Horner and Wild (2008:145-164), social workers could and should make good managers. Barnard *et al.* (2008:145-164) argue that this is because, firstly, the concept of management encompasses emotional intelligence as well as intellectual intelligence and that, if social workers can competently assess human beings and their environments and are skilled in building and utilising relationships to attain intended outcomes, then these are all competencies that are of immediate relevance to sound management. Ho and Yeun (2010:223) argue that social work managers are best suitable to improve administrative efficiency with a view to bringing about quality social welfare services, which, in turn, would resolve a whole array of social problems affecting clients.

The researcher shares the sentiments of the preceding authors in that it is appropriate to employ social workers as managers within the social welfare sector because social workers have the ability to manage social welfare organisations. Social workers are able to perform management duties, such as project initiation, programme management, human resource management, planning and lobbying on behalf of the organisation. Theme three (3) below focuses on the functions of social work management.

THEME 3: Functions of a social work manager

Social work managers perform key management functions and roles to ensure that their organisations operate smoothly in order to achieve planned goals and objectives (Engelbrecht, 2014:50). The following functions were mentioned by the participants: planning, organising, leading, controlling, supervision, fundraising and financial management, coordination of services and performance management.

Sub-theme 3.1: The planning function

Data from the participants reveal that the participants acknowledge that planning is a vital function of social work management through which the social work manager charts the future of the organisation and sheds light on the work process that must be followed. It was also evident from the participants' responses that they know that, for social work managers to achieve the organisational desired goals, they must not plan alone, but they must also involve their subordinates during the planning process and they must check their subordinates' work plans in order to give the necessary guidance.

In confirmation of this argument the participants presented the following views:

"...I am responsible for planning and checking the planning of junior social workers, senior social workers and auxiliary social workers. They will plan but everything will come through me to check for mistakes..."

"...ok like I mentioned a bit earlier, you [as a manager] have to plan activities together with your staff in order to achieve goals..."

"...management involves planning. In line with my organisation, when we do planning we do it as a team, you do not do planning alone as a manager..."

"...a social work manager is someone that I would say is an overseer of all activities that will be happening in the organisation. So it also goes with the process, from planning, you check if all the workers plan their work, the manager plans with the workers, sets goals and targets with workers ..."

"...as a social work manager my duty is to plan the future developments and activities of the organisation together with my subordinates in order to achieve goals contained in the plan..."

According to Ndzuta (2009:78), social work managers are morally expected to prioritise planning in order to establish the direction of the work process and procedures to be followed to achieve desired goals. Ndzuta further cements the idea that the social work manager should involve his/her subordinates, such as front-line social workers and auxiliary social workers, during the planning process so that they can also make some input and so own the product of planning at the end. This tallies with Fayol's principle of unit of direction through which a manager should involve his/her team members in the planning processes so that the organisation can move towards a common goal as depicted by McNamara (2011:42). Engelbrecht (2014:51) also confirms that social work managers must request subordinates to plan their own work and that the role of the social work manager must be to check, analyse and approve those plans thereafter.

It became clear from the participants' statements that they acknowledge the fact that planning is a function of social work management, and that it is vital in giving a sense of direction to the work activities. The participants also indicated that planning promotes coordination within the organisation and that planning enables employees to collaborate in order to achieve the planned goals of the organisation through the involvement of subordinates during the planning process. This understanding of planning as one of the functions of the social work manager enhances the appropriate application of this function at organisations, leading to their effective running. The participants' responses also highlighted the fact that they are aware of organising as another function of social work management. The discussion on what they had to say about organising as a function of social work management is presented below.

Sub-theme 3.2: The organising function

The findings highlights that the participants know that organising is a function of social work management through which a social work manager allocates resources and tasks to different team members and sections within the organisation. In confirmation of this argument the participants echoed the sentiments below:

".... social work management is there to organise, allocate resources and authority, to make sure that all the employees have all the required resources..."

“...before even implementing you have to organise, think of the resources that you are having and use them according to the way they are supposed to be used...”

“.... when we [managers] organise things [activities] we also give tasks to different people...”

“...as a social work manager I am also responsible for providing leadership in organising the organisation’s activities in order to achieve planned goals...”

“...social work managers execute the organising function of management by allocating tasks to different people in order to ensure that work is done and goals are attained...”

The above views from the participants show that organising ensures that there is meaningful allocation of work, resources and authority within the organisation in order to ensure that the organisational goals are achieved (Van de Walt & Knipe, 2013:184). The study by Reynolds (2010:29) also revealed that organising is a function of social work management and that it consists of, among other things, job design, the allocation of duties to employees and the allocation of resources. Engelbrecht (2014:57) also regards organising as important in social work because it enables the successful implementation of work plans through the efficient allocation of resources required to execute plans. Engelbrecht’s sentiments echoed Fayol’s principle of order, which argues that the materials that the employees use should be allocated to them accordingly at the right time and place (Jones & George, 2009:59). It can, therefore, be deduced that participants are aware of their organising function of management to ensure that there is a fair allocation of resources to different departments and individuals. The participants showed that they were aware of the function of leading that they have to play, and the discussion on the findings regarding this function follows below:

Sub-theme 3.3: The leading function

According to the participants, leading is a function of social work management through which social work managers are expected to motivate, encourage, support and give leadership and vision to the front-line workers. The statements below represent the views of the participants regarding their responsibility in providing leadership in the organisations as social work managers:

“...as a social work manager you are responsible for leading; you are also responsible for motivating your team to achieve goals...”

“...I am also responsible for leading my team as a social work manager...”

“...as manager you have to support, motivate and encourage your team to achieve goals...”

“...a social work manager is also there to lead employees, motivate employees to do more and to achieve...”

“...social work managers lead, motivate, encourage and support workers to achieve their goals...”

It is evident from the participants' responses that they understand their role as leaders in organisations. The views that were expressed by the participants are confirmed by Engelbrecht (2014:186) when he says that, through the leading function of social work management, social work managers can motivate, support and encourage employees to carry out task-related activities in order to achieve the goals and objectives of the organisation. This implies that leading plays a critical role in energising the employees to work towards achieving the planned goals and objectives. This tallies with the principle of fair remuneration through which the social work managers motivate and encourage the employees through remuneration in order to achieve organisational goals. Through leading, the manager is enabled to uplift the morale of his/her employees when they lose hope and focus from the work at hand. Martin, Charlesworth and Henderson (2010:36) also argue that leading is one of the most important functions of social work management. Martin *et al.* further argue that social workers who are in managerial positions are not only expected to define the organisation's goals and objectives, but they are also expected to be able to influence, motivate, support and give vision to their colleagues in order to achieve desired goals.

The participants' arguments confirm leading as a function of social work management through which a social work manager positively influences other employees to work towards realising desired goals and objectives. It can be concluded that the realisation by the social work managers of their leading function needs to be utilised to improve the service delivery in their organisations as it goes

beyond simply managing tasks. It is also used to open communication with employees to encourage them, motivate and inspire them towards a higher level of productivity so that planned goals can be achieved. It is encouraging to establish from this study that the social work managers are aware of their leading role in organisations to ensure that the organisational goals are ultimately met. The participants showed that they were aware of the function of control that they have to play and the discussion on the findings regarding this function follows below.

Sub-theme 3.4: The control function of management

Revealed in this study is the fact that social work managers are aware of control as a function of social work management and that the control function of social work management plays a critical part in ensuring that planned work activities are carried out accordingly. The following statements were made by the participants regarding their understanding of the control function:

“...I forgot about controlling, you as a manager also have to be in control so that the organisational planned goals are achieved accordingly...”

“...as a manager you must also ensure control of activities, ensure that there are control mechanisms and to oversee whether what has to be performed is being done well...”

“...management is there to control to ensure that work is being done accordingly...”

“...a social work manager performs the control function of management by checking if goals are achieved as planned and by addressing performance challenges...”

The participants' understanding of the control function of management is confirmed by Smit and Cronje (in Van der Walt & Knipe, 2013:190) when they state that the control function of management can be exercised by putting in place control mechanisms that ensure that work performance is within the work plans, and also by implementing corrective steps thereafter where necessary in order to achieve planned goals. Naile (2011:64) further argues that control as a management function ensures that the manager puts in place control mechanisms that ensure that work is being performed in accordance with the planned procedures. Naile (2011:64) concurs with Fayol's principle of centralisation and decentralisation and

unit of command which deals with ensuring that performance of the organisation does not deviate from pre-established performance standards. This means that control as a function of management ensures that managers or the organisations at large consciously monitor performance and take corrective action in order to achieve the organisation's goals and objectives. It can also be argued that, without control, organisations and work activities could easily go off track, and planned goals might not be realised. With this knowledge the social work managers are able to ensure that their subordinates are provided with a control structure for the work plans to be implemented accordingly.

The above responses show that the participants understand that, without the control function, they will not be able to achieve the organisational planned goals and objectives. The controlling function of management is useful for ensuring that the planned goals and objectives of the organization are achieved. It is through the control function of management that the social work manager can put in place control mechanisms to ensure that the planned work activities are being performed accordingly. In other words, putting in place control mechanisms involves establishing performance standards and monitoring the output of employees to ensure that each employee's performance meets those standards.

The control function of management can be conducted through the monitoring and evaluation of the organization's activities in order to ensure that planned goals and objectives are achieved. According to Engelbrecht (2014:68), the control function of management ensures that there is effective monitoring and evaluation of the performance of the workers and the organisation at large in terms of achieving its planned goals. This means that the goal of monitoring and evaluation is to improve current and future management of outputs, outcomes and impacts and that monitoring and evaluation are used to assess the performance of projects, institutions and programmes set up by organizations. Botha (in Ndzuta, 2009:79) also argues that the control function of management is utilised to measure and evaluate the work of employees, the effectiveness of the organization's programmes, and the management of the funds that had been received by the organisation. This implies that control of the funds given to NGOs to render services can also be done, as reported by the participants, through monitoring of the NGOs

to ensure that the funds are being used accordingly. In confirmation of the above, the participants shared the views below:

“...social work managers monitor the work of the officials to ensure that goals are achieved...”

“... the manager monitors how the funds that are provided by the Department of Social Development are being utilised...”

“...a social worker has to take responsibility for her own work, but a social work manager needs to monitor the performance of such a social worker to ensure sound performance...”

“...social work managers monitor the proceeding of both individual and organisational activities to ensure that all the activities are executed as planned in order to achieve planned goals. This enables the managers to measure and evaluate employee performance...”

It can be concluded that the participants know that they have responsibility for monitoring employees and the organization's performance to ensure that the organization performs accordingly. Through the monitoring of the employees and the organization's performance, the management is provided with essential information containing detailed ongoing interventions being done, with indications of the extent of the achievement of goals and objectives. The monitoring of the organization's performance also indicates progress in the use of allocated funds. And, in turn, all these processes are reflective of the control function of management.

Sub-theme 3.5: The supervision function

The participants indicated that supervision within the field of social work is a function of social work management, which enables junior social workers, individually and collectively to work accordingly in order to achieve desirable goals. The following statements represent the views of the participants:

“...the other function of a social work manager is to supervise social workers and auxiliary social workers in order to support and educate them...”

“...as a social work manager you are responsible for supervision of social workers and auxiliary social workers in order to guide them to achieve goals...”

“...one of the functions of a manager is to ensure proper supervision to social workers so that they can work accordingly...”

“...my function as a social work manager is to supervise the social workers to ensure that they develop personally in order to perform their duties as expected...”

“... the social work manager performs a supervision function to enable social workers to improve their intervention skills and to guide them to achieve organisational goals...”

The participants' understanding of their role regarding supervision is confirmed by Parker (2010:82) who argues that supervision is a function of social work management. She explains that supervision as a function of management seeks to enable those being supervised to execute their work as described in their job specifications as effectively as possible in order to achieve planned goals. According to Davys and Beddoe (2010:71), supervision is indeed a function of social work management, and social work managers exercise the function of supervision in their day-to-day work routines in order to review mistakes, provide guidance and opportunities with a focus on practices so that social workers and auxiliary social workers can achieve desired goals.

It could be said that, as a function of social work management, supervision is used to ensure that subordinates get all the support they require from their managers so that they can successfully work towards achieving planned goals leading to a workforce that has direction in executing its duties and high level of production.

Supervision as a management function, according to the participants, consists of three basic functions, which are presented below:

“...you have to ensure that there are administrative functions that are performed to ensure that procedures are followed and there are also supportive services that have to be provided by a social work manager...”

“...and also...I nearly left the educating and empowering roles of a social work supervisor, a supervisor educates and empowers new employees with skills and

knowledge and ensures that all staff members are trained on issues of the profession to improve their functioning...”

“...and also a social work supervisor plays a supportive role because as a manager you need to support your staff to cope with work demands and challenges within the field to enhance their performance...”

“...a social work supervisor is responsible for skills development of social workers by exercising their educational function of supervision to ensure that social workers can perform their duties as expected...”

“...social work managers play the role of an educator by educating social workers on social work practice, by so doing the social workers acquire skills to work effectively towards organisational goals...”

It has been established in this study that the participants know that a social work supervisor basically renders three functions of supervision, which are an educational function, a supportive function and an administrative function. This finding validates generic literature on social work supervision in that social work managers have an administrative function of supervision. The administrative function of supervision is a process of getting work done and maintaining organisational control in order to ensure that procedures are followed (Miller in Kadushin & Harkness, 2014:8). Some of the administrative tasks of the social work manager under the heading of supervision include, but are not limited to, inducting employees, staff recruitment and selection, work scheduling and reviewing and the evaluation of work (Ndzuta, 2009:44).

The social work manager also has to play an educational function when he/she supervises social workers. The educational function of supervision involves staff development through which a social work manager takes responsibility for empowering, training and educating those being supervised on aspects of their profession (Botha in Ndzuta, 2009:44). This enables the social workers and the organisation to deliver services accordingly. As indicated by the participants, the social work managers also perform a supportive function of supervision which, according to Ndzuta (2009:45), is essential to enhance the coping of the subordinates with the ever-increasing demands of their duties.

The above responses from the participants demonstrate their understanding of the functions of social work supervision. The participants revealed that the administrative function of management is important in ensuring that work procedures are followed correctly. The participants also indicated that social work managers educate and empower their subordinates with skills and knowledge to ensure effective service delivery to service users. As part of their functions, social work managers also provide support to the front-line social workers and auxiliary social workers to enhance their coping mechanisms because social workers and auxiliary social workers deal with a variety of challenges in practice, those posed by clients and those that are organisationally generated. It is encouraging to find that social work managers are aware of their supervision functions as this suggests that their subordinates are provided with appropriate supervision. The participants further indicated fundraising and financial management as functions of management and these are discussed below.

Sub-theme 3.6: Fundraising and financial management

Participants identified fundraising and financial management as two other basic functions of a social work manager, functions which ensure the sustainability of the organisation by making available all the required resources. Statements below confirm the views of the participants:

“...when it comes to financial management they [employees] submit everything to me and I have to authorise everything to ensure accountability and promote sustainability of the organisation...”

“...financial management and human resource management is my responsibility as a social work manager...”

“...as an NGO we do not have much to spend so you are always on your toes trying to fundraise in order to sustain the organisation...”

“...fundraising is one of my functions as a social work manager in order to supplement the funding from DSD and to promote sustainability of the organisation...”

The importance of financial management and fundraising as understood by the participants is emphasized by Germak (2015:69) when he confirms that fundraising

is a function of a social work manager and that social work managers must be able to bring in revenue to help sustain the organisation in a meaningful way. According to Smit (in Engelbrecht, 2014:112), fundraising is an important management function, which enables the organisation to have all the necessary resources to carry out the organisation's mission and vision. Nicholas *et al.* (2010:185) emphasised that NGOs do not get a full subsidy from DSD and that they do not have adequate financial resources which means that social work managers must develop a plan and implement fundraising activities to supplement the funds provided by DSD. This implies that, through financial planning and fundraising, social work managers are expected to stabilise the organisation financially and ensure its sustainability. Suraj-Narayan (2010:185) also confirms that financial planning and budgeting are key functions of social work management. This simply means that social work managers are involved in financial management and planning activities, such as proposal writing.

The study reveals that fundraising and financial management are critical functions of social work management, specifically for the NGOs because they have limited financial resources to use or spend, so they need to prioritise fundraising in order to sustain themselves. It is equally important that a social work manager must know how to manage the finances of the organisation so that accountability can be promoted and expenditure can be managed. One avenue that social work managers can use in their financial management endeavour is the use of the coordination function. The presentation of coordination as a function of management as understood by the participants follows.

Sub-theme 3.7: Coordination function

It was established from the data that the participants regard coordination as a function of social work management which plays a pivotal role in the coordination of the organisation's activities. In demonstration of the views, the participants verbalised this in their statements below:

"...and also coordination of activities is the function of a social work manager. In our department there are social workers in different programs, you have to coordinate their activities in order to integrate them ..."

“...I can even say coordination of all the activities is one of my functions as a manager...”

“...my function is to coordinate services and ensure that those services are rendered very effectively and in an efficient manner...”

“...as a social work manager you also execute coordinating and organising functions of management. Coordination function enables coordination of the organisation’s activities so that goals can be attained...”

“...I believe coordination of activities within the organisation is a function of a social work manager and it enables the manager to ensure that services are rendered accordingly...”

Participants were of the view that coordination is a function of social work management which promotes the integration of social welfare activities and efficiency in terms of service delivery. Coordination can be argued to be one of the essential skills which social workers in management positions should have in order to coordinate the planned activities within the organisation effectively (Ndzuta, 2009:44). According to Reyneke (in Engelbrecht, 2014:59), the coordination function of social work management is important in integrating the work activities from different departments or sections within the organisation in order to achieve common goals and to ensure that services are rendered effectively and efficiently. The above argument is in line with Fayol’s principle of the unity of direction in the sense that the principle of unity of direction promotes the co-ordination of individual efforts and activities by establishing a structure through which work is done. This means that, in order to achieve the planned goals and objectives of the organisation, the social work manager must coordinate all the sections and the tasks of all the teams in order to avoid unnecessary duplication of tasks and possible conflicts. In other words coordination ensures the efficiency and effectiveness of the social welfare services.

As understood by the participants, coordination is an essential function of social work management that promotes the synchronization and integration of activities and responsibilities in order to ensure that the resources of an organization are used most efficiently and effectively in pursuit of the specified objectives. The last function

of management as highlighted by the participants was the performance management function.

Sub-theme 3.8: Performance management function

The findings of this study revealed that performance management is one of the important functions of social work management that ensures that organisational goals are achieved effectively. The findings revealed that performance management does not only ensure the attainment of organisational goals, but it also enhances the performance of employees as individuals. The statements below represent the views of the participants:

“...performance management helps to meet the deadlines, whether it is within the deadlines of DSD, as well as helping your employees to meet deadlines when it comes to reporting procedures...”

“...If you are a supervisor or a project manager of welfare organisations you will be responsible for the performance of each social worker through performance management in order to meet organisational goals...”

“...performance management as a management function is the responsibility of a social work manager to promote satisfactory performance by social workers...”

“...performance evaluation is your responsibility as a social work manager to measure employee performance so that they can perform accordingly to meet organisational goals...”

The above statements illustrate that social work managers play a key role of performance management to enable the employees to perform efficiently in order to meet pre-determined performance standards, deadlines and targets, as argued by Byars and Rue (in Mtshali, 2013:10). According to Ramadan and Borgonovi (2015:70), performance management is a function of social work management through which the social work manager measures the performance of social workers and auxiliary social workers to ensure that the organisation meets its goals. Mtshali (2013:1), who argues that through performance management social work managers measure the performance of employees to encourage individuals to meet organisational goals and deadlines, also echoes the same sentiments.

In this study it has been indicated that performance management is one of the important functions of social work management. The participants indicated that performance management helps social work managers to ensure that the social workers and auxiliary social workers meet defined goals, deadlines and targets. The study also revealed that performance management assists social work managers in measuring the performance of the front-line social workers and auxiliary social workers. Through performance management, the effective functioning of the employees and the organisation as a whole is promoted.

The above discussion is followed by the presentation of theme 4, which focuses on the managerial duties occupying most of the time and energy of the social work managers as revealed in this study.

THEME 4: Managerial duties occupying most of the participants' time and energy

The participants indicated that there are certain managerial duties that occupy most of their time and energy. These duties are supervision, planning, controlling and general administrative duties.

Sub-theme 4.1: The supervision function

The participants indicated that their supervision duties take much of their time and energy since the supervisor/supervisee ratio is high and the intensity of the supervision activities is also high. Supervision activities that were mentioned by the participants include the checking of the clients' files to ensure that they meet the required norms and standards and proof reading reports compiled by subordinates. In confirmation of the above argument, the participants verbalised the following in their statements:

"...supervision does take more time because I have twelve professional staff members who report to me, and I have two admin staff and three general assistants, so supervision is occupying most of my time..."

"...I think supervision really takes much of my time, because I always have to check every file of my employees [clients' files], check if they meet the norms and standards that as stipulated by DSD..."

“...supervision takes more of my time in the sense that I spend more time on supervising the processes involved in admission and release of clients utilising the children’s home. I also spend more time on proof reading and canalisation of court reports as well as helping social workers secure permanent places of safety for children. All this takes much of my time...”

“...supervision takes much of my time because when you supervise people from different satellite offices you travel a lot, hence more time is lost on the road and on supervision itself...”

According to Morrison (in Hughes, 2010:62), supervision can be considered to take a lot of time and energy of the social work manager because more time and patience is needed in order to enhance the social worker’s professional skills, knowledge and attitudes to enable them to achieve competency in providing quality care. Morrison (in Hughes, 2010:62) also acknowledges the fact that imparting knowledge on more of those in need of supervision is overwhelming and that it needs patience and time, since a high supervisor/employee ratio is challenging to manage.

The fact that supervision takes more of the managers’ time is also confirmed by what is stated by Born and Hafford-Letchfield (2011:11) which is that social work managers have a vital role to play in supporting employees, ensuring organisational accountability and the potential to achieve the goals of the organisation in the provision of services, and so much time is consumed by supervision. The main reasons why supervision takes more time and energy was further revealed in the study conducted by Hughes (2010:62) in which it was argued that supervision within the social work field is characterised by the activities of teaching the employees, guiding them, counselling and directing where necessary, ensuring norms and standards, proof reading reports and a lot of travelling to satellite offices.

In this study, however, the data indicates that supervision takes more time and energy because of a high supervisor/supervisee ratio. For example, one (1) of the participants indicated that she supervises twelve (12) supervisees alone. The intensity of supervision activities is also the other reason for supervision taking more time; for example, one of the participants indicated that supervision requires her to check clients’ files one by one in order to ensure compliance with norms and standards stipulated by DSD.

The study also revealed that more time is utilised in supervising the administrative requirements for the admission and the release of clients utilising the children's home. A considerable amount of time is also used for proof reading and the canalisation of reports written by social workers. The study also revealed that more time is utilised for supervision because of a high supervisor/supervisee ratio. According to the researcher, for managers to survive, it means that they have to plan their work appropriately. The discussion about planning as a management function that takes yet more time and energy of social work managers is presented below.

Sub-theme 4.2: The planning function

It is evident from the data that planning as a management function takes most of the time and energy of social work managers. In confirmation of this argument participants echoed the sentiments below:

"...planning and organising takes more of my time...if you are planning for something you have to plan properly, you don't just plan whatever; everything must be in order, for whatever which you have planned to be successful...so you have to take time researching, networking..."

"...planning takes more of my time as I have already said to you we are working according to calendar events so most of the time I have to plan and for the project to be successful I invest more time on the planning phase of the project..."

Ndzuta (2009:29) confirms what the participants indicated by stating that planning is a time-consuming process through which social work managers conduct research to determine the objectives that their subordinates need to attain over a certain period and what action is necessary to achieve them. According to Maleka (2010:19), a social work manager is primarily occupied with ensuring that proper planning is done in order to achieve desirable goals, and she further highlights that proper planning involves research and networking activities. Ndzuta (2009:29) further attempted to shed light on planning as a management function that takes much of the social work managers' time; she portrays planning as a roadmap which gives clear direction on how to move from one point to another in order to attain specific goals. By doing this, a social work manager spends considerable time

researching, networking and planning the activities of his/her supervisees together with them to meet the needs of the organization's clients.

It can be concluded that planning also takes more of the time of the social work managers in the day-to-day execution of their duties. The study revealed that social work managers need to invest more time on the planning function for them to render effective services. Researching and networking were indicated as some of the activities that consume more time for the social work managers in the process of planning.

Controlling was also listed as another management function that consumes a considerable amount of time for the social work managers, and a discussion about it is presented below.

Sub-theme 4.3: The controlling function

The participants indicated that the control function of social work management also takes more of their time and energy. This means that more time is used ensuring that the organisation performs accordingly. The statements below represent the views of the participants:

"...I think I did not mention reporting. I think reporting takes most of the time because it involves consolidating reports; every month you have to do your own report, you get reports from other staff members, you consolidate.... we are mainly reporting on the activities that we have done for the month..."

"...in my case there is one thing that takes much of my time that I will highlight, I make sure that the services that the elderly need are provided and I do the quality control around the service provision to ensure that quality services are rendered accordingly..."

According to Cronje, Du Toit, Motlatla and Marais (in Naile, 2011:19), organisational progress reports are usually used to indicate performance and milestones achieved by the organisation. Naile (2011:19) also indicates that the consolidation of reports on a monthly basis takes more time for the social work manager as he/she reports on the activities of the organisation. Brevis *et al.* (in Naile, 2011:34) further indicate that report writing requires a great deal of time in order to include all relevant aspects required, including successes and challenges encountered.

The researcher did not come across any literature that specifically highlighted the fact that some social work managers spend most of their time on quality control. The study, however, revealed that quality control takes most of the time and energy of the social work managers to ensure that the clients receive quality services.

It is evident from the above responses that controlling takes most of the social work managers' time and energy. Under controlling, much time is consumed by report writing, which enables organisations to account financially and to report on their programme activities. Quality control is also another form of control, which consumes most of the time and energy of the social work managers to ensure that clients receive quality services. The participants also indicated that general administrative activities take most of their time, and the discussion of this follows:

Sub-theme 4.4: General administrative duties

According to the participants, general administrative duties also occupy much of their time and energy. The participants indicated that duties, such as the proof reading of reports compiled by subordinates, the writing of financial reports and the taking minutes are activities which consume much of their time and energy. Statements below confirm the views of the participants:

"...mostly it is the administrative side because I work in a child welfare sector, so every time there are reports that are coming in, I have to proof read them and I have to advise on what to write and how to quote relevant legislative frameworks... so at the end of the day as a manager I have to always be up to date with new legislation..."

"...I think administration occupies most of my time because in administration we have a lot of paperwork and it takes a lot of time, sometimes you even go out of the office without doing all what you were supposed to do..."

"...but also admin work occupies most of my time, writing financial reports and everything..."

"...administration of course, social work management especially in this department involves a lot of administration...this administration entails mostly report writing, compiling of minutes...."

For the participants to be spending so much time on administrative activities is not unheard of but is rather confirmed by Munson (2012:295) who argues that a social work manager must execute administrative duties and functions that are beyond the normally-defined administrative tasks. For example, a social work manager might spend much time on aspects such as general record keeping, legal issues of the practice, report writing and canalising reports. Zastrow (2009:48) further highlights that in smaller organisations, especially in small NGOs, administration may be carried out by one person and his/her tasks might include writing narrative operational and financial reports and minutes writing. Zastrow further acknowledges that administrative tasks might be time consuming for a social work manager. Mizrahi and Davis (2008:149) argue that the majority of social work managers devote some of their time and energy to administration duties, such as report writing and minutes writing. In other terms, administrative duties take a considerable amount of time for the social work managers especially in cases where the manager does not have a personal assistant. She/he has to juggle between managing or directing a programme and performing general administrative duties such as writing of programme reports, record keeping and canalisation of reports written by subordinates.

In this regard, it has been established that the management of administration consumes most time and energy of the social work managers. Activities highlighted as consuming most of the time are report writing, compiling of minutes, writing of financial reports and canalisation of reports. The biggest burden with administration is that one needs to keep records of the work that has been done. The study also revealed that social work managers face challenges when they execute their duties.

With the varying administrative duties coupled with the supervision demands, the planning demand, and the controlling demand of their work, the researcher became curious about establishing the challenges that accompany this situation of social work managers. The challenges faced by social work managers are discussed below.

THEME 5: Challenges faced by social work managers

The participants highlighted common challenges which they face as social work managers. These challenges include a shortage of human resources, physical

resources shortage, a lack of knowledge on management and a lack of adequate funding. The aforementioned mentioned challenges were identified as subthemes for theme 5 and are presented below.

Sub-theme 5.1: Human resources shortage

According to the participants, a shortage of human resources is one of the challenges that they face in their day-to-day functioning. The participants indicated that human resource shortage has a negative impact on effective service delivery and organisational performance because it leads to burn out. In confirmation of the above argument, the participants verbalised this in the following statements:

“...from my side my challenge is lack of human resources to deliver the services effectively...”

“...shortage of staff is a major problem that we are experiencing as a department [Department of Social Development] ...we actually were supposed to render specialized services, but shortage of staff makes it very difficult...”

“...one challenge we are also facing as social work managers is staff turnover due to financial constraints and this has negative impact on effective service delivery...”

“...at the end of the day I become burned out, I feel like I am overworked because of shortage of staff and shortage of human resources that we are currently experiencing...”

“...as social work managers we are facing a huge problem of shortage of social workers to roll-out some of the programmes...”

The reality of the shortage of staff in the social work field is confirmed by what is stated by Rosa, Sankaran and Rajeev (2015:238) which is that a shortage of human resources within the social work fraternity is a global challenge and sometimes results in high staff turnover of social workers, and, furthermore, the reality of staff shortage affects social work managers on a daily basis because they struggle to meet performance standards. According to Weiss-Gal and Gal (2013:104), globally the situation of human resources within the social work fraternity is characterised by low wages, huge financial constraints, labour shortage and high turnover of social

workers. Rosa *et al.* (2015:238) further indicate that the challenge of shortage of social workers leads to backlogs and delays in the processing of the cases.

The shortage of human resources is a major challenge to social work managers because it affects the quality of service delivery, and it further strains and exhausts the existing employees as a result of high caseloads. The shortage of human resources is usually caused by financial constraints being experienced by organisations. In South Africa, within the NGO sector, the problem of human resources shortage is greater because of lower salaries in comparison with the higher salaries that are awarded to the social workers employed by DSD. The findings have categorically stated that the result of this human resource shortage is burn-out for the existing employees. The study also highlighted that the social work managers are experiencing a shortage of physical resources as shown below.

Sub-theme 5.2: Physical resource shortage

The research participants indicated a shortage of basic physical resources as being a major problem that they are facing. The participants indicated a shortage of computers, office space, a shortage of motor vehicles and stationery, like paper, as common resources that are short of. The participants also indicated dilapidated buildings as a cause for concern in this regard. The sentiments below indicate the views of the participants:

“...and then the other challenge faced by social workers and their managers is the lack of resources like computers for social workers to type reports ...and the other thing even if you look at our building it is also dilapidated and you find that some people are sharing office space, and if they are sharing, confidentiality becomes a problem...”

“...shortage of motor vehicles is a major challenge that we are facing as social work managers; you will find that a person wants to go out and conduct a home visit but due to shortage of cars the person cannot and this affects service delivery negatively...”

“...and also in terms of resources, we have a huge shortage of resources, for example we do not have many motor vehicles, we are using only one car and there

are five employees who depend on that one car to execute their duties, this is really a challenge and it affects service delivery negatively....”

“...one of the challenges we are experiencing is that we do not have basic resources we need on a daily basis, for example we do not have sufficient paper, things that really we need on a daily basis...”

“...another challenge we are facing is shortage of motor vehicles to reach the greater population of our community so that we can deliver services. This makes realisation of goals difficult to attain...”

Shortage of physical resources is a major challenge affecting social work managers and their subordinates. Common resources that were highlighted by the participants include shortage of offices, dilapidated office buildings, shortage of motor vehicles, shortage of stationery, like paper, and a shortage of computers. This finding is confirmed by Markham and Fonjong (2015:30) who emphasise that a lack of adequate material resources, such as supplies, equipment or cars is a major challenge being faced by social work managers in their day-to-day operations. Kline and Preston-Shoot (2012:21) too emphasise that social work managers and front-line social workers, especially within the NGO sector, are faced with a serious resource shortage, which has a negative impact on their ability to render services. Kline and Preston-Shoot further mention a shortage of office space, motor vehicles, computers and stationery, like paper as common physical resources which most of the organisations do not have in abundance.

The study has revealed that there is a challenge of a shortage of physical resources. The participants indicated that there is shortage of office space, the office building is dilapidated, and there is shortage of motor vehicles, stationery, like paper, and computers. The shortage of motor vehicles affects service delivery since the social workers cannot easily travel to reach the clients. The confidentiality of clients is affected when social workers share offices because of shortage of office space, and such a situation violates confidentiality, which is an ethical principle requirement of social work practice. Lack of managerial knowledge is another challenge faced by social work managers and it is presented below.

Sub-theme 5.3: Lack of managerial knowledge

Two (2) participants clearly verbalised that one of the major challenges they are facing is a lack of management knowledge. This means that they do not have enough knowledge and understanding of the concept of social work management even though they are employed as social work managers. The statements below reflect the participants' experiences of being entrusted with management positions without having management knowledge and training:

"...sometimes it is the lack of information yah, lack of information and you are just appointed as a social worker but later on you find out that you have to do some duties...so you find out that you don't have adequate training for a management position..."

"...you see I don't do managerial functions here...so I am not really a manager..."
[she cannot recognise that being a supervisor is part of management]

The sentiments expressed by the participants are confirmed by the reality in the field, and this is documented by several authors. Some of the social workers do not have knowledge about management and are not prepared for managerial positions so that they can manage their respective organisations effectively (Feit & Michael, 2013:3). According to Lambley (2009:41), most of the social workers who are appointed as managers without formal management training often struggle to function effectively since they might not have knowledge of social work management. Lambley further encourages social work managers or aspiring social work managers to be trained in business skills, and this training must reflect the values of social work in order to benefit the service users. Feit and Michael (2013:3) also confirm that it is generally accepted that some of the social work managers, or a few of the aspiring social work managers do not understand management or possess adequate knowledge and skills to manage their organisations effectively.

The researcher attributes the lack of knowledge about social work management to a lack of orientation relative to the management concept by the employer. Social workers who are about to be appointed as managers need to be trained before assuming managerial roles. It is common practice that social workers are promoted to managerial positions based on their years of experience but not their specialised training in management, and this situation is then aggravated by the fact that, after

their appointment as managers, it is assumed that they will manage well; in most cases there is no orientation or training to equip them. The data reflects that some of the social work managers are hired without knowing that they will be performing management duties, and they are usually left to learn the art of management on their own through trial and error. This presents a great challenge to the social work managers in terms of functioning effectively. Another challenge that was voiced by the participants is a lack of adequate funding and a discussion of this follows.

Sub-theme 5.4: Funding constraints

The findings of this study indicate that most social work managers are faced with the problem of the constraints of a lack of funding. Specific challenges indicated include staff turnover as a result of funding constraints, a lack of finance to make services effective and a shortage of finance to employ additional social workers. The following statements represent the views of the participants.

“...as I have said we don't have much to spend so you are always up on your toes trying to find funders; that is really a challenge....”

“...we are facing a huge challenge of financial constraints, as a result of our financial challenges we are facing a huge staff turnover. Social workers are seeking for greener pastures where they can be better paid...”

“...we do not have enough financial muscle to make the services to be effective, that is a challenge because a lot of the elderly clients we provide residential services for do not have a big income to take care of their needs. Most of the time we have to ensure that their basic needs are met...”

The financial challenge faced by social work managers is confirmed by Carson and Kerr (2014:132) who state that the funding of social welfare services especially NGOs has proved to be a global major challenge. According to Carson and Kerr (2014:132), in Europe NGOs are partially funded and their funding is characterised by delays in the paying out of subsidies. In such cases, NGOs struggle to render services since they have limited resources. Smit (in Engelbrecht, 2014:110) writes about funding problems within the South African context and he argues that, while government funding remains a significant source of funding for NGOs, a number of

studies report on its inadequacy and a decline in the percentage of income, and, as a result, there is a huge turnover of social workers because of low salaries.

Swilling and Russell (in Engelbrecht, 2014:110) confirmed that a lack of financial support from the government is the most serious problem facing social work managers in their day-to-day operations in an effort to make services viable. The same sentiments are also echoed by Kilbey (in Engelbrecht, 2014:110) who argues that the government's subsidy is not in line with increasing service demands and is insufficient to pay social workers market-related salaries.

It was discovered that a lack of adequate funding for social welfare services remains a major challenge for social work managers, not only in South Africa but also in Europe, and that a lack of funding negatively affects the effectiveness of social welfare service delivery. Largely, social work managers are experiencing staff turnover as a result of financial constraints and a lack of funding as social workers try to find better employment opportunities to enable them to meet their personal needs. The next theme focuses on how the social work managers cope with the challenges they are facing.

THEME 6: Coping mechanisms employed by social work managers in trying to cope with their challenges.

The participants highlighted how they are coping with the challenges they are facing as social work managers. The participants indicated that they forfeit leave days and work extra hours, they sign service delivery memoranda of understanding with NGOs and delegate some of their duties. They also provide guidance and training to subordinates for them ultimately to assist with some of their duties. The aforementioned coping mechanisms are discussed below:

Sub-theme 6.1: Forfeiting leave days and working extra hours

The participants indicated that they normally forfeit leave days and work extra hours in order to cope with a high workload emanating from a shortage of human resources. The study also revealed that the participants work on public holidays and weekends to catch up with their administration duties. The experiences of the social work managers in terms of working extra hours and forfeiting leave days are confirmed by their statements below:

“...I come in to work a lot of weekends, public holidays to finish up with the administration, that really helps to cope with high work load...”

“...in order to cope with human resource shortage and high work load, I have resorted to working extra hours so that I can be able to complete my work as expected. Without working extra hours, it is difficult to cope with high work load...”

“...yah I spend more time working and sometimes I have to take work home so that on my free time I can be able to do some work, by so doing I am able to cope with challenges pertaining to too much work load and the problem of staff shortage...”

“...just like last year, I didn't take many leave days I only took five days leave so that I can be able to cope with a lot of work since we are under staffed, that is how I have been able to cope with the problem of high work load and shortage of human resources...”

“...in order to cope with more work, I work extra hours so that I can successfully complete the work accordingly. So, working extra hours really helps me to cope with more work load...”

The researcher did not come across any literature that specifically talks about the social work managers forfeiting leave days and working extra hours as a coping mechanism for the high workload because this is unique to this study. There is, however, some literature which points out that social welfare employees, like social workers, undertake extra hours of work that include working on public holidays and weekends in order to cope with high workload as described by Laurier (2015:13). The same sentiments are also echoed by Fitzgibbon (2011:133) who argues that people in the social work profession end up increasingly spending longer hours to complete the administrative part of their work in trying to ensure that their work processes are recorded and the planned goals are achieved and traceable.

It can be concluded that the participants (social work managers) cope with the high workload by working during public holidays, weekends and by taking their work home so that they can work extra hours. This enables them to complete their work successfully. The participants also cope with staff shortage by forfeiting their leave days so that they can have enough time to complete their tasks successfully. The researcher believes that, though working extra hours can be a coping mechanism,

it can also create other problems such as burn-out. Additionally, the social functioning and health of such employees can be compromised. This could also impact on the family functioning of such managers as they would not be able to spend quality time with their families. The researcher is of the view that this needs to be addressed before adverse societal problems manifest themselves. Even if the social work managers see this as a coping mechanism, in actual fact it might bring temporary relief but could lead to long term problems. Following is another coping strategy used by social work managers, namely service delivery memoranda of understanding with NGOs.

Sub-theme 6.2: Establishment of service delivery memoranda of understanding with NGOs

The study revealed that social work managers from the Department of Social Development cope with high workload and human resources shortage by establishing memorandum of understanding (MOU) with the NGOs so that they can share the burden of work. The quotation below confirms the abovementioned sentiment used as a coping strategy.

“...for the Department of Social Development to cope with high work load and shortage of human resources, we established a memoranda of understanding with local NGOs like Child Welfare and CMR. We sat down and divided the areas that we must serve, a large part of the area is served by DSD and a small part was allocated to NGOs since they have lesser resources than us. So, these memorandums of understanding help us to cope with high work load and human resource shortage...”

Smit (in Engelbrecht, 2014:108) confirms that the government of South Africa recognised that it was challenging to render all the social services needed, and, as a result, it formed partnerships with the registered NGOs to provide services in return for financial support. Anderson (in Rapoo & Tshiyoyo, 2014:22) also confirms that the adoption of the developmental model of social service delivery resulted in a form of partnership between the DSD and NGOs in order to cover all the people in need of services effectively since the DSD did not have adequate human capital to implement the programmes. From the researcher’s observation the signing of memoranda of understanding (MOU) has been a successful coping strategy for

DSD social workers, and the DSD has managed to provide services to a larger number of people through NGOs.

It can be concluded that establishment of memoranda of understanding or forming partnerships between DSD and NGOs is a tried and tested method of coping with the high workload by DSD and NGOs. Through the MOU between DSD and NGOs more service users are reached, and, hence, planned goals are realised successfully. The other coping strategy used by social work managers is the delegation of work, and it is presented as follows.

Sub-theme 6.3: Delegation of work by social work managers

Data from the participants indicated that social work managers cope with a high work load and a human resources shortage by delegating some of their work to their subordinates. The study revealed that delegation promotes teamwork between the social work manager and his/her team. The statements below illustrate how social work managers use delegation as a coping mechanism:

“...most of the time I identify talented and competent subordinates who I can train and guide before I delegate official duties to them, I do delegate some of the work for me to cope with high workload, we have staff shortage so delegation helps me to complete my tasks...”

“...I delegate some of my work to the social workers for me to cope with high volume of work. This helps me to complete my tasks on time and to achieve goals...”

“...I don't work as an individual, I work with my team members and we work as a team, so I do delegate some of the tasks that I realise that I will not be able to do for my team members to assist me to complete them and achieve planned goals...”

“...I have been delegating some of my work to my subordinates in order to meet the deadlines and to address the issue of a high work load. Through delegation I feel relieved from the high work burden...”

It has been shown in this study that delegation can be used to ease some burden experienced by social work managers. According to Cree (2009:67), delegation takes place when a social work manager trains his/her subordinates to take some of his/her work so that work can be done quickly and the manager can be relieved

from high workload. Delegation of work by the social work managers is also confirmed by Spolander and Martin (2012:47) who argue that social work managers usually identify knowledge, skills and experience needed to complete a task effectively before delegating certain tasks to their juniors so that they can assist them with some work activities. Spolander and Martin (2012:47) further argue that delegation does not only help the manager to complete his/her duties, but it builds and strengthens the team work spirit between the manager and his/her subordinates.

The researcher found from the study that the social work managers using their own discretion allocate some of their responsibilities to front-line social workers so that they can assist them complete their assignments. Delegation enables the social work manager to share responsibility with the junior social workers, and, at the same time, the process develops and empowers subordinates to learn new skills. Delegating can be beneficial as the subordinates are given an opportunity to develop skills and knowledge that will be useful as they proceed with their career path. It is also worth noting that the subordinates are also overwhelmed by their high caseloads, leading to one's wondering how they manage also to relieve the managers by taking some of their administrative tasks. The last coping mechanism that has been mentioned by the participants is the provision of training and guidance to the junior social workers.

Sub-theme 6.4: Providing guidance and training

The provision of training and guidance to the front-line social workers was highlighted as a coping mechanism for poor performance by the front-line social workers. Of the fifteen participants, two participants verbalised that, after delegating duties to their subordinates, they supervise and provide guidance and training to ensure that work is done correctly and also to enhance performance. The statements below indicate how guidance and training help social work managers cope with the incompetence of their subordinates:

"...I give them tasks to do, that I was supposed to do, and then when they do it I supervise it and see if they did it well and if they didn't I show them how it was supposed to be done, I provide guidance..."

“...as a coping mechanism I allocate duties to my subordinates, after that I monitor the progress, I usually tell them if they are about to go wrong way and I have to re-divert them and train them so that they can perform better. That is how I have been coping with poor performance from my subordinates...”

Kadushin and Harkness (2014:8) emphasise the importance of on-going training and guidance of social workers, arguing that, within the social work fraternity, continuous training and guidance of employees is of paramount importance in transmitting knowledge of social work skills in practice. Dziegielewski (2013:80), in agreement, also emphasises, the fact that social work managers can address the incompetence of their subordinates by making available updated training and development opportunities for social work employees. This means that it is essential for social work managers to ensure continuously that there is on-going provision of training and guidance for junior social workers. Training and guidance develop the subordinates by empowering them to be able to perform some of the work delegated to them independently, and, by so doing, social work managers can be relieved from their high administrative workload.

In order to cultivate the competence of an employee and the performance of the organisation at large, social work managers are expected to supervise, give guidance and train their subordinates to perform properly. According to the responses, the manager provides guidance after delegating the work that they know their subordinates are not trained to do. This enhances the performance of the subordinates and eases the burden of the social work managers. After the discussion of the challenges and coping mechanisms, it is clear that managers require support. The last theme to be presented is, thus, on the support that the participants indicated that they were in need of to address the challenges they are facing as social work managers.

THEME 7: Support needed to address the challenges faced by social work managers

The participants were asked how they would like to be supported by their employers. They indicated that they would like an employer who communicates and supports them; they also wish that they could have more human resources. The participants further indicated that they would like their employers to offer them management

training opportunities and motivation through incentives and better salaries. Below is a presentation of the above-mentioned aspects.

Sub-theme 7.1: On-going communication and support from senior management

The study revealed that the participants require on-going communication with their employer as a form of support to address the challenges they are facing. One of the participants verbalised that they wish their employers could communicate with them to find out about the challenges they are facing and how they are coping. Another participant indicated that it is her wish to have an employer who listens, understands their situation and give his/her support accordingly. The quotations below confirm the wishes of the participants:

“...sometimes you just want your supervisor to come to you and also find out from you about your challenges and how you are coping because really sometimes as a manager you find that you are on your own with the staff...”

“...I would like to have an employer who listens; who listens to the people yah...who understands our situation...we need management that will support us...”

Reyneke (in Engelbrecht, 2014:39) argues that communication is essential between social work managers and their employers because it contributes to effective problem solving and also serves as a platform for managers to get support for the challenges they are facing. According to Runcan (2013:33), an employer must create an environment that allows the managers to express themselves and to be understood so that they, in turn, can receive support in terms of the central aspects of their functioning. Receiving support from the employer was emphasised by Hafford-Letchfield, Lambley and Spolander (2014:131) who argue that the employer must effectively listen and understand the situation under which the management is operating. This means that the degree of support given to social work managers by the employer affects their emotional satisfaction with the job, and it also contributes to the overall appraisal of how the organisation cares for and values its employees.

Complexities stemming from the emotionally-charged nature of the profession of social work require a social work practitioner to have an opportunity to communicate and gain support from his/her manager. This also applies to social work managers as middle managers. Communication between the employer and the social work

managers enables the social work managers to be listened to by the employers and get emotional support so that they can cope with the work demands. Having happy managers could lead to a happy workforce that is productive, and, as a result, the top management needs to reach out to the middle management to foster open communication. In this way, the social work managers would feel appreciated and then go all out to ensure maximum productivity. The participants also indicated that they wished they could receive more human resources from their employers as a form of support as shown in the following discussion.

Sub-theme 7.2: More human resources

According to the participants, employers should be more supportive in terms of employing more social workers to help the overburdened current social workers. The participants acknowledged that shortage of human resources is a major challenge which is affecting their functioning. The quotations below confirm what the participants said in terms of being given additional employees from the employer:

“...I said lack of human resources is a challenge that we are currently facing, I would be glad if the employer could employ additional social workers to help ease the burden, If I could get that support I would be a little bit relieved from most of the burden and tasks...”

“...if they can give us another social worker, because currently we need another social worker to focus on casework within the geographical boundaries of this area ...”

“...I expect the employer to be more supportive in the form of employing more social workers as a way of addressing high caseloads and this would go a long way in relieving the workers from high work burden...”

“...I think my employer should just help me especially with the employment of more workers if possible...”

As indicated earlier, the staff shortage at social welfare agencies in South Africa has been identified as another challenge that is faced by social work managers, and this has been established in this study. Dziegielewska (2013:282) also confirms that there have been some growing calls from social work managers requesting their employers to hire additional social workers as a strategy to ease the high workload

burden on current social workers. On the 19 September 2016, the Minister of the National Department of Social Development, in her response to the concerns raised by social workers, acknowledged the fact that there is an abundance of unemployed social workers in South Africa (DSD, 2016). She acknowledged that there is a backlog of employment of social work graduates. Based on the argument above, it can be argued that absorbing those social workers into DSD and NGOs can solve the problem of shortage of human resources within the social work fraternity.

Furthermore, it was also found from this study that the participants would like to be provided with training on management by their employers as a form of support, and this is discussed below.

Sub-theme 7.3: Training on management knowledge and skills

The participants confirmed that specialised training in social work management is required to enable the social work managers to function effectively. This implies that some of the participants do not have knowledge and skills regarding social work management and, as a result, they need to be trained so that they can be equipped to function effectively in their managerial positions. The quotations below reflect what the participants shared in this study:

“... I would love more training opportunities, yeah more training on management knowledge and skills...so when it comes to management I would urge the employer to provide us with more training opportunities on management, whether it be management in general, whether it is time management, financial management and many more skills...”

“...aaah, one thing I would love is training...so we are not being trained and it is more or less like we are being thrown into the deep end...”

“...ensuring that we have tools of trade, I think that will make our job easier and provide the support by offering training timeously will also enable me as a manager to function well ...”

Based on what the participants report as their need, which is also echoed by Watson and Hoefler (2014:44), that social workers who are in management positions must be equipped with business management skills so that they can be enabled to cope with their management duties, which include human resources management,

financial management and time management to name but just a few. Similar sentiments are also echoed by Lawler and Bilson (2010:30) who are of the opinion that further education and training in social work management must be a requirement for the appointment of social work managers, and that those who are already employed as managers must be equipped with managerial knowledge and skills so that they can cope with their daily management demands.

The study reveals that participants are calling upon their employers to expose them to more training opportunities in line with social work management so that they can be enabled to function effectively. In other words, as much as the social work managers must have knowledge of activities, which are performed by their subordinates, they too must also have management knowledge in order to steer the organisation towards realising planned goals.

According to the participants, the required training and development should be on-going. The training and development was further viewed by managers as a form of support that is needed by social work managers so that they can continue to acquire management skills. Such training would enable the social work managers to cope with the demands of their work, and they are of the view that it would make their work much easier. The next sub-heading presents motivation through incentives and better salaries as a form of support needed by social work managers.

Sub-theme 7.4: Motivation through incentives and better salaries

The participants reported that they would appreciate it if their employers would motivate them well through incentives and better salaries. The participants are of the opinion that they are less appreciated and are demotivated because of lower salaries and a lack of incentives. The study revealed that the remuneration of social work managers is not in line with their high workload. The statements below represent the views of the participants:

“...it would be very nice if the employer could also increase the salary to try and match the workload, it would be very nice and motivating to us to work harder...”

“...motivation from my employer is what I need, to be motivated to do my work, they must let us know that we are appreciated. They can create something like giving awards and a better salary, yes we really need it as a form of motivation...”

“... if possible in terms of overtime, maybe the employers should try to recognize the employees’ efforts by rewarding them with money as this could motivate them much better...”

The views of the participants are supported by Earle (2008:70) who states that social work salaries in South Africa are traditionally very low especially in the NGO sector, where uncertainties in the DSD funding policies and reductions in the availability of corporate funding have reduced the overall revenues available for the NGOs. Lecroy (2012: XI) argues that front-line social workers and their managers are forever calling for fair remuneration and meaningful motivation through incentives. Jennissen and Lundy (2011:173) echo the same sentiments by arguing that, to a great extent the conditions of social workers and their managers continue to be difficult as they are underpaid, overworked and, in some cases, unsafe.

Poor salaries and the unavailability of tangible incentives may translate into social workers and their managers feeling discouraged to work. The motivation of social workers and their managers through fair salary rates and incentives like performance awards was indicated as a form of support the managers need so that they can feel the appreciation and recognition from the employers.

4.4 SUMMARY

In this chapter, the empirical findings of the study have been presented. A brief background of the research methodology, research goal and objectives was presented before the actual data analysis. Analysis of the data began with the presentation of the biographical data of the participants followed by the presentation of the themes and sub-themes. Themes, which are presented in this chapter, include the understanding of management within the social work fraternity, the appropriateness of employing social workers as managers within the social welfare sector, roles and functions of social work managers, managerial functions occupying most of the time of social work managers, challenges faced by social work managers, coping mechanisms used by social work managers to deal with the challenges with which they are faced, and the support needed to address the challenges being faced by social work managers. The themes were developed by means of sub-themes, which were validated by participant views and corroborated by literature.

The following chapter presents the summary of the research report, conclusions and recommendations emanating from the literature and empirical findings of the study.

CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of the study was to investigate the perceptions, challenges and coping strategies of social work managers regarding their management functions, in order to make recommendations that would contribute towards the functioning of social work managers. This chapter serves to complete the investigation process by drawing conclusions and making recommendations based on the literature and empirical findings. Conclusions are presented on each theme that was discussed, and, thereafter, recommendations are presented.

5.2 SUMMARY OF THE STUDY

The summary of the study is presented by means of presenting a summary of the chapters of the study, the discussion of the goals and objectives of the study and exploring the research question.

5.2.1 The chapters of the study

Chapter 1: Chapter 1 provides the reader with an overview of the general introduction and background of the study, the theoretical framework that was used to guide the study, the research question, the goal and objectives, the ethical considerations, limitations of the study and the clarification of key concepts.

Chapter 2: In this chapter, a literature review was presented. Management as a concept was explored in-depth, including general information on management as well as planning, organizing, leading and controlling as functions of management.

Chapter 3: Chapter three focused on the research methodology that was used to undertake this study.

Chapter 4: The research findings coupled with literature control were presented in chapter 4 according to the themes and sub-themes.

Chapter 5: This chapter contains the summary, conclusions and the recommendations as has been indicated above.

5.2.2 The goal and objectives of the study

The goal of the study was the following:

To gain an in-depth understanding of the perceptions, challenges and coping strategies of social work managers regarding their management functions.

The above-mentioned goal was achieved because the researcher managed to gather information that explains and describes the perceptions and coping strategies of social work managers regarding their management functions. The findings on the aforementioned goal are presented in chapter four (4) as evidence that the research goal was achieved.

The following objectives enabled the researcher to reach the goal of the study:

- to explore and describe management functions of social workers in managerial positions;
- to explore and describe the perceptions, challenges and coping strategies of social work managers regarding their management functions; and
- to formulate recommendations aimed at assisting social work managers to improve their performance of management roles.

In order to reach the research goals, the researcher further formulated and executed the following task objectives:

- To obtain a sample of participants comprising social work managers employed by NGOs and Department of Social Development in Emalahleni;
- To conduct semi-structured interviews with the participants to explore the perceptions, challenges and coping strategies of social work managers regarding their management functions;
- To sift, sort, and analyse the data obtained according to Creswell's eight steps of qualitative data analysis;
- To describe the perceptions, challenges and coping strategies of social work managers regarding their management functions;
- To interpret the data and conduct a literature control in order to verify the data; and

- To draw conclusions regarding the perceptions, challenges and coping strategies of social work managers with regards to their management functions in Emalahleni City of the Mpumalanga Province of South Africa and to make recommendations aimed at enabling the social work managers in executing their managerial functions.

5.2.3 The research question

The researcher has endeavoured to answer the following question of the study: *What are the perceptions, challenges and coping strategies of social work managers with regard to their management functions, in Emalahleni City of the Mpumalanga Province of South Africa?*

The above research question was answered because the researcher managed to collect data that explains the perceptions, challenges and coping strategies of social work managers with regard to their management functions in Emalahleni City of the Mpumalanga Province of South Africa.

5.3 CONCLUSIONS

The conclusions drawn from the study are presented below. As indicated earlier, the conclusions are based on the key findings on each theme that was discussed.

- **Conclusion on understanding of the social work management as a concept**

This investigation demonstrates that most of the social work managers have developed a wider portfolio of skills, which embraces the business aspects of management. There is a clear demonstration that management is a vehicle that drives and enables the smooth running and sustainability of social welfare organisations through the application of the aforementioned management functions.

The study also shows that some of the social work managers lack in-depth understanding of the management concept. This reveals that there might be lack of proper transition from front-line social work duties to managerial duties.

- **Conclusion on the appropriateness of employing social workers as managers within the social welfare sector.**

The study indicates that it is appropriate to employ social workers as managers within the social welfare sector. This is so because social workers in managerial positions believe that they are capable of managing social welfare organisations. The participants believe that social workers are natural, competitive managers with their skills in building relationships, understanding human behaviour and their technical know-how of the social work field.

It can be concluded that it is appropriate to employ social workers as managers within the social welfare sector because social workers are experienced and knowledgeable about the social work profession. Social workers, therefore, are relevant in the management of social welfare services.

- **Conclusion on the functions of social work managers**

The study highlighted planning as a function of a social work manager through which the organisation can be enabled to have direction. Through planning, management is able to make sound decisions in order to achieve planned goals.

Organising and leading were also identified as the functions of social work management. Through organising, social work managers allocate tasks and resources to individuals and different departments within the organisation. Social work managers also perform the function of leading by giving vision to the employees and, through the activities of influencing, inspiring and motivating the employees, to achieve planned goals.

Control is a function of social work management. Through the control function of management, social work managers can assess the performance of the employees and the organisation as a whole focusing on aspects such as financial performance and the effectiveness of the organisation's programmes.

The aforementioned functions of planning, organising, leading and controlling are at the core of Fayol's administrative approach to management. The relevance of these functions is evident in the sense that they are still actively practised today by managers in different fields, including the social work fraternity.

The study shows that supervision is a function of social work management. Through supervision social work managers can perform educational, administrative and supportive functions. The main purpose of supervision is to enable employees to perform effectively in order to achieve planned goals.

The investigation demonstrates that, through sound fundraising and financial management, the organisation can bring in revenue and effectively manage it thereafter. Social work managers must be skilled in fundraising, financial planning and budgeting to ensure that the organisation has resources that are needed to carry-out the organisation's mission and vision.

Co-ordination was also highlighted as a management function. Social work managers are responsible for ensuring the smooth co-ordination of all departments and the tasks allocated to them in order to achieve planned goals and objectives.

The study highlighted that performance management is a crucial function of social work management. By performing the function of performance management, social work managers can measure the performance of all the employees, and their impact of the organisation's programmes and outputs.

- **Conclusion on managerial functions occupying most of the social work managers' time and energy**

Supervision was considered to be one of the functions that occupy most of the time and energy of social work managers. This can be attributed to the fact that the educational, supportive and administrative functions of social work supervision contain a chain of activities through which the social work manager must consistently perform. These activities include teaching the supervisees and giving them guidance.

The planning and organising functions of management were equally classified by social work managers as being time and energy consuming. Social work managers spend a great deal of time on planning because it forms the basis and foundation of successful programmes. Planning also forms the basis of all other functions of management, such as organising, leading and controlling. A considerable amount of time is utilised on the organising function of management through which managers carefully allocate tasks and resources to subordinates.

Controlling also takes time and energy for the social work managers. Much time is utilised in assessing the activities of the organisation in order to ensure that the organisation achieves its goals. Much time is also used on allocating and tracing the usage of the organisation's resources. The study also revealed that a great amount of time is utilised on report writing as an instrument for control; these reports include financial reports and programme reports containing milestones and performance indicators.

It is evident from the study that fundraising and financial management involves the use of a considerable amount of time for the social work managers. NGOs do not have enough financial muscles; therefore, the managers dedicate a considerable amount of time on fundraising in order to sustain the organisation. Social work managers do not only spend time on fund raising but also on controlling the expenditure which includes, but is not limited to, salaries, transport costs, municipal bills and other expenses.

Most social work managers spend a lot of time executing general administrative duties and functions. These duties include, but are not limited to, proof reading of reports written by junior staff, the writing of minutes, general record keeping and the legal issues of the practice.

- **Conclusion on challenges faced by social work managers**

The study indicated that the shortage of human resources within the social work fraternity is a major challenge affecting social welfare service delivery. The shortage of human resources does not only affect service delivery but it also strains and exhausts the employees in the form of burn-out.

Social work managers are experiencing an acute shortage of basic physical resources. Shortage of physical resources is a limitation with regard to effective service delivery. Resources which are needed include, but are not limited to, computers, adequate and conducive office space, motor vehicles and stationery.

A lack of adequate knowledge and skills to manage social work organisations was indicated as a major challenge. Some of the social work managers do not have the skills and knowledge of social work management and were not effectively prepared

for managerial positions by their employers. Some managers cannot recognise that their duties as social work supervisors form part of social work management.

The investigation revealed that there is inadequate government funding for NGOs. As a result of inadequate funding, several organisations are experiencing huge staff turnover and decline in the quality of service delivery.

- **Conclusion on coping mechanisms to cope with the challenges faced by social work managers**

The investigation indicated that social work managers work longer hours in order to ensure that their tasks are completed on time. As a coping mechanism, social work managers work during the weekends and on public holidays so that they can complete their tasks accordingly. Some of the managers take their work home, while others forfeit their leave days so that they can cope with the high workload. Social work managers are overworked as a result of the shortage of human resources.

Social work managers from the Department of Social Development entered into a working Memorandum of Understanding (MOU) with NGOs as a way of coping with the high workload. Through the MOUs, DSD and the NGOs share work responsibilities by dividing work in terms of demarcated areas. MOUs between DSD and NGOs are very important as tools to manage the high workload and to reach out to the communities in need of services.

This research has demonstrated that delegation is used as a strategy to cope with high workload and the shortage of human resources. Social work managers train their subordinates to take some of their work so that their tasks can be completed on time.

- **Conclusion on support needed to address the challenges faced by social work managers**

It has been revealed in this study that social work managers need effective communication with their employers in order to solve problems affecting them. Largely, social work managers do not have effective communication platforms with their employers to enable them to receive support and to address burning issues.

This study indicates that social work managers need a greater work-force to be able to implement different programmes and to cope with high work load.

The participants confirmed that specialised training in social work management is required to enable the social work managers to function effectively. Through specialised training, social work managers can master business management skills such human resources management and financial management.

The study has revealed that front-line social workers and their managers are underpaid and overworked. Hence, social workers and social work managers must be fairly remunerated.

5.4 RECOMMENDATIONS

Presented below are the recommendations resulting from the investigation into perceptions, challenges and coping mechanisms of social work managers regarding their management functions:

Since it was revealed in this study that social work managers are not provided with specialised training in management prior to and after their appointment as managers, the researcher recommends that specialised training and capacity building on social work management be provided to equip social work managers with essential business skills in order to enhance their functioning as managers. Acquiring business skills would enable social work managers to execute their management functions effectively.

The researcher further recommends that social workers employed as managers within the social welfare sector should make efforts to further their studies and skills in social work management, since most of the universities offer post-graduate social work management courses. Further education could assist social work managers to cope with and function effectively in their positions.

It would be ideal that efforts should be made to standardise the employment requirements of social work managers within the NGO sector in terms of the necessary experience and skills required. This is a norm in the DSD where there are documented employment requirements at all levels of management. For example, being a social work supervisor in DSD requires one to have had seven years of experience after registration as a social worker with the South African

Council for Social Services Professions. Currently, there are no standardised stipulations that guide the appointment of social work managers in the NGOs in terms of the required experience. In some instances, NGOs have been employing social workers with only 1-year experience as a director (kindly refer to the biographical details of participants to verify this). This can have a negative effect on the functioning of the organisation as whole.

More social workers are needed in order to deliver services effectively to those in need of them. Both NGOs and DSD need additional social workers since current social workers are not coping with large workload. The National Department of Social Development should consider the employment of additional social workers when they prepare their budget to help ease the problem of the shortage of human resources. Additionally, social work graduates who are beneficiaries of DSD bursaries should be considered for absorption by DSD so as to mitigate the problem of shortage of social workers.

The National Department of Social Development should attempt to strengthen its recruitment and retention strategy so that it can be enabled to attract more experienced social work managers as well as continuously recruiting new people to pursue a career in social work. The retention of experienced social work professionals would help solve the problem of the lack of experienced personnel to manage social work services and to mentor junior social workers.

It is recommended that both the NGOs and DSD should consider establishing a structure through which social work managers can meet and discuss managerial issues and challenges. For example, a social work managers' forum could be established to tackle management challenges that are faced by social work managers. Training and workshops on social work management could also be conducted in this forum.

It would be ideal for the NGOs to put in place performance management systems to address the problem of poor performance by the frontline employees. Poor performance by front-line social workers ultimately leads to failure to reach organisation's goals and objectives as indicated in its business plan.

Based on the lack of financial and physical resources in the NGO sector, it is recommended that the government increases the funding that is provided for them, because the NGOs are providing the services that are a right to the citizens of the country. The NGOs are not supposed to be struggling financially to an extent of compromising the needed services.

Social workers should be considered for employment as managers within the social welfare sector because they have the potential of becoming effective managers. They possess competencies that are of immediate relevance to effective management. For example, they are able to build and utilise relationships to attain intended outcomes. This is a fundamental competency of management. Furthermore, qualified social workers in management positions are able to manage the social work aspects of the programme effectively by ensuring compliance with the norms and standards of social welfare services.

Some of the buildings that are currently being utilised by the social workers and their managers are not conducive for therapeutic work. Some of the offices have deteriorated with little attention given to them. A budget needs to be made available to revamp the offices of DSD employees in Emalahleni. More office space is also needed to avoid compromising the confidentiality of the clients' information through sharing offices.

It is recommended that more research be done on the functions of social work management. This is based on the fact that literature review employed in this study indicated that limited research was available with regard to the functions of social work management. The researcher recommends that a national research study on the functions of social work management be done in order to improve the functioning of social work managers and social work as a profession. Such a research study should include participants from both the NGO sector and DSD for it to be inclusive.

BIBLIOGRAPHY

Abraham, A. 2011. *Formation and management of NGOs*. 3rd Ed. New Delhi: Universal law publishing company.

Adams, J, Khan, JA and Raeside R. 2014. *Research methods for business and social science students*. Los Angeles: SAGE publications limited.

Adler, ES and Clark R. 2011. *An invitation to social research: how it is done*. 5th Ed. Australia: Wadsworth Cengage Learning.

Akwety, ML. 2011. *Business Administration for students and managers*. New York: Trafford publishing.

Aldgate, J, Healy, L, Malcolm, B, Pine, B, Rose, W and Seden, J. 2008. *Enhancing social work management: Theory and best practice from the UK and USA*. London and Philadelphia: Jessica Kingsley publishers.

Almansour, YM. 2012. *The relationship between leadership styles and motivation of managers conceptual framework*. Online. Available: <http://www.researchersworld.com>. (Accessed on 12 December 2016).

Amanchukwu, RN, Stanely JG and Ololube, PN. 2015. *A review of leadership theories, principles and styles and their relevance to education management*. Online. Available: <http://www.journal.sapub.org/mm>. (Accessed on 12 December 2016).

Anbuvelan, K. 2007. *Principles of management*. New Delhi: Laxmi publications private limited.

Anderson, C and Brown, C. 2010. *Research in organisational behaviour: The functions and dysfunctions of hierarchy*. Online. Available: <http://www.sciencedirect.com>. (Accessed on 12 March 2017)

Anderson, B. 2007. *Business process improvement toolbox*. 2nd Ed. Milwaukee: American society for quality press.

Anderson, J and Zbirenko, A. 2014. *Effect of organisational structure, leadership and communication on the efficiency and productivity*. Online. Available: <http://www.diva-portal.org>. (Accessed on 12 March 2017)

- Anwar, H. 2013. *Impact of paternalistic leadership on employees' outcome*.
Online. Available: <http://www.iosrjournals.org> (accessed on 26 November 2016).
- Armstrong, M. 2010. *Human resource management and development*.
Philadelphia: Kogan page.
- Babbie, E. 2013. *Social research counts*. Australia: Wadsworth Cengage learning
- Babbie, E. 2012. *The practice of social research*. 13th Ed. Australia: Wadsworth Cengage Learning.
- Babbie E. 2007. *The practice of social research*. 11th Ed. Belmont: Thomson Wadsworth.
- Bagad, VS. 2008. *Management science*. 1st Ed. Pune: Technical publications.
- Bailey, K. 2008. *Methods of social research*. 4th Ed. New York: The free press.
- Bakker, AB and Leiter, MP. 2010. *Where to go from here: integration and future research on work engagement*. New York: Psychology Press.
- Bakker, AB, Demerouti, E, Hakanen, JJ and Xanthopoulou, D. 2007. *Job resources boost work engagement, particularly when job demands are high*.
Journal of Educational Psychology, 2:274-284
- Bamford, T. 2015. *A contemporary history of social work: Learning from the past*.
Bristol: Policy press University of Bristol.
- Barnard, A, Horner, N and Wild, J. 2008. *The value base of social work and social care: An active learning handbook*. Berkshire: McGraw-Hill Open University press.
- Barrow, C. 2010. *Cut costs not corners: A practical guide to staying competitive and improving profits*. London: Kogan pages limited.
- Batti, RC. 2014. *Human resource management challenges facing local NGOs*.
Online. Available: <http://www.sciencepublishinggroup.co/j/hss>. (Accessed on 25 February 2017)

- Becker, S, Bryman, A and Ferguson, H. 2012. *Understanding research for social policy and social work: Themes, methods and approaches*. 2nd Ed. Bristol: The Policy Press.
- Belias, D and Skilikas, D. 2013. *Aspects of job design*. Online. Available: <http://www.researchgate.net/publication>. (Accessed on 12 March 2017).
- Bell, J. 2010. *Doing your research project: A Guide for first time researchers in education, health and social science*. 5th Ed. Australia: Wadsworth Cengage Learning.
- Berinstein, P. 2006. *Business statistics on the web: Find them fast-At a little or no cost*. New Jersey: CyberAge Books.
- Bibb, S. 2016. *Strengths-based recruitment and development: A practical guide to transforming talent management strategy for business results*. New Delhi: Kogan page limited.
- Blaikie, N. 2009. *Designing social research: The logic of anticipation*. 2nd Ed. Cambridge: Polity press.
- Bless C, Higson-Smith, C and Kagee, A. 2006. *Fundamentals in social research methods: An African perspective*. Cape Town: Juta and Company.
- Born, D and Hafford-Letchfield, T. 2011. *The role of social work professional supervision in conditions of uncertainty. The international journal of knowledge, culture and change management*. Online. Available. <http://eprints.mdx.ac.uk>. (Accessed on 27 May 2017)
- Bose, DC. 2012. *Principles of management and administration*. Delhi: PHI learning private limited.
- Bowen, GA. 2008. *Naturalistic inquiry and the saturation concept: A research note*. *Qualitative Research*, 8(1): 137-152.
- Britt, TW and Jex, SM. 2015. *Thriving under stress: harnessing demands in the work place*. New York: Oxford University Press.

Brocke, JV and Roseman, M. 2013. *Handbook on business process management: Introduction, methods and information systems*. Australia: Springer.

Brunsson, K. 2010. *Henry Fayol-the man who designed modern management*. Liber: Copenhagen Business School Press.

Brunsson, K. 2008. *Some Effects of Fayolism: International studies of management and organization*. Liber: Copenhagen Business School Press.

Brikci, N and Green, J. 2007. *A guide to using qualitative research methodology*. Online. Available: <http://hdl.handle.net/10144/84230>.

Bryman, A. 2012. *Social research methods*. 4th Ed. New York: Oxford University Press.

Burrow, JL and Kleindl, B. 2013. *Business management*. 13th Ed. Australia: South-Western Cengage Learning

Bwisa, MH. 2008. *How to write a problem statement*. Nairobi: Jomo Kenyatta University.

Caissie, M. 2014. *Report on IFSW Meeting and World conference of 2014*. Online. Available: <http://www.casw-acts.ca/sites/default/files/attachmenents/IFSW>. (Accessed on 04 September 2016)

Carr, R and Harrington, M. 2011. *Effective communication through visual design: Tables and charts*. Online. Available: <http://www.aau.edu>. (Accessed on 24 July 2017).

Carson, E and Kerr, L. 2014. *Australian social policy and human services*. 2nd Ed. New York: Cambridge University Press.

Chandra, P. 2014. *Spirit of leadership*. Kolkata: Rittik publication.

Chang, K. and Wei, S. 2008. *Well-being, work engagement and workplace deviant behavior: self-monitoring as a moderator*. Online. Available: <http://academicpapers.org>. (Accessed on 27.10.16)

Charmaz, K. 2006. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. London: SAGE publications limited.

Chaudhry, AQ and Javed, H. 2012. *Impact of transactional and laissez-faire leadership style on motivation*. Online. Available: <http://www.ijbssnet.com>.

(Accessed on 24 July 2017).

Cizek, GJ. 2012. *Setting performance standards: Foundations, methods and innovations*. 2 Ed. New York: Routledge publishers.

Clarke, J. 2007. *Subordinating the social? Neoliberalism and the remaking of welfare capitalism*. Online. Available: <http://www.oro.open.ac.uk/9654/>.

(Accessed on 16.10.2016)

Clem, AH and Mujtaba, BG. 2008. *Infusing value: Application of historical management concepts at a modern organization*. Florida: Nova Southeastern University

Cnaan, RA, Dichter, ME and Draine J. 2008. *A century of social work and social welfare at Penn*. Philadelphia: University of Pennsylvania press.

Cohen, D and Crabtree, B. 2006. *Qualitative research guidelines project*.

Princeton: Robert Wood Johnson Foundation.

Cole, G. 2006. *Management theories and practices*. 6th Ed. London: Thomson Publication.

Connelly, L M. 2008. *Pilot studies*. London: SAGE Publications Limited.

Coulshed, V, Mullender, A, Jones, D and Tompson, N. 2006. *Management in Social Work*. 3rd Ed. New York: Palgrave MacMillan.

Corcoran, K and Roberts, A. 2015. *Social worker`s desk reference*. New York: Oxford University Press.

Cree, E. 2009. *Becoming a social worker*. London: Routledge Taylor and Francis group.

Cressey, P. 2006. *Productive Reflection at Work: Learning for changing organizations*. London and New York: Routledge Taylor and Francis Group.

Creswell, JW. 2007. *Qualitative inquiry and research design: choosing among five approaches*. London: SAGE publications limited.

- Creswell, JW. 2009. *Research design: Qualitative, quantitative and mixed methods approach*. 3rd Ed. London: SAGE publications.
- Curtis, B and Curtis, C. 2010. *Social research: A practical introduction*. London: SAGE publications.
- Daft, RL. 2016. *Management*. 12th Ed. Australia: South Western Cengage Learning.
- Daft, RL. 2010. *Management*. 10th Ed. Australia: South Western Cengage Learning
- Daft, RL. 2008. *New error of management*. 2nd Ed. Australia: South Western Cengage Learning.
- David, M and Sutton, D. 2011. 2nd Ed. *Social Research an introduction*. Los Angeles: SAGE Publications Limited.
- Davys, A and Beddoe, L. 2010. *Best practice in professional supervision: A guide for the helping professions*. London: Jessica Kingsley publishers.
- Denscombe, M. 2010. *Ground rules for social research: Guidelines for good practice*. 2nd Ed. Berkshire: McGraw Hill, Open University Press.
- Department of social development (DSD) and South African council on social services professions. 2012. *Supervision framework for the social work profession in South Africa*. Cape Town: Government printers.
- DePoy, E & Gibson, S. 2008. *Evaluation practice: how to do good evaluation research in work settings*. London: Routledge Taylor and Francis Group.
- Desrosiers, P. 2015. *Leadership style in social work education administration*. Online. Available: <http://www.ijbssnet.com/journals> (accessed on 26 November 2016)

- De Vos, A, Strydom, H, Fouche, CB and Delpont CSL. 2011. *Research at grass roots: For all the social science and human service professions*. 4TH Ed. Pretoria: Van Schaik Publishers.
- Dhlamini, TT and Sewpaul, V. 2015. *Rhetoric versus reality in social work practice: Political, neo-liberal and new managerial influences*. Online. Available: <http://www.social-work-journals.ac.za>. (Accessed on 19 October 2016).
- Diamond, A. 2012. *Leading and managing a global work force*. California: Superstar publishers.
- Dimov, O and Iliev, P. 2010. *Controlling: A modern system of management and control*. Sofia: University of National and World Economy.
- Doel, M. 2012. *Social work: the basics*. New York: Routledge Taylor and Francis Group.
- Department of Social Development. 2016. *Response to concerns raised by social workers*. <http://www.dsd.gov.za/index.php> (Accessed on 14 January 2018).
- DuBrin, AJ. 2010. *Essentials of management*. 8th Ed. Australia: South-western Cengage learning.
- DuBrin, AJ. 2012. *Essentials of management*. 9th Ed. Australia: South-western Cengage learning.
- Dziegielewski, SF. 2013. *Social work: Opportunities and challenges for professional practice*. 3rd Ed. New York: Springer publishing company.
- Earle, N. 2008. *Social work as a scarce and critical profession*. Online. Available: <http://www.labour.gov.za/DOL> (Accessed on 11 August 2016).
- Economy, P and Blasi, J. 2008. *I wanted the stock to be shared with the employees who helped build the company. And that's exactly what we did. Owners at work*. Online. Available: <http://www.fed.org>. (Accessed on 11 August 2016).

Engelbrecht, LK. 2013. *Social Work supervision policies and frameworks: playing notes or making music?* Social Work/ Maatskaplike Werk, 49(4):456 and 468.

Engelbrecht, LK. 2014. *Management and supervision of social workers: Issues and challenges within a social development paradigm.* Belmont: Brooks/ Cole CENGAGE learning.

Engelbrecht, L. 2015. *Revisiting the esoteric question: Can non-social workers manage and supervise social workers.* Online. Available: <http://www.scielo.org.za>. (Accessed on 23 July 2017)

Ferreira, EJ, Erasmus, A and Groenewald D. 2009. *Administrative management.* 2nd Ed. Cape Town: Juta and Company limited.

Farrell, OC and Hartline, M. 2014. *Marketing strategy.* 6th Ed. Australia: South-Western Cengage learning.

Feit, MD and Michael, JH. 2013. *Distinguishing clinical from upper level management in social work.* New York: Routledge Taylor Francis group.

Fitzgibbon, W. 2015. *Probation and social work on trial: Violent offenders and child abusers.* Hampshire: Macmillan.

Flick, U. 2009. *An introduction to qualitative research.* 4th Ed. London: Sage publications limited.

Flick, U. 2014. *The SAGE handbook of qualitative data analysis.* New Delhi: Sage publications.

Francis, A, La Rosa, P, Sankaran, L and Rajeev, A. 2015. *Social work practice in mental health: Cross-cultural perspectives.* Mumbai: Allied publishers private limited.

Frerichs, S. 2012. *Management roles: Planning, Organizing, Leading, Controlling.* New Zealand: VEA Group Pty Ltd.

Friese, S. 2014. *Qualitative data analysis.* 2nd Ed. London: SAGE publications limited.

- Gal, J and Weiss-Gal, I. 2013. *Social workers affecting social policy: An international perspective*. Bristol: The policy press.
- Gallop, L and Hafford-Lettchfield, T. 2012. *How to become a better manager in social work and social care: Essential skills for managing care*. Philadelphia and London: Jessica Kingsley publishers.
- Garlick, A. 2007. *Estimating risk: A management approach*. Hampshire: Gower publishing limited.
- Garthwait, C. 2012. *Dictionary of social work*. Missoula: The University of Montana.
- Germak, AJ. 2015. *Essential skills for social work managers: Tools for optimising programs and organisations*. London: Routledge Taylor and Francis group.
- Ghuman, K and Aswathappa, K. 2010. *Management concept, practice and cases*. New Delhi: Tata McGrew-Hill education private limited.
- Gibbs, GR. 2007. *Analyzing qualitative data: The SAGE qualitative research kit*. California: Thousand Oaks.
- Gibson, W and Brown, A. 2009. *Working with qualitative data*. London: SAGE publications limited.
- Gilbert, N. 2008. *Researching social life*. 3 Ed. Los Angeles: SAGE publications limited.
- Gitterman, A. 2014. *Handbook of social work practice with vulnerable and resilient populations*. New York: Columbia Press University.
- Glicken, MD. 2011. *Social work in the 21st century: An introduction to social welfare, social issues and profession*. 2nd Ed. London: Sage publications limited.
- Gong. 2007. *Organisational development for NGOs: Toolkit*. Online. Available: <http://www.pdfactory.com>. (Accessed on 11 December 2016).
- Graham, R and Gibbs, C. 2007. *Analysing qualitative data*. London: Sage publications.

- Gray, M. 2006. *The progress of social development in South Africa*. *International Journal of Social Welfare*, 15(1): 52–63.
- Greene, CL. 2012. *Entrepreneurship ideas in action*. Australia: Western-Cengage learning.
- Gretzky, W. 2010. *Strategic planning and swot analysis*. Online. Available: <http://www.ache.or> (Accessed on 9 December 2016)
- Grey, C. 2006. *A very short book about studying organization*. London, SAGE Publications limited.
- Griffin, RW. 2010. *Fundamentals of management*. 6th Ed. Australia: South-western Cengage learning.
- Griffin, RW. 2011. *Management*. 11th Ed. Australia: South-Western Cengage Learning.
- Grinnell, RM and Unrau, YA. 2008. *Social work research and evaluation: foundations of evidence based practice*. New York: Oxford University Press.
- Hadina, D, Middleton, J, Montana, S and Simpson, RA. 2007. *An empowering approach to managing social service organizations*. New York: Springer publishing.
- Hafford-Letchfield, T, Lambley, S, Spolander, G and Cocker, C. 2014. *Inclusive leadership in social work and social care*. Bristol: Policy Press.
- Hall, RE. 2009. *The warmth profession: Societal perceptions of social work practice*. Texas: Centre of social work research.
- Harrison, JS and St. John, CH. 2010. *Foundations of strategic management*. 6th Ed. Australia: South-Western Cengage learning.
- Hasan, A, Waldman, W and Wimpfheimer, SH. 2012. *Human services management competences*. Online. Available: <http://www.socialworkmanager.org>. (Accessed: 9 August 2016).
- Hasenfeld, Y. 2012. *Administrative leadership in the social services: The next challenge*. New York: The Haworth Press.

Hatum, A. 2010. *The next generation talent management: Talent management to survive turmoil*. Hampshire: Palgrave Macmillan publishers.

Hellriegel, D, Slocum, J, Jackson, SE, Louw, L, Staude, G, Amos, T, Klopper, HB, Louw, M, Oosthuizen, T, Perks, S and Zindiye, S. 2012. *Management. 4th Ed*. Southern Africa: Oxford university press.

Henn, M, Weinstein, M and Foard, N. 2009. *A critical introduction to social research*. 2nd Ed. London: SAGE Publications Limited.

Hertzog, MA. 2008. *Considerations in determining sample size for pilot studies*. Research in nursing and Health, 31:180-191.

Heyman, DR. 2011. *Non-profit management: A complete and practical guide for leaders and managers*. San Francisco: Jossey bass.

Hissom, A. 2009. *Introduction to management technology*. Kent State University.

Ho, Y and Yeun, S. 2010. *Reconstitution of social work: Towards a moral conception of social work practice*. London: Scientific publishing company private limited.

Holloway, G. 2014. *Change management: New words for old ideas*. Online. Available: <http://www.xlibris.com.au>. (Accessed on 26 March 2017)

Holloway, I and Wheeler, S. 2006. *Qualitative research in nursing*. 2nd Ed. Oxford: Blackwell.

Hopkin, P. 2012. *Fundamentals of risk management: Understanding, evaluating and implementing effective risk management*. New Delhi: Kogan Page publishers.

Hughes, KM. 2010. *The role of supervision in social work: A critical analysis*. Online. Available: <http://www.cst.ucc.ie>. (Accessed on 27 May 2017)

Huiru, D. 2011. *The importance of strategic management: A case study of H and R*. Online. Available: <http://www.theseus.fi/bitstream/handle> (Accessed on 8 February 2017).

- Isac, C, Voichita, L and Guta AJ. 2009. *Coordination of management activities: A condition sine qua non of a performance management*. Online. Available: <http://www.upet.ro/annals/economics>. (Accessed on 12 March 2017)
- Israel, M. and Hay, I. 2006. *Research ethics for social scientists: Between ethical conduct and regulatory compliance*. London: SAGE publications limited.
- Jarbandhan, DB and Schutte, D. 2006. *Using the survey procedure and interview data collection technique*. Journal of public administration, 41(3.1):669-681.
- Jennissen, T and Lundy, C. 2011. *One hundred years of social work: A history of the profession in English Canada 1900-2000*. Ottawa: Wilfred Laurier University press.
- Jones, GR, and George, JM. 2009. *Contemporary Management*. New York: McGraw-Hill.
- Kalof, L, Dan, A and Dietz, T. 2008. *Essentials of social research*. Berkshire: McGraw Hill Open University press.
- Kavitha, G. 2009. *Occupational stress and coping strategies*. New Delhi: Discovery publishing house private limited.
- Kemp, R. 2014. *The development of management guidelines for school social work in the Western Cape*. DPhil thesis, University of the Western Cape, Cape Town.
- Kerzner, H. 2015. *Project management 2.0: Leveraging tools, distributed collaboration, and metrics for project success*. New Jersey: John Wiley and sons.
- Kline, R and Preston-shoot. 2012. *Professional accountability in social care and healthy: Challenging unacceptable practice and its management*. New Delhi: Sage publications.
- Koontz, H. 2009. *Essentials of management: An international perspective*. 8th Ed. New Delhi: Tata McGraw Hill education private limited.

- Kopelman, R, Prottas, D and Davis, A. 2008. *Douglas McGregor's Theory X and Y: Toward a Construct-valid Measure*. Journal of Managerial Issues, 20(2): 255-271,159-160.
- Kothari, CR. 2006. *Research methodology: methods and techniques*. New Delhi: New age international publishers.
- Kreuger, LW and Neuman, WL. 2006. *Social work research methods: qualitative and quantitative applications*. Boston: Pearson Education.
- Kudushin, A and Harkness, D. 2014. *Supervision in social work*. 5th Ed. New Jersey: Columbia University press publishers.
- Kvate, S. 2007. *Doing interviews: The SAGE research kit*. Los Angeles: SAGE publications limited.
- Lambley, S. 2009. *Post qualifying social work practice: Proactive management in social work practice*. Southernhay East: Learning matters limited.
- Laming, BH. 2009. *The protection of children in England: A progress report*. London: The stationary office.
- Laurie, W and Barnes, H. 2015. *Social work artfully: Beyond borders and boundaries*. Waterloo: Wilfred University press.
- Lawler, J and Bilson, A. 2010. *Social work management and leadership: managing complexity with creativity*. New York: Routledge Taylor and Francis Group.
- Lecroy, C. 2012. *The call to social work: Life stories*. 2nd Ed. London: Sage publications limited.
- Lewis, EB and Kurtz, L. 2009. *Contemporary business*. West Sussex: John Wiley and Sons.
- Lewis, JA, Packard, T and Lewis, MD. 2012. *Management of human service programs*. 5th Ed. London: Brooks/Cole Cengage Learning
- Lionel, N, Rautenback, J and Maistry, A. 2010. *Introduction to social work*. Cape Town: Juta and company limited.

- Lombard, A, Pruis, S, Grobbelaar, M and Mhlanga, D. 2010. Continuing Professional Development (CPD) for the social work profession in South Africa. Online. Available: <http://repository.up.ac.za/bitstream>. (Accessed on 17 June 2018)
- Love, K. 2012. *Ethics in social research*. London: Emerald Group Publishing Limited.
- Machado, C. 2017. *Competencies and (Global) talent management*. Cham: Springer international publishing.
- Makunyane, S, Rippon, A and Indermun, V. 2014. *Analysing financial management of the government subsidy within non-profit organisations operating in Sedibeng District Municipality*. Online. Available: <http://vnmpublication.com/IJIRM/2014>. (Accessed on 12 March 2017)
- Maleka, E. 2010. *Social work management and leadership in a democratic South Africa: Perceptions of social workers in senior positions employed in non-governmental organizations*. Online. Available: <http://www.wits.ac.za/library>. (accessed on 24 November 2016)
- Marais, L, Nel, E and Donaldson, R. 2016. *Secondary Cities and Development*. London and New York: Routledge Taylor and Francis Group.
- Maree, K. & Van der Westhuizen, C. 2007. *Planning a research proposal, first steps in research*, edited by K Maree. Pretoria: Van Schaik: 23-45.
- Markham, NT and Fonjong, L. 2015. *Saving the environment in Sub-Saharan Africa: Organisational dynamics and effectiveness of NGOs in Cameroon*. New York: Palgrave Macmillan.
- Martin, V, Charlesworth, J and Henderson, E. 2010. *Managing in health and social care*. 2nd Ed. London: Routledge Taylor and Francis group.
- Mbabane, L. 2008. *The management profession and skills in South Africa*. Pretoria: Research consortium.

Mba Sr, IN and Teresa, EU. 3013. *Diversity in the concept of management: Deferent style and difference ethics*. American Journal of humanities and social sciences Volume 1. 1, No. 3, 2013, 144-150.

McDonald, S and Headlam, N. 2007. *Research methods handbook: introductory guide to research methods for social science*. Manchester: Cles.

McNamara, C. 2011. *Historical and contemporary theories of management*. Online. Available:<http://www.authenticityconsultant.com>. (Accessed on 15 July 2016).

Megele, C. 2015. *Psycho-social and relationship-based practice*. Northwich: Critical publishing limited.

Mizrahi, T and Davis, LE. 2008. *Encyclopaedia of social work*. 20th Ed. New York: Oxford University press.

Mngadi, Z. 2012. *Social entrepreneurship as a pragmatic concept for social work professionals' management competence in South Africa*. DPhil thesis, University of the Witwatersrand, Johannesburg.

Mokoka, L. 2016. *The experiences of social work supervisees in relation to supervision within the Department of Social Development in the Johannesburg Region*. MA Social work dissertation, University of South Africa, Pretoria.

Monette, DR, Sullivan, TJ & DeJong CR. 2006. *Applied social research: a tool for the human services*. 6TH Ed. Australia: Thomson Brooks/Cole.

Montana, PJ and Charnov, BH. 2008. *Management*. 4th Ed. New York: Barons educational series.

Mora, M, Gelman, O, Steenkamp, A and Raisinghani, MS. 2012. *Research methodologies innovations and philosophies in software systems engineering and information systems*. Hershey: Information science reference.

Moutinho, L and Graeme, H. 2011. *The SAGE dictionary of quantitative management research*. London: SAGE publication limited.

- Mtshali, RM. 2013. *Evaluation of employee performance development systems policy as implemented amongst social service professionals with the Department of Social Development*. MA Social work dissertation, University of Zululand, KwaZulu-Natal.
- Munson, CE. 2012. *Handbook of clinical social work supervision*. 3rd Ed. New York: The Haworth social work practice press.
- Murimbika, M. 2011. *Influence of strategic management practices on the entrepreneurial orientation of South African firms in the financial and business service sector*. MA management dissertation, University of Witwatersrand, Johannesburg.
- Murugan, MS. 2012. *Social welfare administration*. Coimbatore: PSG College of arts and science.
- Murugan, MS. 2007. *Management principles and practices*. New Delhi: New Age International.
- Naidu, NVR and Krishna Rao, T. 2008. *Management and entrepreneurship*. New Delhi: I.K. international publishing house private limited.
- Naile, BC. 2011. *The assessment of the control function of social work managers*. MA (SW) dissertation, University of South Africa, Pretoria.
- Ndzuta, JS. 2009. *The experiences of social work supervisors as first-line managers in a welfare organization*. MA (SW) dissertation, University Pretoria, Pretoria.
- Neu, HF. 2013. *Cutting costs: Successful strategies for improving productivity*. California: Prager publishers.
- Nicholas, L, Rautenbach, J and Mastry, M. 2010. *Introduction to social work*. Cape Town: Juta and Company limited.
- Nieuwenhuizen, C and Rossouw, D. 2008. *Business management: A contemporary approach*. Juta and company limited: Cape Town.

- Nieuwenhuizen, C. 2007. *Business management for entrepreneurs*. Cape Town: Juta and Company Limited.
- Northouse, G. 2007. *Leadership theory and practice*. 3rd Ed.) Thousand Oak: London.
- Odgers, P. 2007. *Administrative office management: complete course*. 13TH Ed. New York: Thomson South-western publishers.
- Okon, FI and Isong, EU. 2016. *Management styles and employees' performance in small scale business enterprises in Akwa Ibom State, Nigeria*. Online. Available: <http://www.eajournals.org> (accessed on 26 November 2016).
- Olum, Y. 2008. *Modern management theories and practices*. Kampala: Makerere University press.
- Onkar, M. 2009. *Henry Foyal's 14 Principles of Management*. Online. Available: <http://www.linkedin.com/in/manajonker> [www.bizcovering.com/management/the concept of classical management](http://www.bizcovering.com/management/the-concept-of-classical-management). (Accessed: 10 June 2016)
- Othman, R. 2016. *Developing competencies for strategic leadership*. Online. Available: <http://www.partridgepublishing.com>. (Accessed on 23 March 2017)
- Padgett, DK. 2008. *Qualitative methods in social work research*. London: SAGE publications limited.
- Paludi, MA, Paludi, CA and DeSouza, ER. 2011. *Praeger handbook on understanding and preventing discrimination: Volume 1 legal, management and social sciences*. Santa Barbara: Greenwood publishing group.
- Parker, J. 2010. *Effective practice learning in social work*. 2nd Ed. Southern-hay East: Learning matters limited.
- Parris, M. 2012. *Introduction to social work practice: A practical handbook*. Berkshire: Open University McGraw-Hill.
- Parsons, J, Hewson, K, Adrian, L and Day, N. 2013. *Engaging in action research: A practical guide to teacher-conducted research for educators and school leaders*. Alberta: Brush education inclusive.

Patti, JR. 2009. *Human services management*. 2nd Ed. London: SAGE publications limited.

Patel, L. (2008). *Social welfare and social development in South Africa*. Cape Town: Oxford University Press.

Payne, G and Payne, J. 2006. *Key concepts in social research*. London: SAGE publications limited.

Petrovits, C and Shih, A. 2009. *Causes and consequences of internal control problems in non-profit organizations*. New York: Stern school of business.

Pinnegar, S, and Daynes, JG. 2007. *Locating narrative inquiry historically: Thematics in the turn to narrative*. London: SAGE publications limited.

Polit, DF and Beck, CT. 2006. *Nursing Research: principles and methods*. 7th Ed. London: Lippincott Williams and Wilkins

Powell, JL and Hendricks, J. 2009. *Welfare state in post-industrial society: A global perspective*. Online. Available: <http://www.springer.com>. (Accessed on 1 July 2017)

Pretorius, M. 2009. *Defining business decline, failure and turnaround. A content analysis*. Cape Town: Oasis publishing.

Pride, W, Hughes, R and Kapoor, J. 2010. *Business*. 10th Ed. New York: South Western Cengage Learning.

Ramadan, MA and Borgonovi, E. 2015. *Performance measurement and management in NGOs*. Online. Available: <http://www.iosrjournals.org>. (Accessed on 27 May 2017)

Rappo, AG and Tshiyoyo, MM. 2014. *Management of collaborative partnerships for the delivery of social welfare services*. Online. Available: <http://www.repository.up.ac.za>. (Accessed on 5 July 2017)

Rautenbach, JV and Chiba, J. 2010. Introduction, in *Introduction to social work*, edited by L Nicholas, J Rautenback & M Maistry. Claremont: Juta company limited.

- Reamer, FG. 2015. *Risk management in social work: Preventing professional malpractice, liability and disciplinary action*. New York: Columbia University Press.
- Reyneke, R. 2014. *Management and supervision of social workers: Issues and challenges within a social development paradigm*, edited by Engelbrecht, L. Belmont: Brooks/ Cole CENGAGE learning.
- Reynolds, C. 2010. *Social work responsibility towards stress management*. Online. Available: <http://www.doi.org/10.15270/46-1-180>.
- Ridley, D. 2008. *The literature review: A step-by-step guide for studies*. London: Sage publications limited.
- Riessman, CK. 2008. *Narrative methods for the human sciences*. London: SAGE publications limited.
- Rishipal, SJ. 2014. *Analytical comparison of flat and vertical organisational structures*. Online. Available: <http://www.iiste.org/journals/index.php>. (Accessed on 12 March 2017)
- Ritchie, J, Lewis, J, Nicholls, CM and Ormston, R. 2013. *Qualitative research practice: A guide for social science students and researchers*. California: SAGE publications Limited.
- Rn.com. 2014. *Delegation: Mastering the process and building the team*. Online. Available: <http://www.ims.rn.com>. (Accessed on 12 March 2017)
- Rodrigues, CA. 2008. *Fourteen principles of management then and now: a framework for managing today`s organizations effectively*. New Jersey: Montclair state university.
- Rubin, A and Babbie, ER. 2009. *Research methods for social work*. 7th Ed. Belmont: Brooks/ Cole CENGAGE learning.
- Rudan, RB. 2013. *Principles of management*. New Delhi: Mc Graw-Hill Education Private Limited.
- Runcan, P. 2013. *Supervision in educational, social and medical professions*. New Castle: Cambridge scholars publishing.

Saunders, M, Lewis, P and Thornhill, A. 2007. *Research methods for business students*. 4th Ed. New Jersey: Prentice Hall.

Saxena, PK. 2009. *Principles of management: A Modern approach*. New Delhi: Global India publications private limited.

Schermerhorn, JR. 2011. *Introduction to management: International student version*. 11th Ed. New Jersey: John Wiley and sons.

Schuler, RS and Jackson, SE. 2006. *Human resource management: international perspectives*. Singapore: Thomson Wadsworth.

Schurink, W, Fouche, CB and De Vos. 2011. Qualitative data analysis and interpretation, in *Research at grass roots: For all the social science and human service professions*, edited by AS de Vos, H Strydom, CB Fouche and CSL Delpont. Pretoria: Van Schaik Publishers.

Schwandt, TA. 2007. *The phenomenology of the social world*. Evanston, IL: North Western University Press.

Sharma, MK and Jain, S. 2013. *Leadership management: Principles, models and theories*. Online. Available: <http://www.ripublication.com/gjimbs.htm> (accessed on 9 December 2016).

Silverman, D. 2011. *Qualitative research*. 3rd Ed. Los Angeles: SAGE publications.

Singh, K. 2007. *Quantitative Social Research Methods*. Los Angeles: SAGE Publications limited.

Singla, RK. 2009. *Business management: Semester two*. 1st Ed. New Delhi: India enterprises.

Singleton, WT. 2013. *The study for real skills volume 3: Management skills*. Lancaster: MTP press limited.

Sinkovics, RR, Penz, E and Ghauri, PN. 2008. *Enhancing the trustworthiness of qualitative research in international business*. Online. Available: <http://www.researchgate.net> (accessed on 9 December 2016).

- Skinner, J. 2012. *The interview: An ethnographic approach*. London: Berg publishers.
- Smit, A. 2014. *Management and supervision of social workers: Issues and challenges within a social development paradigm*, edited by Engelbrecht, L. Belmont: Brooks/ Cole CENGAGE learning.
- Smith, PJ, Cronje, GT, Brevis, T and Vrba, MJ. 2011. *Management principles: A contemporary edition for Africa*. Cape Town: Juta and company Limited.
- Soifer, CD, Mcneely, JB, Costa, C and Pickering-Bernheim, N. 2014. *Community economic development in social work*. New York: Columbia University press.
- South African Council for Social Service Professions (SACSSP). 2009. Policy on continuing professional development (CPD) of persons registered with the South African Council for Social Service Professions (SACSSP). Online. Available: <http://www.repository.up.ac.za/bitstream>. (Accessed on 17 June 2018)
- South Africa. 2009. *Prevention of and Treatment for Substance abuse Act 70 of 2008*. Pretoria: Government Printer.
- South Africa. 2006. *Children`s Act 38 of 2005*. Pretoria: Government Printer.
- South Africa. 2004. *Mental Health Care Act 17 of 2002*. Government Printer.
- Spolander, G and Martin, L. 2012. *Successful project management in social work and social care: Managing resources, assessing risks and measuring outcomes*. London: Jessica Kingsley publishers.
- Streak, J and Sasha, P. 2009. *A review of policy development, budgeting and service delivery*. Pretoria: Occasional papers.
- Stringer, E. 2007. *Action research*. 3rd Ed. Los Angeles: SAGE publications limited.
- Strydom, J. 2012. *Principles of business management*. 2nd Ed. Online. Available: <http://www.gbv.de/dms/zbw> (accessed on 4 February 2017).
- Suraj-Narayan, G. 2010. *Introduction to social work*, edited by Nicholas, L, Rautenbach, J and Maistry, M. Cape Town: Juta and company limited.

- Swanepoel, B, Erasmus, B and Schenk, H. 2008. *South African human resource management: Theory and practice*. 4th Ed. Cape Town: Juta and company limited.
- Tafvelin, S. 2013. *The Transformational Leadership Process: Antecedents, Mechanisms, and Outcomes in the Social Services*. Online. Available: <http://www.umu.diva-portal.org>. (Accessed on 10 December 2016).
- Tarling, R. 2006. *Managing social research: A practical guide*. London: Routledge, Taylor and Francis Group.
- Tripathi, PC and Reddy, PN. 2008. *Principles of management*. 4th Ed. New Delhi: Tata McGraw-Hill publishing company limited.
- University of Scranton Planning Office. 2009. *A Guide for Tactical Planners*. Online. Available: <http://www.scranton.edu/planning>. (Accessed on 10 December 2016).
- Unrau, YA, Gabor, PA and Grinnell, RM. 2007. *Evaluation in social work: The art and science of practice*. 4th Ed. New York: Oxford University Press.
- Van de Walt, G and Knipe, A. 2013. *Project management for strategic change and upliftment*. 11th Ed. Cape Town: Oxford University press, Sothern Africa.
- Van den Poel, M. 2012. *Delegation as the key enabler for senior female leadership transition: An exploratory study*. Online. Available: <http://www.flora.insead.edu>. (Accessed on 12 March 2017)
- Vilain, M. 2006. *Non-profit management, current challenges for personal management in German welfare organizations*. Online. Available: <http://www.istr.org/conferences/capetown/volume/vilain>. (Accessed on 08.05.16).
- Visser, W. 2008. *Shifting into GEAR. The ANC government's dilemma in Providing an equitable system of social security for the new South Africa*. ITH-Tagungsberichte: Wien.
- Voehl, F and Harrington, HJ. 2016. *Change management: Manage the change or it will manage you*. London: CRC press Taylor and Francis group.

- Wadsworth, Y. 2011. *Do it yourself: Social research*. 3rd Ed. Berkeley: Left coast Press.
- Walliman, N. 2006. *Social research methods*. London: SAGE publications limited.
- Walter, V, Farquharson, K and Dempsey, D. 2016. *Qualitative social research: Contemporary methods for digital age*. Los Angeles: Sage publications limited.
- Wannacott, J. 2012. *Mastering social work supervision*. London: Jessica Kingsley publishers.
- Watson, LD and Hoefler, RA. 2014. *Developing non-profit and human service leaders: Essential knowledge and skills*. Los Angeles: Sage publications limited.
- Weirich, H. 2006. *Management a global perspective*. New York: McGraw-Hill publishers.
- Weltman, B and Silberman, J. 2006. *Small business survival*. New Jersey: John Wiley and Sons.
- Wimpfheimer, S. 2011. *Leadership and management competences defined by practicing social work managers*. Online. Available: <http://www.tandfonline.com/loi/wasw20>. (Accessed on 10 December 2016)
- Worden, N. 2008. *The making of modern South Africa*. Oxford: Blackwell Publishing Company.
- Wu, W. 2010. *Beyond business failure prediction: Expert systems with applications*. New York: Pergamon Press.
- Wysocki, DK. 2008. *Readings in social research methods*. Australia: Thomson Wadsworth publishers.
- Yin, RK. 2011. *Qualitative research from start to finish*. New York: The Guilford press.
- Zastrow, C. 2009. *Introduction to social work and social welfare: Empowering people*. 10th Ed. New York: Brooks/ Cole Cengage learning.

Addendum A

A pre-amble to an information and informed consent document

Dear Sir/ Madam

I, Edson Gunda, the undersigned, am a social worker in service of SANCA Witbank Alcohol and Drug Help Centre in Emalahleni and also a part-time Master's student in the Department of Social Work at the University of South Africa. In fulfilment of requirements for the master's degree, I have to undertake a research project and have consequently decided to focus on the following research topic:

Perceptions, challenges and coping strategies of social work managers regarding their management functions

In view of the fact that you are well-informed about the topic, I hereby approach you requesting that you participate in the study. For you to decide whether or not to participate in this research project, I am going to give you information that will help you to understand the study (i.e. what the aims of the study are and why there is a need for this particular study). Furthermore, you will be informed about what your involvement in this study will entail (i.e. what you will be asked/or what you will be requested to do during the study, the risks and benefits involved by participating in this research project, and your rights as a participant in this study).

This research project originated as a result of the researcher's personal experience as a social work manager and observations made within the field of social work, with reference to how the social work managers struggle to execute their basic managerial function of planning, organising, leading and controlling. The researcher also observed that social work managers from other organisations were also experiencing similar managerial challenges. Chief amongst the challenges experienced by other social work managers include, but are not limited to, a lack of financial management skills, business planning skills, organising skills, motivation and leading skills as well as controlling skills. This prompted the researcher to study the perceptions, challenges and coping strategies of social work managers regarding their management functions. The aim of this study, therefore, is to gain

an in-depth understanding of the perceptions, challenges and coping strategies of social work managers regarding their management functions. There is a great need to undertake this study because the information gathered will help to equip and prepare the social work managers for managerial functions. The information gathered from this study will also enrich the social work management literature which will be used as a source of reference for those who wish to undertake a similar study.

Should you agree to participate, you would be requested to participate in face-to-face interviews that will be conducted at your work place from _____ to _____ (time). It is estimated that the interview(s) will last approximately one hour. During the interview(s), the following questions will be directed to you:

1. Will you kindly share with me how you understand management within the social work fraternity?
2. In your own words, will you share with me your opinion about the appropriateness of employing social workers as managers within the social welfare sector?
3. In your own opinion what are the roles and functions of a social work manager?
4. Looking at what you have said, which of the functions occupy the most of your time and energy?
5. Kindly share with me the challenges that you are faced with in executing your managerial functions?
6. Tell me more about the mechanisms you always employ in trying to cope with the challenges you are facing as a social work manager?
7. May you kindly share with me how you would like to be supported by your employer regarding the challenges you have mentioned?

With your permission, the interview(s) will be audiotaped. The recorded interviews will be transcribed word-for-word. Your responses to the interview will be kept strictly confidential. The digitally recorded information will be coded to disguise any identifying information. The digital recorder containing the information will be stored

in a locked office at SANCA Witbank Alcohol and Drug Help Centre (in a lockable cabinet), and only I will have access to them. The transcripts (without any identifying information) will be made available to my research supervisor and an independent coder with the sole purpose of assisting and guiding me with this research undertaking. My research supervisor(s), the translator and the independent coder will each sign an undertaking to treat the information shared by you in a confidential manner.

The transcripts of the interviews will be destroyed upon the completion of the study. Identifying information will be deleted or disguised in any subsequent publication and/or presentation of the research findings.

Please note that participation in the research is completely voluntary. You are not obliged to take part in the research. Your decision to participate, or not to participate, will not affect you in any way now or in the future, and you will incur no penalty and/or loss. Should you agree to participate and sign the information and informed consent document attached to this letter, as proof of your willingness to participate, please note that you are not signing away your rights.

If you agree to take part, you have the right to change your mind at any time during the study. You are free to withdraw this consent and discontinue participation without any loss of benefits. If, however, you withdraw from the study, you would be requested to grant me an opportunity to engage in informal discussion with you so that the research partnership that had been established could be terminated in correct procedures.

As the researcher, I also have the right to dismiss you from the study without regard to your consent if you fail to follow the instructions or if the information you have to divulge is emotionally sensitive and up-setting to such an extent that it hinders your physical and emotional functioning. Furthermore, if participating in the study at any time jeopardises your safety in any way, you will be dismissed. Should I conclude that the information you have shared left you feeling emotionally upset, or perturbed, I am obliged to refer you to a counsellor for counselling (should you agree).

You have the right to ask questions concerning the study at any time. Should you have any questions or concerns about the study, contact Edison Gunda at 0710212723.

Please note that this study has been approved by the Research and Ethics Committee of the Department of Social Work at Unisa. Without the approval of this committee, the study cannot be conducted. Should you have any questions and queries which have not been sufficiently addressed by me as the researcher, you are more than welcome to contact the Chairperson of the Research and Ethics Committee of the Department of Social Work at Unisa. His contact details are as follows: Prof AH (Nicky) Alpaslan, telephone number: 012 429 6739, or email alpasah@unisa.ac.za.

If, after you have consulted the researcher and the Research and Ethics Committee in the Department of Social Work at Unisa, their answers have not satisfied you, you might direct your question/concerns/queries to the Chairperson, Human Ethics Committee, College of Human Science, PO Box 392, Unisa, 0003

Based upon all the information provided to you above and have been made aware of your rights, you are asked to give your written consent should you want to participate in this research study by signing and dating the information and consent form provided herewith and initialling each section to indicate that you understand and agree to the conditions.

Thank you for your participation.

Kind regards

Signature of the researcher

Contact details: 0710212724

Email: edsancawitbank@gmail.com



Addendum B

Information and informed consent document

TITLE OF THE RESEARCH PROJECT: Perceptions, challenges and coping strategies of social work managers regarding their management functions.

REFERENCE NUMBER: 55190987

PRINCIPAL INVESTIGATOR/RESEARCHER: Edison Gunda

ADDRESS: 05 Grace Court, Corner Northey Street and Beatty Street, Witbank 1035.

CONTACT TELEPHONE NUMBER: 0710212724

DECLARATION BY OR ON BEHALF OF THE PARTICIPANT	Initial
<p>I, THE UNDERSIGNED, _____(name) (ID No: _____) the participant, residing at _____ _____ _____(address)</p> <p>A. I HEREBY CONFIRM AS FOLLOWS:</p> <p>1. I/the participant was invited to participate in the above research project which is being undertaken by Edison Gunda of the Department of Social Work in the School of Social Science and Humanities at the University of South Africa, Pretoria, South Africa.</p>	
<p>1 The following aspects have been explained to me/the participant:</p> <p>1.12 Aim: The investigator/researcher(s) are studying:</p>	Initial

<p>The perceptions, challenges and coping strategies of social work managers regarding their management functions.</p> <p>The information will be used for research purposes in unearthing the perceptions, challenges and coping strategies of social work managers regarding their management functions. Furthermore, the information will be used to equip, prepare and educate social work managers and those aspiring to take up social work management jobs to execute their management functions competently.</p>	
<p>1.13 I understand that I have not been coerced to participate in the study, and I have the right to change my mind at any time during the study. I am free to withdraw this consent and discontinue participation without any loss of benefits. I further understand that, if I withdraw from the study, I will be requested to grant the researcher an opportunity to engage in informal discussion so that the research partnership that was established can be terminated according to procedures. I also understand that the researcher has the right to dismiss me from the study without regard to my consent if I fail to follow the instructions or if the information I have to divulge is emotionally sensitive and upsets me to such an extent that it hinders me physically and emotionally. Furthermore, if participating in the study at any time jeopardises my safety in any way, I will be dismissed. Should the researcher conclude that the information I have shared has left me feeling emotionally upset, or perturbed, the researcher is obliged to refer me to a counsellor for counselling (should I agree).</p>	Initial
<p>2.3 Risks: It was explained to me that participating in this study might trigger the memories of negative work performance displayed by myself as the manager and/or by my social work manager and this might signal renewed personal harassment or embarrassment and, therefore, such information will be extracted with sensitivity. It was further explained that, as a participant, I might also experience harm with regard to opinions that</p>	Initial

might be unpopular or seem demeaning. The researcher took a commitment to keep information anonymous.	
Possible benefits: It was explained that, as a result of my participation in this study, I am most likely to benefit through discovering more about the management functions and taking note of areas where I need to improve as a social work manager.	Initial
Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the investigators/researchers.	Initial
Access to findings: Any new information/benefit that develops during the course of the study will be shared with me.	Initial
3. The information above was explained to me, the participant, by Edison Gunda in English, and I am in command of this language. I was given the opportunity to ask questions and all these questions were answered satisfactorily.	Initial
4. No pressure was exerted on me to consent to participate, and I understand that I may withdraw at any stage from the study without any penalty.	Initial
5. Participation in this study will not result in any additional cost to me.	Initial
<p>B. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE PROJECT.</p> <p>Signed/confirmed at _____ on _____ 20__</p> <p>_____</p> <p>Signature or right thumbprint of participant Signature of witness</p>	

Addendum C

Consent form requesting permission to publish photographs, digital recordings and/or verbatim transcripts of digital recordings	
As part of this project, I have made a photographic, audio and/or video recording of you. I would like you to indicate (with ticks in the appropriate blocks next to each statement below) what use of these records you will consent to. This is completely up to you. I will use the records only in ways to which you agree to. In any of these records, names will not be identified.	✓ Place a tick next to the use of the record you consent to
1. The records can be studied by the research team and photographs/quotations from the transcripts made of the recordings can be used in the research report.	
2. The records (i.e. photographs/quotations from the transcripts made of the recordings) can be used for scientific publications and/or meetings.	
3. The written transcripts and/or records can be used by other researchers.	
4. The records (i.e. photographs/quotations from the transcripts made of the recordings) can be shown/used in public presentations to non-scientific groups.	
5. The records can be used on television or radio.	
Signature of participant	Date

Addendum D

Statements and declarations

STATEMENT BY INVESTIGATOR	
I, Edison Gunda, declare that:	
1. I have explained the information given in this document to _____(name of the participant)	
2. He/she was encouraged and given ample time to ask me any questions; and	
3. This conversation was conducted in English and no translator was used.	
Signed at _____ on _____ 20__	
(place)	(date)
_____	_____
Signature of investigator/representative	Signature of witness



Addendum E**IMPORTANT MESSAGE TO PARTICIPANT**

Dear Participant

Thank you for your participation in this study. Should at any time during the study:

1. an emergency arise as a result of the research, or
2. you require any further information with regard to the study, or any of the following occur:
 - (a) you feel emotionally unstable as a result of the information you have provided;
 - (b) you experience harm with regard to opinions that might be unpopular or seem demeaning; and
 - (c) if you wish to withdraw from the study for any reason, kindly contact:

Edison Gunda at telephone number: 0710212724

Addendum F**Request letter for participation of social work managers in the research project**

NAME OF THE ORGANISATION: _____

To the Management

Enquiries: Edison Gunda (0710212724) or Ms Gladys Bhuda (0124294807)

Dear Sir/ Madam

Re: Permission to include social work managers and supervisors employed by your organisation in a study on perceptions, challenges and coping strategies of social work managers regarding their management functions.

My name is Edison Gunda, and I am a Master`s student in Social Work at the University of South Africa. As part of my academic requirements I am expected to conduct a research project; for this reason, I have chosen to conduct a study on the perceptions, challenges and coping strategies of social work managers regarding their management functions. The study will focus on the social work managers who are employed in Emalahleni (employed by both NGOs and the Department of Social Development). In order to undertake this study, I require permission from your organisation to interview social work manager(s) within their setting (work place). I will need at least thirty minutes (minimum) to one hour (maximum) of each manager`s time to be able to complete the interview successfully. I am very willing to conduct my interviews at any reasonable time convenient to your organisation. Your assistance in this regard will be greatly appreciated as the information that will be yielded by this research may contribute towards the literature on social work management and the betterment of social welfare services. For more information and clarity, you are welcome to contact: Ms. Bhuda, my Supervisor on 012 4294807; Dr Sekudu, my co-supervisor on 012 429883; and/or myself at 0710212724.

Yours sincerely

Edison Gunda

Researcher and Social worker

Addendum G**Invitation letter to social work managers to participate in the study**

Enquiries: Edison Gunda (0710212724) or Ms Gladys Bhuda (012 429 4807) or Dr Sekudu (012 429 8883)

Dear Sir/Madam

Re: Assistance with participation in the research process on perceptions, challenges and coping strategies of social work managers regarding their management functions.

My name is Edison Gunda, and I am a Master`s student in Social Work at the University of South Africa. As part of the academic requirements I am expected to conduct a research project; for this reason, I have chosen to conduct a study on the perceptions, challenges and coping strategies of social work managers regarding their management functions. The study will focus on the social work managers who are employed in Emalahleni (employed by both NGOs and the Department of Social Development).

In order to undertake this research, I need to interview, by means of an interview guide, social workers who are in management positions in Emalahleni. I need at least thirty minutes (minimum) to one hour (maximum) of each manager`s time to be able to complete the interview successfully. I am also available to give clarity where necessary. I would also like to inform you that I have requested permission from your management to conduct interviews with you at your work place.

Your assistance in this regard will be greatly appreciated as the information that will be yielded by this research may contribute towards the literature on social work management and the betterment of social welfare services. For more information and clarity, you are welcome to contact: Ms. Bhuda my Supervisor, on 012 4294807; or my Co-supervisor, Dr Sekudu, on 012 429 4807; and/or myself at 0710212724.

Yours sincerely

Edison Gunda

Researcher and Social Worker



Addendum H

Permission to conduct a research with departmental officials



social development
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Building 3, NO. 7 Government Boulevard, Riverside Park, Mbombela, 1200
Mpumalanga Province, Private Bag X 11213, Mbombela, 1200
Tel: +27 (13) 766 3428, Fax: +27 (13) 766 3456/57

Litiko Letekutfutukisa
Tenhlalakahle

UmNyango WezokuThuthukiswa
KwezokuHlalokuhle

Departement van Maatskaplike
Ontwikkeling

Enq. Ms. S. E. Botha
Tel.: 013 766 3053
Ref No.: DSD/12/5/R

20 January 2017

MR E. GUNDA

RE: PERMISSION TO CONDUCT RESEARCH WITH DEPARTMENTAL OFFICIALS

Correspondence pertaining to this matter dated 18 November 2016 has reference.

Permission is hereby granted to Mr. E. Gunda, student number **55190987**, to interview departmental employees for her fulfillment of the requirements for the Master's Degree in Social Work.

Permission is granted on condition that all ethical principles in research (voluntary participation, confidentiality, anonymity, etc.) would be adhered to.

We look forward to the feedback on the research findings and the value that will be added by the research.

Kind regards,


MS N.L. MLANGENI
HEAD DEPARTMENT

DATE: 20/01/2017



Addendum I

Ethical approval letter from the University of South Africa

UNISA 

**DEPARTMENT OF SOCIAL WORK RESEARCH AND ETHICS REVIEW
COMMITTEE**

14 November 2016

Ref#: R&EC_22/09/16/55190987_03
 Name of Applicant: Gunda, E
 Student#: 55190987

Dear Mr Gunda

DECISION: ETHICAL APPROVAL

Name: **Mr E Gunda**

Address & contact details: **9 Corporal Street, Tasbet Park X3, Witbank
1035**

Phone: **071 021 2724/ 013 656 2370**

E-mail: **edsancawitbank@gmail.com**

Supervisor: **Ms GB Bhuda**
 Co-supervisor: **Dr J Sekudu**


Title of Proposal: ***PERCEPTIONS, CHALLENGES AND COPING STRATEGIES OF SOCIAL WORK MANAGERS REGARDING THEIR MANAGEMENT FUNCTIONS***

Qualification: **Master of Social Work**

Thank you for the application for research ethics clearance by the Department Of Social Work Research And Ethics Review Committee.

The application was reviewed in compliance with the UNISA Policy on Research Ethics by the abovementioned Committee at a meeting conducted on 22 September 2016.

Final approval is granted for the duration of the project.



UNISA
UNIVERSITY OF SOUTH AFRICA
PO BOX 17003
JOHANNESBURG 2010
TEL: 011 551 2000
WWW.UNISA.AC.ZA

The proposed research may now commence with the proviso that:

- 1) The researcher will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of Social Work's Research and Ethics Review Committee. An amended application could be requested of there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the participants.
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Kind regards,

Signed by: 

Professor AH Alpasah 2016/11/14

Chair: Department of Social Work Research and Ethics Review Committee
alpasah@unisa.ac.za

Signed by: 

Prof MPJ Madise

Manager Postgraduate Studies: College of Human Sciences

