TOWARDS A LEADERSHIP MODEL FOR THE EFFECTIVE MANAGEMENT OF FURTHER EDUCATION AND TRAINING COLLEGES IN THE GAUTENG PROVINCE

by

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submitted in accordance with the requirements

for the degree of

DOCTOR OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: Prof I.A. COETZER

JUNE 2004

DECLARATION

I declare that **TOWARDS A LEADERSHIP MODEL FOR THE EFFECTIVE MANAGEMENT OF FUTRHER EDUCATION AND TRAINING IN THE GAUTENG PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

This thesis is a study of a leadership model for the effective management of Further Education and Training (FET) colleges in the Gauteng Province. This research was triggered by the need for quality and sound leadership skills highly needed in FET colleges. The vision of FET colleges lies at the heart of the integration of the country's education and training system. Leadership is the distinguishing factor in bringing about organisational transformation. A key contemporary issue in the development of a high quality education service relates to the new thinking about how best to pursue quality and excellence in FET colleges. Leadership, strategic planning and the need for alternative models of management lead, inevitably, towards a reconsideration of both staff competencies and continuing staff and organisational development. This research seeks to assist those who have the responsibility of leading and managing the further conceptualisation and implementation of further education and training.

A qualitative research was conducted, in which a newly merged college in Pretoria was chosen as a case study for this research. The following constituted the broad aims of this study:

- To examine the leadership strategies that should be employed for effective management of FET colleges;
- To investigate the vision and mission development and implementation and the organisational structures established;
- To determine the opportunities and challenges offered by the new large and multi-sited college; and
- To investigate a leadership model for the effective management of FET colleges.

Semi–structured individual interviews were conducted with the leadership of the college ranging from the senior managers, campus managers, middle managers to educators. Analysis of documents and observation notes was also done to supply more data about FET leadership. Data were analysed and interpreted by identifying themes and categories that would shed more light into the effective leadership of the college.

The following recommendations were made:

- A new approach to the leadership of the college should be adopted;
- The leadership of the college should be more accountable and responsive to community needs;
- More financial support should be allocated to FET colleges; and
- More focus should be given to learner support.

KEY TERMS

LEADERSHIP

MODEL

MANAGEMENT

FURTHER EDUCATION AND TRAINING

LEADERSHIP STRATEGIES AND APPROACHES

STRATEGIC MANAGEMENT OF COLLEGES

TEAM APPROACH

LEADERSHIP DEVELOPMENT

ORGANISATIONAL STRUCTURES

FET COLLEGE PARTNERSHIPS

DEDICATION

This study is dedicated to all members of my immediate family who are very special in my life and, most all to, my mother who made a great sacrifice for my education.

ACKNOWLEDGEMENTS

This study is primarily due to:

- The strength and insight given to me by Almighty God; and

- My Comforter who carried me through difficult times.

Thank you to Prof I.A. Coetzer, whose enthusiasm and professional guidance was most inspiring.

To Prof E.M. Lemmer, for editing this thesis. I salute you.

Thank you to my family and my wife, Doreen, in particular for the unwavering support she gave me.

To my colleagues, members of Tshwane North College and friends, who encouraged me right to the bitter end.

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LIST OF ACCRONYMS

TNC	Tshwane North College for Further Education and Training
CHET	Centre for Higher Education Transformation
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HRD	Human Resources Development
HSRC	Human Sciences Research Council
JET	Joint Education Trust
NBI	National Business Initiative
NGO	Non Governmental Organization
NQF	National Qualifications Framework
OBE	Outcomes Based Education
SAQA	South African Qualifications Framework
MOU	Memorandum of Understanding
ETQA	Education and Training Quality Assurance
PL	Post Level

CHAPTER ONE

GENERAL ORIENTATION

1.1   INTRODUCTION

A new institutional landscape for Further Education and Training (FET) colleges represents a significant and decisive break from the old system of technical/vocational education and training in South Africa and ushers in the new FET college landscape that will respond to human resource development needs of the country (DoE, 2001: 1).

Kraak (1999: 5) asserts that the pressures of change in the South African FET sector are dual. In the first instance, change arises out of socio-political demands that have to do with redressing the dismantling of apartheid in the educational realm. It also concerns the construction of democratic social relationships among the state, civil society and education and training institutions. In the second instance, change is also required because of socio-economic pressures. These primarily concern the phenomenon of 'globalisation' and South Africa's re-entry into a highly competitive and volatile world economy.

Transforming the FET sector to meet the challenges of the present and the future will not be an easy task. It will entail changing the public perceptions and attitudes regarding the FET band. It will require rethinking and reinterpreting the dominant positions, which both the General Education and Training (GET) and Higher Education and Training (HET) bands currently occupy in the political sphere of educational reconstruction. Some of the country's best minds, resources and funds will need to be redirected to the FET sector (DoE, 1998: 5).

According to the report of the Centre for Higher Education Transformation, CHET (1997: 13), the development of leadership and management capacity is a priority if the FET sector is to make the contribution the country requires of it.

Charlton (1993: xi) contends that the need for leadership has never been so great. Indeed the axiom behind all successful human endeavour, be it at a family, business, political, spiritual or national level, can be summed up in one word – l*eadership.*

1.2. BACKROUND OF THE STUDY

At the core of streamlining the FET sector is the dire need to make it suitable for the human resources development strategy requirements of the country. The provision of FET skills and competencies is no longer considered the responsibility of the state alone, but rather, a joint venture among the state, business sector and individual learners to acquire the skills needed for economic and social stability. The FET sector is also expected to offer redress, equity and equality, open access, resolve duplication, improve quality and give technical or vocational education and training a better image (Sowetan Education, 2003: 2).

During 1998 the Systematic Studies Unit of the Group Education and Training at the Human Sciences Research Council (HSRC) redefined its focus and initiated considerable effort into research directed at the Further Education and Training (FET) sector. One of the most important objectives of the new FET policy framework is to make FET institutions (such as technical colleges) more responsive to their environments, that is, industry and the local community. However, in relation to responsiveness to industry, Kraak and Hall (1999:145) found that few colleges have developed formal information gathering techniques to enable them to gauge market demand for their training programmes.

The increased size and complexity of FET Colleges in the new landscape necessitate a degree of authority to enable them to function in responsive and responsible ways to meet the needs of the country's Human Resources Development (HRD) Strategy. Strong, visionary leadership, as well as trained and effective staff, will be required to lead, manage and sustain these colleges. This increased institutional authority will require better- qualified, sophisticated and capable leaders and managers (DoE, 2001: 17).

According to the report 'A New Institutional Landscape for Public Further Education and Training Colleges' published by the Department of Education (DoE, 2001: 16), college leaders and managers, in particular, will need to display an increasingly sophisticated grasp of the development challenges and economic opportunities presented by the changing local and international environment, and be able to translate this into effective management strategies and operations.

The report further points out that the new landscape will be recognisable by a number of attributes that will distinguish it from the old system. Among these will be (DoE, 2001: 16):

- Large, multi-site FET Colleges;
- Greater authority for colleges;
- A quality assurance framework;
- Specialized niche and multi-purpose colleges;
- Open and distance learning;
- Articulation and collaboration with higher education; and
- Student support services.

In the light of the above, it becomes imperative to all stakeholders of FET to be watchful of the effectiveness of the leadership of FET colleges. According Lunenburg and Orstein (1991: 24), the following traits are associated with effective leadership:

- Capacity, for example, intelligence, alertness, verbal facility and originality;
- Achievement, for example, scholarship, knowledge and athletic accomplishment;
- Responsibility, for example, dependability, initiative, persistence, aggressiveness, self-confidence and desire to excel;
- Participation, for example, activity, sociability, co-operation and humour; and
- Status, for example, socio-economic position and popularity.

Frigon and Jackson (1996: 131) argue that the challenge in all leadership environments today is the transformation from management duties and prerogatives to leadership. Ramsden (1998: 110) points out that the idea of leadership as transformation and the leader as an agent of change is as old as time. When there is a strong need for direction, as in times of crisis, the emotional appeal and power of leadership, which is based on charisma or a 'godlike gift', is well known.

This study will focus on the leadership model and capacity building for management teams for the effective management of the FET colleges. De Vries (2001: 174) maintains that dysfunctional

leadership triggers a number of social defense patterns that detract from the real work of the organisation. This in turn leads to problems of morale among the organisation's employees.

Ramsden (1998:104) argues that leadership is a complicated matter. It represents itself as a series of forces ranged in different directions. There seems to be no ideal model to be captured and rendered down into a series of competencies and skills that we could set as objectives for aspiring leaders. According to Fisher and Koch (1996:7), if colleges and universities are capable of being decisive in improving economic welfare, and enriching the human condition, then the need for the most suitable leadership model for the effective management of these institutions is of primary importance. College leaders and managers, in particular, will need to display an increasingly sophisticated grasp of the development challenges and economic opportunities presented by the changing local and international environment, and be able to translate this into effective, purposeful management strategies and operations (DoE, 2001:16).

The new FET system challenges the leaders of colleges to find a creative balance between the purely economic/employment objectives and the social development/citizenship imperatives of education and training. Hoppers, Mokgatle, Maluleke, Zuma, Hlophe, Crouch, Lombard, Lolwana and Makhene (2000:16) further argue that the infusion of the principles of lifelong learning into the education and training policy also implies that colleges have to deal with clientele who are no longer compartmentalised into children, youth and adults as separate categories. Instead the new policies introduce a broader field of action to education that includes:

- Children who are not in school;
- Unemployed people;
- Adults requiring additional and continual training and retraining in the light of changing technologies; and
- Learners of different categories seeking recognition of their experience and knowledge gained in informal settings.

Frain (1993:73) contends that college management should share the belief that while a college embraces mission, it will not produce co-operation among members unless they have accepted it.

Leaders achieve their vision by challenging, encouraging and enabling coaching, and being a model for their leadership team and followers (Frigon & Jackson, 1996: 3).

Mampuru (1992: 46) maintains that transformational leadership deals with the facilitator's effects on the followers' values, self-esteem, trust, and their confidence in the facilitator, and motivation to perform "above and beyond the call of duty". O'Leary (2000: 19) points out that transformational leaders go beyond trying to keep individuals and teams performing within the status quo. A transformational leader is one who has the power to bring about change in team members and the organization as a whole.

Charged with implementing change, the college leadership must redefine its role. For most people this is a personal challenge as well as a challenge for the institution as a whole (Slowey, 1995: 23).

1.3. THE PROBLEM STATEMENT

The provision of quality, relevant, and well-managed education and training is closely linked to effective leadership. The success of the implementation of the new FET system and the transition from the old technical colleges to the new further education and training colleges has to be anchored in the leadership capacities of those entrusted with the responsibility of managing these colleges. Appropriate leadership skills and leadership style will ensure a stable and constructive learning environment on the campuses of the FET colleges. Hoppers *et al* (2000: 193) concur that some of the drivers of this innovation and the source of challenge in responding to new FET policies are notions of integrating education and training, outcomes-based education (OBE), devolution of power and responsibility to public FET institutions and linking delivery to social and economic development imperatives.

According to the Education White Paper 4 of 1998, specific strategies to address issues of equity and the maximum utilisation of the existing facilities will need to be developed because there is considerable unevenness in the infrastructure of the college sector. Some colleges have modern, well-equipped buildings and workshops well suited to the vision for FET colleges. Many colleges have inadequate facilities and staff, and suffer problems of poor quality, inefficiency and ineffectiveness. FET colleges also lack public recognition and acceptance, in part because of similar problems of poor quality and inefficiency (DoE, 1998b: 22).

In the light of the above, the question of empowering and enabling the leadership teams of the FET colleges cannot be overemphasised. It therefore becomes imperative to investigate the effective leadership model, strategies, resources and mechanisms needed for the FET colleges not only to become financially viable but also to provide diversified programmes that offer the knowledge, skills, attitudes, and values South Africans require as individuals, citizens and lifelong learners.

In view of the context and source of the problem as discussed above, the main research problem to be investigated is formulated as follows:

- What leadership model would best suit the effective management of the new and transforming Further Education and Training (FET) Colleges?

The sub-problems are:

- What leadership strategies or approaches should be employed for effective management of FET colleges?
- How are the vision and mission of the college developed and implemented?
- What organisational structure would best lead to effective management of FET colleges?
- What leadership and staff developmental programmes are incorporated within the colleges' plans?
- What opportunities and challenges do the large and multi-sited FET college, offer to the leadership of the college and its staff?
- What resistance to change are leaders and managers experiencing and how are they dealing with it?

1.4. THE AIM OF THE RESEARCH

The broad aim of this study is to develop a leadership model for the effective management of the new and transforming FET colleges. To achieve the following objectives are formulated:

- To examine the leadership strategies or approaches that should be employed for effective management of FET colleges.
- To investigate how the vision and mission of the college were developed and implemented.
- To determine the organisational structure that would best produce effective management of FET colleges.
- To examine the leadership and staff developmental programmes that are incorporated within the colleges' plans.
- To establish the opportunities and challenges do the large and multi-sited FET college, offer to the leadership of the college and its staff.
- To determine the resistance to change that is being experienced and how it is being dealt with.

1.5   MOTIVATION FOR THE RESEARCH

The increasing complexity of educational leadership and the need for creative, divergent and unexpected solutions to school (college) situations and problems require a challenging approach to the field of education management (Steyn & Kamper, 2001: 36). It is now eight years since the first Draft White Paper on Education and Training articulated the vision, principles and strategic priorities for reconstruction and development of learning systems in a democratic South Africa. Attempts to restructure national and provincial departments, to introduce new curricula under the banners of C2005 and South African Qualifications Authority (SAQA), have all encountered the frustrating internal constraints related to finance, regulatory procedures, and sheer capacity to plan and manage change on this scale. This study therefore seeks to add to existing knowledge about leadership of the new FET colleges and identify the realities and challenges faced by the leadership in education, particularly those in the FET sector.

According to the DoE (2001: 17), strong, visionary leadership, as well as trained and effective staff, will be required to lead, manage and sustain these colleges. This investigation intends to create an awareness of the FET Act of 1998 among all stakeholders of the FET colleges and subsequently add value to the interpretation and implementation of the FET Act. The results of this investigation

may succeed in providing the Department of Education with valuable data on the successes or failures of college mergers and will reveal the needs of FET colleges.

The study will be confined to colleges in Gauteng Province due to practical constraints.

1.6 RESEARCH METHODS AND DESIGN

1.6.1 Research methodology

In this study, both qualitative and quantitative research approaches will be used to gather data. According to Thompson (1994: 141) qualitative research is a loosely defined collection of approaches to inquiry, all of which rely on verbal, visual, tactile, auditory, olfactory and gustatory data. These data are preserved in descriptive narratives like notes, recordings or other transcriptions from audio and videotapes, other written records, and pictures or films. All qualitative approaches have two things in common. Firstly, they focus on phenomenon that occur in natural settings – that is, in the real world and secondly, they involve studying those phenomena in all their complexity (Leedy & Ormrod, 2001: 147).

Gall, Borg and Gall (1996: 7) explain that quantitative research is an inquiry that is based on the assumption that features of the social environment constitute an objective reality that is relatively constant across time and settings. The dominant methodology is to describe and explain features of this reality by collecting numerical data on observable behaviours of samples, and by subjecting these data to statistical analysis.

1.6.2 Population

According to De Vos (1998: 190), the population is the totality of persons, events, organisation units, case records or other sampling units with which the specific research problem is concerned.

The population in this study will be the Tshwane North college for FET in Pretoria in the Gauteng Province. This institution is a merger of FET colleges constituted by the former technical colleges, that

is, Soshanguwe, Mamelodi and Pretoria colleges. These colleges share the same broadly defined local labour market and geographic neighborhood. The composition of this population reflects the historical differentiation of colleges in South Africa, that is, between former state-aided (formerly white) and state colleges (formerly black).

In the past, the so-called 'state colleges' lacked autonomy and their councils had only advisory powers. Property rights were vested in the state. The state also controlled their budgets and prescribed their financial policies. State-aided colleges, on the other hand, had a separate legal status, and their councils were fully constituted governing bodies, with legal capacity and the right to own property. They also had control over their budgets, expenditures and investments.

1.6.3   Sample selection

Kumar (1999: 148) defines sampling as the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. A sample is therefore a portion of the elements in a population, which is studied in an effort to understand the population from which it was drawn (De Vos, 1998: 190).

The sample to be used in this study will be:

- Three senior managers of Tshwane North college;
- Three campus managers;
- Three middle managers (Heads of Departments);
- Three academic staff members (Lecturers); and

1.6.4   Data collection

All research involves the collection and analysis of data, whether through reading, observation, measurement, asking questions or a combination of these or other strategies (Blaxter, Hughes & Tight, 2001: 153). The following data collection techniques will be used in this study: literature review, interviews, document analysis and observation.

1.6.4.1 Literature review

Primary and secondary literature sources will be studied to gather topical information about the research topic. Documentation such as journals, newspapers, articles, and information available on the Internet will be collected and integrated with data obtained. Documents containing reports of research studies, theories, and other information that may relate to the problem, will also be studied. According to Fink (1998: 3), a literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars and practitioners.

1.6.4.2 Interviews

In addition to data collected in literature sources**,** one method of collecting data in a qualitative research is interviews. Individual interviews will be conducted. Leedy and Ormond (2001: 159) point out that interviews in a qualitative study are rarely as structured as interviews conducted in a quantitative study. Instead, they are either open-minded or semi- structured, in the latter case revolving around a few central questions. Unstructured interviews are more flexible and more likely to yield information that the researcher planned to ask about. Rubin and Rubin (1995: 5) explain that in a semi-structured interview the researcher introduces the topic and thereafter guides the discussion by asking specific questions.

According to McMillan and Schumacher (1997: 450), in interviews, "establishing trust, being genuine, maintaining eye contact, and conveying meaning through phrasing, cadence, and voice tone that the researcher 'hears' and connects with the person elicit more valid data than a rigid approach". If the interviewee deviates from the topic, the interviewer will tactfully steer him/her back. This enables the interviewer to obtain an insider view of the social phenomenon that is being investigated.

1.6.4.3 Observation

Observation is one way to collect primary data. It is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place (Kumar, 1999: 105).

All these procedures will ensure that the views and expectations of managers, lecturers and students about the leadership of FET colleges are identified, and their suggestions for change are gathered.

1.6.5   Data analysis

The tape-recorded interviews will be transcribed verbatim and analysed. Notes of non-verbal behaviour will be typed and studied. Rubin and Rubin (1995:226-227) argue that data analysis begins while the interviews are still underway. This preliminary analysis tells one how to redesign one's question to focus on central themes as interviewing continues.

The data emanating from questionnaires will also be subjected to strict statistical analysis. The final analysis will involve comparing material within categories to look for variations and nuances in meaning.

1.7   CLARIFICATION OF KEY CONCEPTS

It is imperative that the following key concepts, which consistently feature in this research study, are clarified to eliminate ambiguity and to clarify the context in which they are used.

1.7.1   Further education and training (FET)

The FET band in South Africa is both unique and complex. This is because the senior secondary phase of formal schooling has been incorporated within the further education and training band. FET is defined as that band which provides learning programmes between the levels 2-4 on the National Qualifications Framework (NQF). FET college training is the most complex and diverse phase of education and training, comprising of four types of institutions, namely senior secondary schools, technical and community colleges, enterprise-based training, and a wide array of private providers, including for-profit and not-for-profit organisations such as Non-Governmental Organisations (NGOs). FET comprises of three categories of learners: the pre-employed, employed and unemployed.

In this study FET will henceforth refer to a Further Education and Training College.

1.7.2   Leadership

Leadership has many meanings. Greenberg and Baron (1997: 433) argue that leadership resembles love; it is something most people believe they can recognise but often find difficult to define. Terry (1993:14) cautions that leadership is not "techniques, quick fixes, or heroics" but rather a "mode of engagement with life, requiring a lifelong commitment to growing toward human fulfillment."
Bennis and Nanus (1997: 19) define leadership as creating a vision that gives an organisation an identity and putting that vision into action through interaction with members as they seek to do the right things. Gerber, Nel and Van Dyk (1995:343) contend that leadership is an interpersonal process through which a leader directs the activities of individuals or groups towards the purposeful pursuance of given objectives within a particular situation, by means of communication.

Putting all these definitions together, a common thread that suggests action is revealed. Leadership is the ability to motivate others to perform tasks and/or take actions that help the campus and /or college achieve their goals and fulfill their mission (Beach & Reinhartz, 2000: 75).

1.7.3   Leader

According to Turner (1998: 7), the word 'leader' comes from *laed*, a word common to all the old North European languages, meaning 'path', 'road', 'course of a ship at sea' or 'journey'. A leader therefore accompanies people on a journey, guiding them to their destination. By implication a leader holds people together as a group whilst leading them in the right direction. O'Leary (2000: 1) captures the common definitions of a leader as follows:

- A leader is the appointed head of a group, team or organisation; and
- A leader is a charismatic person who is able to make good decisions and inspire others to reach a common goal.

In this study a leader refers to someone appointed to lead the FET college.

1.7.4 Management

Smit and Cronje (1992: 6) define management as a process or series of activities that gives the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions.

The key elements in the definitions of management are objectives, resources, people and processes. Hence, it may be summed up that management can be regarded as a process through which an organisation's objectives are achieved, by the effective use of all the available resources, in a co-ordinated manner. Central to the process is the development of human resources within an organisation (Pather, 1995: 36).

According to Stoner and Freeman (1992: 4), management refers to the process of planning, organising, leading, and controlling the work of the organisation's members and using all available resources to reach stated organisational goals. In this study, management refers to FET college management**.**

1.7.5 Transformation

Makgoba (1998: 58) defines transformation as the process whereby " the form, shape or nature of something is completely changed or altered". Makgoba (1995: 2) further argues that transformation is not just mechanistic, but rather " a deep process underlined by solid principles that will lead to the total and genuine liberation".

O'Leary (2000: 19) points out that transformation goes beyond trying to keep individuals and teams performing at the status quo. It is the ability to bring about change in individuals and the entire organisation, often helping troubled organisations turn around their performance. Zaccaro (2001: 238) coupling transformation with leadership defines it as the process of influencing major changes in the attitudes and assumptions of organisational members (organisational culture) and building commitment for major changes in the organisation's objectives and strategies. It also involves influence by leaders on subordinates, but the effect is to empower subordinates who become leaders and change agents also in the process of transforming the organisation.

In this study transformation pertains to the transformation in FET sector and colleges in particular.

1.7.6   Globalisation

Symes and Preston (1997: 291) describe globalisation as processes of cultural unification, which are occurring across the planet at the moment, particularly in terms of culture and media. It describes much of the political unification, which is occurring, leading to larger and larger political groupings, centred on economic activity. Lelliott, Pendlebury and Enslin, (2000: 108) summarise globalisation as the process by which societies are connected through rapid, large-scale networks of political, social and economic (as well as academic) interaction.

Although the concept of globalisation is embedded in the economic field, it is not foreign to education in view of the fact that economic growth leans heavily on current research trends. The concept includes important factors like free flow of information, diminishing boundaries, culture, language and the biggest commodities, knowledge and technology (Gawe & De Kock, 2002: 36).

1.7.7   Model

As used in this study a model refers to a simplified description of a proposed structure of a phenomenon on a smaller scale.

1.8.   RESEARCH FRAMEWORK

Chapter one describes the general orientation of the research. It deals with the background of the study, the problem statement, the aim of research, the motivation for the research, the research methods and design, clarification of key concepts and the research framework.

Chapter two covers a focused literature study, review of previous research and opinion and the interpretive summary of the current body of knowledge. The following aspects will be focused on:

- The importance of the FET sector with special focus on FET colleges;

- Creating a culture of leadership; and
- Applicable and successful leadership models

Chapter three covers the theoretical background that will serve the purpose of providing the framework of the research and identify the areas of knowledge the thesis intends to expand. The focus will be on:

- Interpretive approach to policy framework governing the FET colleges (applicable policy documents will be consulted);
- Developing strategic and operational teams of new FET colleges; and
- Leadership capacity building approaches.

Chapter four focuses on the methodology and strategies used in this thesis. The population and the sample will be identified. Data collection methods and procedures will be explored in detail.

Chapter five deals with data analysis, findings and discussion of the data obtained in all interviews conducted, document analysis and observations. The strategies and methodologies discussed in chapter four will be related to a summary of the findings from all sources namely literature, interviews, documents and observations and the data analysis to create a logical understanding of the findings. The instruments used in the analysis of data will be discussed in this chapter. The reliability of the investigation with respect to truth, value, applicability, consistency and neutrality will be established in this chapter. The proposed leadership model will also be presented in this chapter.

Chapter six contains the conclusions and the final recommendations for further research while reflecting on the aims of the research, as well as stating how these have been addressed. Conclusions and findings are made in respect of the leadership model for the effective management of FET colleges.

1.8   SUMMARY

In this chapter the background of the study, the problem statement, the aim of the research and motivation for the research were discussed. It is apparent that the FET colleges have the potential to regenerate the lives of people and communities, especially the poor and marginalised. The FET

colleges will only succeed when they provide diversified programmes that offer the knowledge, skills, attitudes, and values South Africans require as individuals, citizens and lifelong learners.

The chapter concludes with the discussion of the research methods and design and the clarification of key terms. Leadership is of paramount importance if the FET sector is to meet the human resource development needs of the country. Strong leadership that motivates followers to perform beyond expectations is built upon a shared vision for the future and subordination of self-interests. Fullan (1998: 8) suggests that leaders will need to develop a new mind-set and break free from the bonds of dependency and pre-organised solutions. He offers the following four principles for leaders, which may prove helpful in informing and guiding their actions:

- Respect those one wants to silence;
- Move toward the danger in forming new alliances;
- Manage emotionally as well as rationally; and
- Fight for lost causes.

In chapter two an in-depth literature study will be conducted to highlight the following aspects that were described in the research framework as relating to leadership:

- The importance of the FET sector with special focus on FET colleges;
- Creating a culture of leadership; and
- Applicable and successful leadership models

CHAPTER TWO

THE SIGNIFICANCE OF THE FET COLLEGES AND THE ROLE OF LEADERSHIP

2.1   INTRODUCTION

South African institutions for higher education, and for FET, find themselves in a changing and challenging environment. Wessels (2002:189) argues that worldwide the contexts of education institutions are in a flux with consequent challenges for the way these institutions enhance learning. According to Gultig (2000: 64), restructuring education in South Africa, as elsewhere, is an outcome of the interplay of forces, which are evident more broadly in society. Apart from gaining an understanding of the scope of the change and its underlying rationale, there are a number of implications for the FET college's leadership. These include interacting with different stakeholders in education, the development of capacity to set goals, establish relationships and build frameworks for accountability.

Asmal (2003: 3) argues that the time has come for the FET sector to begin to correct its role in both its public profile as well as the scale and scope of the services it has to render within our society in order to meet the development needs and aspirations of the people.

2.2   THE IMPORTANCE OF THE FET SECTOR IN THE TRANSFORMATION OF EDUCATION IN SOUTH AFRICA

According to Asmal (2003c: 2) in 1998 the FET Act and Education White Paper 4, mapped the trajectory for further education and training and set the national frameworks. Following on this legislation was the plan to restructure the landscape of further education and training beginning with the 152 technical colleges. The colleges were economically unviable, racially divided and offered a curriculum that was outdated.

The concept, that an FET system is at the crossroads between GET, Higher Education (HE), work and community and personal life, suggests that the FET colleges will become increasingly central to the achievement of lifelong learning and the development of a learning society (DoE, 1998: 16).

2.2.1   The significance of FET colleges

Kraak (2002: 1) points out that the public FET college sector has been identified as a key vehicle to drive the process of human resource development in South Africa. It is argued that FET colleges, formerly known as technical colleges, face a dual curriculum mandate. Firstly, colleges need to continue producing high-quality learners for employment in engineering and the manufacturing industries. Secondly, colleges need to contribute significantly to growing and strengthening small and macro enterprises (SMEs). These responsibilities present FET colleges with a number of challenges in a new and changing educational landscape. Some of the factors that impact on colleges are Kraak (2002: 1):

- The decline of the work-based apprenticeship route, in which the old technical colleges have traditionally played a significant role, at a time when expansion of the manufacturing sector and revitalization of mines and farms are vital to the growth of the South African economy (an apprentice is a person trained by an employer under a written contract of apprenticeship in a specific trade. A trade can be described as the work normally performed by an artisan or craftsman, such as a carpenter, electrician, fitter or turner); and

- The introduction of a new system of learnerships (which are designed specifically to combine the more theoretical learning with practical work-based learning) that expands the apprenticeship model (artisan training, as contained in the Manpower Training Act, No 56 of 1981) to learnerships will provide access to learning to a larger number of people in a more diversified range of learning sites.

While SME development has the potential to contribute significantly to both poverty reduction and growth strands development, it is an area of educational provisioning in which FET colleges have relatively little experience. Ongoing research and debate about the nature and prospects of SME development show that this is not an area in which a tried-tested 'best practice' model is readily available.

Firstly, colleges will need to continue producing high-quality learners for employment in engineering and manufacturing industries. Secondly, colleges will need to contribute significantly to growing and strengthening SME's and preparation for self-employment in both the formal and informal economy.

Transforming FET to meet the challenges of the present and the future will not be an easy task. It will entail changing public perceptions and attitudes regarding the FET band. It will require rethinking and reinterpreting the dominant positions which both GET and HE currently occupy in the political economy of education reconstruction. There is a need for transformation on a major scale. Such an intervention cannot come from the state alone but must involve all stakeholders and interest groups (DoE, 1998: 5).

Kraak and Hall (1999: 2), point out that the following key concepts, as shown in Table 2.1, serve as the key anchors of the new policy framework in FET.

Table 2.1   Key objectives of the new FET framework

KEY CONCEPTS	OTHER RELATED DESCRIPTORS	CENTRAL OBJECTIVES
1. RESPONSIVENESS	Relevance; innovation; dynamism; flexibility	To develop the ability of FET institutions to respond more rapidly to emerging market demands and social needs at local, national and global levels.
2. CO-ORDINATION	Strategic planning. State regulation of FET institutional environment; state interaction with the market and civil society; Institutional self-regulation.	Equipping the state to adequately regulate the confluence of policies across education, labour, macro-economic and labour market domains. Empowering autonomous institutions to govern themselves.

3. EFFECTIVENESS	Efficiency	Ensuring that FET institutions operate as well-functioning institutions and meet all of their educational goals in a cost-efficient manner.
4. ARTICULATION	Learner mobility; learner progression; integration.	Obtaining the maximum learner mobility across the differing sub-sectors of the FET system. Ensuring 'soft' boundaries between sub-sectors to encourage continuous or lifelong learning.
5. PARTNERSHIPS	Linkages.	Encouraging institutional linkages across the differing sub-sectors (bands) of the FET system to ensure maximum learner mobility and regional resources sharing; building education-industry linkages; managing the school-to-work transition through partnership agreements between employers and FET institutions.
6. PARTICIPATION	Massification; enhancing equity.	Enhancing social equity through the increased participation by all social groups at all levels of the FET system; enhancing economic prosperity through the development of a high-participation FET system.
7. DEMOCRACY	Participatory; co-operative governance.	Democratisation requires that governance of the system of higher education and individual institutions should be democratic, representative

		and participatory and characterized by mutual respect, tolerance and the maintenance of a well-ordered and peaceful community life.
8. DIVERSITY	Pluralism; meeting multiple economic and social needs.	Within the regulatory framework of a single national system, education and training must be flexible enough to allow differentiation of institutional mission so that differing institutions can meet differing social and economic needs.

2.2.2   FET in pursuance of the country's Human Resources Development strategy

According to Asmal (2003b: 2), the FET college sector is a significant player in the national Human Resource Development (HRD) strategy which was launched in 2001. Through restructuring, especially of the colleges, it is the single biggest contributor to intermediate skills which are essential for achieving four out of five key HRD objectives. These are:

- Improving the foundations for human development;
- Improving the supply of high-quality skills which are more responsive to society's and the economy's needs;
- Increasing employer participation in lifelong learning; and
- Supporting employment growth through industrial policies, innovation, research and development.

The HRD strategy describes FET as "the only sector where the prospects for employment growth at an intermediate level are strong. FET colleges are well placed to reach at a large part of the population. They have to respond to a wide range of skills needs and cater for different audiences. To develop a responsive curriculum, a framework for approval of qualifications and programmes for level 2-4 (FET

institutions) will be developed. Such a framework will provide a pool of qualifications and programmes responding to the needs identified in the HRD strategy, the National Skills Development (NSD) Strategy and other related strategies and policies In addition, FET colleges will offer a range of unit standards based qualifications. The 'Learnerships' developed by the Sector Education and Training Authorities (SETAs) and registered with the SAQA will enable these institutions to be responsive to regional and local needs (DoE, 2003: 7).

In a parliamentary briefing, Asmal (2003c: 1) points out that there is a concerted effort to rejuvenate the technical college sector, whilst placing a strong emphasis on the link between the practical and theoretical training at these institutions. Furthermore 2003 was declared the year for Further Education and Training (FET), and emphasis was placed on technical colleges.

There was a need to strengthen the supply-side of skills by building institutional capacity of the FET sector, both in terms of quality of provision and responsiveness to the needs of the country. This sector is critical in the skills revolution that was begun when the HRD Strategy was launched and the role played by public FET institutions in the provision of learnerships should be collectively harnessed.

The implementation of the Skills Development Act of 1998 has implications of the utmost importance for FET institutions and the provincial education authorities. FET institutions must be assisted to engage responsively with the new opportunities opened by the Act. They need to develop the capacity to offer and manage learnerships made available by the Sector Education and Training Authorities and to launch and sustain programmes that would attract support from the National Skills Fund, directed toward rural skills needs and the learning requirements of the long term unemployed (DoE, 1998b: 26)

2.2.3   FET Colleges strategically placed between the GET and HE bands

The new FET colleges play a significant role in facilitating access to higher education for increasing numbers of youth and adults. Colleges should be allowed to offer programmes at Level 5 of the NQF (Higher Education band). They should be allowed to offer such programmes in collaboration with higher education institutions (DoE, 2001: 20).

According to the Green Paper on Further Education and Training (1998), FET is indispensable to the future economy of the country, both in its immediate relationship to work and its role in preparing learners for higher education. Within the broad mandate given to FET colleges some colleges may choose to focus their energies on self-employment, small business, entrepreneurial, community development and self-improvement programmes relevant to their local communities. Other colleges, more closely integrated into the formal economy, may concentrate on the provision of intermediate to high-level skills required by an increasing export-competitive manufacturing economy. The different institutional missions and relationships would evolve in local and regional context, driven by local and regional needs. Access to higher education would continue to be an important strand of FET college provision (DoE, 1998: 16).

The Green Paper on FET (1998) further purports that most learners enter FET from GET on their way to higher education or work. In future, increasing numbers would trace their steps, turning from employment or unemployment to the FET system to provide retraining, 'second-chance' opportunities, personal development, community and leisure courses and so on. Likewise, it would become increasingly common for higher education students and graduates to turn to FET as a means of changing career direction or acquiring career-oriented training and to meet a range of community and personal needs (DoE, 1998: 16)

Porter (1990) of Harvard Business School, as cited by Nkopodi (2002: 78), has developed a model (Porter's model of competitive advantage), which outlines attributes in a nation, which inhibit or promote its competitive advantage. The model in Figure 2.1 involves understanding the industry in which one operates. In this investigation it is argued that this model can be applied even at the level of further education and training institutions.

FIGURE 2.1 Porter's model of competitive advantage
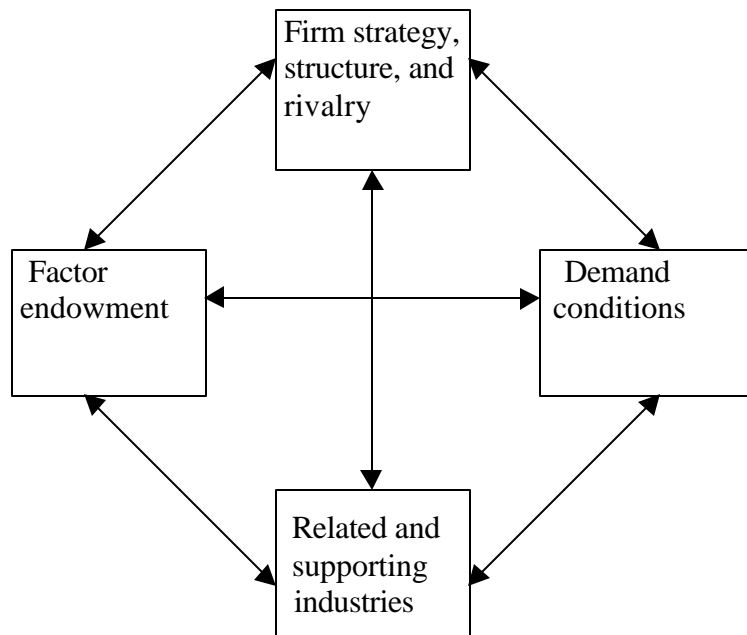
(Porter, 1990)

The factor endowments refer to factors of production such as skilled labour and infrastructure (for example, technology and research facilities) necessary to compete in a given industry. The government has a role to play in upgrading the factor endowment. An example of its role will be investing in FET. Porter's model shows the importance of an infrastructure as well as human resources in achieving a competitive edge. This suggests that it is important to have competent people for institutions to be competitive.

Nkopodi (2002: 79) looking at competition from a different perspective, but not in conflict with Porter, further proposes the following dimensions as applicable in the context of education:

- Cost may mean the fee paid by students to register for different modules. This cost depends on the costs incurred by institutions in its value chain;

- Quality means the degree to which the consumers (students) are satisfied with the quality of tuition and materials they receive;

- Delivery dependability means the degree to which the product is delivered as expected and when it is expected; and

- Flexibility means the degree to which tuition relates to students' everyday lives, which is subject to change according to changing circumstances.

Transformation of FET and the implementation of a coordinated approach to provision require the development of capacity. The following key capacity building initiatives should be focused on:

- Leadership and management development;
- The establishment of management information systems,
- Building the physical infrastructure, and
- Development of leadership, financial management and strategic planning skills at the institutional level, especially in the FET college sector, which has a new and challenging role to play in the transformed FET system (DoE, 1998: Green Paper).

2.3   THE NEED FOR A CULTURE OF LEADERSHIP IN FET COLLEGES

Waters (1996: 8) defines culture as, "social arrangements for the production, exchange and expression of symbols that represent facts, affect meanings, beliefs, preferences, tastes and values".

In the recent literature on higher education and FET management, it is noticed that as institutions (competing for survival) struggle with less resources, leadership by individuals such as the rector or vice chancellor is not enough; the campus must develop a culture of leadership – *the leadership imperative.* "An institution characterized by a culture of leadership has features of the learning organization described by Senge (1990). It is an organization where people from all levels are continually learning how to learn together" (CHET, 1997: 19).

CHET (1997: 19) further states that the new view of leadership in learning organisations is different. Leaders are "designers, stewards, and teachers". They are responsible for "building organisations" where people expand their capabilities, learn to understand the systematic forces that shape change, share responsibility for the organisation, and participate in decision-making.

De Vries (2001:215) points out that the concept of leadership can be looked at as both a property and as process. As a property, leadership is a set of characteristics – behavior patterns and personality attributes – that make certain people more effective at attaining a set of goals. As a process, leadership is an effort by a leader, drawing on various bases of power (an activity with its own skills set), to influence members of a group to direct their activities toward a common goal.

The leadership and management challenges confronting FET institutions are no less daunting than those confronting higher education institutions in South Africa, and would seem to warrant a response (an investigation such as this one) of equal weight to that being given to the higher education sector. Developing leaders for FET requires investing in people.

2.3.1   Fostering leadership development

Leadership development programmes can significantly strengthen the institution by fostering a team approach to solving institutional problems, by increasing the effectiveness and efficiency of its human resources, and by creating a ready pool of qualified professionals for top-level positions (McDade & Lewis, 1994:5). McDade and Lewis (1994: 6) citing Senge (1990) further argue that the real leaders of organisations are those who are not only open learners themselves but are also able to inspire in others the confidence and the will to work collectively in creating new answers as well as issues. They further argue that one benefit of a culture of leadership is a focus on institutional problem solving as opposed to strategies that primarily benefit individual interests.

Ulrich, Zenger and Smallwood (1999:190) contend that all leadership development is self-development and the most powerful self–development take place on the job. Clearly, leaders who can get other people to change their behavior can have a profound impact, not only on their contributions to the organisation, but ultimately on their attitude and character as well. Workshops, courses and structured activities have their place in building leaders, but most would-be leaders who become leaders capable of achieving long-term success, often gain most of their skills through experience. Direct experience can be gained as follows (Ulrich, Zenger & Smallwood, 1999: 206):

- **Job assignments** (this means considering what impact different job assignments will have on leaders' abilities to deliver results);

- **Coaching** (results-based coaching should begin with dialogue focused on results and on helping the aspiring leaders become clear about turning strategies into results); and

- **Mentoring** (mentors often approach their task by sharing experiences. Mentoring for results would depart somewhat from this tradition in that aspiring leaders would seek mentors for delivering results and would then observe how their mentors defined and achieved those results).

2.3.2   Creating a culture of leadership in FET colleges

In an institution with a culture of leadership, individuals tend to be recognized less on the basis of status or position than on demonstrated potential. Dialogue occurs readily and information is generally accessible. People feel included, not excluded. Sharing information about goals can make each employee a leader, though clearly at different levels. If the employees know why they are doing something and understand their part in the overall process, they will be able to make decisions. This does more than push responsibility down through the ranks of an organisation, it pushes leadership down (McDade & Lewis, 1994: 76).

Culture in an enterprise, also termed corporate culture can be defined as the beliefs and values shared by people in an organisation. There are three interrelated elements that are essential to a study of culture, namely direction, degree of penetration and strength of the culture, which determines the impact of culture on the organisation. These elements can be explained as follows:

- The direction of the influence of culture indicates the actions towards which the culture leads the organization. Thus culture can influence behavior in such a way that it moves the organisation towards the realisation of its objectives, or conversely, away from it;

- The degree of penetration indicates the extent of distribution and the depth to which the culture penetrates. One can deduce from this that different members of an organization view its culture from different perspectives; and

- The strength of the influence of the culture concerns the degree of pressure that the culture exerts on members of the organisation to emulate certain behavior patterns (Smit & Cronje.1992: 386).

On the strength of the above dimensions and views on corporate culture, the concept of culture can be defined as the beliefs and values shared by people in an organization. As can be noted from the foregoing definition, key terms are sharing of values, ideologies and attitudes in any college by members of the college. According to Kouzes and Posner (2003: 145), leaders realise that shared values do not necessarily mean shared skill; some of these must be developed. Before a group can live up to its principles, it must have the competence and confidence to act on them.

2.3.3 Collective leadership

Raelin (2003: 113) argues that leadership is being seen more as a plural phenomenon, something that the entire community (college) does together. It does not need to be associated with the actions of a single operator. People in the community assume leadership roles when necessary and through this collective action, collective leadership practice occurs. A key to developing a culture of cooperation and trust in a multi-campus college is the forging of a unified and loyal team of managers whose loyalty is to the head-office (main campus) as well as to their own campuses (McDade & Lewis, 1994: 34).

Day, Hall and Whitaker (1998:13) point out that shared leadership can help colleges to move from a red-light mentality – restricting access to action and development – to a green-light mentality – encouraging easy access and involvement in the key tasks of college development. Devolving authority to the task and its team will release heads from too detailed an involvement in development and change, and allow the fuller expression of staff talent and ambition.

2.3.4 Team leadership

Team leadership means influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the institution. The team members themselves select the team leader. The college manager should guide the team members to select strong team leaders who are able to maintain good relationships within the team (Ndhlovu, 2001: 34). According to Day, Hall and Whitaker (1998:13), there are many benefits to be accrued from a dynamic and highly participative structure. It:

- Maximizes staff expertise and experience;
- Involves all staff in key management and leadership activities;
- Achieves a higher work rate;
- Removes the frustrations often experienced when decision making is attempted in too large a group;
- Develops new skills and expertise;
- Facilitates professional development;
- Increases enjoyment and commitment;
- Makes better use of time; and
- Allows quicker responses to new problems.

Raelin (2003: 57) presents the eight team roles in which team members determine their strengths and weaknesses, in Table 2.2.

Table 2.2   Eight team roles

Critical leadership process	Roles	Definition
Setting the mission	Shaper	Sets objectives and priorities for the team; establishes a pattern for group processes and outcomes.
Actualizing the goals	Implementer	Turns concepts and goals into practical working procedures; carries out plans systematically.
	Coordinator	Sees that the best use is made of the team's resources; recognizes the strengths and weaknesses of

	Completer-finisher	team members. Protects the team from mistakes of commission and omission; searches for aspects that need greater attention; sees that work gets done.
Sustaining commitment	Monitor-evaluator	Analyses problems and evaluates ideas and suggestions so that the team is positioned to make balanced decisions.
	Team builder	Supports team members; improves communication between members and fosters team spirit generally.
Responding to changes	Creator	Advances new ideas and strategies; looks for new ways to approach problems.
	Resource investigator	Explores and reports on ideas, developments, and resources outside the group.

(Adapted from the work of E. M Belbin, *Management Teams: Why they succeed or fail*. London: John Wiley, 1981)

2.3.4.1 Duties of team leaders

The team leaders' duties are to define the team's purpose, clarify roles and establish their standards of behaviour (Parker, 1990: 108). Team leaders also serve as the spokespersons of teams, train new team members and evaluate team performance (Wellins, Byhams & Wilson, 1991: 38). According to Rees

(1991: 108), team leaders should become partners with team members and see themselves as facilitators, coaches, motivators and helpers of teams. Team leadership is rotated among team members and each team member takes a turn for a specified term in leading the team, which has the advantage of sensitizing members to the problems of the team, and making them more supportive.

Kottler (1994: 9) concurs with the above definitions of the responsibilities of team leaders by adding what advanced group leaders can do:

- Process information more quickly and act decisively;
- Screen poor risks;
- Change leadership style, depending on what is needed;
- Diffuse conflicts before they begin;
- Let go of strategies that are not working;
- Confront members nondefensively;
- Model higher levels of personal effectiveness; and
- Handle crisis situations without disturbing group balance.

2.3.4.2 The essential role of team building

Colleges and universities can learn much from the corporate world about team building. New and creative forms of leadership and management are required in order for institutions to turn potential problems into opportunities and to remain healthy (McDade & Lewis, 1994:25). According to Stoner and Freeman (1992: 421), team building, a related approach, analyses the activities, resource allocation, and relationships of a group or team to improve its effectiveness. This technique can be used, for example, to develop a sense of unity among members of a new committee. Team building can be directed at two different types of teams or working groups:

- An existing or permanent team made up of a manager and his or her subordinates, often called a *family group*; or
- New groups that may have been created through a merger or other structural change in the organisation or formed to solve a specific problem, which we call the *special group*.

Stoner and Freeman (1992: 422) summarise these activities for both family and special groups in Table 2.3.

Table 2.3   Team-building activities

ACTIVITY	FAMILY GROUPS	SPECIAL GROUPS
Diagnosis	Diagnostic meetings: "How are we doing?"	Diagnostic meetings: "Where would we like to go?"
Task accomplishment	Problem solving, decision-making, role clarification, goal setting, etc.	Special problems, role and goal clarification, resource utilization, etc.
Building and maintaining relationships	Focus on effective interpersonal relationships, including boss-subordinate and peer.	Focus on interpersonal or interunit conflict and underutilisation of other team members as resources.
Management of group processes	Focus on understanding group processes and group culture.	Focus on communication, decision-making, and task allocations.
Role analysis and role negotiation	Techniques used for role clarification and definition.	Techniques used for role clarification and definition.

Rowley, Lujan and Dolence (1997: 266) point out that the development of a team is essential, including those from the top administrative leadership of the campus to those throughout the organisation who are charged with implementation. Team participants eventually become ambassadors. Their involvement in strategic planning makes them feel more a part of the institution, and empowered to do something that will benefit the institution. Turner (1998: 78) argues that leaders must encourage people to work together as a team. Well-motivated teams of people perform more effectively than do the sum of their individual parts.

2.3.5   Supervisory leadership

Beach and Reinhartz (2000: 75) define supervisory leadership as the ability to motivate teachers and educators to perform tasks and /or take actions that help the college achieve its goals and fulfill its mission. Sergiovanni (1984: 8) argues that educational organisations are essentially human organisations. Unlike industrial organisations where the main resources are raw materials, machinery, technology, and patents, the college's most important and expensive resources are its educators and administrators. The challenge of working with educators to improve education lies in identification and commitment. These entail focus on staff personal and professional development, learning climates, teaching methods and activities and concerns associated with the improvement of educational experiences for students. As educators experience effective supervisory leadership at their institution, they are likely to become more committed to their departments and college goals and more motivated to work.

2.4   LEADERSHIP ROLE IN THE MANAGEMENT OF CHANGE

Beach and Reinhartz (2000: 303) point out that change is part of life for both individuals and organizations. Whether change is planned, or occurs spontaneously, due to natural circumstances, there are cumulative consequences for the organisation. Hanson (1996: 284) has described three types of change. One is planned change, which "is a conscious and deliberate attempt to manage events so that the outcome is redirected by design to some predetermined end". A second is spontaneous change, an alteration that is " the result of natural circumstances and random occurrences". Third, evolutionary change "refers to the long-range, cumulative consequences of major and minor alterations in the organisation". Educational institutions, like colleges, are not immune to these types of changes.

Managing change is often understood by institutional managers as changing the culture or the ethos of the organisation, whether to make it more competitive or efficient under new conditions, or simply better able to deliver upon its historical commitments (House & Watson, 1995: 8). The role of leadership in organisational change is action. As illustrated in Figure 2.2, leadership affects the four mechanical attributes of organizations (Holland, 2000: 53):

- Vision (script);

- Process (roles);

- Plant, equipment and tools (set and costume); and

- Performance system (contracts and training).

Unless the leadership of the organisation takes firm, positive action, the organization's mechanical attributes will not be altered to facilitate the organisational change.

Figure 2.2   Leadership influences mechanical attributes of organizations
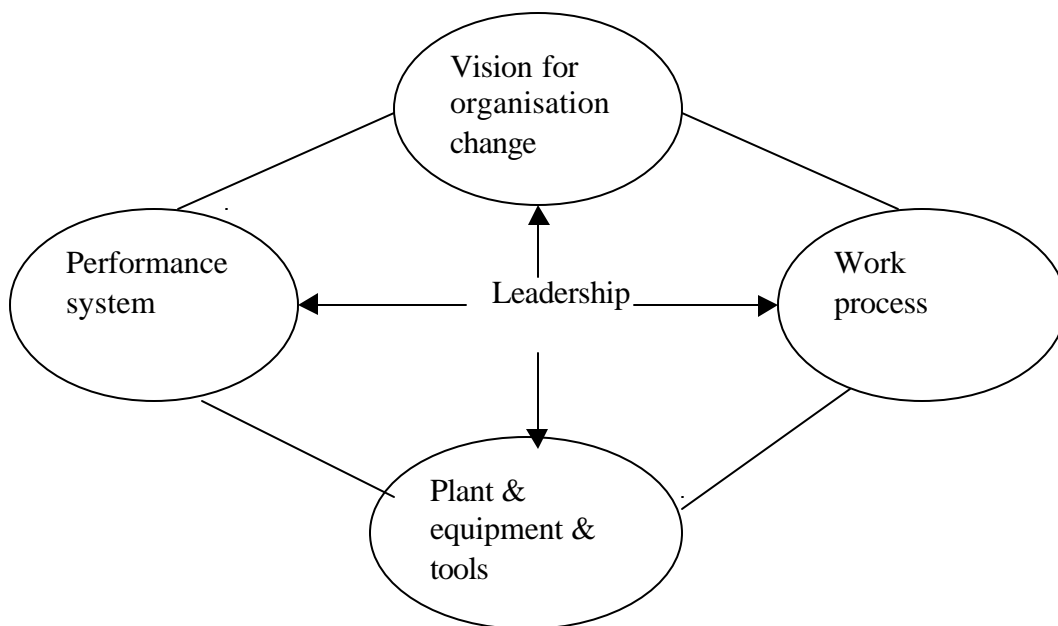
(Holland , 2000)

Ramsden (1998: 110) points out that the idea of leadership as an agent of transformation and the leader as a change agent, is as old as time. When there is a strong need for direction, as in times of crisis, the emotional appeal and power of leadership, which is based on charisma or godlike gift, is well known.

2.4.1   Understanding Total Quality Management as a model to facilitate change

According to Steyn (2001: 17), the need for quality management is the single most important issue in education today. Many educators maintain that quality management (QM) can fulfill the need for improvement by providing a structured, systematic strategy to address quality in the education sector. The term 'quality' means those features of products and services which meet or exceed customer needs and thereby provide satisfaction (Goetsch & Davis, 1995: 3). According to Juran (1999: 2.2), the definition of 'quality' can be made clearer by providing an overview of the meanings of quality as shown in Table 2.4.

Table 2.4   The meaning of quality

Product and service features that meet customer needs	Freedom of deficiencies
Higher quality enables organisations to: • Increase customer satisfaction; • Make 'products' saleable; and • Meet competition. The major effect is on sales (learner enrolment).	Higher quality enables organisations to: • Reduce customer dissatisfaction; • Reduce error rates; • Reduce rework; • Reduce inspection; and • Improve delivery performance The major effect is on costs.

Covey (1996: 264) argues that 'total quality' is primarily a paradigm (a way of looking at the world) concerning leadership and people. Management must change fundamentally, and transform its attitude, mind-set, basic paradigms, before total quality can become a reality. Management must empower its people in the deepest sense and remove the barriers and obstacles that crush and defeat the inherent commitment, creativity, and quality service that people are otherwise prepared to offer.

According to DoE (1998: 18), quality management and quality assurance are important dimensions of the new FET framework. The two are distinguished as follows:

- **Quality management** is concerned with the attainment of appropriate resource mixes, curricula and assessment practices, governance mechanisms and management, educator and learner performance. Quality management is the responsibility of all role players, from the national and provincial levels, through regional, sub-regional, local and institutional management and governance structures, to educators and learners. It is their collective responsibility to ensure learner mobility, promote national goals and objectives and provide good quality outcomes.

- **Quality assurance**, on the other hand, is concerned with reporting on the performance of learners and the system, and includes for this purpose a dynamic, competent and high quality evaluation corps, and appropriate evaluation methods such as assessment instruments, quality indicators, and the systematic evaluation of learning at key transition points, in selected subjects or instructional offerings, and policy impact evaluations.

McDade and Lewis (1994:76) argue that Total Quality Management (TQM) is nothing less than a total change in the philosophy of management. Staff and people on the ground, often know what is wrong with their institutions and have ideas of ways to fix things, but they have never been empowered to do so. The following can go a long way in achieving TQM:

- **Employee involvement**

The more information employees have about what is going on and why they are doing what they are doing, the more able they are to take responsibility for decisions themselves.

- **Blame the process, not the people**

This idea resonates with employees. Saying that when mistakes are made or a process is not working well, the process will be examined for its flaws rather than the employees being blamed, is a powerful leadership message.

- **Managing by fact**

Better management decisions are made on the basis of hard data, not anecdotes and gut feelings. An understanding of the principles of variation helps leaders make informed decisions about the need for change.

- **Customer focus**

This is nothing new, just treating customers as one would like to be treated. The Golden Rule is a good management principle.

The TQM methodology is built on three basic ideas which focus everyone on the removal of barriers to effective working (Slee, 1995:77):

- **Focus on process**. Identify the process by which a given task is carried out. Every work process towards a given end is comprised of small steps, and every step becomes the focus for critical analysis.
- **Create a process team**. Bring together everyone involved at each stage of a given process into a team; together the members can analyse the interactions, which make up the process.
- **Customers.** The process team is bonded by the concept of the customer. In TQM the customer is the person at the next stage in the process. The moment one passes work to a colleague, one becomes their supplier, and they one's customer. The process team then work together to identify ways in which they can improve service to their customers, and thereby to eliminate the barriers to effective working.

Research on leadership has resulted in several leadership models aimed at pinpointing the most characteristics of good leaders. Any of these styles can be effective or not, depending upon the nature of the leadership situation.

2.4.2   Management of change

Asmal (2003c: 4) argues that real change lies not in changing the names of institutions or altering their legal persona through mergers or legislation, but in changing the nature of the enterprise – teaching and

learning, the learner support services and the educational and cultural environment, that are at the heart of the colleges' activities.

According to Ginsburg (1993: vii), the ultimate goals of a college or university leadership are to provide a quality learning and living experience for students; to foster an atmosphere conducive to quality teaching, scholarship, and public service for faculty and to furnish a climate where managers and staff are able to provide services that support the institution's mission.

Charged with implementing change, managers must redefine their roles. Most people find this a personal challenge and it is also a challenge for the institution as a whole (Slowey, 1995:23). An organisation can change by altering its structure, its technology, its people, or some combination of these aspects. Approaches to structural change specifically entail the following (Stoner & Freeman, 1992: 414):

- **Classical organisational design** (defining job responsibilities and creating appropriate divisions of labor and lines of performance);
- **Decentralisation** (creating smaller, self-contained organizational units that are meant to increase the motivation and performance of unit members and to focus their attention on high-priority activities); and
- **Modification of the work flow** (careful grouping of specialties may also lead to an improvement of productivity and morale).

Day, Hall and Whitaker (1998:168) point out that a key leadership function is to be able to read and interpret the culture and influence its development so that there is a synergy between espoused theory – what you believe you do – and theory in use – what you actually do.

2.5   LEADERSHIP STRATEGIES AND MODELS

Slowey (1995: 23) argues that there are no simple blueprints for success. However, by offering reflections on strategies that worked, and some which did not work, it is hoped to contribute to the broader understanding of the nature of the management of change in the complex environment of

further and higher education, and to provide support to the increasing numbers of the academic community placed in positions of implementing change within their own institutions.

Despite a rich and varied history, the strategic-planning experience has not led to a single school of strategic thought on a set of concepts that will work well in all circumstances. There are countless ways in which an organisation can set direction, conduct an internal and external assessment, identify its stakeholders' needs and evaluate results (Rea & Kersner, 1997: 2).

2.5.1 Strategies associated with leadership

Day, Hall and Whitaker (1998: 72) citing Sergiovanni (1991), identify four leadership strategies associated with the principles and forces of transformational leadership:

1. **Bartering:** the leader gives to those being led that something they want in exchange for what the leader wants. (This approach works best when the principal and educators do not share common goals and interests.);

2. **Building:** the leader provides the climate and interpersonal support that enhances educator's opportunities for fulfillment of individual needs for achievement, responsibility, competence, and esteem. (Once a minimum level of common effort is achieved, this approach is recommended to shift the emphasis from extrinsic to intrinsic rewards.);

3. **Bonding:** school principals and educators develop together a set of shared values about the relationships they want to share and the ties they want to create to become a community of colleagues. (This approach attempts to shift the emphasis from what the head provides to obligations and commitments educators feel towards each other.); and

4. **Binding:** school principals and educators together commit themselves to a set of shared values and ideas that ties them together as a 'we'. (This is a means of establishing the moral authority that enables people to become self-managing.) The strategies are summarised in Figure 2.3.

Figure 2. 3   Four leadership strategies (Sergiovanni, 1991)

Stage	Leadership by	Results
1) Initiation (getting started)	Bartering (push)	Has value (helps achieve competence)
2) Uncertainity (muddling through)	Building (support)	Adds value (increases readiness for excellence)
3) Transformative (breakthrough)	Bonding (inspire)	Adds value (helps achieve excellence)
4) Routinisation (promoting self-management)	Binding (sustain)	Adds value (promotes self-management)

2.5.2   Applicable leadership models

2.5.2.1   The behavioural leadership model

Leadership models revolve around the assumption that the identification of sound leadership qualities that make certain people outstanding leaders would be to the advantage of both organizations and society because organisations and nations, become more sophisticated in their selection of leaders (Smit & Cronje. 1993: 340).

The goal of the behaviourist model was to determine behaviours associated with leadership. Kurt Lewin, Ronald Lipitt and Ralph White, conducted studies at the University of Iowa, that concentrated on the leadership styles of leaders, namely, authoritarian, democratic and laissez-faire leadership styles (Lunenburg & Ornstein, 1991: 132). A review of the three classic leadership styles can be observed in the following Table 2.5.

Table 2.5   Leadership styles

Behaviour	Authoritarian	Democratic	Laissez-faire
Policy	By leader	By group	No policy
Establishment of job techniques	By leader	Leader suggests; group chooses	Up to individual
Planning	By leader	Group given information needed for planning	No planning
Division of labour	Dictated by leader	Left to the group	Leader uninvolved
Evaluation	Praise and criticism	Objective standards used	No appraisal

The findings of the Iowa leadership studies were the following:

- Subordinates prefer the democratic leadership style;
- Subordinates prefer the laissez-faire leadership style to the authoritarian style;
- Authoritarian leaders elicit either aggression or apathetic behaviour that is deemed to be reactive to the frustrations caused by this style;
- Apathetic behaviour changes to aggressive behaviour when the leadership style changed from authoritarian to laissez-fare; and
- Productivity is slightly higher under the authoritarian leader than under the democratic one, but is the lowest under the laissez-faire leader (Lunenburg & Ornstein, 1991: 132).

Smit and Cronje (1992: 342) concur with the findings of the study conducted at the University of Michigan which identified two basic forms of leadership behaviour:

- Task-oriented leader behaviour, in which the leader is concerned primarily with careful supervision and control to ensure subordinates do their work satisfactorily. This leadership style involves applying pressure on subordinates to perform. According to task-oriented leaders, subordinates are merely instruments to get the work done.

- Employee-oriented leader behaviour, in which the leader applies less control and more motivation and participative management to get the job done. This leadership style focuses on people, their needs and progress.

2.5.2.2 *The contingency or situational approach to leadership*

Smit and Cronje (1992: 343) point out that contingency models are based on the premise that effective leadership cannot be explained by a single factor only. According to this model effective leadership occurs when the leader's style matches the situation.

Levicki (1998: 33) contends that situational leadership is a concept that describes the need for leaders to adapt their leadership style to the situation they find themselves in, as a consequence of the business' needs or the type of people they have working for them. No leader will be competent in every type of situation.

Various contingency models pertaining to leadership were developed, but only one of them appears to be relevant to this study, namely; the life-cycle model of leadership (Smit and Cronje, 1992: 343). The life circle model of leadership, developed by Hersey and Blanchard (1988: 171), proposes that an effective leadership style for a particular situation is determined by the maturity of the subordinates. This model proposes that when the subordinates are immature and inexperienced for a task, the leader should apply a task-oriented leadership style, called directing or telling. When the subordinates begin to be responsible, the leader should apply a coaching leadership style. As the subordinates become more responsible, a supportive leadership style is applied. The leader applies the delegating style when the subordinates are able to manage themselves (Smit & Cronje, 1992: 343).

Successful leaders analyse the situation; determine the level of support needed and adapt the style as their subordinates develop. Leadership models have contributed tremendously towards understanding and improving management and leadership.

2.5.2.3   *Hersey and Blanchard's model*

A well-known situational leadership model is that of Hersey and Blanchard (1988), which presupposes that the most effective management style for a particular situation is determined by the maturity of the subordinates. The leadership cycle model presupposes that managerial style must change as a group of subordinates develops and reaches maturity. To be successful, leaders must therefore analyse the situation, determine what degree of training or support is necessary and adapt their style as their subordinates develop (Smit & Cronje, 1992: 346).

Gerber *et al* (1995:367) point out that the leadership process is affected by three sets of variables: the leader, the subordinates (group or followers) and the situation. The interaction between these variables determines the leadership behavior of a superior and the resulting behavior of the subordinates in terms of their performance and job satisfaction. It may therefore be stated that leadership is a function of the leader, the group and the situation. It can be presented as in Figure 2.4.

FIGURE 2.4   Leadership variables
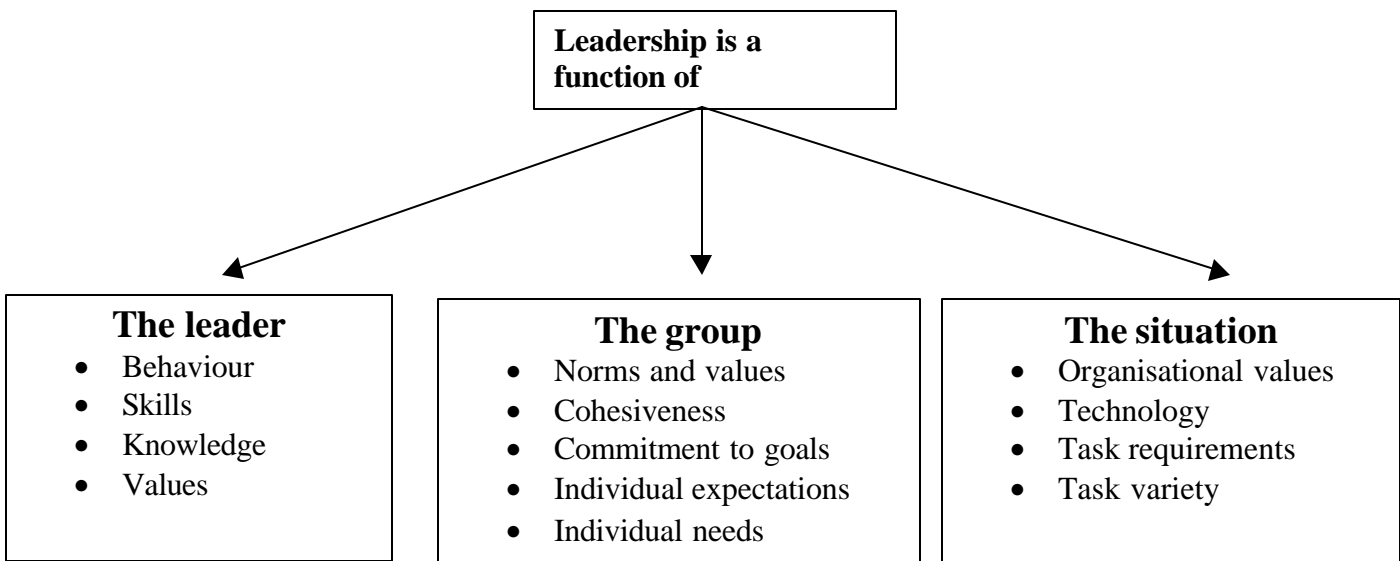
Gerber *et al* (1995:367)

The interaction between these three sets of variables determines the leadership style to be used in a particular situation. According to Raelin (2003: 93), Hersey and Blanchard propose two dimensions that characterise the nature of any leader's followers: their ability and their willingness. The ability is defined by such elements as how much experience they have on the job, how much knowledge they possess about the job's requirements, and how capable they are in fulfilling these requirements. The willingness dimension represents how interested followers may be in taking responsibility, how committed they are to the job itself, and how much confidence they have in fulfilling the job requirements.

2.5.2.4 *The interactionist approach*

According to De Vries (2001: 216), leadership never happens in isolation. There can be no leaders without followers, and all leadership activities take place in context. It is this interface between leader, follower, and situation that makes leadership so complex. To successfully incorporate all these elements, an 'interactionist' model of leadership is probably the most realistic. The personality, position, and experience of the leader play a role in the leadership equation, but so do the personalities of the followers (along with their values, attitudes, and beliefs, and the strength of the group's cohesiveness), combined with the situation (the nature of the tasks, the type of organisation, corporate culture, other industrial factors and the prevailing socio-economic and political situations).

2.6 THE VARIOUS LEADERSHIP ROLES

Kakabadse and Kakabadse (1999: 4) argue that effective leaders require a high level of people skills, well-attuned conceptual skills so that he/she can see opportunities where others cannot and can capitalise on current trends to turn them into future advantage, and the ability to command and focus resources to achieve a particular vision, change or goal.

Mintzberg (1980: 58) classifies the leadership roles into three categories namely:

- Interpersonal roles;
- Information roles; and

- Decisional roles.

Mullins (1989: 220) also acknowledges the three types of roles. Both Mullins (1989: 20) and Mintzberg (1980: 58) describe, for example, interpersonal roles as those relations with people that arise from the manager's status and authority. They perceive informational roles as those that relate to the sources and communication of information arising from the manager's interpersonal roles. Finally, they view the decisional roles as those that involve the making of strategic organisational decisions on the basis of the manager's status and authority. Figure 2.5 demonstrates the various leadership roles of the college principal.

Figure 2.5   Various leadership roles of the college principal

Formal Authority and Status
Interpersonal roles
Figurehead
Leader
Liaison
Information Roles
Monitor
Disseminator
Spokesperson
Decisional roles
Entrepreneur
Disturbance handler
Resource allocation
Negotiator

Mullins (1989: 220)

2.7   EXERCISING SHARED GOVERNANCE

To effectively operate the academic and administrative function of a college or university, the principle of shared governance has evolved. It is a mistake to attempt to develop or implement any strategic management activities using a top-down model. Instead, colleges need to approach the process of strategic planning using a participative model (Rowley, Lujan & Dolence, 1997: 58).

2.7.1   Shared responsibility

Community is the new metaphor for organisations. By invoking the metaphor of community, it is implied that in business people are bound by a fellowship endeavour in which all commit to mutual goals, in which each contribution is recognized and credited, in which there is a forum for all voices to be heard, in which the community's success contributes to the success of the entire enterprise. Creating a community requires promoting shared values and developing an appreciation for the value of working cooperatively and caring about one another (Kouzes & Posner, 2003: 129).

According to Blase and Blase (1999: 494), the proposal that educators take an active role in the governance of schools and colleges, and that principals should work with them as equals, is founded in the notion of empowering others to increase their capacity and commitment to do their best.

Bauch and Goldring (1998: 18) argue that when adopting new roles of decision-making, various definitions of educator empowerment are possible. They distinguish between two critical dimensions of power in decision-making: authority and influence. Authority deals with the ability of an organisational member to make decisions for others. Influence is a more limited form of decision-making in which members have the capacity to shape decisions through informal means. Equally important, are the opportunities the college leadership may provide for educators to influence decisions, yet educators may choose not to exercise that influence.

Historically, the pressure in education has been directed toward the student-teacher relationship. Educational system stakeholders blame and put all the responsibility on students and teachers. In a principle-centered learning environment that energy is shifted and aligned to focus on the learning

environment, thereby entrusting and empowering the students (Covey, 1996:306). It is imperative to identify all the stakeholders. Each stakeholder has and shares equal responsibility for providing the best learning environment for learners to grow and become empowered.

Ginsburg (1993: 23) contends that formally designated leaders can make a difference but institutions can exist and advance without them if informal leaders have effective followers. Effective followers seize the moment; are well-versed in and committed to the institution's mission, purpose, and goals; view themselves as team players; exhibit high performance standards; and search for new challenges and opportunities to challenge rather than live within traditional constraints.

2.7.2   Building a culture of innovation

Leadership roles can facilitate or hinder the effectiveness of follower initiative; they cannot demand it. Much of what happens in a college is due to the effectiveness of people in follower roles who, without title or authority, take initiative to do what they believe has to be done. As the number of such persons increases in a college, leadership becomes more dispersed (Ginsburg, 1993: 23).

Hesselbein, Goldsmith and Somerville (2002:89), cite Peter Ducker's definition of the term 'innovation' as a change that creates a new dimension of performance. The empowerment of people to innovate, however, does not mean freedom for everybody to do what he or she wants to do. Nor is innovation the recognition and acceptance of every new idea. The leadership of innovation and change should take note of the following:

- The potential for the new always requires testing and piloting;
- Innovators must have room for mistakes but also must be accountable and at risk for the results; and
- The organizational structure must separate the innovative initiatives from the main business and protect the new idea from being crushed by the institution's normal operation.

Supportive senior leadership should be ready to serve and listen but should also have the discipline to deal with a failed idea.

Ginsburg (1993: 28) further argues that the framework for shared leadership involves interpretation of the direction in which the institution is moving. This means that the act of leadership is a moral act. Inherent in this statement is the understanding that leadership is a covenant – a covenant of trust in which the institution and its well-being are put before individual recognition or gain. Strong leaders do not create institutional values; rather, they develop processes through which constituents can renew or redesign the institution's mission, vision, goals, and objectives.

2.8 SUMMARY

To be led effectively in the 21st century, FET colleges must undergo systematic change. The key factor identified in this chapter for successfully managing change within a large diverse institution is to seek to take people at all levels with you. This requires a carefully devised framework that enables staff to see the value of change. Leadership means planning for change. Developing and translating a vision in FET is an important first step in leadership. All constituents must believe that more can be achieved through shared leadership and teamwork at all levels than in an individualistic system.

Finally, the various theories (models) and studies of leadership can now be drawn together and summed up in the following propositions which provide useful guidance for practising managers (Sadler, 1997: 87):

- Leadership in management involves concern for both task performance and for people's needs, aspirations and expectations;
- Concern for people requires paying attention to, and knowledge of, the influence which motivates people as members of groups and as individuals;
- The way in which a manager chooses to exercise leadership (his or her leadership style) can have a strong influence on the performance, motivation and morale of his or her subordinates; and
- There is no single leadership style likely to be effective in all circumstances but the effectiveness of leadership style will vary according to the situation.

In the subsequent chapter the interpretive approach to the FET policy framework governing colleges, leadership within the merged FET colleges, FET college strategic planning, FET college leadership, governance and partnerships, and leadership capacity building strategies, will be explored.

CHAPTER THREE

LEGISLATION APPLICABLE TO FET COLLEGES AND THE STRATEGIC LEADERSHIP OF FET COLLEGES

3.1   INTRODUCTION

A key contemporary issue in the development of a high quality education service relates to the new thinking about how best to pursue quality and excellence in FET colleges. Leadership, strategic planning and the need for alternative models of management lead, inevitably, towards a reconsideration of both staff competencies and continuing staff and organisational development (Smetherham, 1999: 259). West-Burnham (1997: 116) contends that fundamental to any discussion of leadership is clarity as to the essential purpose of that leadership. In education there is no doubt that student learning and achievement has to be at the heart of leadership activity.

In the SAQA Bulletin (2003: 3) it is argued that the declaration of the year 2003 as the year of FET by the Minister of Education, Kader Asmal, gives recognition to the importance of the FET in the development of the economy. It has been said, and rightly so, that the FET is the 'Cinderella' within the family of the three bands of education in South Africa (that is general and higher education). FET is the least resourced and the least developed of the three. Yet this sector holds the greatest potential for unleashing the resources that can further contribute to socio-economic development and address the endemic problems of poverty, unemployment and crime. Above all it broadens the horizons of learning, career options and personal efficacy.

3.2   LEGISLATION APPLICABLE TO FET COLLEGES

Transformation and revitalization of the FET band presents a particularly complex set of challenges in terms of policy formulation and implementation. The vision that government has put forward for the FET band locates it at the nexus of the three key development sectors, namely: education, labour and industrial and trade development (SAQA Bulletin, 2003: 13). Of all other government policy documents impacting and influencing the FET sector, the following policy documents are reviewed in

summary form: the Further Education and Training Act, No. 98 of 1998, the Education White Paper 4 of 1998 and the Skills Development Act of 1998.

3.2.1   The Further Education and Training Act of 1998

The FET Act, No.98 of 1998 (DoE, 2003: 6) was passed to:

- Regulate further education and training;
- Provide for the establishment, governance and funding of public further education and training colleges;
- To provide for the registration of private further education and training colleges;
- To provide for quality assurance and quality promotion in further education and training;
- To provide for transitional arrangements and repeal of the old order laws; and
- To provide for matters connected therewith.

According to DoE (2003: 6), the purpose of the Act is to establish a national co-coordinated further education and training system, which promotes co-operative governance and provides for programme-based further education and training. An FET institution has been defined by the Act (Chapter 1(x)) as "any institution that provides further education and training on a full-time, part-time or distance basis and which is:

- Established or regarded as having been established as a public further education and training institution under this Act;
- Declared as a public further education and training institution under this Act; or
- Registered or conditionally registered as a private further education and training institution under this Act."

According to SAQA Bulletin (2003: 17), the policy goals that are set out in the FET Act and the nine attributes outlined for the FET colleges in the landscape document, create additional challenges that colleges have not been accustomed to dealing with in the past.

As technical colleges, these FET institutions provided training in engineering and business studies mainly, offered very limited student support and job placement, and largely remained parochial and unconnected with the outside world of work. In contrast to this, the FET college system being created envisages among others (SAQA Bulletin, 2003: 17):

- Colleges that will offer a diversity of programmes relating to business, industry, and community needs;
- Colleges that counsel and generally provide students with all forms of support including job placement; and
- Colleges that will interact with all relevant sectors of our society in pursuit of greater responsiveness and vibrancy than previously.

3.2.2 The Education White Paper 4 of 1998

In an earlier White Paper on Education and Training of March 1995, the Ministry of Education took a view that FET lies at the heart of the integration of the education and training system. In it, the Ministry expressed the desire for FET to be planned and co-ordinated as a comprehensive, interlocking sector that provides meaningful educational experiences to learners at the post-compulsory phase (DoE, 1998: 10).

The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), states in section 29(1) that: "Every one has the right:

- to a basic education, including adult education; and
- to further education which the state, through reasonable measures, must make progressively available and accessible."

Pursuant to this constitutional obligation, the White Paper 4 of 1998, provides a vision and policy frameworks for a nationally co-ordinated system of FET (DoE, 1998: 11). It is imperative that some of the key policy frameworks be explored in this chapter before the Skills Development Act of 1998 is reviewed.

3.2.2.1 A new governance framework

According to the DoE (1998: 26), the new FET framework will be based on the principles of co-operative governance. It will provide for a strong steering, co-coordinating and developmental role for government, substantial powers for FET institutions, and partnerships between government, organised business and labour, and communities.

In the document *Toolkit for FET colleges,* DoE (2003b: 20) it is argued that corporate governance embodies processes and systems by which colleges are directed, controlled and held to account. Corporate governance in South Africa was institutionalised by the publication of the King Report on Corporate Governance in November 1994, which has subsequently been superseded by the King Code of 2002. The purpose of the King Report was to promote the highest standards of corporate governance in South Africa. The code emanating from this report is inter alia, applicable to FET colleges.

3.2.2.2 Governance structures of FET colleges

According to DoE (2003: 20) the FET Act (Act No. 90 of 1998) includes provisions relating to governance. The Act put it categorically clear that " every further education and training institution must establish a Council, an academic board, a student representative council and such other structures as may be determined by the council subject to the approval of the Member of the Executive Committee (MEC)". The following is the summary of the responsibilities of the two major institutional governance structures:

- **Council**

The Council of a further education and training institution must perform all functions, which are necessary to govern the further education and training institution, subject to the FET Act and any applicable provincial laws. The Council of the public further education and training institution must consist of a principal, the vice-principal or vice-principals, not more than five persons appointed by the MEC, members of the academic board elected by the academic board, members of the lecturer staff elected by such staff, students elected by the Student Representative Council (SRC), staff other than

lecturer staff and such additional persons as may be determined by the Council in consultation with the MEC (DoE, 2003: 21).

- **Academic board**

DoE (2003: 20) stipulates that the academic board of a further education and training institution is accountable to the Council for:

1) The academic functions of the further education and training institution and the promotion of the participation of women and the disabled in the learning programmes;
2) Establishing internal academic monitoring and quality assurance procedures;
3) Ensuring that the requirements of accreditation to provide learning against standards and qualifications registered on the National Qualifications Framework are met; and
4) Performing such other functions as may be delegated or assigned to it by the council.

According to DoE (2003: 22) the academic board of a further education and training institution must consist of the following members: the principal, the vice-principal or vice-principals, members of the lecturer staff elected, members of the Council, members of the Student Representative Council (SRC), and such additional persons as may be determined by the Council.

Smit and Cronje (1992:409) point out that for a new business or institution one of the most important implementation considerations involves the development of an organisational structure. For an existing business or institution the structure used in the past must be analysed to ensure that it is consistent with the strategy chosen. Organisational structure could be defined as the basic framework of formal relationships for responsibilities, tasks and people in the organisation.

Leaders need to create organisations that are responsive to their environments and, accordingly, develop structures that promote collaboration and minimise territorial assertions (Rea & Kerzner, 1997: 30). There are few hard-and-fast rules for identifying the best organisational structure to employ for each strategy. Every strategy is grounded on its own set of key success factors and critical tasks. The

following five-sequence procedures should serve as a useful guideline for aligning the structure to the strategy (Smit & Cronje, 1992:411):

- **Pinpoint the strategy-critical activities.** What functions have to be performed extra well and on time for the strategy to succeed, and in what areas would malperformance seriously endanger strategic success?;
- **Understand the relationships among activities.** Before activities are grouped into organizational units, the strategic relationships that prevail among them need to be scrutinized;
- **Group activities into organisational units.** Make the strategy-critical activities the main building blocks in the organisational structure. This should result in these activities acquiring the resources they actually need;
- **Determine the degree of authority and independence given to each unit.** This aspect addresses the issue of centralisation versus decentralisation. To achieve success the crucial skill is to select strong managers to head each unit and delegate enough authority for them to formulate and implement strategy; and
- **Provide co-ordination among units.** This aspect can be achieved mainly through positioning the activities of organisational units in the hierarchy of authority.

Raelin (2003: 33) contends that leadership and structure should co-exist, though leadership is thought to preferably establish structure rather than vice-versa. Many organisations are also experimenting with relatively flat structures, such as horizontal or circular configurations. These tend to produce cross-functional teams that have a relatively high degree of autonomy to determine how to carry out their mission, whether in customer service, patient flow, or plan integration. In addition, these teams are often self-directed, operating without a designated leader.

West-Burnham (1997: 183) argues that structures and systems are the most fundamental challenges to colleges. The most significant difficulty is the inherited distribution of posts, which cannot be abandoned overnight.

3.2.2.3 A new framework for programmes and qualifications

The NQF is a body designed to promote the integration of education and training, offer multiple entries and exit points to learners and ensure learner mobility and transferability of credits. The NQF provides the framework for the development of a new, integrated FET curriculum, which will offer a flexible mix of fundamental, core and elective learning to meet the needs and requirements of learners, employers and HE institutions (DoE, 1998: 30).
.

In keeping with the requirements of the regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), all FET qualifications will comprise three basic components, namely fundamental, core and elective learning. These are defined as follows:

- **Fundamental learning** will provide the knowledge and skills that are the foundation for all learning at the level concerned. It includes language and communication, life skills and mathematical literacy;
- **Core learning** is concerned with the specific, core knowledge and competencies required for the completion of a particular qualification;
- **Elective learning** will offer the learner the opportunity to complete additional, optional credits, which may be of personal interest or professional relevance, or which open the door to arrange possible career and occupational choices (DoE, 1998: 30).

A modern and progressive framework for the recognition of prior learning (RPL) will be developed, so that those who have been denied formal opportunities for learning and those who have developed their knowledge and skills through self-study or work experience, can be given credit and obtain a qualification without unnecessary duplication of effort, expense or wastage of time. Exit qualifications, such as the current Senior Certificate, the National Senior Certificate and Further Education and Training Certificate (FETC), which will replace the first two qualifications in due course, will provide a reliable and credible basis for selection and entry to HE and will provide employers with a realistic profile of a learner's knowledge and competencies (DoE, 1998: 31).

According to DoE (1998: 37), the Ministry of Education has adopted a programme-based approach to both FET and higher education. The logic of this position is that the boundary between FET and higher education should be seen as 'soft' or permeable. There is no reason, in principle, why an FET provider cannot offer programmes that fall within the higher education band, or vice versa, just as there is no reason in principle why an FET provider might not offer certain programmes at the General Education and Training (GET) and Adult Basic Education and Training (ABET), levels. Before making any attempt to relocate any curriculum provision, it is important to establish or re-establish the college's guiding principles in curriculum distribution. A number of questions need to be considered at this stage (Ruddiman, 1999:17):

- What is the college's mission?
- Is the curriculum driven by market need only, or are there wider issues to be considered, such as equality of opportunity and the college's role in catering for educational needs in both the social and economic sense?
- What are the accommodation and resources implications of the proposed curriculum strategy?
- Is it possible to concentrate resources for the delivery of vocational advanced level studies?
- How many delivery points are required to meet the volume and distribution of demand?
- Is it possible to cluster delivery for maximum efficiency whilst still meeting customer need?
- Does one want to maintain a mixed curriculum –in terms of levels, vocational and academic, gender and age groups – at all main centers? and
- What are the strategic advantages of the location of all main centers and how can one maximize the benefit of those advantages to users and potential users?

The curriculum must be regarded as the focal point for all actions, mechanisms and structures planned for the various operational levels in the system. Key challenges and priorities for curriculum reform in the FET band are summarised in Table 3.1. To address the curriculum adequately, the three commonly identified domains must be considered: the intended, delivered and attained curriculum (SAQA Bulletin, 2003: 21).

Table 3.1   FET curriculum challenges and priorities

Intended curriculum (curriculum development):

- From national examinations to an NQF compliant qualification (FETC);
- New programmes and study fields for colleges;
- Colleges to design/introduce learnerships;
- Bridging courses – literacy, mathematics and science;
- Include more (relevant) general education components.

Delivered curriculum (teaching & learning):

- Consolidate use of OBE and continuous assessment;
- Mixed-mode tuition in colleges (learnerships and satellite delivery sites);
- Accommodate adult learning styles (colleges).

Attained curriculum (student outcomes):

- Increase pass rate; and
- Improve throughput rates (quality and efficiency).

The factors which have led to this 'profound reorientation' are not difficult to discern, deriving largely from a political climate which emphasises 'value for money' and radical reform of all aspects of the public sector. The policy framework also placed considerable emphasis on (Slowey, 1995: 24):

- Improvements in the design and content of courses and the quality of teaching;
- External measures of quality in research; and
- Increased efficiency of institutions as measured by various performance indicators.

3.2.2.4   *A new quality improvement and assurance institution*

A key educational goal of the Ministry of Education is the improvement of quality of education provision. Quality, in the sense of fitness for purpose, encompasses the caliber and competency of college managers and staff, the appropriateness of the curriculum, effectiveness of teaching and learning, the way in which standards are set and assessed, and the provision of appropriate facilities and infrastructure (DoE, 2001: 7).

According to DoE (1998: 32), quality assurance and quality improvement are fundamental to ensuring that FET programmes meet the needs of learners, communities, employers and society. Quality assurance provides a means of benchmarking the programmes and qualifications against one another and against world-class standards. It provides a basis for the recognition of credits and for articulation and transfer within FET and between FET and Higher Education. It also plays a vital role in ensuring that FET programmes and qualifications are relevant and in line with the needs of the industry. Continuous quality improvement is vital to redress the inequalities and deficiencies of the past and ensure the responsiveness and relevance of provision in a dynamically changing and globally competitive world.

There are six structures that share the responsibility for quality assurance in the FET band (SAQA Bulletin, 2003: 14):

- The DoE's Chief Directorate for Quality Assurance has operational responsibility for quality assurance of institutional performance and curriculum matters in the school sector;
- The National Board for Further Education and Training (NBFET) is required to advise the Minister on quality promotion and quality assurance for FET;
- Sector Education and Training Authorities (SETA's) are responsible for assuring the quality of FET provision within their respective sectors;
- Umalusi, General and Further Education and Training Quality Assurance Council (GENFETQA) is responsible for quality assurance of the Further Education and Training Certificate (FETC) standardized assessment, i.e. developing and implementing the FETC in the school and college sectors;

- The Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) is responsible for Higher Education (HE) qualifications offered in FET institutions; and
- SAQA is responsible for establishing equivalence of unit standards and qualifications in the FETC and workplace training, as part of the progressive development of the NQF.

3.2.2.5 *A new funding framework*

A new funding framework is needed to overcome the limits of the old funding formula. A key limitation is the lack of funding coherence reflected in differing funding norms, which apply across the multitude of departments, provinces, and institutional types which deliver FET. Other limitations include poor information flow that restricts sound financial planning, financial accountability and informed learner choice (DoE, 1998b: 50).

According to DoE (2001: 24), the new funding mechanisms driving the FET landscape will aim to influence college responsiveness to the human resource development needs of the country while, at the same time, encouraging adherence to the principles of access, quality, equity and redress.

The Education White Paper 4 on FET also stipulates that funding will be a key instrument for influencing the responsiveness of FET institutions to the achievement of national goals, the enhancement of the performance of the system, the widening of participation and the promotion of equity and redress. The public funding of the FET system is the responsibility of provincial education departments but it must be expressed in the form of national policy, including norms and minimum standards, by the Minister of Education after proper investigation and consultation (DoE, 1998: 33).

Provincial education departments in terms of the Medium-Term Expenditure Framework (MTEF) budgetary principles and in line with agreed plans and priorities will make actual budgetary allocations to FET institutions. The new funding approach for FET institutions will comprise four elements (DoE, 1998: 33):

- Formula funding of programmes;
- Funding for special purposes;

- Student financial aid; and
- Private funding.

According to DoE (2003: 23), the funds of the public further education and training institution consists of:

- Funds allocated by the State;
- Donations or contributions received by the institution;
- Money raised by the institution;
- Money raised by means of loans subject to the approval of the MEC;
- Income derived from investments;
- Money received for services rendered to any other institution or person. Money payable by students for further education and training programmes provided by the institution;
- Money received from students or employees of the institution for accommodation or other services provided by the institution; and
- Other funds from any other source.

There are two Department of Labour (SETA-linked and National Skills Fund (NSF)) funds aimed at providing significant opportunities for FET institutions to access additional funding and to participate in human resource development projects across the country. To succeed, the FET colleges will have to enter into formal agreements with industries that have set up learnership programmes (Kraak, 1999:11)

3.2.3   The Skills Development Act of 1998

This Act was proclaimed, through the Department of Labour in 1998, to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce; to integrate those strategies within the NQF according to the South African Qualifications Authority Act, of 1995; to provide for learnerships that lead to recognised occupational qualifications; to provide for financing of skills development by means of a levy-grant scheme and a National Skills Fund (NSF); to provide for and regulate employment services; and to provide for matters connected therewith (DoL, 2003: par. 1).

According to DoL (1998: ss. 1-2) the purposes of this Act are:

a) *To develop the skills of the South African workforce:*
- to improve the quality of life of workers, their prospects of work and labour mobility;
- to improve productivity in the industry and the competitiveness of employers;
- to promote self-employment; and
- to improve the delivery of social services.

b) *To increase the levels of investment in education and training in the labour market and to improve the return on that investment;*

c) *To encourage employers to:*
- use the workplace as an active learning environment;
- provide employees with the opportunities to acquire new skills;
- provide opportunities for new entrants to the labour market to gain work experience; and
- employ persons who find it difficult to be employed.

d) *To encourage workers to participate in learnership and other training programmes;*

e) *To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;*

f) *To ensure the quality of education and training in and for the workplace*

g) *To assist:*

- work-seekers to find work;
- retrenched workers to re-enter the labour market; and
- employers to find qualified employees, and

h) *To provide and regulate employment services.*

According to the Department of Labour (DoL, 2003: 1), skills development is an urgent priority for South Africa as an integral part of the country's overall objectives of:
- Reduced poverty;

- Increased employment;
- Improved international competitiveness;
- Reduced crime; and
- Increased economic growth.

The SAQA Bulletin (2003: 7) points out that specialists are divided on the extent to which South Africa should pursue a high skills strategy for economic development. In this bulletin, King and McGrath (2002) are cited as advocating simultaneous improvement (in terms of access as well as quality) on two fronts:

- Diffusing basic education and foundational skills (literacy, numeracy, reasoning, social and problem-solving skills) throughout the population; and
- Intermediate and high-skills development, even if only a part of the population stands to benefit directly in the short-to-medium term.

According to SAQA Bulletin (2003: 5), the vision for FET (especially FET colleges) must therefore be considered against the background of the government's vision for the future of South African society as a whole. Certain components of the vision of the new FET landscape show that it now serves a united nation. These serve as the foundations for achievement of the country's HRD strategy and the improvement in the supply and quality of skills that are responsive to the society and economy's needs.

3.4   THE ATTRIBUTES OF FET COLLEGES

The character and attributes of FET colleges as articulated in DoE (2001) document are aptly summarised in the SAQA Bulletin (2003: 46) as follows:

- The new FET colleges are to be large and multi-site in character. This attribute arises mainly from the fact that the newly created colleges are a result of merger processes, with no closures of individual sites;

- The colleges will have greater authority devolved to them than was previously the case, with most financial, administrative, human resource and infrastructure responsibilities that were previously the domain of provincial education departments now devolved to the colleges;

- Colleges will be expected to develop curricula and programmes that will be more diverse and responsive to the human resource requirements of the country and more specifically the province and the region. They will also be expected to increasingly develop niche areas of specialisation that place them in a position to provide their students with a competitive advantage in terms of entering the labour market;

- Quality improvement and assurance will be key tasks of the new colleges;

- In providing diverse programmes and curricula, colleges will have to cater equally for a diverse population of students. This will by necessity require the adoption of a variety of delivery modes, open and distance learning being some of those mentioned in the report;

- The FET colleges will be required to provide learning opportunities for students with special needs;

- FET colleges will be expected to facilitate access to higher education by providing a limited number of higher education programmes, preferably in partnership with Higher Education institutions, in order to facilitate articulation with regards to learning outcomes and credit transfer;

- The colleges are encouraged to provide greater learner support and career guidance; and

- Colleges will be expected to pursue and develop partnership with communities and the private sector.

3.5   STRATEGIC LEADERSHIP OF FET COLLEGES

Thody (1999: 263) points out that the importance of strategic planning in education has been increasingly recognised but observation of senior executives in business, the public sector and in education, shows that managers devote little time to reflective planning and do not spent time thinking. At a time when FET college reform cries out for leadership, rather than bureaucratic command, colleges should be evolving from top-down hierarchical management toward a more collaborative, collegial, participative form of leadership.

According to the DoE (2003: 30), a business process is a structured set of activities within a college, designed to produce a specified output. A business process emphasises how work is performed rather than what is done. The strategic management process is the process that:

- Develops the college's mission;
- Defines the college's business objectives;
- Identifies the business risks that threaten attainment of the business objectives; and
- Manages the business risks by establishing business processes, and monitors progress toward meeting the business objectives.

Rea and Kerzner (1997: 12) argue that the need to think systematically is central to understanding and responding wisely to the strategic issues facing a college. Systems thinking require that executives see the organization as a whole in relation to its environment. No corporation can survive for as long it fails to serve the basic needs of customers, shareholders (if any), and employees. Rea and Kerzner (1997: 12) further argue that the points outlined below can be used as a framework to formulate any organisation's strategy:

- Strategic issues facing the enterprise;
- Competitive advantage;
- Match between products/services and customers;
- Future direction/innovation and growth;
- Stakeholders' satisfaction; and
- Strategic integration/measurement.

The core business processes, reflected in Figure 3.1, are the processes that develop, produce, sell and distribute a college's products and services. These processes do not follow traditional organisational or functional lines, but reflect the grouping of related business activities (DoE, 2003: 30).

Figure 3.1   The core business processes

Strategic Management

⇩

Core Processes

Enrolment

Service delivery

Curriculum Management

⇩

Resource Process

Human Resources

Facilities Management

Sponsorship

&

Fundraising Management

Financial Management

Materials Management

Information Management
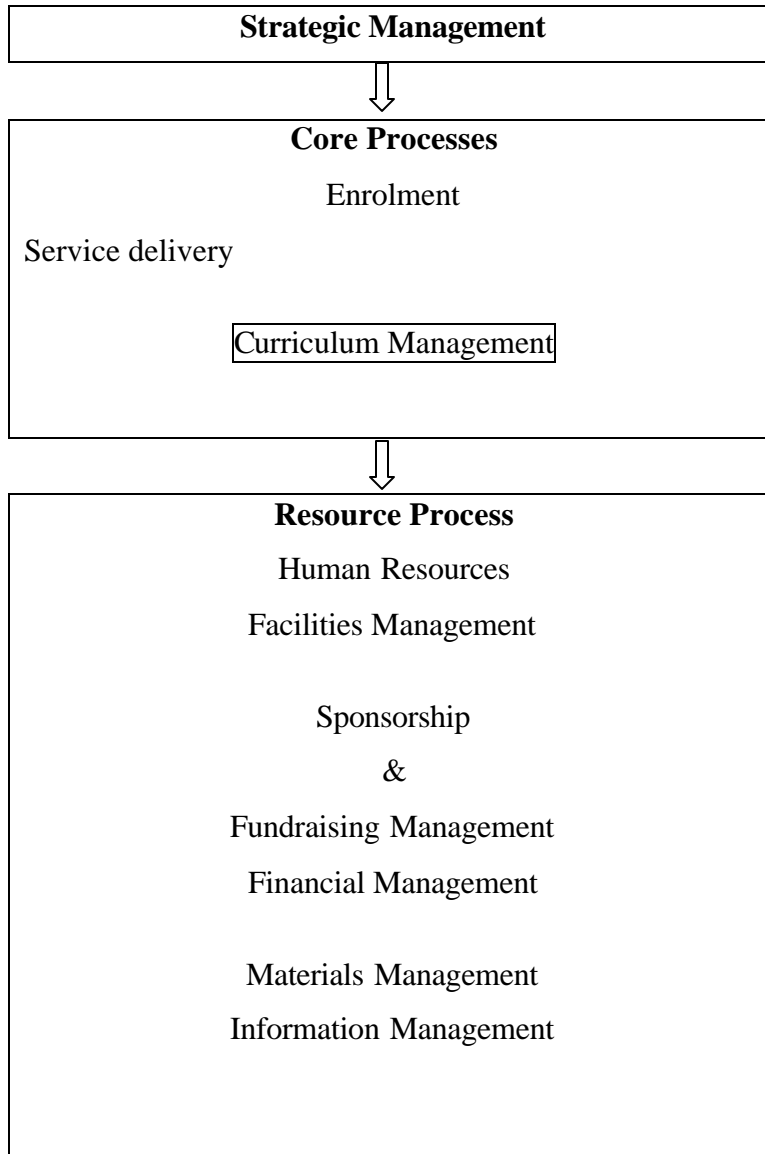
(DoE, 2003: 30)

A fairly straightforward and effective tool called the SWOT analysis (i.e., examining the organisation's Strengths, Weaknesses, Opportunities, and Threats) can be used to identify an organization's strategic issues. Strengths and weaknesses refer to internal factors such as marketing, finance, human resources, leadership, facilities, equipment, and so on. Opportunities and threats refer

to external factors such as social, technical, economic, political, and legal trends and issues (Rea & Kerzner, 1997: 13).

Drucker (2000: 61) contends that all institutions have to make global competitiveness a strategic goal. No institution, whether a business, a college, or university can hope to survive, let alone to succeed, unless it measures up to the standards set by the leaders in its field any place in the world. There are numerous questions, models, and frameworks that leaders can use to engage an enterprise in strategic planning. However, many of these models are overly complex, attempting to address every conceivable strategic issue. Rea and Kerzner (1997: 9) point out that strategy formulation is not likely to bear fruit for organisations that lack quality leadership and human resources, adequate information to make critical strategic decisions, a sound customer base, an element of comparative advantage, and a commitment to excel. Organisations that are ambitious beyond their resources and abilities would be wise to concentrate on good management. The quality of an organisation's top leaders is a critical influence on its overall effectiveness and continuing adaptability.

3.5.1   The role of the executive leader of the college

Zaccaro (2001: 13) defines executive leadership as that set of activities directed toward the development and management of the organisation as a whole, including all its subcomponents, to reflect long-range policies and purposes that have emerged from the senior leader's interactions within the organisation and his or her interpretations of the organisation's external environment. Kouzes and Posner (2003: 186) argue that the leader's clarity of purpose and ability to articulate both vision and shared values give certainty and purpose to others who may be unsure, who are afraid, or who would otherwise have difficulty achieving greatness on their own. Raelin (2003: 7) concurs with the above and suggest the four critical processes of leadership as shown in Figure 3.2.

Figure 3.2   Four critical processes of leadership
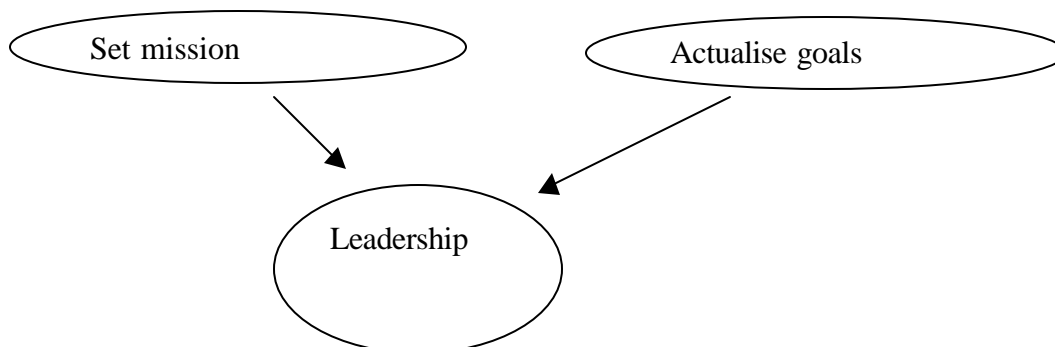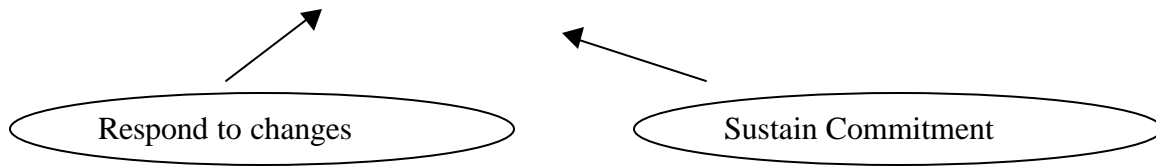
(Raelin, 2003)

Zaccaro (2001: 176) identified five major strategic management functions of the executive leader as shown in Figure 3.3.

Figure 3.3   Strategic management functions of the executive leader

Analyse problems and opportunities:
1. Determine variables operating in situation;
2. Analyse impact of variables on each other;
3. Ascertain short, medium, and long-range effects of internal and external environments upon variables.

Formulate appropriate solutions and responses:
1. Determine solutions within present goal structure;
2. Establish new goal or goal structure if no proper responses; and

Implement solutions and responses:
1. Organising appropriate structural units;
2. Staffing these units; and
3. Directing operations.

Integration of actions and interactions (feedback)

Interpret policies and operations:
1. Communicate policies throughout organization;
2. Amend, revise, or delete prior policies and operations;
3. Direct parts of organisation to return to prior functions of analysis, formulation, and

Evaluate the effectiveness of policies and operations:
1. Control policies and operations;
2. Remedy deficiencies in policies and operations; and
3. Determine performance of organization.

Zac[...] expected to adapt a long-term perspective of the [...] short-term goals and strategies that are congruent with that perspective. In their planning and exertion of influence, senior leaders are also required to balance myriad, typically conflicting, constituencies, demands, goals, and requirements, both within and outside the organization. When leaders accomplish these tasks successfully, their organizations are likely to be performing well and in a position to adapt quickly to environmental dynamics.

According to Zaccaro (2001: 180), strategic management models of executive leadership emphasize organizational decision-making and the role of the executive leaders in making, guiding, and implementing strategic decisions.

3.5.2   Creating the mission and vision of the colleges

Rea and Kerzner (1997: 12) argue that the mission statement defines the organization's reason for being. It addresses this question: "If we were completely successful, what would we look like?" Answering this question requires that an enterprise (the college) define the business that it is in, who it serves, and the needs, wants, and values of its stakeholders.

According to West-Burnham (1997:79), colleges have explicit values shared by all members of the college community, explained to all those who come into contact with the college, and used as the basis for all aspects of the life of the college. Values, which are implicit, are not capable of implementation. The mission statement serves a number of practical purposes:

- It characterises the college to its community;
- It provides a sense of direction and purpose;
- It serves as a criterion for policy-making;
- It sets the college culture;
- It generates consistency of action;
- It identifies clients; and
- It serves to motivate and challenge.

Above all, the mission statement creates a sense of uniqueness and identity that serves as a platform for action. Visions are preferably co-created. Minimally, they arise out of the community in its very work. The leader does not walk away to create the vision; it is often already present. It just needs articulation (Raelin, 2003:140).

West-Burnham (1997:79) believes that if the mission statement is to be more than a series of clichés, or even worse, marginal to the life of the college. It has to be rooted in a number of fundamental components. These are expressed in Figure 3.4.

Figure 3.4   Fundamental components of the mission statement

```
                          Core Purpose
                               │
                               ▼
  Values  ─────────▶   Customer Focus   ◀─────────  Future Thinking
                               ▲
                               │
                            Mission
```
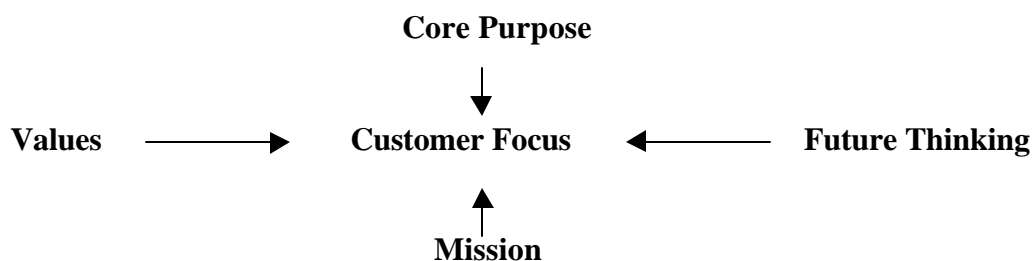
(Smit and Cronje, 1992)

Rea and Kerzner (1997: 30) point out that the importance of leadership in crafting strategy cannot be overstated. Leadership and strategy are intertwined. Organisations need strategic leadership that promotes systematic thinking and behaviour. Leaders need to exercise courage to make hard choices that are inevitably part of the strategy.

The purpose of the ongoing process of stating and discussing the vision is to buttress and develop the most critical factors in the development of organizational culture (Unisa, 1999: 231). These are:

- The web of shared assumptions,
- Beliefs; and
- Values that unite the group in mutual solidarity.

In the ordinary, bureaucratic organization these are things that are rarely examined and discussed, rarely made explicit and public, rarely challenged. Engaging in give-and-take of the ongoing conversation required to forge and maintain an evolving vision of the organisation requires one to rethink assumptions, beliefs, and values that previously guided behaviors at work and either reaffirm them or modify them in the light of this reflection as well as in the light of newly emerging realities. The process has a name – **reflective practice** – and many believe that it is essential if one is to continue to develop and improve one's professional practice over the years rather than to stagnate and become increasingly irrelevant (Unisa, 1999: 231).

Vision building is not always a placid process but often requires engagement with different world-views of people in the group, different temperaments, different personal agendas, and different levels of understanding, different hopes and aspirations, and different educational approaches to the future (Unisa, 1999: 232)

The clarification of values and expectations coupled with analysis of the context in which the college will be operating provide the raw data for the production of the mission statement. The statement is then a valid basis for the writing of a development plan. The relationship is shown in Figure 3.5 (West-Burnham, 1997: 84).

Figure 3.5   Mission and strategy

MISSION STATEMENT

↓

DEVELOPMENT PLAN
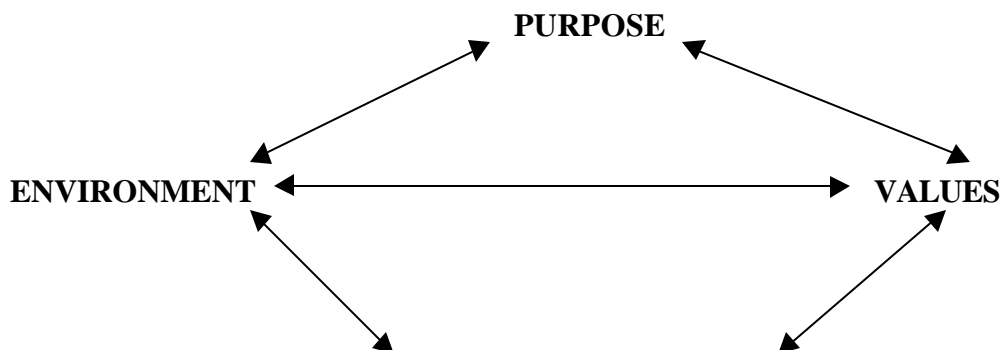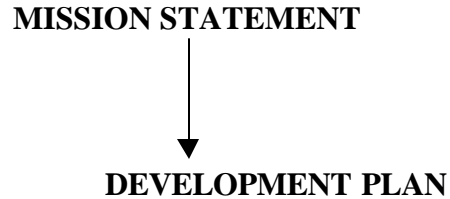
(West-Burnham, 1997)

If the mission statement identifies the destination of the college, then planning is necessary to specify the timetable and stops of the processes. The key process as shown in Figure 3.5 is vectoring – moving from the general to the specific, the abstract to the concrete, and the common to the personal. It is only when individuals are able to participate in the setting of specific targets that measurable outcomes will occur (West-Burnham, 1997: 90).

Figure 3.6   Mission and planning

MISSION STATEMENT

OBJECTIVES
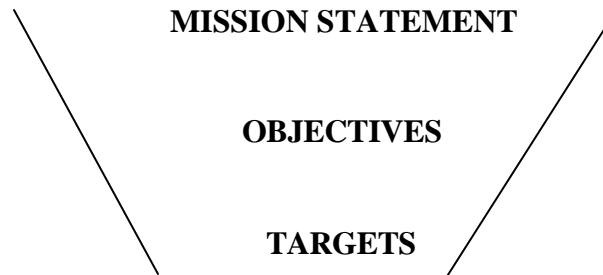
TARGETS

(West-Burnham, 1997)

According to West-Burnham (1997: 91) in the hierarchy shown in Figure 3.6 objectives are short-term (one or two year) college priorities and targets are personal, short-term (six months to one year) outcomes. College objectives are established through the development planning process and targets through the appraisal process. The interconnection of mission statement, development planning and target setting is demonstrated in Figure 3.7.

Figure 3.7   Mission, Planning and Targets

Mission statement
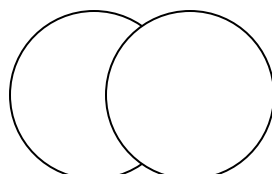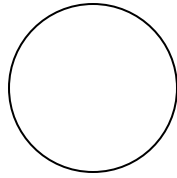
Target setting

Development planning

(West-Burnham, 1997)

Rea and Kerzner (1997: 31) point out that strategy is about leadership and wide-based employee involvement. It is about meeting expectations of stakeholders. It is about comparative advantage and the institution's environment. Most of all, it is about ideas that inspire and give people a sense of purpose. Smit and Cronje (1992:110) suggest three levels of strategy namely:

- **The corporate strategy** also called the grand strategy. This is the course chartered for an organization as a whole and specifies what set of businesses the organisation should be in;
- **Business strategy** determines how best to compete in a particular industry or market. It is concerned with the best strategy for each unit or business within a corporation; and
- **Functional strategies** are also called operational strategies developed for major areas in a particular business, for example strategies for marketing, finance, human resources etc.

The selection of corporate strategies involves the four steps shown in Figure 3.8 (Smit and Cronje, 1992:128):

Figure 3.8   The grand strategy selection process

Identify the present corporate strategy

Conduct a portfolio analysis

Select a corporate strategy

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                    ⇩
        ┌─────────────────────────────┐
    ⇦───│ Evaluate the selected strategy │
        └─────────────────────────────┘
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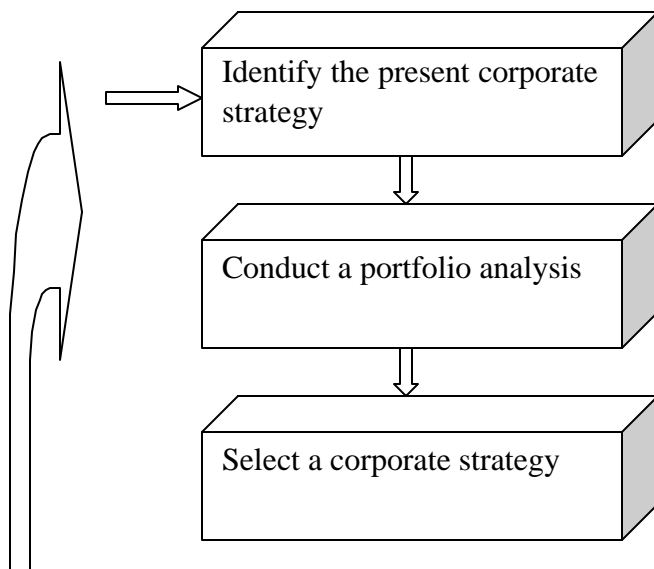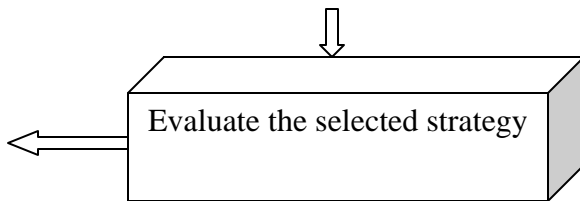
(Smit and Cronje, 1992)

Mische (2001: 12) summarises some of the major changes occurring that are redefining and defining the rules of strategic thinking in Table 3.2.

Table 3.2   Rules of strategic thinking

Traditional strategic planning	High-performance strategy formulation
- Imitate, substitute; - Competitors are rivals; - Leverage suppliers for concessions and lower prices; - Create vertically integrated structures; - Organize for size and efficiency; - Compete for industry position/rely on size and barriers to entry; - Reduce bargaining power of customers; - Compete on price and least cost; - Create functional specialization and separation within the organization; and - Compete for maximum market share within a well-defined	- Innovate, collaborate, complement; - Competitors can be partners; - Engage suppliers as collaborators; - Disaggregate and focus on core competencies and selectively outsource; - Optimize agility and adaptability; - Create a new industry/define new rules of competing; - Engage the customer, delight the customer; - Compete on value and offer a compelling value proposition; create a pleasant experience; - Emphasize selective organizational integration of functions and processes; and

industry.	• Create virtual market space across industries and optimize profit pools.

3.5.3 Strategy implementation

According to Zaccaro (2001:215), strategy implementation can be examined in terms of four subprocesses:

- The operationalisation of grand strategies into more specific and time-bound tasks and activities;
- The communication of organisational strategy, including its operationalisation into tasks and activities, to subordinates;
- The garnering of subordinate commitment to strategic changes, and of their motivation to follow through with these changes; and
- The monitoring of strategic implementation activities to ascertain effective strategic change.

Carrol (2000: 40) further suggests that the blending of goal setting with visioning and persuasive leadership seems to be what is needed in the new decentralised horizontal and networking organisational forms which have evolved in many of the largest institutions. It is worth noting that strategy development happens under conditions of uncertainty. The human side of uncertainty is the sense of adventure. Strategy can be thought of as an adventure story –an enchanted quest. Eight-step model for organisational transformation is suggested by Saul (2000: 214) who contends that this model is more applicable where a new change is being ushered in. The model comprises:

- Analysis of the issues and contextualization of the need for change within a competitive framework;
- Preparation of a plan to restore the organisation's competitive position and creating/developing the political will to implement it;
- Gaining agreement on that plan across the whole organization;
- The effective and timely implementation of the change programme, achieving quick wins and recognizing them as important steps in the process; and

- Through the change process, the creation of a competitively focused entity, incorporating the processes and procedures, which support a culture of commitment to ongoing change.

Vision and strategies are not necessarily mutually exclusive, however visionary and inspirational models of executive leadership have noted that for executive leaders to be effective, visions must be translated into day-to-day operations and activities (Zaccaro 2001:235). According to Carrol (2000: 38), effective visioning, seems to require several elements. First, the vision should be compelling and attractive; it must be perceived as feasible or possible; it should be simple enough to understand; and all concerned with its attainment should remember it. For the latter, there probably should be a lot of repetition. The vision should also set standards of excellence, reflect high ideals, be ambitious, and reflect the uniqueness of the organization.

3.6   FET COLLEGE PARTNERSHIPS

As outlined in White Paper 4 on the transformation of FET colleges, it is believed that partnerships with the social partners, communities, NGOs and others are essential, to promote the development of new, responsive programmes and curricula, to build capacity, and to mobilize resources and expertise for the development of a new FET college sector which can respond to the human resource needs of the country. The Department of Education should actively develop closer linkages and forms of cooperation with other government departments and will build relationships with and enlist the support and cooperation of the private sector, along with other partners (DoE, 2001:20).

3.6.1   Partnership with the labour market

There is a need for an improved interface between the FET colleges and labour market. Companies in the formal sector face increased levels of competition, fuelled by the pressures of globalization. In addition to employer requirements in terms of FET graduates' mastery of theoretical knowledge and up-to-date technical and/or occupational skills, colleges will have to attend to the following general education (SAQA Bulletin, 2003: 10):

- Students' grounding in foundational skills and content, particularly English literacy and mathematics or mathematics literacy; and

- Key social and cognitive skills necessary for effective functioning within modern work situations, including the ability to work in teams, to innovate and to take initiative when appropriate.

According to the DoE (1998: 16), the education and training sectors and the employment system are linked in many ways. In the market for education and skills, the Ministry of Labour operates mainly on the demand side, while the Ministry of Education operates mainly on the supply side. The Skills Development Strategy of the Ministry of Labour provides a framework for determining the training needs in the labour market and the funding mechanisms for training. The FET policy framework provides, in the main, a strategy for suppliers of education and training to respond to the labour market needs as identified by private and public employers.

King and McGrath (1999) as cited in the SAQA Bulletin (2003: 10) argue strongly that it is inadequate to focus the vocational component of FET solely on preparing students for employment in the formal sector, which by default appears to be the current policy in South Africa. They point out that the present and prospective economic realities of the country make it a priority to prepare FET and secondary-level learners for possible self-employment.

3.6.2 Making international connections

According to the report by the British Council- South Africa (2003: 1), many schools and colleges in South Africa have established links with schools and colleges in the United Kingdom. Considerable benefits have been identified, such as institutional development and positive impacts on learners. These links are aimed at:

- Promoting curriculum enrichment and innovative educational strategies;
- Improving attendance;
- Supporting whole school/college development; and
- Increasing positive professional exchange.

The network of schools and colleges being supported by the British Council has facilitated the following (British Council- South Africa, 2003: 1):

- Access to British Council services and facilities;
- Invitations to occasional meetings and workshops;
- The opportunity to join a virtual education community; and
- The sharing of good practice and experience.

3.7 LEADERSHIP CAPACITY BUILDING

According to Slowey (1995: 87), many heads of departments have had little prior experience of management training unless they have been recruited from or have had prior experience in industry or the public sector.

3.7.1 Leadership development: an FET imperative

In the twenty-first-century organisation, there is a need to establish communities where everyone shares the experience of serving as a leader, not serially, but concurrently and collectively (Raelin, 2003: 5).

Since FET straddles a number of sectors, including education, training, small, micro and medium enterprise (SMME) development, agriculture and social services, FET managers – especially college principals – require a multi-disciplinary background to be able to fulfill their leadership function effectively as their institutions venture into new kinds of partnerships and introduce new study areas. In addition to the above-mentioned leadership and management skills, professional development of FET managers will have to cover broader areas such as:

- Economic literacy;
- Development theory;
- Development economics;
- Leadership skills;

- Quality management; and

- During a period of extensive curriculum reform, such as at present, instructional leadership is also a key competency required of all education managers (SAQA Bulletin, 2003: 30).

Craig (1996: 582) points out that leadership is needed at all levels, whenever coordinated human behaviour is essential to making something happen. It is the catalyst for action, which makes the difference between success and failure, and this is one of the reasons leadership development plays a central role on most corporate training agendas.

3.7.2 Staff development in FET colleges

According to SAQA Bulletin (2003: 29), many college educators will need training or retraining in the following aspects:

- Practical training provided on-site or in simulated settings for consolidation of newly acquired skills;
- Exposure to workplace practices and technologies, particularly in high-technology sectors;
- Programme design flowing from the information gathered through environmental scans; and
- Specific training in the processes involved in registering qualifications with SAQA.

It is further proposed in the bulletin that a holistic approach to staff development for teaching staff at FET colleges be used, namely (SAQA Bulletin, 2003: 29):

- Short courses for purposes of sensitization and/or information dissemination; and
- Accredited formal further studies for identified staff in high-priority study fields (e.g. mathematics, communication studies and entrepreneurship) and for target groups (black staff, women and disabled persons) in order to deepen their subject knowledge.

According to Ivancevich (1998: 422), the first step in managing training is to determine training needs and set objectives for these needs. Latchem and Lockwood (1998: 37) add that identifying needs is an important element in providing appropriate staff development. Unfortunately, this is all too often

sketchily done and may concentrate only on the individual, hardly linking to priorities within the organisation as a whole.

Thomson and Mabey (1994: 30) explain that a training needs analysis (TNA) is basically a process of collecting data that allows an organisation to identify and compare its actual level with the desired level of performance. Performance here can be interpreted as the skills, knowledge and attitudes necessary for staff to do the job effectively. Usually the process consists of collecting data on current levels of performance and comparing these with the current desired levels of performance over the long term. The shortfall in each comparison reveals both immediate and long-term training needs.

3.7   DIFFERENT MANAGEMENT MODELS

Pellissier (2001: 140) argues that new models emerge with changes in values and norms in a society at large. Their emergence is the result of the interaction between the social, political and technical forces present at any given time. Four management models are of interest here, and are presented in chronological order, although they often do not function in isolation, but within each other. These are:

Model 1: The Rational Goal Model

This style focuses entirely on the product and is driven by four principles:

- Develop a science for every job, replacing the old rule-of-thumb method;
- Systematically select workers to fit the job. Train them effectively;
- Offer incentives in accordance with the principles of the science developed; and
- Support workers by carefully planning their work. The manager's job is that of director and producer.

Model 2: The Internal Process Model

This model can be represented by the pyramid, indicating a very hierarchical organizational structure. Effectiveness is measured by stability and continuity, and there is great emphasis on processes as

definition of responsibilities, measurement, documentation and record keeping. The manager's job is that of monitor and co-ordinator.

Model 3: The Human Relations Model

The model is characterised by participation, conflict resolution and consensus building and is therefore symbolized by a circle. A clan-like, team-oriented culture should exist, and the manager is involved in the development and motivation of employees. His/her job is that of mentor and facilitator. This model focuses on people and not on output.

Model 4: The Open Systems Model

In this model the organisation is part of a competitive environment. Key areas of organizational effectiveness include flexibility, external support and responsiveness and the organization could be well be symbolised by the amoeba, that is, a very responsive, fast changing organism. There is common vision and shared values, and the manager is seen as an adaptable innovator and broker (Pellissier (2001: 141). Leadership and management in organisation determine the quality of what happens within the organisation.

3.8   SUMMARY

This chapter reflected on the key legislation that forms the cornerstone of policies applicable to FET colleges, issues pertaining to the visions, mission and total strategic leadership of colleges, and the importance of partnerships and networks, and staff development as capacity building tools.

Both the FET Act and the Education White Paper 4 of 1998 mapped the path for further education and training and set the national frameworks. In this chapter it was also found that the FET colleges were economically unviable, more racially divided and offered curriculum that was outdated. The vision of the merged, multi-sited, responsive and flexible institution has also received attention and focus.

In the literature study embarked on in this chapter, Raelin (2003:5) calls for new alternative paradigm of leadership: "leaderful practice". When leadership becomes distributed across all members of the community. It is not leader*less;* it is leaderful. It is full of leadership since everyone shares the experience of providing leadership.

It is apparently clear that leadership in strategic change emphasises that leading and following form an interrelated and interdependent equation. One cannot lead without followers as much as one cannot follow without a leader. Moreover, and a group of leaders need one another and must constantly work together to ensure that each is a part of a larger synergistic equation. Leaders may move the organisation to change, but it is the rank-and-file followers who make the personal sacrifices, professional commitments, execute the vision and ultimately, determine the success of the leader (Mische, 2001:194).

It will be a major task of the FET colleges' leadership to take forward the opportunities and challenges ushered in by the key legislation, thereby improving the opportunities and life chances of the people of this country. Colleges have to select the mix of programmes to include full progammes carefully, learnerships and short courses that meet the need of a wide range of student populations. In order to deliver on the vision and objectives FET colleges have to be appropriately funded.

In the next chapter the methodology of the research for this study will be discussed.

CHAPTER FOUR

QUALITATIVE METHODOLOGY AND RESEARCH DESIGN

4.1   INTRODUCTION

The qualitative investigation conducted as part of this thesis serves as an essential source of information in exploring and analysing the leadership approach for FET colleges in Gauteng. It was structured to complement the extensive literature study that has been undertaken, as a point of departure for the study (Chapter 2 and Chapter 3). The personal experiences and knowledge of the people interviewed provide valuable information for conducting a comparative analysis of the information obtained in the literature study.

This qualitative study has an empirical component that may be regarded as being field focused. In terms thereof it was necessary to interview the leadership team and the teaching staff of the college in order to determine what kind of leadership model would best suit the FET colleges in Gauteng Province and more broadly, in South Africa. Undoubtedly, an appropriate leadership model, as encountered within FET colleges in Gauteng Province, can only be of value if it addresses the reality as reflected in the day-to-day situation confronting the management and the leadership concerned.

4.2   QUALITATIVE METHODOLOGY

According to Wellington (2000: 22), methodology is defined by the Shorter English Dictionary as the 'science of method' or more historically, as a 'treatise on methods'. He interprets methodology as: the activity or business of choosing, reflecting upon, evaluating and justifying the methods one uses. Bogdan and Biklen (2003: 31) clarify the two terms often used synonymously and which are often confused, namely, *methods* and *methodology*. Methodology is a more generic term that refers to the general logic and theoretical perspective for a research project. A method is a term that refers to the specific techniques a researcher uses, such as surveys, interviews, and observation – the more technical aspects of the research.

4.2.1 The characteristics of qualitative research methodology

The following characteristics that qualified the study as a qualitative study are applicable (Gall, Gall & Borg 1999: 289; McMillan & Schumacher 1993: 14,15, Lemmer 1989: 128,129; Prinsloo, Vorster & Sibaya 1996: 187):

- It is field focused;
- It constitutes an in depth study of the phenomenon of leadership models;
- It attempts to discover the real world situation that exists within FET colleges, which stands in contrast to theoretical deductions;
- It is based on a naturalistic- phenomenological philosophy;
- It incorporates an emergent design, as decisions about strategies to collect data are made during the study;
- It is ethnographic as it assists the researcher to understand the multiple construction of the reality of leadership behaviors in FET colleges;
- It takes into account the possibility of subjectivity in the analysis of data and interpretations;
- It produces context-bound findings by believing that leadership behavior is influenced strongly by the situations in which it occurs;
- It is an insider's perspective on leadership models and the difficulty of choosing the most suitable leadership model for FET colleges;

- The researcher seeks to experience what the subjects of the study, namely the principals, college councilors, managers, teachers and learners, are experiencing;

- The researcher attempts to acquire, analyse and interpret the information in order to finally develop an appropriate model from insights gained;

- It deals with subjective data on aspects of leadership problems as expressed during partly structured interviews and which are reflected in a semi-structured interview schedule;

- It emphasises the importance of data collection by a skilled and well prepared researcher, in contrast to the use of an instrument;

- It reflects the participant' perspectives and understanding of the phenomenon of leadership;

- The researcher endeavors to reflect a true, complete, valid and reliable picture of the research problem identified for the study;

- A partly structured interview and a partly open-ended questionnaire are used for conducting the interviews; and

- The researcher is presently involved in the leadership in the college as it existed in the past, with specific reference to the leadership models applicable and leadership challenges encountered.

4.2.2   The researcher's role

Wellington (2000: 41) contends that in social and educational research the researcher himself or herself, is the key 'instrument'. Bergh and Van Wyk (1997: 54) concur that the researcher comprises the key research instrument in qualitative research, collecting and analysing the data obtained from the natural setting of the participants with a view to contribute to of education prachie.

4.2.2.1 Reflecting on the researcher effect

In Wolcott's (1995: 186) terms, every researcher has a healthy bias: " I regard bias as entry-level theorizing, a thought-about position from which the researcher as inquirer feels drawn to issue or problem and seeks o contrast a firmer basis in both knowledge and understanding". Wellington (2000: 42) concurs with Wolcott (1995) by alluding that an alternative is to acknowledge the effect of the

researcher, accept the impossibility of a neutral stance and to bury finally the myth of the 'neutral observer'.

4.2.2.2 Questioning and exploring positions

One of the roles of any researcher in education is to examine and question the positions or assumptions that are often taken for granted (Wellington, 2000: 43). Skills are needed for interviewing: "…. showing understanding of and empathy with the interviewee; active listening; explicating; checking; identifying…" Thus the researcher is a "finely tuned instrument with considerable skills, but is a person, no less, with values, beliefs and a self." (Hammersley, Gomm & Woods, 1994: 59).

4.2.3   Data collection strategies

Birley and Moreland (1998: 40) argue that data collection is not merely a process of collection, but also a process of creation. Several methods can be used to collect primary data. The choice of a method depends upon the purpose of the study, the resources available and the skills of the researcher. In selecting a method of data collection, the socio-economic and the demographic characteristics of the study population play an important role (Kumar, 1999:105).

4.2.3.1 Semi-structured interviews

 Wellington (2000: 71) argues that there are several different approaches to interviewing
(Table 4.1), therefore different ways of designing and structuring them and, in turn different techniques for conducting them.

Table 4.1 Styles of interviewing

Unstructured	Semi-structured	Structured
Some 'control' on both sides	More control by interviewer	Most control by interviewer

Very flexible	Flexible	Less flexible
Guided by the interviewee	Not completely predetermined	Guided by researcher's pre-determined agenda
Direction unpredictable		More predictable
May be difficult to analySe		May provide easier framework for analysis

Cohen and Manion (1998: 271) point out that semi-structured interviews are more flexible than structured interviews because the interviewer asks certain major questions to all participants, but each time the sequence can be altered in order to probe more deeply and overcome a common tendency for participants to anticipate questions. Wellington (2000: 85) contends that it is generally best to record interviews on tape (given the interviewee's permission) if only so that researchers can analyze and reflect upon their own interviewing style and technique. Figure 4.2 gives a summary of the relative merits of tape-recording versus note taking in interviewing.

Figure 4.2   Tape-recording versus note taking

Tape recording	
Advantages:	**Disadvantages:**
• Preserves actual natural language, i.e a verbatim account	- Can generate enormous amounts of data
• Can be flattering for interviewee	- Time consuming to transcribe
• Is an 'objective' record	- Context not recorded
• Interviewer's contribution is also recorded and can be reflected upon e.g. creates anxiety	- Presence of machine can be off-putting
• Allows interviewer to concentrate, to maintain eye contact and observe body language	- Core issues may be masked by irrelevancies
Note taking	
Advantages:	**Disadvantages**
• Central issues/facts recorded	- Recorder bias
• Economical	- Can be distracting for the interviewee
• Off- record statements not recorded	- Encoding may interfere with interview. Status of data may be questioned (i.e. difficult to verify)

Source: Based in part on Nunan, 1992, p. 153

4.2.3.2 Observation

According to Kumar (1999: 105) observation is one way to collect data. It is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. There are two types of observation:

- **Participant observation**: The researcher participates in the activities of the group being observed in the same manner as its members, with or without their knowing that they are being observed; and

- **Non-participant observation:** The researcher does not get involved in the activities of the group but remains a passive observer, watching and listening to activities and drawing conclusions from this (Kumar, 1999: 107).

4.2.3.3 Documents

Lincoln and Guba (1985: 277) define the term document as something that denotes any written or recorded material other than a record that was not prepared specifically in response to a request from the inquirer (such as a set of interview notes). Yin (1989: 85) mentions letters, memoranda, agendas, and other written reports, evaluations of the same site under study and news clippings that play an explicit and significant role in any data collection. Glesne and Peshkin (1992) state: " You can ask research participants to produce documents for you: to keep diaries, journals, or other kinds of records".

Gay and Airasian (2000: 213) point out that when making field notes, a simple protocol for observation might include these topics:

- Who is being observed? How many people are involved, who are they, and what individual roles and mannerisms are evident?

- What is going on? What is the nature of the discussion or conversation? What are people saying or doing? What is the physical setting like? How are people seated, and where? How do participants interact with each other? What are the status or roles of people; who leads, who follows, who is decisive, and who is not? What is the one of the session? What beliefs, attitudes, values, etc. seem to emerge?

- How did the meeting end? Was the group divided, united, upset, bored, or revived?

- What activities or interactions seemed unusual or significant?

- What was the researcher doing during the session?

4.3 RELIABILITY AND VALIDITY IN QUALITATIVE RESEARCH

Qualitative research is regarded as open, flexible and not strictly regimented. As such, its objectivity, reliability and validity of its data are often questioned.

4.3.1 Reliability

Bogdan and Biklen (1992: 48) point out that two researchers studying a single setting may come up with different data and produce different findings. Both studies can be reliable. The reliability of one or both studies would be questioned if they yielded contradictory or incompatible results. Reliability therefore addresses the question: " Will two researchers independently studying the same setting or subject come up with the same findings?" In qualitative studies, researchers are concerned with the accuracy and comprehensiveness of their data. Smaling (1994: 78) views reliability, in the sense of absence of random errors, as an aspect of methodological objectivity because the pursuit of objectivity includes avoidance of distortions.

4.3.2 Validity

Graziano and Raelin (2000:186) contend that a major concern in research is the validity of the procedures and conclusions. The term validity has several meanings, the most basic of which refers to methodological soundness or appropriateness. According to McMillan and Schumacher (1997: 404), validity in qualitative research refers to the degree to which the explanations of phenomena match the realities of the world.

Goetz and Le Compte (1984: 221) indicate that to determine the degree of validity the following questions need to be asked: "Are the researchers really measuring or observing what they think they are, and to what degree have the findings also been tested or refined by other research?"

4.3.3 Trustworthiness

Guba's model for trustworthiness addresses ways for warding off biases in the results of qualitative analysis (De Vos et al, 1998: 349-351). Within this model four strategies are proposed for ensuring trustworthiness:

- *Credibility* (true value) demonstrates that the research was conducted in such a way that the phenomenon was accurately described;
- *Transferability* demonstrates the applicability of the findings to another context;
- *Comparability* is the degree to which the research design is adequately described so that researchers may use the study to extend the findings to other studies;
- *Dependability* refers to whether the findings would be consistent if the enquiry were replicated with the same subjects or in a similar context; and
- *Conformability* (neutrality) focuses on whether the results are a function solely of the informants and not of the biases and motivations of the researchers (UNISA, 2003: 79).

4.4   THE DESIGN OF THIS STUDY AND CHOICE OF QUALITATIVE METHODOLOGY

This study was conducted within the framework of qualitative research design using mainly semi-structured interviews. The research problem and the purpose of the intended research, the research audience, time limitations and other factors, were the main determinants when selecting the most suitable method of constructing knowledge.

The purpose of the present research is to examine the model of leadership in FET colleges as perceived and experienced by the leadership of FET colleges in Gauteng. The implementation of the FET Act of 1998, the merging of colleges and the development of new visions and missions and organisational structures, all need exploring. This research seeks to provide new insights and unearth what interventions from the Department of Education are needed. The study also seeks to explore, describe, explain or understand the perceptions members of FET colleges have of their leadership roles.

Bodan and Biklen (1992: 46) state that qualitative researchers have wrestled over the years with charges that it is too easy for prejudices and attitudes of the researcher to bias the data. The researcher's primary goal is to add knowledge, not to pass judgment on a setting.

In this study the researcher made use of semi-structured individual interviews, which is a more flexible version of the structured interview and the researcher was able to use more probing questions when participants used acronyms or gave unclear responses.

4.4.1 Choice of participants

The participants were carefully and deliberately selected to provide information-rich cases for an in-depth study (Fraenkel & Wallen, 1990: 374).

The following participants were all selected from Tshwane North College (TNC) for FET that constituted a population as a case study for this research. Tshwane North College (TNC) for FET is a merger of the former Mamelodi, Pretoria and Soshanguve technical colleges:

1. Three (3) senior management members;
2. Three (3) campus managers;
3. Three (3) middle management members; and
4. Three (3) educators.

The sample for this study was made up of twelve (12) participants who were randomly selected. All the participants were either in the leadership of the new FET College and/or were involved in the new challenges of the merged college. The respondents were, therefore, experienced enough to be able to single out those aspects which they deemed to be of critical importance to the leadership of the college.

4.4.2 Data collection

Heckroodt (2002:138) contends that the process of data collection is not an end in itself. In this study data was collected by means of semi-structured individual interviews, observation and from documents.

4.4.3 Pilot study

Before embarking on main individual interviews it became necessary to conduct a pre-run or pilot study to assist in refining the interview schedule. Piloting, or reassessment, is the process whereby the research techniques and methods are tried out to see how well they work in practice and, if necessary, modify the plan accordingly (Blaxter, Hughes & Tight, 2001:135).

In this study, a pilot study was conducted with a focus group of three educators and two divisional heads, to measure item consistency and test stability. The aim was to determine whether ambiguity was evident and whether questions were repeated or not. A major cause of such a problem could be the researcher's failure to spend more time and care in defining the purpose of each question. It could also be that he or she has not phrased questions for the interviews with meticulous precision of language in order to elicit the type of answers he or she is seeking. After the interviews, educators were asked to comment freely and there were no negative remarks received.

The validity was ensured by reviewing relevant literature on the problem to establish their findings and by discussing the research problem with participants prior to administering the instrument.

4.4.4 Semi-structured interviews

Participants were required to respond to issues as reflected in the interview schedule (Annexure A) and were encouraged to relate their responses to their own experiences, to agree or disagree, and to substantiate their opinions concerning the items on the interview agenda.

In this study twelve (12) individual interviews were planned and conducted. Interviews were conducted between 7.00 hours to 18.00 hours to suit the availability of participants.
A tape recorder was used to record all interviews after all participants granted informed consent. This consent acknowledged all the rights that participants are entitled to and included the following:

- Anonymity and confidentiality;
- The right to privacy; the right to fair treatment; and
- Protection from discomforts and harm (Burns & Grove, 1993: 660)

The recordings of the interviews provided an unimpeachable data source, assured completeness and provided the opportunity to review as often as it was necessary to assure that full understanding had been achieved (Lincoln & Guba, 1985: 271). Probing was done in a friendly reassuring and non-threatening manner and the researcher made it clear that although a given response is acceptable, further information was required. In probing, open–ended questions were asked by the researcher. The following questions were asked to make sure that the participants were correctly understood: "What you are saying is …? Do I understand you correctly when you say that…..?, In other words, you feel that ….. "Is it therefore your opinion that ….?"

To facilitate analysis of the data the researcher transcribed all taped interviews verbatim. Transcribing data is important in ensuring reliability and validity (Van Wyk, 1996: 164) During interviews some notes were taken to reconstruct some segments of the data not clear on audiotape. Transcribing interview data is notoriously "fraught with slippage" and "dependent on the knowledgeability and skills of the scribing person" (Miles & Huberman, 1994: 51).

4.4.5 Observation

The researcher, as the acting Head of Department (Engineering Studies) at Soshanguve campus, is tasked, among others to attend Tshwane North College (TNC) meetings (Academic board, curriculum working group, staff meetings, management training sessions and some conferences and end of the year functions) and has observed conversations amongst members. In some instances, the researcher, especially during academic board meetings, adopted a participant observer status.

During observation, the researcher noted down how the meetings were chaired, the level of participation of members and the eagerness to participate in various discussions. The researcher also tried to assess the leadership strategies used and the extent to which members had prepared for such meetings and how the leaders responded to other member's questions and concerns on some critical issues, such as transformation of the college and the management of change.

The researcher's interaction with participants in this study, assisted in getting to know and be known and trusted by the participants. The note taking technique whilst attending these meetings was used in order to record the contribution of members during deliberations. These notes subsequently provided worthwhile reference and background material. Moreover the three years of observation of changes in FET colleges assisted me in the interpretation and validation of information gleaned during interviews.

The researcher was also able to access documentation that had some bearing on this research project. Apart from the usual library searches employed to obtain such documentation, other documents were received from all key players consulted as well as documents that were during the course of the investigation.

4.4.6 Documents

As with all research, the survey of the general literature outlined in the previous chapters, played a significant role in this investigation. Many of the findings from the investigation of documents were refined and validated in the interviews with the organisational leaders.

Additional data were therefore also collected, in order to obtain first-hand information about areas of investigation in this study, from relevant legislation, documentation generated for TNC staff development and for TNC meetings like agendas, minutes and reports generated, of standing committees and working groups. The following working groups (chaired by college-appointed Institutional Executive Officers) were identified and consulted:

- Curriculum working group;
- Human resources;
- Finance;
- Quality management;
- Marketing;
- Estates; and
- Administration working group.

Bailey (1987: 291) refers to various advantages of the documentary approach. He indicates that "documentary research allow (s) research on subjects to which the researcher does not have physical access and thus cannot study by other method". In this instance, this approach provided me with access to valuable background information of the FET colleges. The study of documents of both external and internal sources in this study was valuable, in that it validated the sample; highlighted areas explored, and provided a good overview of the organization's position in terms of both approach to and progress in organizational transformation

4.4.7 Triangulation

In this study data triangulation took place when the researcher used more than two or more kinds of data sources such as the data from the interviews, observation, literature and documents. Lincoln and Guba (1985: 283) maintain that triangulation of data is crucially important in naturalistic studies. As the study unfolds and particular pieces of information come to light, steps should be taken to validate each against at least one other source (for example, a second interview) and /or a second method (for example, an observation in addition to interview). No single item of information (unless coming from an elite and unimpeachable source) should ever be given serious consideration unless it can be triangulated.

McMillan and Schumacher (1997: 520) concur by arguing that, "To find regularities in the data, the researcher compares different sources, situations, and methods to see whether the same pattern keeps recurring."

4.4.8 Analysis and interpretation of data

The culminating activities of qualitative inquiry are analysis, interpretation and presentation of findings (Patton, 1990: 371). Analysis and interpretation of data are often taken as one process. Wolcott (1994: 10-11) contends that analysis involves a careful and systematic way of identifying key factors and relationships among the phenomena under investigation. Interpretation as described by Meloy (1993) is

a process by which the researcher tries to make sense of data. Wolcott (1994) as cited by Vakalisa (1995: 126) agrees with the preceding statement when he defines interpretation as a "…threshold in thinking and writing at which the researcher transcends factual data and continuous analyses and begins to probe into what is to be made of them".

Content analysis was used as the main approach for data analysis. According to Patton (1990: 381), content analysis is the process of identifying, coding and categorising the primary patterns of data. In this study the data consist mainly of interviews transcripts and relevant documents. Data were analysed in order to unearth the most applicable leadership model for FET colleges.

In this study analysis was also done while the research was in progress. This constituted the first level of analysis. Data were analysed continuously to determine the main themes that emerged from it. This gave the researcher the chance to verify with participants if the analysis was indeed portraying their views. Lincoln and Guba (1985: 14) point out that member checking is both informal and formal, and it occurs continuously. Many opportunities for member checks arise daily in the course of the investigation. A summary of an interview can be played back to the person who provided it for reaction, the output of one interview can be played for another respondent who can be asked to comment; insights gleaned from one group can be tested with another.

In the second level of analysis, the researcher had to transcribe all the audio-tapes of the interviews, and organise data under chosen themes. All these together with observation notes were used to identify the common themes that emerged from this study. Interpretation of data collected took the following three forms as suggested by Vakalisa (1995: 127):

- To infer meanings, "not necessarily spelt in the data";
- To link data with what documents studied said;
- To give meaning of what "The researcher personally made of the data, my own perception of the situation that I observed".

4.5   SUMMARY

This chapter discussed the rationale for qualitative research and focused on the characteristics of research methodology that were most applicable to this study. The selection of participants and the data collection as well as analysis procedures were discussed.

In the next chapter the data generated and analysed will be presented, analysed and interpreted.

CHAPTER FIVE

DATA PRESENTATION. ANALYSIS AND FINDINGS

5.1   INTRODUCTION

In Chapter four the methodology was presented and individual interviews were used as the major data collecting method, complimented by observation of meetings and document study. The document study comprised analysis and interpretation of internal TNC documents and other documents applicable to FET colleges.

It was also mentioned in Chapter four that this study focused on a detailed investigation of perceptions and opinions of the leadership of an FET college in Gauteng Province. Data generated by qualitative methods are usually voluminous. In this study, twelve individual interviews were conducted resulting in 70 pages of interview transcripts.

A key issue in the presentation of data is the inclusion of extracts from the raw data and original discourse. Description is the major purpose of an ethnographic type of study and the collected data are organised into readable, narrative descriptions with themes, categories and illustrative case examples extracted through content analysis (Van Wyk, 1996: 166). An interview schedule (Annexure A) was designed to elicit understanding of the problem under study in line with the aims of study and was used to conduct the interviews. This Chapter, also presents the findings of the study. The presentation and analysis of data was done in four parts, namely:

- The responses of college leadership;
- Document analysis;
- Observation;
- The findings emanating from interviews; and
- Summary.

5.2   THE VIEWS OF THE COLLEGE SENIOR MANAGEMENT

5.2.1   FET college leadership and change management

The senior managers of the college were required to share their views on leadership and change. All the participants alluded to the fact that change is unavoidable due to changing technologies and political change taking place in the country. They also indicated that change is an on-going process that needs to

be carefully managed by strong and focused leadership because it affects the lives of people within an institution.

5.2.2 Leadership qualities needed by FET leadership

The senior managers believed that visionary leadership is an imperative for the successful management of the new FET colleges. Among the leadership qualities given the following were highlighted. Leaders are required to be:

- Innovative and creative;
- Flexible;
- Those with a changed mind-set;
- Able to see opportunities;
- Open minded;
- Trend setters; and
- Focused.

5.2.3 Leadership strategies and approaches for FET colleges

Strategies are linked to and emanate from the vision. All the participants believed that there was no fixed or prescribed leadership strategy or leadership style that fits all situations. Two out of three of the most senior management members advocate an approach that is based on transformation of the institution, adoption of democratic principles and a flatter hierarchy. They also believed in negotiation and an all-inclusive approach. One-member argued that the leadership approach is prescribed by the strategic plan because what is important is the achievement of the institution's goals. There was also consensus among the participants that to facilitate those approaches in a very bureaucratic environment is difficult.

All the participants were in agreement about the importance of the team approach. One respondent said, "The 21st century of the globe requires a team management approach because it brings the dynamics, it brings the capacity and innovation of individuals to the table". The advantage of a team

approach is that it facilitates a situation whereby individuals take ownership and responsibility of tasks given to the team. A good leader therefore must be an advocate of a team management approach.

5.2.4   FET college organisational structures

All participants agreed that leadership without an appropriate organisational structure would fail. Without an organisational structure there will be chaos within an institution. The structure should enable an organisation to move forward and best address its operational requirements. However, they contended that the structure must be flexible enough to be adapted to new developments and that it must be simple instead of being too complex. The structure must not be prescribed from outside the organisation (for instance, prescribed by the DoE).

One participant argued that the design of the organisational structure would depend on the following aspects:

- Diversity of the college;
- The number of students;
- The amount of learning programmes; and
- The modes of delivery.

They all suggested that at the top of the organisational structure should be a principal (also called CEO) and more than one deputy principal: one for service delivery and one for the college core business, which is curriculum delivery. The next layers of the organisation should consist of different functional managers, heads of departments, senior lecturers and lecturers.

5.2.5   Centralisation versus decentralisation of functions

The participants believed that certain functions in a merged college, such as finance, should be centralised. But they acknowledged the following disadvantages of centralisation:

- It slows the organisation; and

- Increases administrative work.

One participant argued that decentralisation on the other hand would facilitate sharing of power. He cited an example of the South African Government having National Parliaments and Provincial Parliaments in order to facilitate and speed up service delivery and most of all, to decentralise certain powers.

5.2.6 The importance and the development of the FET college's vision and mission

All participants argued that the institution could not operate without a mission and vision and agree with the definitions given in sections 3.4.2 and 3.4.15. One of the participants pointed out that the vision is the focus and whenever an organisation goes astray, its leadership must return to the vision. The other participant argued that:

- The vision and mission must be internalised;
- People must buy into it;
- It must be shared; and
- All members must take ownership thereof.

Two of the participants who are the senior members of the college could describe the vision but failed to remember the mission of the institution. The other participant outlined the vision and mission as follows starting with the vision: "Your dream is our reality" and the mission as: "We provide quality vocational learning opportunities to our clients that create a better future for them, our college and ourselves." The participant further contested that all the organisation's strategic plans must be aligned with the vision and mission of the organisation.

One of the participants was not sure of who and how the vision and mission had been developed but indicated that college council had approved the final product. The other participants indicated that a team from all stakeholder groupings from all three campuses, had developed the vision and mission. That team was constituted as follows:

- Lecturers from post levels one (PL1) to post level three (PL3);

- Support staff (like administration);
- Senior management teams from all three campuses;
- The college principal; and
- Student representatives.

The participants also indicated that an external consultant had been present to facilitate the process. He was included to lend objectivity to the whole process and to share his experience with the team. All the people present were asked to construct the vision from papers and pictures from magazines they were asked to bring along. In the end all the models were displayed and scrutinised and out of that process the colleges vision was created.

The participants from senior management argued that the process was open and inclusive. In response to the question of how the vision and mission was communicated to the rest of the staff, one participant, who is a senior manager, put the onus on the Marketing Department of the college to communicate them to staff. A college council member was unaware of how the vision and mission was communicated to staff. Another participant pointed out that the 'rollout drive' or what she called the 'road show' was not successful because of the small, uncomfortable venue that was used to convey the vision and mission to staff. Thus people did not get an opportunity to ask questions. Later, on the vision and mission was featured in the college newsletter.

Concerning the level of awareness of staff of the vision and mission of the college, the senior managers could not comment because no audit had been conducted. One participant suggested that the two dimensions of this aspect should be addressed:

- Knowledge about the new designed vision and mission was enjoyed by 50% of the staff; and
- The "know how" and ownership was enjoyed by 50% of the staff.

5.2.7 Structure versus strategy

Two of the senior management participants argued that the structure should be developed first and followed by the design of the strategy. They further contested that when a strategy for a particular

department was designed, it was relatively easy because they already had people who suited that strategy. The other argument was that the people in the structure would be able to debate how the strategy was to be implemented. On the contrary, another participant argued for the strategy to be designed first and then the structure. He argued, " If you know what you want, you can decide how to go about getting there and you can't decide first how, if you don't know what you want".

5.2.8   Large and multi-sited FET college: opportunities and challenges

All the participants saw the locations of the delivery sites as the greatest opportunities because two campuses are in previously disadvantaged communities of Mamelodi and Soshanguve while the other campus was right in the centre of Pretoria. The college can therefore recruit both "white and black" students. Accessibility and a wider area of recruitment of students were favourable. Two of those campuses are located close to the industrial areas of Silverton and Rosslyn.

In terms of challenges, the participants identified the leadership challenge of managing a multi-sited college. Decision-making would be slower. One participant argued that if the leadership was not careful, the previously disadvantaged campuses would continue to be disadvantaged while the previously advantaged colleges would continue to be advantaged in terms of facilities and other resources.

All participants regarded the private providers as the college's main competitors. They were allowed to develop a new curriculum to suit industry while colleges had to wait for the Department of Education to first finalise its agreements with other stakeholders.

5.2.9   Learner support in FET colleges

The participants confirmed that there was a learner support programme although the support was limited to small bursaries to very few students. In an effort to improve the support, the following were indicated to be available at one campus:

- A psychologist who visits the campuses once a week; and
- A functional manager who has been appointed to focus in this area.

5.2.10 FET college funding

According to all senior managers, students' fees were the main source of income for the college. Moreover a small amount of money was received from the Department of Education excluding the salaries of staff for which the Department is responsible. The Department of Education previously paid for electricity, water and services for the former state colleges (Soshanguve and Mamelodi) and now the money received is shared among the three campuses. The respondents also highlighted the disparity of fees of the three different colleges as a major challenge facing the leadership of the colleges. They however did not see parity of fees as a 'repeller' of students. They regarded quality of programmes offered by colleges as the number one problem and poor public perception of the college sector as the 'Cinderella' of the other sectors like HE and GET bands was also a problem. One participant argued that working hard could solve the problem. She said: "We have to become professional in our work ethos, in conduct of our service delivery to clients, in punctuality and be excellent in our learning and teaching".

5.2.11 FET colleges and partnerships

One participant pointed out that the college was doing well in building partnerships. He indicated that there were community projects running at the Soshanguve campus only. Ntsika Trust and Eskom sponsor some of the projects.

According to the participants, there are some international partnerships established by the college. The partnership with Birmingham College in the United Kingdom was mentioned by all participants and other partnerships in Denmark and Holland were described as strong. The benefits of all these partnerships were confined only to the exchange of lecturers and students for short periods.

5.2.12 Modes of delivery of curriculum

All the participants indicated that the college was working vigorously towards the development of learnerships driven by the SETA's. The focus was now changing to learnerships and skills development. One participant pointed out that the college could have made great progress if it had not been for the delay in the signing of the Memorandum of Understanding (MOU) between the ETQA's and DoE. In terms of that MOU, the colleges were not yet recognised as accredited service providers. In spite of that, SETA's, such as the Merseta and Retail and Wholesale SETA, have accredited some of the college's workshops.

All the participants indicated that the main modes of curriculum delivery at the college were:

- Fulltime classes; and
- Distance education.

The fulltime courses include all the old N- Courses [NATED Courses in the Report 191(2001/08)] for Engineering Studies and Business Studies as well as the Grade 12 classes. All these courses constituted about 80% of curriculum delivery in that college. Distance education constituted about 20% of curriculum delivery where students have an option of contact sessions or no contact sessions. All the participants believed that specialisation would be an ideal way of curriculum delivery and that they were supporting the idea of one campus specializing, for example, in Engineering Studies only.

5.2.13 Staff development and leadership development

In response to the question concerning the level of readiness of staff to deliver new curricula and to venture into the learnerships, all the participants were unsure since no skills audit had been conducted yet they believed that most of their staff members were positive. One participant added that the college had put a lot of effort in training its lecturing staff as Assessors and Moderators. The Outcomes-based Education (OBE) training facilitated by Provincial Department of Education had been conducted.

With regard to leadership development, one senior manager indicated that an extensive programme for training was being implemented. However, one participant indicated that not much had been done in

the leadership development. He argued the college had not identified and developed possible future leaders of the college.

5.2.14 Resistance to change within the college

All participants indicated that there was a lot of resistance to change among the staff members. One participant was adamant that some of the resistance was found even among the senior members of the college. He said: "People at the top, whose positions will be affected, will be the one's to show most resistance."

One participant attributed the resistance to change to the leadership style of the college's most senior managers. She said: " I personally think it is because of the open leadership and the fact that we continuously enforce a democratic environment. And we have an inclusive process. There are fears among people." This participant maintained that people thought that the college leadership had a hidden agenda. All participants admitted that it was difficult to manage the resistance to change.

5.2.15 Recommended leadership model for FET colleges

All the participants were asked to suggest a leadership model that would best suit the FET colleges. One participant recommended a holistic approach. She proposed: "A leadership model that includes all the aspects of an individual. It must be based on mutual respect, rotation of leadership, sharing of power, authority, ownership and passion fro the institution." Another participant argued that team leadership was the most appropriate because it would ensure participation. The last participant believed that the leader must neither be democratic nor autocratic but must employ the collective leadership approach.

5.3   THE VIEWS OF THE MIDDLE MANAGEMENT

Three members who are in the middle management at college were interviewed individually. Their responses were analysed and emerging patterns are presented in the ensuing section.

5.3.1   FET college leadership and change management

The middle management of TNC responded positively to the question of the importance of leadership in a changing institution. They all believed that leadership plays a very important role in a newly merged college. One participant said: "Leadership is all about change. If you don't allow yourself to adapt then you are not a leader." The other participant added: "Any journey needs a person or an instrument that guides that journey."

5.3.2   Leadership qualities needed by FET college leadership

In terms of leadership qualities, the participants cited the following components as essential for college leadership:

- Strategic leadership that has a vision;
- No fear of change;
- Able to manage stress; and
- Administrative skills.

5.3.3   Leadership strategies and approaches for FET colleges

Two participants pointed out the need for, and the importance of communication. Interpersonal skills were cited as imperative. They further argued that they were closer to the operational functions and as such, a team approach would be the most suitable approach. The latter leads to participation of staff in decision-making and shared responsibility. One participant emphasised the need for visionary leadership and indicated that a leader should be able to focus on both short and long term planning.

5.3.4   FET college organizational structures

All participants were in favour of the college's current interim structure where the principal is at the top assisted by more than one deputy principal. The next layer should be a range of managers so that there are enough people at the top to give their inputs. One of the participants warned that colleges should not have a very steep hierarchy but instead the structure should be as flat as was possible.

5.3.5 Centralisation versus decentralisation

Centralisation allows the leadership to know what is happening at operational level because all senior managers are at central office. All participants supported the preceding notion, but they further argued for decentralisation of certain functions. They believed that people at the various campuses needed to be given an amount of authority, such as control over the small budgets of their various departments. One participant pointed out that the college should be strategically managed from a central point but the implementation of strategies be administered at campus level.

5.3.6 The importance and the development of the FET college's vision and mission

All participants believed that every organisation requires a vision and a mission. One manager argued: " The vision and mission are directly linked with the success of the organisation and they should be properly aligned." The mission was seen as all those actions and processes that support the vision.

One of the participants could not recall the vision and mission of the institution but admitted that everybody should know it. Two of the participants could articulate the vision and mission as described by the senior managers in section 5.2.6.

On the question of who had developed the vision and mission, the participants differed. One argued that all the college stakeholders, from post level one (PL1) to post level three (PL3) including top management, were present while the other two participants contested that it was developed by management only.

The participants could not give a clear response as to whether the college council was involved in the development of the vision and mission of the college. One manager indicated that external college council members were not directly involved but the other managers argued that they were.

All participants indicated that the vision and mission was communicated to all the staff members of the college in one big gathering organised by the principal. They also pointed out that an external

consultant was part of the team that had presented and explained the vision and mission. The process was repeated at all three campuses of the college. One participant emphasised that there was a lot still to be done in terms of creating an awareness of the vision and mission and that the Marketing Department of the college had been tasked with that responsibility.

According to the participants an estimated level of awareness of the staff of the vision and mission was approximately 50%. They agreed that the vision and mission should be displayed much more conspicuously at all three campuses. They contended that the level of awareness was at an unacceptable level and that ownership of the vision and mission would have to be encouraged.

5.3.7 Structure versus strategy

All the participants believed that a college strategy must be developed first but an appropriate organisational structure is needed to implement it. One participant argued that the structure must serve the strategy. The fact that the two were interlinked was also emphasised.

5.3.8 Large and multi-sited FET college: opportunities and challenges

All middle managers indicated that the new college would have to deal with both opportunities and challenges. The challenges were as follows:

- Lack of experience to manage multi delivery sites;
- More people in the leadership;
- Lack of staff development at all campuses;
- Decision-making process that has changed; and
- New college is unknown to the public and new marketing strategies were needed.

The participants identified the following opportunities for the new college. The new college can:

- Recruit and accommodate more students;
- Serve diverse communities (Mamelodi, Pretoria CBD and Soshanguve); and

- The college is situated close to the manufacturing industries.

They all identified private providers as the college's main competitors.

5.3.9 Learner support in FET colleges

All the participants acknowledged that the college had a learner support programme but indicated that it was limited to small bursaries for students. They also referred to the two areas of support that were indicated in section 5.2.9.

5.3.10 FET college funding

Tuition fees were identified as the main source of income for the college. The main financial support that the college received from the Department of Education was the payment of salaries of the college staff. According to one participant, the little financial support received by the college from the Department of Education, other than for salaries, was for specific programmes and services.

One of the participants indicated that efforts were being made to raise funds by embarking on community projects that would generate some income. However, these funds end up paying for services like electricity and water only.

5.3.11 FET colleges and partnerships

All participants were aware of some partnerships but were not sure of benefits emanating from such partnerships. International partnerships identified were the same as those stated in section 5.2.11.

5.3.12 Modes of delivery of curriculum

The following modes of delivery of curriculum were pointed out by the three middle managers:

- Fulltime classes;
- Distance education; and

- Learnerships.

A participant indicated that the college was looking at the possibility of venturing into Electronic-Learning (E-Learning), which is currently being explored and developed by some of the universities.

On the question of learnerships, a participant pointed out that at one campus some of the workshops were accredited by the SETA (MERSETA) and some learners who were currently in a learnership with a company in the Rosslyn industrial area. The issue of Memorandum of Understanding (MOU) between DoE and Umalusi was raised as one inhibiting factor in the development of learnerships because the issue of accreditation of the programmes and the workshops of the colleges was not yet finalized.

5.3.13 Staff development and leadership development

All participants indicated that the college staff members were being developed. They pointed out that about 80% of the lecturing staff was now trained as assessors and that 50% of senior lecturers were trained as moderators. The following areas of development were identified as important:

- How to develop and interpret unit standards; and
- Curriculum design.

All the college managers were trained in the following leadership courses:

- The development of the balanced score-card; and
- Employment equity.

One participant pointed out that leadership development was a great concern to staff who see very little being done in this respect.

5.3.14 Resistance to change within the college

All the participants identified resistance to change as problematic and caused by uncertainty about the members of the staff positions. They cited the imposition of the moratorium on promotional posts by the Department of Education as the biggest problem at the moment.

5.3.15 Recommended leadership model for FET colleges

The following should characterise the leadership model as envisaged by all participants:

- Transparent;
- Participation of all stakeholders;
- A flat structure;
- Not prescriptive; and
- Leadership that is people oriented.

5.4   THE VIEWS OF THE CAMPUS MANAGERS

The managers of the three campuses who are closer to the implementation level and who are in close contact with the educators and learners, were also individually interviewed.

5.4.1   FET college leadership and change management

The new framework for the FET, as was outlined in chapter three, has profound implications for the system, particularly as regards college leadership, funding, curriculum and staff development. All the participants agree that change and change management are great challenges to all leaders. One participant said: "There is nothing as permanent as change. It is only when we learn to accept change that we can change". Another participant reiterated the need for a vision from the leadership of the college as an indispensable leadership tool.

5.4.2   Leadership qualities needed by FET college leadership

Qualities in a leader are more personal and tend to challenge personal character. One participant emphasised honesty and trustworthiness because the future of the organisation as well as the people is dependent on the leader. The other participant pointed out that listening skills are needed if a leader is to lead the college successfully because listening will give a leader a chance to understand the situation around him/her.

5.4.3   Leadership strategies and approaches for FET colleges

For an institution to function as a unit after a merger, it is imperative that participation and involvement are core values of the business. One campus manager emphasized the need to be autocratic in order to get certain things done on time and with immediate response. A merged college calls for strong leadership that can take decisions even though some of those decisions would render the leaders unpopular among staff members especially if such decisions affect their old comfort zones.

All participants attested to the idea of a team approach as a way to progress in FET colleges. One participant went ahead to explain that "teams must be given autonomy with responsibility and accountability". In the end the college senior leadership has overriding accountability for all teams and all individuals in those teams. One participant indicated that teams should be based on specialisations bases in order to give people a chance to explore their specialised skills within an institution.

5.4.4   FET college organisational structures

One participant indicated that ever since the colleges have merged, they have been exposed to many interim structures. Staff saw the management of the college as confused and uncertain about what structure to put in place. Contrary to the suggestion of having the principal at top of the structure and two deputies, one of participants argued for at least three deputies. This participant cautioned that the placing of people in those positions without following college equity plan the college would not be transformed. "The structure must be broad and as inclusive as is possible", one participant argued.

5.4.5   Centralisation versus decentralisation

If the college has identified its central office and has sufficient resources, it could embark on the process of centralising certain functions such as finance and human resources. One participant decided to reserve his comments on this issue.

5.4.6   The importance and the development of the FET college's vision and mission

Not a single campus manager could tell, without referring to written documents, what the mission of the new college was but they all claimed to have been part of the team that designed both the vision and mission. Then all acknowledged that it was unfair to expect their subordinates to buy into the vision and mission while they are not making any effort to master it.

They all indicated that only a few people drew up the vision and mission. One participant strongly criticized the idea of classifying people in terms of Post Levels in the college. The participant argued that when teams are being built, people should be given an opportunity to volunteer and should not be forced and classified.

There was uncertainty among all participants on the level of involvement of the college council in the development of the vision and mission of the new college. There was also a disparity in the approximate level of awareness of the staff of the vision and mission of the college. One participant rated the level of awareness as 60% while the other two rated it as low as 20%.

The vision and mission was communicated to the entire staff in a mass meeting facilitated by the college principal and a consultant. For the people to buy into the college's vision and mission, one respondent said that the following should be done:

- Go down to the people and consult them;
- Create a friendly environment; and
- The vision and mission should be mentioned in all meetings.

One of the participants indicated that the environment in the college was still hostile when the vision and mission were drafted. Hence, it was difficult for staff to take ownership of it.

5.4.7 Structure versus strategy

The three participants unanimously agreed with the idea of developing the strategy first and then following with the structure. One participant indicated that the college was working within the National Strategy, as was discussed in section 2.2.2 and that whatever strategies developed must be aligned with the National one.

Another participant pointed out that for the past six years the FET colleges were delayed due to the unavailability of leadership structures. No structure at National level could indicate to colleges what structures to follow.

5.4.8 Large and multi-sited FET college: opportunities and challenges

The participants identified the following opportunities:

- Specialisation on certain sites;
- Covering a bigger student market;
- Education is taken to the masses quite easily;
- Accessibility; and
- New programs to be developed.

The challenges were identified as follows:

- It takes an hour to travel between campuses;
- The leadership must understand the socio-economic background of the communities the college is serving;
- Parity of fees could cause a loss of students because former state-aided colleges tuition fees were high when compared to former state colleges; and
- Different facilities at campuses.

One participant identified Tshwane South College for FET as the major competitor of TNC because the two colleges targeted the same market and were located in the same town. The other two participants believed that private FET providers were the main threats to TNC because they were able to adjust their programmes to suit the needs of industry without any restrictions or lengthy procedures to be followed by the FET colleges to get such approval.

5.4.9   Learner support in FET colleges

The participants pointed out that there were learner support programmes in place. The following were specified:

- A division: Learner support;
- Extra curricula activities, such as counseling for abuse and stress, provided by the master's students from the University of Pretoria;
- A nurse on site; and
- A psychologist who makes regular visits.

Bursaries for students, who pass with distinction, were cited as the main financial support given to learners.

5.4.10 FET college funding

The main source of income for the college was student fees. Participants indicated that companies donated equipment to colleges and not money. They also pointed out that the Department of Education was allocating very limited financial support to colleges and all those funds were used to pay for services only. On the question of the high fees, the participants argued that the pressure put on colleges to perform forces colleges to increase their fees, which on the other hand encourages the students to enroll at the universities.

5.4.11 FET colleges and partnerships

The college located on the Mamelodi campus has a strong partnership with the community. One participant mentioned the following partnerships:

- Neighbouring schools which recruit college students for administrative training; and
- An incubation center at the campus community members to be trained in the development of small businesses.

All participants pointed out that partnerships with neighbouring industries were very strong and that additional learnerships were currently being negotiated. Ford Company was cited as one such partnership. On the question of international partnerships all respondents referred to the same partnerships as indicated in section 5.2.11.

5.4.12 Modes of delivery of curriculum

The college's main modes of delivery were fulltime classes, distance education, learnerships and mentorship, which involve students who could not attend classes but have registered with the college. In this mentorship programme each learner is allocated a lecturer who is responsible for assisting that particular student. Progress on learnerships was very slow. One participant pointed out that: "companies fear that students at the end of the learnership programme would expect to be given permanent employment and they are not ready for that". Only one participant mentioned that Adult Basic Education and Training (ABET) was available at the college.

5.4.13 Staff development and leadership development

Ninety percent of the college lecturing staff was trained as assessor of learners in the workplace or with providers of education and training. All participants confirmed this. One participant indicated that the Human Resources Department of the college has been given a task of organising more staff

development training opportunities across the three campuses after the leadership identified staff development as critical. The participant identified the following training needs**:**

- Project management; and
- Change management.

All three participants indicated that nothing had been done towards the development of leaders in the college.

5.4.14 Resistance to change within the college

The three campus managers admitted that there was resistance to change in the college. One of the participants put the blame on the DoE. He said: "The Department of Education has put the filling of positions on hold and that is a problem. Remember the old technical college structures were 'lily white'. Very less has been done to address this issue".

People in leadership positions who are more interested in addressing their personal interests cause resistance. This was reiterated by one of the respondents who added: "Some people don't see change as an opportunity to position ourselves within the broader picture of the country". One participant concurred that there would always be resistance to change but what was important was that it should be managed properly and that the people must learn to adapt and accept changes.

5.4.15 Recommended leadership model for FET colleges

One participant emphasised the need to revisit the document **"***A new Institutional Landscape for Public Further Education and Training colleges"* as a guiding tool in the design of a leadership model. The model, however, has to advocate maximum participation in the decision-making and management of the FET colleges. The other participant pointed that transformation should be the basis on which the model should be developed. The last participant indicated that he did not have a structure that he could propose.

5.5   VIEWS OF LECTURERS

The lecturers who are at the core of delivery of curriculum were also interviewed. The researcher would have preferred to interview the educators in a focus group but due to the fact that they were drawn from three separate campuses, it was not possible to gather them together. Therefore individual interviews were conducted.

5.5.1   FET college leadership and change management

The lecturers agreed with the statement reflected in the interview schedule (Appendix A) that 'leadership is essential to any change journey and the ability of an organisation (college) to recognise and anticipate change'. One of the participants went on to say: "Change is a journey because the technology is changing and we are living in a competitive world. It is important that the leadership should expect change and be able to manage the resistance to change and involve the entire stakeholders in the management of change". Only one of the participants indicated the need for the development of the new vision and mission for the new college. It was the view of all participants that the college leadership had to ascertain on a regular basis whether the college was delivering what the college clients needed.

5.5.2   Leadership qualities needed by FET college leadership

The educators who were interviewed raised the following qualities for the leaders of an FET college:

- A visionary leader who can turn concepts and goals into practical working procedures;
- A leader who involves people and fosters team spirit;
- A good listener who can communicate well with staff;
- A leader who keeps abreast of new developments and models high levels of personal effectiveness; and
- A well-informed and assertive leader.

5.5.3   Leadership strategies and approaches for FET colleges

One of the participants argued that change could be chaotic and leaders who can deal with chaos are required. The participant added that: "People are complex and so leader must be able to apply new and appropriate leadership style so that he or she is able to deal with complex issues and people". One participant pointed out that consultation and involvement are critical and are needed to get all stakeholders to support the new development in the college.

All the participants believed that a team approach was imperative to college leadership. A team approach will encourage staff to take ownership of the change process. One of the participants pointed out that all teams must be aligned with the vision and mission of the college.

5.5.4   FET college organisational structures

The educators interviewed could not suggest a particular structure but all suggested a structure that is flat and implementable. One of them suggested that traditional structures must be abolished where the emphasis was placed on 'bosses' and 'subordinates'. However, all emphasised the need for strong leadership at the top of the structure.

5.5.5   Centralisation versus decentralisation

One participant said that some functions are better centralised and some decentralised. Finance was cited as one of the functions that should be centralised while programme offerings should be decentralised. There were no comments about the issue from the other two participants.

5.5.6   The importance and the development of FET college's vision and mission

The educators shared the same sentiments about the vision and mission as the campus and senior managers. One participant highlighted the fact that a vision does not apply to the internal staff but the college's clients need to know what the college is striving for and what service they will be receiving.

Two of the participants could relate the vision and mission of the college but one could not. On the question of ownership of the vision and mission, the educators reiterated that the college environment should be conducive to both learning and the introduction of new strategies. The college staff felt that they were neglected and were not involved right from the beginning and that the vision and mission belonged to the top management.

5.5.7 Structure versus strategy

Two of the participants opted for the development of the college leadership strategy first which should be followed by the organisational structure designed to suit the strategy. On the other hand, one participant argued that the structure must come first because it would indicate how the college should go about the strategy.

5.5.8 Large and multi-sited FET college: opportunities and challenges

The educators identified more challenges than opportunities. Among others, they named the following challenges:

- The need for technology to store all information at a central point;
- Disparity that existed between campuses in terms of facilities;
- Lack of buying into the process of change by some members of staff;
- Poor college student recruitment drive;
- Coordination of functions at different campuses; and
- Further developments on the campus that was previously advantaged may be delayed while other campuses were attempting to catch up in terms of quality of delivery resources.

Participants identified the opportunities as follows:

- The college is situated next to manufacturing industries;
- Use of combined human resources and shared facilities;
- College can recruit in a wider area; and

- One campus has accommodation for students and can recruit students from other provinces.

5.5.9 Learner support in FET colleges

All educators interviewed regarded learner support as a crucial issue that leadership of the college should focus on. On the question of the available support for students, they added the following to the two aspects already described by the senior managers in section 5.2.9:

- There is a career center at one campus;
- A computer training center helps learners to decide on career paths; and
- Small bursary scheme that needs serious attention.

5.5.10 FET college funding

The educators did not know whether the college was receiving funds from the Department of Education but confirmed that class fees paid by students was the main source of income for the college.

5.5.11 FET colleges and partnerships

The participants indicated that they were aware of some partnerships at the various campuses of the college but could not elaborate further. They were of the opinion that the college leadership must work hard to win and develop partnerships with employers. They all indicated that without employer partnerships no learnership could be started because in a learnership, a contract is signed between a learner, an employer and a provider (a college). The more companies that are involved, the more learnerships contracts that would be signed.

5.5.12 Modes of delivery of curriculum

Only one participant could point out the other modes of curriculum delivery other than the fulltime classes. All the participants, in response to that question, shared the same opinions as expressed by the middle management in section 5.3.12.

5.5.13 Staff development and leadership development

Two out of three of the participants mentioned assessment training and outcome based education (OBE) training. They also argued that no follow-ups were made after staff had attended such training sessions. On the question of leadership development, one participant pointed out that only few selected people were being developed. The other participants claimed not to know of any leadership development in the college.

5.5.14 Resistance to change within the college

All participants acknowledged that resistance to change existed in the college. One indicated that resistance was caused by the lack of involvement of staff, uncertainty about the future and the lack of ownership of the process of change. One participant attributed the resistance to change to poor communication by the college leadership.

5.5.15 Recommended leadership model for FET colleges

One participant emphasised a leadership model that was based on and encourages participation. The other two, instead of recommending a leadership model, described the characteristics of the college leader. The participants mentioned the following. A leader must be able to:

- Manage change effectively;
- Work with industry forming partnerships;
- Address the needs of the staff members;
- Interact with people; and
- Be flexible and not only stick to strict structures and bureaucracy.

5.6   DISCUSSION OF THE OBSERVATIONS

The researcher used observation as another method of obtaining data in this study. This method is simply defined as watching by Wolcott (1992: 19). Observation is also cited as one method of data collection in qualitative research (Fidel, 1993: 222; Bradley, 1993: 441, 442; Anderson et al: 108; Tuckman, 1994: 397). It is also useful as a triangulation method (Westbrook 1994: 251). Morse (1994: 45) contends that attendance at meetings may be regarded as observation.

In the present study the researcher used participant observation. Two observations were conducted using the same observation tool shown in Appendix D. The managers' development training and an Academic Board meeting were observed. The period of observation varied from two hours to a full day. Two hours were for the meeting observed while leadership development training took the whole day.

5.6.1 Observation of management training

As the concern of this study is leadership of FET colleges, the researcher designed an observation tool that would reveal and focus on the leadership approach and style used. During observation the researcher noted how different groups argued, expressed their opinions, their level of participation in the discussion and their eagerness to participate in the meeting and the training proceedings as well as the role of the facilitator as the leader.

The following members were present in their various capacities:

- All campus managers;
- All heads of departments;
- The principal;
- The deputy principal; and
- The facilitator.

There were fifteen members including the researcher and the facilitator. The researcher did not make them aware of the fact that they were being observed, as that would create tension and an unnatural atmosphere. The following were noted:

- The boredom of some participants during training;
- Comments, such as "This is not going to work" made by some participants;
- Smiles indicating enjoyment;
- Nods of agreement;
- Voluntary contributions from some participants; and
- Questions that enhanced the process.

Opportunities were created for participants to state their own feelings on the importance of the Balanced Scorecard as a management and leadership tool. A Balanced Scorecard (founded by Dr Kaplan and Dr Norton) was a performance management tool used to link and align organisational and individual objectives, targets and action plans to the strategy of the organisation. Evaluating, recognizing and developing staff performance are the very essence of the leaders' responsibilities. The leadership of the college being studied adopted the Balanced Scorecard as an invaluable leadership tool. In the Balanced Scorecard (TNC 2004: 8), the following terms should be understood:

- Objective – an objective states in precise terms the performance goals of the organization, the department and the individual.
- Measure – how will I know that I have achieved my objectives?

The participants cited the following for the proper implementation of the scorecard:

- Clear and consistent communication of strategy;
- Alignment of resources;
- Commitment of all employees; and
- The culture of discipline.

Undoubtedly, the facilitator played a role in enhancing a relaxed and fulfilling training session. At the beginning the facilitator ensured the following:

- All participants were put at ease;
- Their expectations were identified and addressed in the process; and

- They were encouraged to participate fully.

The facilitator also demonstrated the method of participation (the how) to the participants without giving much of the content for their contribution (the what). The facilitator therefore actively participated during the presentation.

The researcher was guided by the information gathered during literature study, in chapters two and three, in identifying as precise and unambiguous information as possible. The following aspects were observed:

- Clarity of objectives;
- Involvement and participation;
- Acceptance of valuable inputs;
- Empathising with participants; and
- Acceptance of criticism.

During the training each manager was assisted with the drawing up of a Balanced Scorecard for his/her division. Each was expected to align his/her department's objectives with that of the executive leader of the college. Four main areas of focus (strategic themes) against which the scorecards were to be drawn were identified as follows:

- Financial perspectives;
- Customer and stakeholder perspective;
- Internal business process perspective; and
- Learning growth and innovation perspective.

At the end of training the participants made some comments which indicated that they had gained new insights into the leadership of the FET college, for example:" I now know what is expected of a leader to be successful and what to do to assess progress of my team". No criticism was leveled at the facilitator.

Table 5.2 was used for each area of focus and the researcher noted that all individual objectives had to be aligned with the executive objectives. The executive objectives were drawn from the strategic plans of the college.

Table 5.2   Strategic themes

Executive Objectives	Objectives (Own division)	Measures	Target 2004	Weights	Assumptions
1. Consolidate campus budget into central budget					
2. Build better relation with industry					
3. Develop and implement Quality Management System					
4. Ensure programme and delivery assessment in line with SAQA requirements					

5.6.2   Discussion of observation of the Academic Board meeting

The meeting observed was the Academic Board meeting. According to the FET Act of 1998, the Academic Board of FET college is a critical body that is accountable to the college council. Twelve members including the researcher attended the meeting. Membership of the board ranged from the

principal who is the chairperson, deputy or deputies, heads of department, staff representatives, an external college council member and the student representative. The researcher chose that meeting because it dealt with issues pertaining to the core business of the college and because the Act requires that it should be as inclusive as possible. At such meetings leadership skills are tested and needed.

Apart from the aspects highlighted in the preceding section 5.6.1, the researcher observed the chairperson's leadership style although conclusions cannot be drawn from only one observation. The researcher planned to focus and observe the following aspects:

- Unilateral decisions;
- Unfair overruling on issues in disputes;
- Manipulation of decisions; and
- Favoritism on offering opportunities for comments

None of the above was prevalent in the meeting. Instead, the researcher noted the following:

- The atmosphere was relaxed and comfortable;
- People listened to each other's suggestions; and
- Disagreements were tolerated and attempts were made to resolve them when they surfaced.

The meeting exceeded the time frame because some members did not keep to the points on the agenda. The success of meetings depends largely on the chairperson's leadership approach and on how he or she deals with the diversity of the people and their opinions. Moreover people in any gathering bring their different characteristics that occasionally emerge and have to be handled with care without derailing the objectives of such gatherings. Owen (1995: 33) attests to the above by arguing that: "People are different from each other, and no amount of getting after them is going to change them. Nor is there any reason to change them, because the differences are probably good, not bad". He further argues that people are different in fundamental ways, namely:

- They want different things;
- They have different motives, purposes, aims, values, needs, drives, impulses and urges; and

- They believe differently because they think, conceptualize, perceive, understand, comprehend, and think deeply differently.

Emanating from all of the above, the importance of studying leadership and the need and the relevance of a study such as this one is clear. FET colleges need leaders who will recognise unity in diversity, lead and drive their organisation to heights they have never reached before.

5.7   DOCUMENT ANALYSIS

The document analysis is based only on selected themes that will shed light on the leadership of the college. The documentary study of both internal and external sources was an integral part of the research methodology utilised in this study. While the usual protocols of validation do not apply to documentary research (Quan-Baffour, 2000: 167), many of the findings from the investigation of the documents were refined and validated in the interviews with the organizational leaders. Harber (1997: 114) outlines the following advantages of using documents in qualitative research:

- They are convenient to use;
- They are often free or available at only a small cost;
- They can be collected in a shorter time; and
- They can be analyzed when institutions are closed.

5.7.1   Description of documents

The main aim of this study is to investigate a leadership model for the effective management of the college and as such, it was imperative that the documents studied should share more light on leadership issues. The researcher, through the courtesy of the principal of the college and some members of staff, obtained access to documents pertaining to the following aspects of leadership:

- College strategic planning;
- Envisaged organizational structures of the college;
- Balanced Scorecard for the leadership;

- Organisational development for TNC; and
- The roles and functions of FET/ABET Sub-directorates.

5.7.2   College strategic planning

According to this document the strategic plan of the college was presented to the entire staff during the last quarter of 2003. The document confirmed the vision and mission of the college as indicated by some of the managers who were interviewed as follows:

- "Your dream is our reality", and
- " We provide quality vocational learning opportunities to our clients that create a better future for them, our college and ourselves".

During the interviews not a single participant mentioned the values of the college as formulated in the document. Values, if lived and respected, go a long way in transforming or developing a culture of the institution. The following values have been adopted as the core values that the college and its leadership should strive for and cultivate:

- Excellence;
- Equal opportunity;
- Holistic approach;
- Commitment;
- Caring;
- Success; and
- Empowerment.

The college leadership has set a formidable task to meet the expectations as reflected by these values. Mische (2001: 229) defines value in meaningful terms as, the creation of tangible economic and operational benefits through:

- Improved customer attraction and loyalty;
- Increased revenues and profitability;

- Reduced total transaction costs; and
- Increased competitive advantage.

The document studied does not indicate how that will be achieved. However, the following projections were made for the period 2003-2006:

- College staffing will be 45% female and 55% male;
- Management staff will be 35% male and 65% female;
- Management in terms of race will be 60% black and 40% white;
- Delivery programmes will be 40% of qualifications contained in the Report 191 of DoE and 60% of the range of qualifications will be demand-led;
- Average pass rate of the college will be 85%; and
- Delivery programmes:

    - Engineering studies 37%
    - Business studies 30%;
    - General studies 8%;
    - Grade twelve (12) 15%; and
    - Non- Nated courses (report 191) 10% [courses not stipulated in report 191 of the Department of Education].

As leadership is the core of this study, the researcher was most interested in issues pertaining to leadership. The following key strategic objectives of the college were identified and allocated to the structures indicated in brackets:

- The transformation of the college into one integrated fully functional optimal operating entity (Governance and management);
- The integration of all Information Technology (IT) systems on the campuses for easing and alignment of management and support (Administration and Finance);
- The optimal distribution and utilization of facilities and resources (Estates);

- The upgrading of existing and introduction of new courses that satisfy client demand (Curriculum);
- The repositioning of the college in the market in order to ensure industry and governance support for initiatives (Marketing);
- The 20% expansion of the college over the medium term; and
- Quality management System (QMS) for effective governance and management.

The following were identified as areas where the college leadership needed support in order to achieve all its objectives:

- Academic programmes improvement and development;
- Learner support;
- Quality assurance; and
- Team building.

5.7.3 Envisaged organisational structures of the college

The documents indicated a number of different organisational structures which had been proposed and tried over a period of two years. One of the structures is shown in Figure 5.1 and Figure 5.2 shows the committee's structure.

Each structure was viewed as good regarding some features and bad regarding others. The structures that were currently being tested have received great support in terms of the design although there was currently great resistance emanating from the process of appointing people, on temporary basis, in such structures (Figures 5.1 and 5.2). This is currently a major leadership challenge for the institution and is aggravated by the fact that the Department of Education had imposed a moratorium on promotional posts over a period of the past four years resulting in a number of people appointed in "acting capacity" in many positions. The resistance and dissatisfaction raised by staff also emanate from the lack of staff development programmes (except for assessors training and moderator courses) especially the lack of leadership development.

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Figure 5.1   Academic management structure

```
                    ┌─────────────────────┐
                    │  OFFICE OF THE      │
                    │  PRINCIPAL          │
                    └─────────────────────┘
        ┌──────────────────┬──────────────────┐
┌───────────────┐  ┌───────────────┐  ┌───────────────┐
│ 1 x VICE      │  │ 3 x CAMPUS    │  │ 1 X SENIOR    │
│ PRINCIPAL     │  │ PRINCIPALS    │  │ VICE          │
│ ACADEMIC      │  │               │  │ PRINCIPAL     │
│               │  │               │  │ ADMINISTRATION│
└───────────────┘  └───────────────┘  └───────────────┘
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MANAGER FACULTY OF ENGINEERING

MANAGER FACULTY OF SOSIAL & UTILITY ADVANCEMENT

MANAGER CURRICULUM DEVELOPMENT

MANAGER STUDENT SUPPORT

MANAGER FACULTY OF BUSINESS & ECONOMIC DEVELOPMENT

MANAGER FACULTY OF INFORMATION & COMMUNICATION TECHNOLOGY

MANAGER SKILLS DEPARTMENT

Figure 5.2   Academic board committee's structure

COLLEGE COUNCIL

EXCECTIVE COMMITTEE

RECTORATE

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                    ┌─────────────────────────────┐
                    │  ACADEMIC BOARD STRATEGIC   │
                    └──────────────┬──────────────┘
                       ┌───────────┴──────────────┐
                       │  ACADEMIC OPERATIONAL     │
                       │  SUB-COMMITTEE            │
                       └───────────┬──────────────┘
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STANDARD SETTING	CURRICULUM DEVELOPMENT	ASSESSMENT REVIEW & VERIFICATION	ENROLMENT	QUALITY MANAGEMENT	LEARNING MATERIALS

RESEARCH	RESOURCES
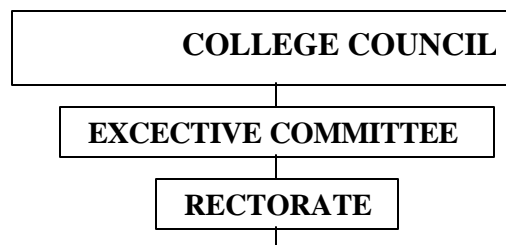
5.7.4   Organisational development for the college

In one of the documents studied, (TNC, 2003: 4), it was made clear that the FET college leadership is hoping to establish partnerships with employers as a means of placing students and attracting new sources of revenue. Therefore, they have no choice but to embrace performance indicators valued by the external markets. At the same time they should not neglect performance indicators such as student progress and outcomes valued by faculty and staff.

Moreover, the need for organisational development of the college to be taken seriously was stressed. The leadership of the college was challenged to craft a new set of strategies for organisational development and transformational strategies such as:

- Continuous quality improvement programmes;
- New organisational structures;
- New effectiveness systems;
- New technology and redesigned programmes; and
- Services to meet student needs.

5.7.5   The Balanced Scorecard for the leadership

According to one of the internal documents studied (TNC, 2004) a Balanced Scorecard was adopted as an invaluable leadership tool of the college being studied. The researcher found in the documents that college leaders had been given three days' leadership training. This finding contrasted with the comments of many interview participants. Most of the participants indicated that there was no leadership development at all. This dichotomy emphasises the importance of triangulation of evidence in qualitative research. The aim of that training for all leaders was to enable them to:

- Understand strategic linkages within the organisation and communicate effectively;
- Understand Performance Management;
- Develop own Balanced Scorecard;
- Align each leader's division and individual objectives to the organization's strategy; and
- Implement the Balanced Scorecard towards a beneficial long-term usage
  (TNC, 2004: 1).

During the leadership training four major strategic themes were identified and discussed (check section 5.6.1). The Balanced Scorecard helps the organisation translate strategy into action by:

- Clarifying the vision and mission throughout the organisation;
- Addressing areas of weakness and strengths;
- Integrating and aligning strategic planning to all functions;
- Managing risks areas; and
- Monitoring and assessing progress.

5.7.6   The role of the FET/ABET Directorate

Most of the participants interviewed highlighted the lack of understanding of the role of Department of Education, the FET/ABET directorate in particular. Among documents that were at the researcher's

disposal, a document was drawn from a presentation that was made in December 2003, by one of the high-ranking leaders in the FET Sub- directorate.

According to the document, the functions of the FET/ABET Directorate were to:

- Build effective, democratic FET institutions and ABET centres;
- Develop and implement funding strategies and mobilize resources for FET & ABET;
- Implement planning and monitoring processes for FET & ABET; and
- Coordinate the development of FET institutions & ABET centers (FET/ABET Directorate, 2003: 2).

The mandates of the FET directorate were indicated as emanating from the following legislative documents of South Africa (FET/ABET Directorate, 2003: 3):

- Human Rights Act No. 54 of 1994;
- Constitution of RSA Act 26 of 1996;
- National Policy Act No. 27 of 1996;
- FET Act No. 98 of 1998;
- Skills Development Act No. 97 OF 1998;
- Skills Development Levies Act No. 9 of 1999; and
- ABET Act No. 52 of 2000.

One of the major responsibilities of the FET directorate, which is in line with the aims of this study, is to provide leadership at macro level. The areas that the researcher identified and focused on are the organisational development and support. Among others, the following responsibilities were identified from the document:

- To build effective and democratic institutions;
- To plan and develop policies for supporting management and governance of FET institutions and ABET centres; and

- To facilitate the establishment of effective functioning of governance, academic boards and management structures (FET/ABET Directorate, 2003: 3):

From the document discussed it is apparent that the leadership of the colleges has to make use of the support that the FET Directorate is mandated to offer. The researcher can conclude that the Directorate does not offer enough support based on that document and without conducting a thorough survey or interviewing the leadership and staff in the FET Directorate. There are many areas where colleges are receiving support from the Directorate such as:

- Resourcing FET institutions;
- Planning monitoring and evaluation;
- Social support like linkages for learnership partnerships and policy development; and
- Administrative support like management of leave.

Researchers often cite the fact that documents, which are not standardised, tend to make comparisons problematic. In order to overcome that problem, the researcher shaped the analysis by the type of document under study. The value of the documentary analysis technique was that the researcher gained access where physical access would have been difficult and also obtained access to the background of the FET/ABET Directorate

5.8   SUMMARY OF THE FINDINGS FROM INDIVIDUAL INTERVIEWS

Views on various aspects of leadership were solicited from individuals interviewed with the aim to ultimately validate the proposed leadership model for FET colleges. The data represented the diversity of understandings of leadership. The process of analysing qualitative data, as mentioned in chapter four is a rigorous one, which involves moving backwards and forwards in order to discover and organise meaning from data collected during research.

5.8.1   Findings on the leadership strategies and approaches

The participants in this study indicated that there was no one prescribed a leadership style or approach, which would suit all situations. A leader is expected to understand the situation and act accordingly. In the present situation in which FET colleges and education as a whole in South Africa finds itself, transformation is fast becoming a mere buzzword if leaders do not show commitment to it.

The other factor that has emerged was that leadership was now seen as a plural phenomenon, something that the entire community does together. This was reiterated throughout as participants were calling for more participation and better communication.

5.8.2 Findings on the vision and mission

The majority of participants in this study do not know the vision and mission of their institution. They all are aware that the vision and mission have been recently developed and that all organisations need them as indicated in section 3.5.2.

The question of involvement of all stakeholders in the development of the vision and mission was a concern. This was also confused with the development of structures. Some were in favour of the development of structures first before a strategy could be developed. Senge (1990: 206) argued that: "Shared vision is vital for the learning organisation because it provides the focus and energy for learning and that today, "vision" is a familiar concept in corporate leadership. But when you look carefully you find that most visions were one person's (or one group's) vision imposed on an organisation. Such visions, at best, command compliance – not commitment. A shared vision is a vision that many people are truly committed to, because it reflects their own personal vision".

5.8.3 FET college organisational structures

The researcher also found that the most suitable form of organisational structure might vary even within the same organisation. This was illustrated by the varying opinions shared by the participants. The main reason for variance may arise from:
- The nature of tasks that have to be done; and
- The industry involved (nature of a particular instituition).

On the question of centralisation it was found that the majority felt that certain functions are better centralized in any organisation. Moreover, there is a need for a number of different structures to co-exist and that no organisation can be built on one structure only. They also argued that these structures might range from complete local autonomy to total centralisation, according to the needs and circumstances of that particular college. Local structure refers to structures at various campuses.

5.8.4   The attributes of the new college

The opportunities that were identified are as follows:

- Sharing of staff experiences;
- Developing and introducing new programmes in all campuses;
- Supporting of weaker campuses;
- Sharing of resources, information contacts like international links; and
- Creating of more posts.

On the question of partnerships many interview participants and the consulted documents indicated that much should be done in that area. That was also reiterated by the Minister of Education ((Pandor, 2004: 1) when she acknowledged the partnership that Department of Education has with the business community, through the Business Trust, which has invested considerably in restructuring existing colleges. Colleges were therefore encouraged to identify local businesses that could become partners.

All participants indicated that there was a delay from the government on the question of accreditation and the development of learnerships. Parker (2001: 18) maintains: "Part of the lacuna between policy and implementation lies in the proliferation of "regulatory" bodies and multiplicity of role players and stakeholders represented on these bodies. This has created confusion over roles and responsibilities and undermined the kind of executive decision-making that is necessary for efficient management". The bodies referred to are the Department of Education, Umalusi, ETQA's and SETA's.

5.8.5   The management of resistance to change

All participants indicated that resistance to change was a worrying factor at colleges and that change was not managed correctly. This has resulted in a considerable tension occurring in all kinds of ways. For example, educators and other staff members felt left out in the process. In the college council conflict has occurred arising because the councilors felt that the principal was usurping the councilors' legitimate policymaking role, such as the drafting of the vision and mission of the college.

Decisions in the interest of 'efficiency', which are not consistent with the leader's professional duty to his/her colleagues and students, may lead to the leaders' unpopularity. The study revealed that the leadership was not receiving much support from the staff due to certain decisions they had taken, namely:

- Only a few staff members were given an opportunity to serve in the team that was driving the change process in the college; and
- People were classified in terms of Post levels when selections were made.

Gultig, Ndhlovu and Bertram (1999: 78-83) argue that the change process is complex and propose a number of orientations or perspectives as themes or lessons about change and reform that need to be considered for the successful management thereof. These are:

- The more complex the change, the less you can force it;
- Change is a journey, not a blue print;
- Individualism and collectivism must have equal power;
- Both top-down and bottom up strategies are necessary;
- Change is systematic; and
- The best organisations learn externally, for example by using international colleges for benchmarking as well as internally from suggestions made by staff.

5.8.6   Findings on the recommended leadership model

The findings reveal that it was quite cumbersome to recommend a leadership model for FET colleges. Instead of suggesting a model, most participants outlined the leadership attributes needed for the effective management of FET colleges. Other participants suggested organisational structures and how those structures should be developed.

5.9   DISCUSSION OF THE PROPOSED LEADERSHIP MODEL

5.9.1   Introduction to the proposed leadership model

Unisa (1999: 69) indicates that there have been many attempts to categorise the various theoretical accounts of how organisations do, or should work. Leadership models should not be prescribed but should be flexible enough to accommodate new trends and developments in education.

In this study the researcher has gathered information on leadership and leadership models that would serve as a guideline to the development of effective FET college leadership teams and the development of structures for the transformation of newly merged colleges in order to achieve the following:

- Innovative and successful ways to form partnerships; and
- The vision of ensuring accessible, relevant and responsive quality FET learning opportunities for all.

Today's increasingly dynamic and unpredictable world call for integrated thinking and action at all levels. The old model in which 'the top thinks and the locals acts' must give way to something new. In the new era the leader who can harness the collective genius of all the stakeholders in her/his organisation will be able to lead it to a winning position in the race ahead. The new leadership should have the ability to create a shared vision, should employ the principle of creative tension and should act as the designer of culture (Pellissier, 2001: 212).

5.9.2   The proposed leadership model

A study of literature on leadership models reveals that new models emerge with changes in values and norms in a society at large (Pellissier, 2000: 140). The views expressed by participants in this study, stressed the value which all stakeholders place upon open participative leadership of the college.

Based on the argument above, the researcher recommends a leadership model for FET colleges that is based on the following four principles:

1.   The principle of life-long learning

- The leadership of the college must possess a generative impulse to expand their knowledge;
- Should look at new ways of managing the institution and be innovative;
- Design systems that control events within the college; and
- Adapt quickly and effectively to changing circumstances.

2.   The principle of creating a shared vision

- The new leaders of the college should perceive themselves as designers, teachers and builders;
- Should continually expand their own capabilities to shape their views of the future;
- Should possess the skill to challenge existing leadership models;
- Should possess the skill to instill systematic patterns of thinking into their subordinates; and
- Above all, have the ability to build a shared vision.

3.   The leader as a designer of culture

- Building an institution's culture and shaping its development is an essential function of leadership;
- The leadership is responsible for helping people achieve more empowering views than those within their current reality;
- As a steward the leader operates from a sense of commitment to shared ownership of the organisation's larger mission.

4. **Leadership based on the principle of managing creative tension**

- The leadership should be able to see clearly where the organisation has to go, that is, what its vision is, and where it is now;
- Should be able to resolve the tension in two possible ways: raise the current reality towards the vision or lower the vision towards the current reality;

From the literature on leadership and the new developments in FET colleges, the researcher is of the opinion that the above principles should form the cornerstones of the development of the leadership model for the colleges and will go a long way in addressing the following key challenges facing the leadership of colleges:

- The relevance of FET curricula and the shift from national examinations to NQF compliant qualifications;
- The design and introduction of learnerships to provide students in all fields with optimal mix of theoretical knowledge, practical skills and exposure to workplace applications;
- The management of mixed-mode curriculum delivery;
- The capacity building programmes for FET colleges; and
- Professional development of educators; and
- The devolution of greater authority to the FET colleges that has considerable ramifications for how they are led and managed.

5.10 SUMMARY

In this chapter, data collected on issues pertaining to a leadership model for the effective management of FET colleges was presented and discussed. The process began by identifying topics and categories, which emanated from the segments of data obtained from the study of interview transcripts, observation and document analysis. During interviews as is reflected in the interview schedule (Appendix A) the following main categories were presented:

- FET college leadership strategies;
- FET college vision and mission;
- The attributes of the new college;
- FET core business and quality assurance; and
- A recommended leadership model.

Additional emerging categories were included as subtopics and presented as well. Leadership behaviors and approaches in meetings and training sessions were observed during the two observations conducted.

The findings from documents, the observations and individual interviews were presented in this chapter. In the document analysis the researcher focused and developed themes that would shed more light on the leadership of the college. These were the categories selected:

- College strategic planning;
- Envisaged organisational structures of the college;
- The Balanced Scorecard for the leadership;
- Organisational development of TNC; and
- The roles and functions of FET/ABET Directorate.

Underlying all of these issues are fundamental questions about the determination of an appropriate leadership model for the effective management of FET colleges and the guiding factors in the development of suitable and effective organisational structures in FET colleges. The proposed leadership model was discussed. Viewed from the perspectives discussed in this chapter, the leadership values and roles described will underpin the management of the service that is a central issue for the future of FET colleges.

In the following chapter, attention will be given to the recommendations and conclusions.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

This study, comprised of six chapters, was primarily set out to investigate a leadership model for the effective management of FET colleges. In chapter one, the need for a new approach to FET college leadership was emphasised. Chapter two explored the importance of FET colleges and the role of leadership. The position and role of FET colleges as compared to schools and universities were highlighted. The focus was on aspects of leadership, such as leadership development, creating a culture of leadership, collective and team leadership as well as the role of leadership in the management of change. In chapter four the research design and methodology employed in this study were discussed. Chapter five presented the data and findings of the field work as well as data from the documents and observations. This last chapter attempts to elucidate the conclusions that can be drawn from previous aspects of the study and offers recommendations.

The conclusions pertain to specific objectives of the study, namely, proposing a leadership model for effective management of FET colleges and aspects that are significant to college leadership. These conclusions will be drawn from the main components of the study, namely, the study of relevant available literature and the empirical research.

6.2   CONCLUSIONS ON THE STUDY OF LITERATURE

6.2.1   Introduction

The review of literature was mainly dealt with in chapters two and three. Various topics were covered including the significance of FET colleges, the need for a culture of leadership, various leadership models, the role of leadership in the management of change and the strategic leadership of the college.

6.2.2   Conclusions on the significance of FET colleges

From the literature study detailed in chapter two, sections 2.2, it can be concluded that FET colleges were central to improving the supply of high skills that are more responsive to societal and economic needs of the country. The quality of provision of FET was also of great concern to the Department of Education.

Chapter three, section 3.2.1, notes that since 1998, transformation of the FET colleges has been placed high in the agenda for government. FET colleges are now well paced to offer diverse curriculum and prepare students for niche self- employment and offer them better prospects for employment.

6.2.3   Conclusions on the need for a culture of leadership

As noted in chapter two, section 2.3, it can be concluded that the need for a culture of leadership in FET colleges was more needed than before. Shared leadership and collective leadership can lead to all stakeholders in the colleges having easy access to vital information and better involvement in the key tasks of college development.

6.2.4   Conclusions on the various leadership models

As mentioned in chapter two, section 2.5, there was no simple blueprint for successful leadership and no one correct leadership model that could suit all situations and all institutions. Several of the models for analysing leadership emphasise the importance of interpersonal skills as a means through which managers can effectively manage institutions. It can be concluded that, whatever model is used at a college, it has to be able to take into account realistically and openly the differences of opinions, power and authority of members of and stakeholders in institutions. A successful leader will be one who develops and encourages shared values by building up groups and teams of people who share values at least at specific issues.

6.2.5   Conclusions on the role of leadership in the management of change

From the discussions on the management of change in chapter two, section 2.4, the role of leadership is to take firm and positive actions to facilitate the organisational change. It can be concluded that a leader as a change agent needs to use new concepts in which change and diversity are central to the survival and success of their institutions. The following primary challenges can be identified:

- To increase collaborations among diverse groups; and
- To see difference as a strength and as a resource.

6.2.6   Conclusions on strategic leadership of the college

The discussion on strategic leadership of the college in chapter three, section 3.5, which also forms the core of this study as reflected by the aims of the study outlined in section 1.4, reveals that increasingly there is a need for visionary leadership, particularly in executive leadership of colleges. It can be concluded that leadership is more needed now after colleges had been merged and where new visions and missions had to be developed and implemented. The role of the leader in the process of developing new visions and missions of the colleges, in addition to offering ideas and participating in discussions, is to facilitate the involvement of all stakeholders in an ongoing dialogue about the future of the institution. By doing so, it can be concluded that at least three things will happen:

- All stakeholders will participate actively in the ongoing process of leadership, contributing their knowledge, insights and ideas to the development of the college's vision;
- They will acquire personal ownership and thus a greater sense of personal commitment, to the values for which the college stands and which shape its vision; and
- There will be an increased awareness of the vision and mission of the college.

6.3   CONCLUSIONS   REGARDING   THE   INTERVIEWS,   DOCUMENTS   AND   OBSEVATIONS

6.3.1   Conclusions on the leadership strategies and approaches

The researcher found that no single leader will have the range of attributes and skills for every occasion, but within a senior management team there are many possibilities. As pointed out in chapter two, section 2.3.3, consistent with the new developments in the country and in education leadership, collective leadership is increasingly seen as the most suitable approach. It can be concluded that collective leadership enhances the following:

- Shared responsibility;
- Ownership of the process of change; and
- Reduced and better-managed resistance to change.

6.3.2   Conclusions on the vision and mission of the college

There is a demand for a vision collaboratively developed by all who teach in FET colleges and all stakeholders. These sentiments are shared by all participants (see section 5.8.2).

More explicitly leadership and managerial processes and techniques are now receiving more attention and are urgently needed. These include the following key aspects:

- The development of the college vision and mission;
- The development of strategic plans; and
- Marketing strategies.

From the findings of both documentary study and observation in chapter five (sections 5.7.5 and 5.6.1 respectively) a tool, such as, the Balanced Scorecard, can play an invaluable role in ensuring the success of implementation of the vision and mission of the college because it is intended to ensure adherence to the strategic plans of the college.

6.3.3   Conclusions on the organisational structures

Based on the findings on chapter five, section 5.8.3, and supported by the literature study it can be concluded that there is no such a thing as one correct type of organisational structure. Pellissier (2001: 60) concurs by arguing that there are only correct organisations, each of which has distinct strengths, distinct limitations and specific applications. Organisation is a tool that is used to make people productive when working together. As such, a particular type of organisational structure fits certain tasks under conditions and at certain times.

On the question of centralisation, it can be concluded that, the relocation of certain functions to the central office of the college (after the merger) as was identified by all the participants and in the documents, does not remove the essential political nature of many leadership and managerial decisions. The appointment of people to those structures should reflect transformation, equity and redress for the injustices of the old education system.

6.3.4   Conclusions on the attributes of the new college

The researcher concludes that the success of the new FET college will be decided by the partnerships that the college has with industry, community and all its stakeholders. What is also important is that a balance is constantly kept between attention to the core business of the college (its learners and curriculum) and attention to more corporate concerns relating to the demands of external stakeholders. The community has information and opinions about the colleges and their quality and effectiveness, but much of it is mistaken or misunderstood due to poor marketing of the college and lack of information on the part of the community. That presents a leadership challenge for FET colleges as well as the Department of Education.

The FET college leadership must be visible in the college, not only to supervise the educators and administrative staff, but also to stay abreast of the demands and needs of college educators. From the findings and observations discussed in chapter five (sections 5.5.13 and 5.6.1 respectively) it can be concluded that staff development should be regarded as a priority by all leaders if the colleges are to develop new programmes and change to an outcome-based education and unit standard based

curriculum. Form the literature study in chapter three (section 3.7.2), FET colleges must provide ongoing training for educators in the field, at times and in places that encourage active participation.

6.3.5   Conclusions on the management of resistance to change

Traditionally, in technical colleges, primary responsibility for determining the core activities of the service has been seen as the domain of the few people in leadership positions only. From the discussion on building a culture of innovation (chapter two, section 2.7.2) all interested parties should now be called to contribute and be innovative.

As noted from the literature study on the management of change in chapter two (section 2.4.2), everyone involved in leading and managing change needs to recognise that resistance to change is normal and something to be planned for. Unless this is acknowledged, those charged with managing change will inevitably find themselves involved in a tug of-war between what the FET college expects and the demands of its staff and the staff member's aspirations. The consequences are likely to be a high degree of frustration and despair.

6.3.6   Conclusions on the leadership model

There is a need for a new leadership model that would facilitate public colleges to become professional colleges just as law schools and medical schools are regarded as professional schools. This view is supported by the literature study in chapter three (section 3.7) and the findings discussed in chapter five (section 5.8.6). The following conclusions can be drawn about the leadership model suggested:

- It should empower the leaders to create shared vision and improve organisational performance; and
- It should enhance the building of consensus among staff to advance the aims of the college.

6.4 RECOMMENDATIONS

Emanating from the study the researcher believes that the recommendations made are crucial to the successful leadership and responsiveness of the FET colleges.

6.4.1 The new approach to the FET college leadership

Consistent with the new developments in the FET college sector and the adaptive process of leadership, the new approach should be based on the following. It should:

- Facilitate open communication among all stakeholders ranging from students, educators, parents, industry as well as the government;
- Establish an environment at the college conducive to the spirit of shared vision;
- Encourage distributing college leadership across all campuses and all faculties;
- Provide transformational leadership that is the essence of the country's democracy and leadership that is focused on the quality of service the college delivers.

6.4.2 Leadership accountable to the community

Leadership that is passionate about reporting of the performance of the FET College to the community can stimulate more interest and change the poor perception the community has about colleges. The targeted audiences should include: teachers, principals, students, parents, and members of college councils, journalists, staff of department of education, legislators and local government officials.

6.4.3 More financial support for FET colleges

Financial support is urgently needed if the college's leadership is to be innovative and achieve all the following important objectives:

- Academic programmes improvement and alignment with new trends;
- Development of new programmes including learnerships;

- Establishment of Quality Assurance Systems; and

- Support of team building exercises and staff development programmes.

6.4.4 Improved learner support

Learners at FET colleges have been receiving very little and in some case no support at all. Both financial and social supports are needed. The Department of Education should allocate more funds to the colleges for learner support purposes.

6.5 LIMITATIONS OF THE STUDY

The present study was limited by the fact that a small sample of participants was used, however, insight was gained into the leadership models most appropriate to FET colleges. This study does not claim to have produced a complete and effective leadership model suitable for FET colleges nor does it state or argue that the model identified will be applicable to all situations. The study focused on exploring the experiences of members of TNC leadership. The assumption was also made that other FET institutions and their leadership face similar challenges and that the results of the study could be used by all.

A qualitative study such as this one does not warrant generalisation, however, many of the recommendations, given in section 6.4, emanate from findings of this study.

6.6 FINAL CONCLUSION

The study of leadership has been shown to be an interdisciplinary one covering a vast terrain that encompasses the political, corporate, educational and human service domains. The new government of South Africa was faced with a number of tasks in 1994. It inherited an education system that was fragmented, segregated, bureaucratic and of poor quality. The restructuring of technical colleges in 2001 formed the foundation for the new FET colleges today. All these changes place enormous pressure and responsibility on college leadership.

The leadership of the college should know the immense importance of the service they deliver to society. Working together with the government and the public to transform the education system requires strong and visionary leadership. The FET colleges leadership also has an important role to play in providing opportunities and enhancing the skills of their staff and the capabilities of their students. The other responsibility of FET colleges and its leadership is to ensure that students exiting from colleges (graduates) possess requisite literacy; critical-thinking; and problem-solving skills to become lifelong learners and researchers.

This conclusion is supported by the statement by the newly appointed Minister of Education, Naledi Pandor, as was reflected in the Parliamentary briefing on May 2004 when she said: "We will work to ensure adequate funding of the technical colleges and proper alignment of the courses they offer with the requirements of the economy". The Minister further pointed out that the mandate of the technical colleges, or Further Education and Training (FET) colleges, as they are now called, was to provide intermediate skills for young people and adults so as to enable them to participate actively in the economy. She indicated that recent statistics showed that up to 60% of the unemployed formed part of younger generation, because they did not receive training to skill them for the challenges of the globalising economy (Pandor, 2004:1).

The colleges need to be funded and developed in a manner that will allow them to provide both skills and upgrade programmes as well as provide leading programmes that answer to the challenges of supplying the critical scarce skills needed in South Africa. The excellent framework of action in the FET Act should be put into action. On the question of strategic planning, which forms the essence of leadership, which is also the core of this present study, the Minister indicated that several clusters of colleges had submitted their institutional plans to the Department of Education and that they must be implemented (Pandor, 2004:1).

The purpose of this study was to review some of the more recent developments in the wider fields of leadership and educational leadership. The study, however, was concerned with new developments within the FET sector and colleges in particular. From the literature study it was apparent that for the first time the broad pattern of FET educational provision was to be managed within a framework established and driven from the central government.

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APPENDIX A

INTERVIEW SCHEDULE

To prepare and create a relaxed interviewing atmosphere the following will be done:

- All participants will be welcomed and thanked for being available;
- Permission will be sought for the use of audiotape;
- Anonymity and confidentiality will be confirmed; and
- The research topic will be introduced.

The following acronyms were used during individual interviews transcripts:

SM   SENIOR MANAGER

CM   CAMPUS MANAGER

MM   MIDDLE MANAGER

L   Lecturer

S   Statement

1. **FET LEADERSHIP AND CHANGE**

S. Leadership is essential to any change journey and the ability of an organization (college) to recognize and anticipate change. Leaders who fail to recognize the need for change, establish a vision, craft a path for change, or effectively manage the change effort place their organizations at significant risk and competitive disadvantage (Mische, 2001:29).

- Would you agree with the above statement? If so, why? If not, why?

- What leadership qualities should the FET college leadership demonstrate/poses in order to effectively manage the college?

- What leadership approaches or strategies should FET college leadership apply?

- What organizational structure would lead to effective management of the FET College?

2. **FET COLLEGE VISION AND MISSION**

S: Visions and missions are necessary for the success of the organization (college).

- Comment on the above statement and give reasons for your responses.
- What are the vision and mission of your institution?
- How was the vision and mission of your institution developed? And by whom?
- How was this vision and mission communicated to your staff? What is the level of awareness of your staff of this vision and mission? And how are you going achieve that your staff should live the vision and mission of our institution? (Ownership of the vision and mission)

S.   Research has shown that there is debate about the relationship between structure and strategy, i.e. structure follows strategy and visa versa (Noorderhaven, 1995: 138).

- What is your position with regard to the preceding statement? And substantiate your position.

3.   THE ATTRIBUTES OF THE NEW COLLEGE

- What opportunities and challenges does the attribute, large and multi-sited college, offer to the leadership of the college and staff?
- What advantages or disadvantages does your institution have over your competitors in terms of the following: Location of delivery sites, student recruitment and employer partnerships

S.   Giving learner meaningful support and career guidance is another area of concern in get colleges.

- Do you have any learners support programme?
- What learner support mechanism/s have you put in place to address this question?

S.   The Education White Paper 4 of 1998 stipulates that funding or funds will be a key instrument for influencing the responsiveness of FET institutions.

- Does your college receive any financial support from the Department of Education?
- Other than funds allocated to your college by the State, how are you going to ensure your institution's financial viability?
- What partnerships have, as college, developed with the neighboring community and the employer community?

4.   CORE BUSINESS AND QUALITY ASSURANCE

- To deliver diverse programmes and curriculum in order to cater for a diverse population of students, what modes of delivery has your college adopted?
- How do you rate (in percentages) your college in terms of their strengths?
- What quality assurance and SAQA accreditation systems are in place at your college?
- What is the level of readiness of your educators in terms of curriculum delivery (including learnerships)?
- What leadership and staff development programmes are in place (or planned) to address leadership issues as well as curriculum delivery at your college?
- Do you experience any resistance to change within your institution? If yes, how do you deal with manage it?
- What leadership model would best suit the FET colleges?

APPENDIX B

OBSERVATION SCHEDULE

LEADERSHIP ROLE IN THE MANAGEMENT

DATE: _____

Chairperson of the meeting/Facilitator: _____

Type of the meeting/training session observed: _____

Expected outcome/s: _____

- **Who is being observed?** _____
- **How many people are involved?** _____
- **What are their positions in the college?** _____
- **Where did observation take place?** _____
- **What are the conditions like?** _____
- **What is the main subject discussed?** _____
- **What emotions do participants express?** _____
- **What is the level of participation?** _____
- **Are participants encouraged to air their views?** _____
- **How are decisions taken?** _____
- **Sharing of responsibility:** _____
- **Time frames allocated:** _____
- **Dealing with opposing opinions:** _____
- **Role of facilitator:** _____
- **Style of leadership:** _____

APPENDIX C

PO BOX 94327

BOORDFONTEIN

26 MARCH 2004

THE PRINCIPAL

TSHWANE NORTH COLLEGE

PRETORIA

REQUEST FOR INTERVIEWS

I am the lecturer and was also the acting HOD in the Engineering Department at the Soshanguve campus and have enrolled (in the final year) for a doctorate (DED) at the University of South Africa (UNISA). I am at present completing the empirical part of my thesis entitled: **"Towards a leadership model for the effective management of Further Education and Training colleges in Gauteng Province".** I hereby request permission to interview the leaders of the college, that is, the members of the Rectorate namely, the principal and the deputy CEO and the institutional executive officers IEO's and campus heads, three HOD's, one lecturer from each campus and the president of the SRC.

Your kind assistance in granting me an interview or allowing me to interview members of your staff to obtain the required information will be highly appreciated.

ONCE again thank you for your assistance

With best regards

M.J.S MOHLOKOANE

(Telephone number: 012 549 5757 or cell no: 0828610575)

APPENDIX D

OFFICE OF THE PRINCIPAL

TSHWANE NORTH COLLEGE
FOR FURTHER EDUCATION AND TRAINING
inspiring individuals

21 April 2004

Mr S Mohlokoane
Tshwane North College for FET
Soshanguve Campus

Dear Mr Mohlokoane

INTERVIEWING OF STAFF IN TERMS OF FURTHER STUDIES

This serves to confirm that you may proceed with the interviewing of members of staff in terms of the needs of your further studies.

I wish you every success in your studies and the achieving of your further qualification.

Yours sincerely

MARINDA BASTIAANS, PRINCIPAL
TSHWANE NORTH COLLEGE FOR FURTHER EDUCATION AND TRAINING

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