

**THE ROLE OF THE CAMPUS DIRECTORS OF THE NORTHERN
LEARNING SITES OF TSHWANE UNIVERSITY OF TECHNOLOGY (TUT)
WITH REFERENCE TO DECISION-MAKING**

by

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SUMMARY

Higher education landscape in South Africa could not escape the transformation which was necessary to ensure that South Africans receive quality higher education without any unfair discriminatory criterion. The 36 higher education institutions had to be merged and reduced to 21 and form a single coordinated higher education for the country.

Tshwane University of Technology as a university with a multi-site institution has also resulted from this transformation agenda of the government. This merger is constituted by former Technikons Pretoria, Northern Gauteng and North-West. As a multi-site institution, managing other learning sites which used to be independent with their respective senior management structures became more challenging. An Interim Vice-Chancellor during the merger period appointed campus directors as an attempt to address challenges faced and discontent among staff and student. This study endeavours to describe and determine the roles of these Campus Directors in the institutional decision-making process of the University.

DECLARATION

I declare that “THE ROLE OF THE CAMPUS DIRECTORS OF THE NORTHERN LEARNING SITES OF TSHWANE UNIVERSITY OF TECHNOLOGY (TUT) WITH REFERENCE TO DECISION-MAKING” 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.

M.C. Baloyi

Date

KEYWORDS

Campus Management; Campus; Learning site; Merger; Participation; Transformation;
University of Technology; Decision-making; Higher Education; Stakeholders.

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**THE ROLE OF THE CAMPUS DIRECTORS OF THE NOTHERN
LEARNING SITES OF TSHWANE UNIVERSITY OF TECHNOLOGY (TUT)
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CHAPTER ONE

AN INTRODUCTION TO THE DISSERTATION

1.1 INTRODUCTION

The dawn of democracy in South Africa in 1994 was a sign that change upon all creations of the apartheid legacy was inevitable. Such change included the transformation of higher education as a crucial service for person-power development towards a sustainable economy. To achieve this noble challenge, the 36 higher education institutions had to be merged and reduced to 21 and form a resilient effective single coordinated higher education of the country. The merger has had effect on the traditional governance of institutions. The integration process towards a successful merger had to take into consideration pillars of democracy, *inter alia*, transparency, ownership, consultation and legitimacy, without compromising dispersed governance that existed in different merging institutions.

This study focuses on how Tshwane University of Technology (TUT) has responded to this transformation challenge when its constituent former Technikons were being integrated into the new University. In this regard, the decision-making process of the newly created Campus Directors (CDs) has been questioned. The foregoing challenge is including the manner in which and rationale for establishing management structures such as CDs and Campus Management Committees (CMCs) and their roles in the institutional decision-making process of the University. Therefore, the unit of analysis for this study is the decision-making within TUT.

1.2 RESEARCH PROBLEM

The derivation of the research problem under investigation in this study is the merger which was announced in South Africa by the Minister of the Department of Education

in 2003 in accordance with the *Higher Education Act, 1997 (Act 101 of 1997)*. This Act was promulgated after rigorous discussions of the *White Paper on Higher Education of 1997*. That announcement gave rise to the merger of the former Technikons Northern Gauteng, North West (herein referred to as the Northern Learning Sites) and Pretoria (herein referred to as the Pretoria Learning Site). Coupled with the announcement was the issuing of the *Higher Education Restructuring and Transformation Guidelines for Mergers and Incorporations of 2003*, to guide merging institutions on the merging process, the merger process through which institutions of higher learning had to achieve broader University-specific integration and transformation. Central to this integration would be management and participatory decision-making process (Department of Education, 2003:29). This section of management and participatory decision-making process of the merger guidelines provided that institutions should ensure that important steps are taken to avoid the creation of a vacuum in leadership and management. This recommendation was inspired by the findings of the National Working Group that was employed by the Minister of the Department of Education to investigate feasibility for mergers and advise the Minister on appropriate arrangements for establishing new institutions and organizations (Department of Education, 2001:56). However, subsequent to this merger and contrary to the recommended governance and management provisions, the executive management of Tshwane University of Technology (herein referred to as the University and abbreviated as TUT) decided to remove the former rectors of former Technikons North West and Northern Gauteng to the former Technikon Pretoria. The former Technikon Pretoria then became the seat of the University as a result of the Minister's announcement (Asmal, 2003:7). After the removal of the rectors, Campus Directors were appointed by the Interim Vice-Chancellor.

The research problem to be discussed in this study is: What is the role of the CDs of the Northern Learning Sites in the decision-making process of the Tshwane University of Technology?

1.3 AIMS OF THE STUDY

The primary aim of this study is to determine and describe whether CDs play a role in the institutional decision-making process of Tshwane University of Technology (TUT).

Furthermore, this study consolidates the perceptions of the stakeholders on whether CDs do play a role in the decision-making process of the University. The stakeholders are: Staff unions, Executive Management Committee, Campus Management Committees, Student Representative Councils, Strategic Management and Support, and Campus Directors. Emphasis will be on the perceptions and views of these stakeholders about the decision-making process in TUT and their roles including that of the Campus Directors.

1.4 DELIMITATION OF THE STUDY

All research studies have their boundaries (Blumberg, Cooper & Schindler, 2005:483). This study is therefore confined to the investigation on decision-making roles of CDs in Soshanguve and Ga-Rankuwa campuses (herein referred to as the Northern Learning Sites). Decision-making roles of the CDs is carefully studied and analyzed in the context of the decision-making process of Tshwane University of Technology (TUT) in view of the aim of this study. This research undertakes an in-depth investigation in order to seek answers and make recommendations on the research question, which is to determine and describe the role of CDs of the Northern Learning Sites (NLS) in the decision-making process of TUT.

1.5 METHODOLOGY

The nature of this study is qualitative. In a qualitative study, qualifying words and descriptions to record and investigate aspects of social reality are employed (Bless & Higson-Smith, 2000:156). Peshkin in Leedy & Ormrod (2001:148) further indicate that a qualitative research may also serve the purpose of description. Descriptive approach implies that certain situations, settings, processes, relationships, systems or

people are studied. In the context of this study, the decision-making role of the CDs in the NLS is described and critical analysis is undertaken.

Furthermore, a literature review is undertaken in this study to search for relevant scientific methods and tools applicable to decision-making. The theoretical exposition of decision-making as a key concept in this study is undertaken in the context of Public Administration and Management discipline. The researcher's conclusion is based on the research into this key concept which will serve to explain perceptions of the stakeholders regarding the decision-making process of TUT.

Relevant data sources which are used for the purpose of this study, are the *Higher Education Act, 1997 (Act 101 of 1997)* (herein referred to as the *Higher Education Act, 1997*) and other official documents of the Tshwane University of Technology, such as the minutes of meetings of the Campus Management Committees, Joint Campus Management Committees, Executive Management Committees, memoranda and letters.

Interviews are also conducted as a data collection technique in this study. Brynard and Hanekom (1997:32) infer that researchers in Public Administration and Management are advised to make use of interviews. This is due to the fact that other methods of data are regarded as inadequate. Respondents are also provided an opportunity to seek for clarity where misunderstanding occurs during an interview.

1.6 TERMINOLOGY

Words and phrases that are regularly used in this mini-dissertation will have the following meanings:

Campus : the ground of an educational institution, a school or branch of an institution that may be geographically removed from the main or central institution, but is still regarded as an entity (Tshwane University of Technology, 2005:2).

- Learning site : the environment in which learners are given an opportunity to achieve agreed upon outcomes, including schools and Adult Based Education and Training centres (Tshwane University of Technology, 2005:8).
- Merger : a process whereby two or more formally separate and independent higher education institutions become legally and organizationally a single entity under the managerial responsibility and control of a single governing body and a single chief executive (Martin, 1996:83).
- Participation : an empowering process of allowing employees to take part in decisions that affect them and eventually take ownership of such decisions (Robbins & De Cenzo, 1998: 326)
- Transformation : the induced or spontaneous change of one element into another (Tulloch, 1993:1658).
- University of Technology: refers to an institution that has the capacity to create and apply knowledge and to conduct basic applied research within the context of innovation, entrepreneurship and the commercialization of research results. This type of an institution will engage in research, work focused teaching/training, entrepreneurial activities and community outreach (Tshwane University of Technology, 2005:21).

1.7 REFERENCE TECHNIQUE

The researcher in this mini-dissertation has used the abbreviated Harvard method. The name of the author was quoted, followed by the year on which the book was published and page number(s) (Brynard & Hanekom, 1997:70). In other words, this method provides that reference should be made to authors whose work has been cited in the content of the dissertation (Mouton, 2001:228).

A list of all sources referred to in this study has also been provided at the end of the mini-dissertation.

1.8 SEQUENCE OF THE STUDY

The study has been divided into sequential categories. The sequence can also be regarded as the logic and structure of the thesis (or mini-dissertation) (Mouton, 2001:114). Chapters compliment each other and constitute a form of logical layout. Each chapter is ended with a summary which is aimed at giving a synoptic highlight of what was discussed in the chapter and introduces the next chapter. The overall data collection and analysis for the entire mini-dissertation is discussed in Chapter Three. The following is the sequence of the chapters:

- Chapter One : An introduction to the dissertation. The chapter briefly discusses the research problem, research methodology as well as the chapter layout, amongst others.
- Chapter Two : Literature review. This chapter provides a historical background on the mergers and higher education in South Africa. The review includes cases of higher education institutions, in order to understand how decision-making process during the integration process was addressed.
- Chapter Three : Research methodology, data collection and analysis. This chapter discusses in detail, the research methodology, and data which was collected and analyzed. Decision-making process is also discussed to ensure an understanding of this concept in this study. Answers to the main research question and/or problem are discussed based on the empirical findings.
- Chapter Four : Conclusion and recommendations. This chapter provides a synoptic reflection on the discussions in chapters one to three, and thereafter makes recommendations on the problem under investigation, namely, describing and determining the role of Campus Directors of the Northern Learning Sites in the decision-making process of TUT.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter One discussed the background that presented reasons for selecting the problem, the rationale for the study, as well as a statement of the research problem, which is the understanding of the Campus Directors' (CDs) roles in the decision-making process of Tshwane University of Technology (TUT).

This chapter summarizes the review of the literature on the scholarship relating to the research problem under investigation. Merger studies were considered because the CDs were appointed as a result of the merger in the South African higher education institutions. The component of decision-making is discussed in this study. It should be noted that the removal of former rectors and the consequent appointment of CDs has created a vacuum on the decision-making process of the Northern Learning Sites (NLS). Therefore this review on mergers is linked to the review into whether the CDs have decision-making roles which can assist in closing the created decision-making vacuum in the NLS. This literature review includes cases of higher education institutions, and aims to provide some understanding on how governance in relation to decision-making process during the integration process is addressed; while the review on Chapter Three will also focus on decision-making process to ensure proper conceptualization.

The meaning of a literature review is discussed in the following section, after which a discussion is undertaken on merger experiences in South African higher education institutions. This review considers the historical background of higher education mergers including the rationale for such enforced mergers by the government.

2.2 DEFINING THE LITERATURE REVIEW CONCEPT

The highlights will, where applicable, include discussions on the nature of the study under review, data collection techniques that were employed and where applicable,

the findings from the studies are highlighted. This is done in an attempt to relate such findings to the research problem and question under investigation in this mini-dissertation. Against the latter background, the meaning and aim of literature review are explained. This argument will demonstrate the significance of this type of review in writing academic research reports.

Mouton (2001:87) defines a literature review as the process of finding what has been done in a field of study. According to Blumberg, Cooper & Schindler (2005:76), a literature review examines recent or historic significant research studies that act as a basis for the proposed study. Therefore, the review of literature in this chapter is intended to obtain a perspective on most recent research findings relating to mergers of higher education institutions. The review could also serve as a comparative exercise and a benchmark that assists in understanding how other institutions have addressed issues of governance (in relation to decision-making process) during the integration process that resulted from a merger. Therefore mergers are discussed hereunder in order to discover what could have influenced the decision of executive management of Tshwane University of Technology (TUT) to appoint CDs for the Northern Learning Sites, and whether these appointments have managed to close the vacuum in decision-making that was created when the former rectors of the Northern Learning Sites (NLS) were moved to the Pretoria Learning Site.

2.3 LITERATURE REVIEW: HISTORICAL BACKGROUND OF HIGHER EDUCATION MERGERS IN SOUTH AFRICA

Mergers in South Africa have brought in significant changes in terms of the operational issues within higher education institutions in the country. This section discusses merger experiences in order to describe and understand how day-to-day activities within learning sites of TUT, especially NLS, could ensure that roles of line managers are clarified. This could assist in ensuring that decision-making processes are not hampered.

2.3.1 Rationale for the mergers in higher education in South Africa

The Minister of the Department of Education began the implementation of the merger with a strong expression of intent to establishing a single coordinated public higher education system in South Africa in 1997. This aim was embedded in the *White Paper on Higher Education of 1997* (Department of Education, 1997:1). The White Paper was later enacted as the *Higher Education Act, 1997 (Act 101 of 1997)*. The ministry thereafter demonstrated its seriousness regarding the establishment of a single coordinated higher education system by compiling and distributing the *Higher Education Restructuring and Transformation Guidelines for Mergers and Incorporations of 2003*, to the South African public universities and technikons in 2003. Apart from being a guiding framework from the Department of Education, these guidelines preceded merger and incorporation announcements made by the Minister of the Department of Education in 2003 (Asmal, 2003:7). The merger of former Technikons Pretoria, North West and Northern Gauteng (which is also part of this review) was amongst announcements in which the Minister indicated that from the 1st of January 2004, these institutions were required to commence with the negotiations and implementation of the merger process. As a result of these merger announcements, several studies and a survey have been undertaken, details of which are discussed in the following paragraphs.

Covin, Kolenko, Slightler & Tudor (1997:22) found that it is imperative for employers to always view employees as a pivotal component for successful mergers, and that employee participation in the merger process should be encouraged by the employer. Simelane's (2002) paper on problems of restructuring and mergers within classical industry sectors and public servants managing restructuring, generally argues in support of the latter finding that very little consideration is given to the fate of employees in mergers. Simelane (2002:3-4) further argues that there is general acceptance that jobs will be lost as a result of a merger, and thereafter warns that organizations should always align restructuring processes to the policy objectives of the government in order to ensure appropriate goal attainment. Clearly, these arguments provide a broad framework for assessing the relationship between Tshwane University of Technology (TUT) and its stakeholders including employees and students, as well as to examine the involvement of CDs in the merger process.

Chapter Three of this mini-dissertation discusses perceptions of staff through unions with regard to the decision-making process at NLS of TUT, and will highlight the extent to which stakeholder participation occurs from learning sites to institutional levels. The chapter will again examine whether the TUT merger process is aligned to guidelines on mergers and incorporations document from the Ministry of the Department of Education in South Africa. This examination can accordingly assist in determining the role of CDs in decision-making process of TUT.

Furthermore, Koen's (2003:1) paper on *Moving towards Uncertainty: Higher Education Restructuring in South Africa*, argues that the virtues of mergers as instruments to promote efficiency and to reduce costs in higher education have long been contested. The paper states that the South African merger of higher education institutions was mainly to streamline the apartheid created system of higher education thereby reducing the 36 universities and technikons to 21 institutions of higher learning. Koen (2003:1) states that the South African mergers were imposed upon the higher education sector. In other words, the mergers were involuntary (Patterson, 1999:15). Universities and technikons had no choice but to comply with the instructions to merge by the Minister of the Department of Education in 2003. Coupled with the streamlining, was the call by the Minister of the Department of Education for merging institutions to address issues of public accountability in terms of acceptable financial practices, fostering quality and responding to the political agenda of ensuring proper redress of historically disadvantaged institutions of higher learning.

Koen (2003:1) concludes by raising a concern with regard to the seemingly growing bureaucracy in accessing the much desired redress funds. This paper clearly highlights that mergers are an intricate phenomena. This means that regardless of where the merger is being implemented, the effects such as trauma, resistance and internal conflicts between executive management and staff will be experienced. It is therefore important in the context of TUT to ensure that line managers such as the CDs have clearly defined roles within the institution which could contribute to the decision-making process. Such an approach would be proactive in nature and could mitigate possible problems which may arise due to a lack of localized decision-making bodies within learning sites.

Ntshoe (2003:381) undertook a study to examine demands that accelerate expansion of and increased access to higher education for blacks. Ntshoe (2003) further argues that the current policy of institutional mergers is driven by demands to make higher education sector efficient, although some of the historical inequities such as the disparities on infrastructure are not sufficiently addressed. This inability to address the historic disparities that were caused by apartheid is caused by amongst others, the lack of effective governance and management in some of the higher learning institutions (Ntshoe, 2003:381). Clearly, a delay in role clarity of CDs in the decision-making process of Tshwane University of Technology can overshadow some of the gains of the merger process in the University.

Jansen (2003:27) undertook a case study in South Africa to examine reasons that ensured the continuation of the merger process of the identified five merger cases despite the intense opposition from the affected entities. The study noted that the black institutions were mainly located in under-developed and impoverished rural areas with little economic infrastructure for supporting local development and university expansion. This situation in itself is a hindrance to a successful merger. However, despite the nature of the environment, the merger even in these kinds of areas proceeded. According to Jansen (2003:35), most of the mergers under consideration were subsumed integration, which means the taking over of a smaller and vulnerable institution by a larger established institution. Data collected from members of the Campus Management Committees, unions and Student Representative Councils tend to suggest that the former Technikon Pretoria is playing the role of a bigger merger partner (infra: sections 3.4.4 to 3.4.6, on pages 41 to 51). Furthermore, the latter has seemingly positioned itself as the established learning site in comparison to the former Technikons North West and Northern Gauteng, which are part of the historically under-resourced black institutions. Jansen (2003:27) highlights that despite the odds, mergers continued in South African higher education institutions and in every individual case, the merger unfolded in a different way.

Hall, Symes & Luescher (2004:1) undertook a study in South Africa for the Council on Higher Education on the governance of mergers in South African Higher Education. The study investigated the governance of mergers in South African Higher

Education with a subsidiary focus on governance in the contexts of incorporations and multi-campus institutions. This study is relevant and useful to this dissertation in various ways, including that the sample used by Hall *et al.* (2004:1) comprises institutions with multi-campus establishments. The Tshwane University of Technology (TUT) is a multi-campus University, herein referred to as Learning Sites (Tshwane University of Technology, 2006:6).

Hall *et al.* (2004:4) argue that a successful restructuring outcome will depend upon the ability of the state and institutions of higher learning to negotiate and create amicable merger benefits. According to the letter by the joint SRCs from Pretoria Soshanguve & Ga-Rankuwa, entitled *On Dissatisfaction* (2004:2) the relocation of senior management of the former Technikons Northern Gauteng (TNG) and North West (TNW) to Pretoria was not negotiated with staff and students. Arguably, the relocation can be viewed as a contradiction to the argument by Hall *et al.* (2004). Clearly, non-negotiated decisions may lead to mistrust amongst stakeholders and cause delay in the integration process (Hall *et al.*, 2004:4).

Pityana (2004:1) argues that higher education, as an institution which was always established to last for eternity, has been facing real prospects of extinction or renewal. This argument can be understood to be emphasizing the unavoidable wave of change in higher education since the promulgation of the *White Paper on Higher Education of 1997* (supra: section 1.2, on pages 1-2). Implicitly, the strength and history of any institution under the higher education umbrella was not able to deter inevitable mergers. Pityana (2004:5) further disapproves of the merger policy and states that it was controversial in that its assumptions were based on ideological conjectures that were inadequately tested. One such poorly tested postulate of the merger policy was the proposed reduction of institutions from 36 to 21, which was seen as a singular instrument of mergers and incorporations without examining other options to achieve the intended purpose. Lynch & Lind (2002:5) argue in this regard that there is no one merger model, which can be a panacea. In view of these submissions, it can be argued that the approach used by the South African government in implementing mergers is clearly not a panacea but one of the few methods through which a resilient single coordinated Higher Education could be achieved. It can furthermore be deduced from this argument that not all institutions and/or their leaders in South Africa were in

support of the merger. Pityana's (2005) paper is relevant to this dissertation in that it provides some of the nuances that may underpin the making of decisions in universities such as the Tshwane University of Technology (TUT) since the merger in 2004. Another study on mergers, which was done in South Africa, is discussed in the following paragraph.

Sehoole (2005:159) undertook a study in South Africa to investigate how political forces influence merger forms and outcomes. The study uses the case of a merger between rural residential institutions with severe financial disadvantages. It is found that the outcome of this merger was contingent on matters such as strong and reliable institutional leadership whose authority is respected across the institution and outside the university; strong and strategic leadership that decided to deploy its energy and resources for optimal positioning of its staff, students and curriculum in the merged entity; and a strong and interventionist government that intervenes proactively to ensure that the merger process stays on track (Sehoole, 2005:174-5). The role of executive management cannot be under-estimated.

Kistan (2005:241) undertook a study to highlight challenges and issues which were facing the University of KwaZulu-Natal in Durban, South Africa, during the interim and post-merger periods. This experience could assist in answering whether CDs are an appropriate alternative for decision-making in a multi-campus university such as the Tshwane University of Technology (TUT) after centralizing the rectorate at the seat of the University, namely, the Pretoria Learning Site. A case study and the sample of the former Universities of Durban Westville and Natal were used. The objective of the study was to compare similarities and differences between the two merged universities. Kistan (2005:242) views the merger of the former Universities of Durban Westville and Natal as a forced merger by the Department of Education. A forced merger is also referred to as involuntary (Patterson, 1999:15). This means that the merger is initiated and driven by the government and it is expected of institutions of higher learning to merge. The involuntary merger is usually characterized by resistance and conflict within the merging institutions (Patterson, 1999:15). The merger at the University of KwaZulu-Natal was indeed characterized by tensions and disagreements at all levels of discussion, starting from the two former Vice-Chancellors, the Executive Management Committees, Deans and other stakeholders.

According to Kistan (2005:245), these tensions were also fuelled by the attitude of people who were understandably guarding their own turf and their own future. According to Gutto's (2005:4) paper on Tshwane and the Challenges of Governance and Politics, this kind of people's attitude is described as detrimental to transformation, change and obviously mergers because the very people often cling to benefits of past discrimination with a conscious intention not to adapt to far-reaching real change. It was concluded that this merger disregarded existing different cultures of the two former universities and that the negotiation teams were unable to establish amicable guidelines for the merger process.

Furthermore, the Sunday Times (2005:1-7) undertook a survey through which the effects of the earlier phase of the merger in 2004/5 were evaluated. Several selected opinion makers in the South African higher education field were interviewed. The ensuing paragraphs discuss the few selected opinions and views on mergers in South African higher education institutions:

- Professor Frederick Fourie, the Vice-Chancellor of the University of the Free State during 2005, mentioned that the University of the Free State eventually found itself with two campuses in its main campus, one white and one black, separated in the classrooms and in the residences. The segregation was attributed to the unintended consequence of the policy decisions on language (which respectively allowed for tuition in English and Afrikaans), and the policy decisions on residences (which provided students with freedom of choice of hostel of preference). The report further outlined that this discrimination disorientated students who came from multicultural high schools, in that they were taken back to historic tendencies of the past by decisions of the University. Clearly, the above observation suggests that the University was marred by racial and cultural integration challenges. It is therefore doubtful whether the decisions of the Tshwane University of Technology (TUT) on Residences and Language can exonerate the University from the similar experience of the University of the Free State.

- Ahmed Essop, the Chief Director on Higher Education at the time of this study, generally indicated that there were problems of institutional cultures and difficulties of people relating to one another. The relationship between students and teachers is cited as one of the general problems that have been and can be extremely stressful in a merger. Perhaps in the case of TUT, the CDs role should not mainly be focused on contributing to decision-making at the higher level within the institution, but executive management should also ensure that CDs are empowered to undertake decision-making roles within the context of their respective learning sites. That is, to lead stakeholders to a new organizational culture of the merged institutions.
- Professor Agina Parekh, a former psychology lecturer at the former University of Durban Westville, commented that the scale of mergers of higher education in South Africa is higher than other mergers anywhere in the world. The report further indicates without elaborating that the reasons for the merger in South Africa was different from reasons which led to mergers in countries such as the United States of America (USA), Australia and Canada. For instance, proximity, promotion of staff and student equity as well as strengthening leadership and governance are some of the reasons that resulted in the merger of former Universities of Durban Westville and Natal. This observation implies that, there are diverse reasons for the merger in higher education sector and ideally, stakeholders should be clear about their roles in each circumstance.
- Mbadu Matiwane, president of the Student Representative Council (SRC) of one of the campuses of the newly formed Cape Peninsula University of Technology states that “apart from having the interim council, nothing much has changed because all processes were still running separately” in the former Cape and Peninsula Technikons.
- Erica Gillard, a Sunday Times commentator at the time of this study, mentions that the Minister of the Department of Education in South Africa may have considered to merge technikons and universities so as to avoid future collision in the nature of qualifications which were being offered. The comment may be

suggesting that technikons were increasingly offering degrees that are being offered by universities. In other words, there was duplication of learning programmes which was, as a result, exerting financial pressure upon the government to fund the provision of these programmes in more than one institution.

- Despite all the antagonistic views by different participants in merger processes throughout South Africa, Naledi Pandor, Minister of the Department of Education at the time of this study, expresses contentment with the ability of ongoing mergers to bring together diverse groupings of academics and students towards creating institutions that can work as a concrete whole.

The above comments and observations from the Sunday Times (2005:1-7) affirm the strength and importance of this mini-dissertation, in that the comments have exposed several merger dynamics some of which may have influenced TUT to appoint CDs as line managers of the NLS.

Muller, Mthethwa & Mvulane (2006:213) undertook a post-merger study in South Africa to investigate the gap between policy and practice in higher education. Some of the questions asked include the role that university leadership can play to enhance sustainable educational policy decisions without sacrificing South Africa's competitive edge; and whether infrastructural development, equipment acquisition, human resource development and effective administrative systems are adequate. Muller *et al.* (2006:216) argue that although there are still disparities such as financial and skills inequalities between formerly black and white universities, the announcement by the former Minister of the Department of Education for institutions to merge in 2003 has assisted institutions of higher education to graduate from theoretical decision-making to practical implementation of decisions. In this regard, it means that decision-making at the operational and functional levels needs to be undertaken on a day-to-day basis to ensure compliance with the broader higher education policy. Furthermore, this study argues that the merger has somehow propelled institutions of higher learning to foster the implementation of the principles of good governance, which means to rule and being ruled in accordance with social norms and values (Muller *et al.*, 2006:220). The characteristics of good governance

include rule of law, transparency, participation, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency, and accountability. Clearly, the executive management can use these characteristics to measure the success of its integration process, and to determine the level of participation and involvement of the NLS. This can assist in clarifying the roles of CDs and the relevant stakeholders in the decision-making process of the University.

Finally, Bryson (2003:14) argues that mergers are indisputably big business and risky, and further warns that most mergers have failed because of downplaying stakeholders' roles during merger negotiations. Chapter one of this study makes reference to the problem statement which seeks to identify the role of CDs of the NLS on the decision-making process of TUT. This is so, due to the fact that stakeholders within the NLS have requested the university management to ensure the provision of a platform for decision-making within the NLS. When these stakeholders, especially staff and students felt that management delayed on the request, the boycott ensued on the NLS. Appendix A, on page 86 reflects some of the pressing events that related to the need for appropriate management structures in the NLS.

Clearly, the review has revealed major dynamics of mergers in general and also in higher education. The revelations cover a wide range of very crucial matters that an institution undergoing a merger transition may have to consider for a successful merger. The range of issues includes the value of stakeholders participation in decisions and activities characterizing the merger process; the importance of putting on paper clear merger conditions prior to the commencement of the process by the merging partners; the reward for prioritizing people in a merger; the significance of building trust between representatives of the merging institutions; working against dominance by one presumed superior merger partner over other(s) presumed inferior partners; the positive impact of involving staff unions in the entire merger process; and most importantly, for meaningful integration, the allocation of quality time, preferably, five to seven years for full integration. In regard to the stakeholder participation, this study attempts to observe and describe the role of the CDs in the decision-making process at TUT. The observation is imperative since the appointment of CDs may be able to address other issues arising from a merger situation. Few other key areas are emphasized here-under to re-iterate the fragility of mergers.

It is clear from the literature review in this study that mergers require appropriate participatory decision-making approaches, in order for the intended outcomes to be achieved. King (1995:14) argues that change should be well managed in order to ensure success, because despite the long standing university traditions, change cannot be hindered. The literature review further demonstrated that there are key aspects that cannot be neglected in order to yield positive results in the merger process. For instance, Hackett (1996:9-10) revealed that mergers can succeed if a range of conditions which include clear and demonstrable equivalent contributions between merging partners, are stipulated, and agreed upon. Furthermore, mergers require strong leadership in order to succeed and achieve the intended objectives (Martin, 1996:89). Strong leadership implies executive management that can be inclusive of all stakeholders and steer the organization towards the intended goals. The merger as defined by Martin (1996:83) is worth considering in relation to a true integrated university. The merger is defined as a process whereby two or more formally separate and independent higher education institutions become legally and organizationally a single entity under the managerial responsibility and control of a governing body and a single chief executive (Martin, 1996:83). Tremendous trauma can be experienced towards creating a single institution through numerous merging ones. Covin *et al.* (1997) advise that all forms of trauma that arise within merging organizations should be managed appropriately.

Lynch & Lind (2002:5) claim that mergers will fail due to the absence of due diligence, slow post-merger integration and the absence of risk management. Furthermore, Bryson (2003:15) warns that staff unions have a significant role to play towards a successful merger process. Morrison (2003:6-9) argues that mergers, as change, will yield several forms of transitions despite the approach and the kind of people that are involved in the process. Searle & Ball (2004:708) argue that trust amongst people in the merging institutions should be created and managed towards a smooth integration. Fiorina (2004:19) is of the opinion that the people factor is one of the most crucial aspects that merging institutions should prioritize towards a successful merger. This means that people/employees from all the merging institutions should be involved equally and be affected in more or less the same during the transition period. This approach can assist in ensuring the prevalence of the

provisions of an intra-sectoral merger (Patterson, 1999:15). This is the kind of situation where the merger is characterized by less or an absence of problems in the integration process.

It should however be reiterated that there is generally a remarkable and conspicuous silence in the above preliminary literature review on the management measures that were put in place during the transition period of different forms of mergers in South Africa. Inconspicuously from these studies is the revelation of management and decision-making structures that were implemented to manage sites, organizations and companies while the merger was being configured. It would have been interesting for the study by King (1995) and Patterson (1996) to reflect on the interim management structures that existed during the earlier phases of the merger. This would assist in evaluating the case of Tshwane University of Technology's introduction of CDs for the dispersed learning sites. Of importance however is the role that seems to be associated with the executive management of the merging institutions and/or the leadership of the merged institution to communicate with the University community regularly. Good governance can also be used as a tool to measure integration success (Muller *et al.*, 2006:220).

This mini-dissertation intends to bridge this gap thereby highlighting the deficiencies and/or merits of creating certain interim structures during the interim merger phase, as it was assumed at the NLS of TUT.

2.4 MERGER DEVELOPMENT IN TSHWANE UNIVERSITY OF TECHNOLOGY (TUT)

As earlier mentioned Tshwane University of Technology (TUT) resulted from the announcement by the Minister of the Department of Education on mergers and incorporations in 2003 (*supra*: section 1.2, pages 1-2). This section highlights some of the aspects of the merger in the University which have direct bearing on the research problem under investigation in this study, namely, the appropriateness of CDs in closing the leadership vacuum at the NLS as well as their role in the institutional decision-making process of Tshwane University of Technology.

The Memorandum of Agreement (MoA) was signed by the former Vice-Chancellors and Chairpersons of Councils of the three merging partners, namely, Technikons Northern Gauteng (TNG), North West (TNW) and Technikon Pretoria (TP) immediately after the announcement by the Minister of the Department of Education to merge the three former Technikons Northern Gauteng (TNG), North West (TNW) and Technikon Pretoria (TP) (Tshwane University of Technology, 2003:2). One of the provisions in the memorandum is for the former Councils of the former three Technikons to jointly appoint the Interim Transitional Committee (ICT) to oversee the merger process and the execution of the signed Memorandum of Agreement (MoA). The Interim Transitional Committee (ICT) consisted of the former three Vice-Chancellors and the three former Chairpersons of the respective Councils. The Interim Transitional Committee was in turn responsible for the establishment of the Joint Merger Team (JMT) whose responsibility would, *inter alia*, be to develop and manage the detailed process necessary to give effect to the merger. The Joint Merger Team (JMT) consisted of an equal number of representatives from the merger partners. Furthermore, the Joint Merger Team (JMT) oversaw the establishment of Institutional Specialized Teams (ISTs) whose responsibility was to develop detailed processes towards the integration of several University processes such as governance, quality promotion, human resources, academic administration, and so on. These teams would make recommendations to the Interim Transitional Committee through the Joint Merger Team for approval (Tshwane University of Technology, 2003:1-11). The Interim Transitional Committee included members of former Councils who were appointed by the Minister of the Department of Education to contribute to the governance of the former institutions.

Detailed processes resulting in bulky documents were developed by the Institutional Specialized Teams. For the purposes of compiling this mini-dissertation, details of the respective processes which were compiled by the different specialized teams will not be discussed. Apart from the interview which was conducted between the Sunday Times and the Interim Vice-Chancellor of Tshwane University of Technology in 2005, very little or no study was done on merger developments in Tshwane University of Technology (TUT) during the writing of this mini-dissertation, which period include the beginning of 2004 and the end of 2005, with limited reference to matters that arose in the first half of 2006. The existing minutes of the meetings of the

Campus Management Committees (CMCs), Joint Campus Management Committees (JCMCs), and the Executive Management Committee (EMC) have also assisted in providing evidence of what has characterized the merger processes in the Tshwane University of Technology between 2004, 2005 and early parts of 2006. Parts of the interview which was conducted by the Sunday Times on the merger developments in Tshwane University of Technology (TUT) are discussed in a nutshell in the following paragraph.

The Sunday Times (2005:7) reports that the Tshwane University of Technology (TUT) merger process was tantamount to a ‘Tsunami’ because of the insurmountable odds that characterized the tenure of the University’s Interim Vice-Chancellor in 2003-2005 (infra: Appendix A, page 86 to 87). The Sunday Times (2005:7) continues to report that despite the odds, the University also achieved a few remarkable strides of excellence in 2004, namely, the number of degrees that were conferred during the interim merger phase, as well as the development of good research capacity strategies. The Sunday Times (2005:7) found that the University decided to implement a multi-site mode of delivery of teaching and learning based on the existing distance between the Pretoria Learning Site and the Northern Learning Sites of Tshwane University of Technology (TUT). There is currently no formal definition or description of a multi-site mode of delivery of teaching and learning. In this study though, it refers to a method of decentralized teaching and learning services to all the existing learning sites of the University. Tshwane University of Technology’s learning sites include the Pretoria Learning Site and its former satellites, namely Witbank, Nelspruit and Polokwane (Tshwane University of Technology, 2006:6). While the interview indicates the challenges faced by the interim university management, it however, did not probe the establishment of the management structures of the NLS in relation to their participation in decision-making process of the university.

2.5 SUMMARY

The literature review that basically presents the scholarship on the research problem has been undertaken. Merger studies were considered because the CDs at the NLS were appointed as a result of the merger in the South African higher education. The review included experiences of higher education institutions in South Africa generally

and TUT more specifically, in order to help understand how governance in relation to decision-making process during the pre- and post-integration processes is addressed.

The literature review has also presented secondary data which indicates that merger processes are difficult to manage. In order to further understand how decision-making process could be undertaken in TUT with the involvement of the CDs, it is imperative that the structural functional analysis of TUT is undertaken. This is, however, preceded by the discussion on the research methodology of the study as well as the general governance structure stipulated in the *Higher Education Act, 1997 (Act 101 of 1997)*.

CHAPTER THREE

RESEARCH METHODOLOGY, SAMPLING AND DATA ANALYSIS

3.1 INTRODUCTION

In Chapter Two the literature review was undertaken. This review also focused on the historical background of mergers in higher education in South Africa. Furthermore, a closer observation of the Tshwane University of Technology (TUT) merger has been discussed in detail. This has been necessary to attempt to describe the role of the Campus Directors (CDs) of the Northern Learning Sites (NLS) in the decision-making process of the institution.

A brief discussion on research methodology has been done in Chapter One of this study. This chapter further provides an elaborate discussion on the research methodology. Flowing from this discussion, the outcome of the data collection and analysis are presented and discussed. Answers to the main research question and/or problem are discussed based on the empirical findings. Marais, Lourens & Albertse (2004:5) regard data collection and analysis as the core of the mini-dissertation and further warn that error or weakness in explanation may invalidate findings and doom the study as a whole to failure.

3.2 CHOICE OF RESEARCH METHODOLOGY

Brynard & Hanekom (1997:28) state that research methodology necessitates a reflection on planning, structuring and execution of research in order to comply with the demands of truth, objectivity and validity. The researcher should, through an appropriate research methodology, take decisions to execute a research project and/or successfully complete a dissertation. The qualitative instead of quantitative methodology is used in this study. Qualitative research aims at producing rounded understandings on the basis of rich, contextual and detailed data (Mason, 1996:4). Brynard & Hanekom (1997:29-30) discuss the two research methodologies, namely, quantitative and qualitative as follows: that quantitative methodology is associated with analytical research, and its purpose is to arrive at a universal statement through

data collection techniques such as observations, pilot studies, quantitative analysis and questionnaires; while qualitative methodology refers to research which produces descriptive data, which is generally based on people's own written or spoken words through data collection techniques such as case studies, in-depth interviewing of key informants, participant observations, questionnaires, and perusal of personal documents (Brynard & Hanekom, 1997:32-39). Qualitative research also enables the researcher to see the world from the point of view of the participant. Cant, Gerber-Nel, Nel & Kotze (2003:76) add to this description by mentioning that qualitative research is an unstructured form of research, which is based on small samples that provide insight and understanding of the research problem. Researchers tend to keep field notes as they participate in the fieldwork of the study upon which qualitative research is used (Mouton, 2001:107).

3.2.1 Kind of study

In Chapter One of this study, it has been pointed out that this study is qualitative in nature. This research is descriptive and is aimed at providing a critical description of the role of the Campus Directors (CDs) of the Northern Learning Sites (NLS) of the Tshwane University of Technology (TUT) in the decision-making process. Wasson (undated: Online) posits that descriptive research involves the collection of data in order to answer questions concerning the current status of the subjects of the study. Despite its limitations in this study, for example, that data collection and analysis can be time-consuming, the qualitative study allows the use of semi-structured interviews and documentary sources as well as other existing data (Mouton, 2001:150).

3.2.2 Method of data collection

Brynard & Hanekom (1997:32) state that interviews are the most used technique for data collection in Public Administration and Management studies. Welman & Kruger (1999:166-168) discuss the three different types of interview, namely, structured, semi-structured and unstructured. Structured interviews are forms of interviews whereby the interviewer puts a collection of questions from a previously compiled questionnaire. This form of interview is restricted to questions, their wording and the order of their appearance with relatively very little freedom to deviate from the list.

Semi-structured interviews are a form of interviews that could be found between structured and unstructured interviews. In other words, some various degree of structuredness is possible in this regard. Semi-structured interviews offer a versatile way of collecting data and can be used with all age groups. Unstructured interviews are used in exploratory research where the aim is to identify important variables in a particular area and to formulate penetrating questions as follow-up from the responses, and eventually generate a hypothesis for further investigation. For these reasons, Wessels (1999:404-405) extensively supports the use of unstructured interviews.

However, in view of the advice by Brynard & Hanekom (1997:32) that interviews are the most used technique for data collection in Public Administration, the semi-structured form of interviews has been selected and used in this study. Presentation as well as discussion of the data collection and analysis is done later under section 3.4.

3.2.3 Shortcomings of semi-structured interviews

Apart from the advantages of semi-structured interviews or interviews in general, there are notable drawbacks or shortcomings that need to be managed (Welman & Kruger, 1999:164). These include first, the cost of preparing the interview (that is the time and monetary implications). This was addressed by budgeting sufficient money for cellular telephone costs and regular advance contact with the respondents with the aim of creating trust and preparing them for the actual interview. The second shortcoming has been the travelling expenses to venues of the interviews, which included offices and homes of the respondents. This challenge was dealt through advance budgeting for travelling costs of the researcher's own transport and ensuring that the correct physical office and home addresses were obtained in time. The final shortcoming in this regard was time that could be consumed during the actual interview. This was overcome by self-discipline in focusing on the pre-planned questions and limiting the probe to the answers of the respondent.

3.2.4 Sampling procedure

The sampling procedure was appropriately done. Blumberg *et al.* (2005:202) state that the basic idea with sampling is to select elements in a population in order to draw conclusions about the entire population. Various operational terms on the sampling procedure such as population, population element and sample should be understood within context. According to Brynard & Hanekom (1997:43) population refers to objects, subjects, phenomena or activities which the researcher wishes to research in order to establish new knowledge. Babbie (1998:201) defines population as the theoretically specified aggregation of study elements from which the sample is actually selected. Blumberg *et al.* (2005:202) further argue that population is the total collection of elements about which inferences have to be made. Welman & Kruger (1999:18) write that population encompasses the entire collection of cases or units about which the researcher wishes to make a conclusion. In view of the above definitions, it is clear that while the role of CDs in decision-making forms the unit of analysis, stakeholders in the NLS are also discussed to solicit the perceptions on the role that CDs should play whenever decisions are made. Population element is the second operational term on sampling, and it is discussed briefly in the following paragraph.

According to Babbie (1998:200), an element is that unit about which information is collected and which provides the basis of analysis. Each member in each sub-group forms a population element in this study. For instance, each of the members of the Student Representative Councils (SRCs) who are interviewed in this mini-dissertation constitute a population element (infa: section 3.4.6, on page 51). A distinction is usually made between “elements” and “units of analysis” where the former is applicable at the sample selection stage, whilst the latter concept is used in data analysis (Babbie, 1986:142). A unit of analysis is what the researcher investigates (Mouton, 2001:51).

The third and last operational term under sampling is sample. The subject of the whole population which is actually investigated by a researcher and whose characteristics will be generalized to the whole population is called a sample (Bless & Higson-Smith, 1995:86). Brynard & Hanekom (1997:43) state that a sample is a small

group or portion selected from the population. Blumberg *et al.* (2005:202) explain sampling as a selection of some elements in a population from which conclusions about the entire population can be drawn. A sample that is not representative of the population is inadequate for testing because the findings cannot be generalized to the population.

3.2.4.1 Sample

In this mini-dissertation, broader input was obtained from stakeholder groups of the University. These stakeholders are four union coordinators, two from National Education and Health Allied Workers Union (NEHAWU) and two National Union of Tertiary Education of South Africa (NUTESA); campus chairpersons of Student Representative Councils (SRCs) of 2005/6 from Soshanguve and Ga-Rankuwa learning sites, these chairpersons were each accompanied by at least one member of each learning site's Student Representative Committee (SRC); four members of executive management; Strategic Management Support representative; two CDs of the NLS who are chairpersons of Campus Management Committees (CMCs); and four members of Campus Management Committees (CMCs), two from each of the NLS. This sample is representative of the Northern Learning Sites. It should be noted that the Pretoria Learning Site did not have Campus Directors and Campus Management Committees (CMCs), and there is no evidence showing that the staff members and students at that Learning Site have experienced a vacuum in leadership and/or decision-making as a result of the merger. This sample is therefore adequate and the findings in this regard can be generalized.

All respondents play critical roles in the transformation and governance processes of the University. Apart from the members of Campus Management Committees (CMCs), the other respondents carry the mandate of staff and students and the members of Executive Management spoke from a senior management perspective of the entire University. This sample is therefore adequate and the findings in this regard may be generalized within the Tshwane University of Technology.

Blumberg *et al.* (2005:93) discuss the importance of protecting respondents from suffering physical harm, discomfort, pain and embarrassment when the results of the

research are published. As a result of this ethical consideration, names of respondents are replaced by their structures. Anonymous reference has also been made on the bibliography. In view of the foregoing discussion on the research methodology employed in this study, it is important to further focus the attention on the functional structure of higher education in South Africa as required by the higher education law. This focus is necessary since it highlights a general framework of higher education structures which are crucial in the decision-making of their institutions.

3.3 THE FUNCTIONAL GOVERNANCE STRUCTURE OF HIGHER EDUCATION IN SOUTH AFRICA

Chapter Four of the *Higher Education Act, 1997 (Act 101 of 1997)* provides the applicable structures of governance in which all public higher education institutions should comply. The governance structure must consist of Council, Senate, Principal, Vice-Principal, Student Representative Council, an Institutional Forum, and such other structures and offices as may be determined by the institutional statute or an Act of Parliament.

The foregoing are important components of the manner in which public universities in South Africa such as Tshwane University of Technology (TUT) are being governed. The importance of this policy is that these structures within universities should be democratic and representative of the stakeholders in the decision-making process. This should mean that whether during a merger process or not, public universities should be able to ensure that the governance structure, as required by law, is in place to facilitate participatory decision-making which is inclusive of all the stakeholders. However, the question may arise relating to the role of the stakeholders in TUT. The question is: in view of the stipulations of chapter four of the *Higher Education Act, 1997 (Act 101 of 1997)*, what is the existing functional governance structure of TUT? This question is important since its answer should attempt to describe and determine the roles of each stakeholder, in particular, the CDs of the NLS in the participatory decision-making process of TUT. While this Act does address the sub-structures within the Universities, it gives provision for the other structures and offices as may be determined by the institutional statute. Therefore, in the case of TUT's appointment of CDs, it could be important to establish whether, CDs are a sub-

structure or are part of the governance structure as provided for in the Act. This identification could assist in determining and clarifying the role of the CDs in the decision-making process of the institution. In view of the governance structure as provided for in the Act, it is imperative to further rephrase the research question of this study. That is, what is the decision-making role of CDs of the NLS of TUT (in unblocking existing decision-making bottlenecks which hamper participation of the stakeholders in the NLS)?

To be able to successfully answer this question, this section analyzes the functional governance structure of TUT. This is done in order to understand the role of the CDs through the consolidation of the perceptions of the NLS stakeholders of TUT. Semi-structured interviews and consulting official documents of the Tshwane University of Technology, such as the minutes of meetings of the Campus Management Committees, Joint Campus Management Committees, Executive Management Committees, memorandums and letters are used as a means to collect the primary data. In drawing the conclusions on the perceptions of the stakeholders a conceptual clarification of the term decision-making is also provided in this section.

3.4 STRUCTURAL FUNCTIONAL ANALYSIS OF THE TSHWANE UNIVERSITY OF TECHNOLOGY

As was indicated earlier under section 3.2.2 of this Chapter, the empirical findings are discussed here-under. It should be re-iterated that data was collected through semi-structured interviews. Appointments for the interviews were made through a telephone call to each of the respondents, except for the session with the Strategic Management and Support representative, who was visited without appointment, but agreed to be interviewed there and then, and the NUTESA representative who was interviewed telephonically. The respondents have requested to remain anonymous. This request has been honoured and reflected as such under the bibliography.

Each of the respondents was briefed that the purpose of the interview was to establish the nature of the decision-making process in the University and to establish the role of CDs of the NLS in the decision-making process of the University. Furthermore, the interviews were aimed at investigating if the appointment of these CDs was able to

close the gap that was created by the relocation of former rectors of the NLS. The process was fairly smooth in that there were no interruptions or cancellation of appointments. Although semi-structured, the interviewer consistently and sequentially asked similar questions to the respondents. Respondents were expected to share their perceptions and standpoints on questions asked. These questions included the perceptions and standpoints of respondents on decision-making processes in the University; decision-makers and stakeholders in the University; and primarily, the rationale for the appointment of CDs in the NLS. Other questions were intended to establish the perceptions of the respondents on the representation of the NLS in the decision-making process of the University, the nature of interface between staff, students and University Executive Management on the decision-making process; and finally, the perceptions and standpoints of the respondents in terms of the future of decision-making process of the University.

The probing approach by the interviewer, during the interview, differed from respondent to respondent. Deery & Phillips (1998:105) argue that perceptions of the integration process vary between institutions and between individuals within those institutions. Some respondents were straight to the point in answering questions while others would provide more data, which in turn stimulated the discussion without deviating from the gist of questions as drafted on the semi-structured interview questionnaire. The interviews were recorded on the Nokia 9500 cellular telephone and later transcribed verbatim into the Microsoft Word document for analysis.

The semi-structured interviews were implemented and the outcome is discussed per categories of stakeholders, namely, the Executive Management; the Strategic Management and Support, the Campus Directors; the Campus Management Committees; the unions; and the Student Representative Councils. This approach assists in showing the extent to which recognized stakeholders have experienced the decision-making process of the University in relation to the roles played by the CDs as well as their ability to close the vacuum in managing day-to-day activities at the NLS.

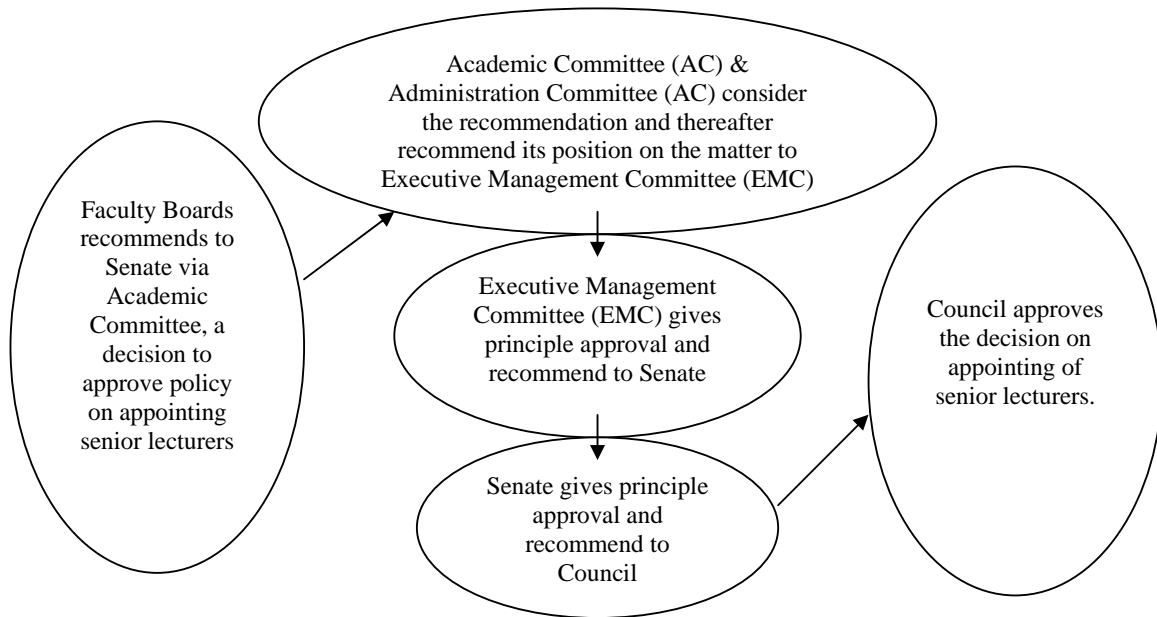
3.4.1 The Executive Management

Four Executive Management members were interviewed. The rationale for selecting the four is that they were all permanent staff members of former Technikons that merged to become Tshwane University of Technology (TUT). These managers were members of the interim Executive Management Committee (EMC) in 2004 and 2005. Two out of the four are members of the post-merger Executive Management Committee (EMC). It is the researcher's view that the responses of these senior managers will assist in providing answers on the role of the CDs of the NLS in decision-making process of the University.

Executive Manager one (Interview 8 August 2006) states that there is no formal framework, theory or steps that define the decision-making process in the University, except that there are two committees, namely, the Academic Committee (AC) and the Administration Committee (AC), in which the two Campus Directors of the Northern Learning Sites are members. According to Executive Manager one (Interview 8 August 2006), not all matters that are discussed in the two committees require the views of the Student Representative Councils (SRCs) and unions, as the two structures are not members of the Academic and Administration Committees (see figure 3.1 on page 32). This practice is seemingly aligned to the command style of decision-making. This style provides that decisions are determined, implemented and enforced by bodies in authority (Anderson, 2006:143). The executive management and its two committees, namely, the Academic and Administration Committees seem to regard themselves as the bodies in authority and hence take decisions and make policies despite the absence of unions, students and appropriate representation of the NLS (see figure 3.1 below). Campus Directors sit in the meetings of the Executive Management Committee (EMC) mainly for exposure to the thinking of the executive management (Executive Manager one, Interview 8 August 2006). Clearly, exposure refers to an observation status. In other words, the CDs were purely adding to the number of attendance at Executive Management Committee meetings. Executive Manager two (Interview 11 August 2006) clarifies that the Executive Management Committee (EMC) had initially planned to exclude CDs from the activities of the Executive Management Committee (EMC) because the former rectors of former Technikons North West and Northern Gauteng, who were relocated to the Pretoria

Learning Site, were seen as appropriate representatives of the Northern Learning Sites in the Committee. It however became apparent to the Executive Management Committee (EMC) that the needs of the time were different from those that existed before the merger in January 2004, and hence the CDs were eventually invited to sit in the meetings of the Executive Management Committee (EMC).

Figure 3.1: Decision-making process in TUT



Source: Own observation

Figure 3.1 above is an analysis of the data collected from the Executive Management. It represents the manner in which the management perceived decision-making process of the University. The figure is also silent about the inclusion of CDs and/or CMCs. Executive Manager one (Interview 8 August 2006) states on one hand that CDs form part of the Executive Management Committee in order to gain an understanding of the thinking of the executive management. This implies that the CDs have observer status at the Executive Management Committee meetings, which further implies that they neither participate nor influence the decision-making process of the University. On the other hand, Executive Manager three (Interview 17 August 2006) indicates that CDs became members of Executive Management Committee after it was realized that the former rectors of Technikons North West and Northern Gauteng were not clued up on issues that prevailed after January 2004 following their removal from the Northern Learning Sites to Pretoria. Clearly, the role that is played by both CDs and

CMCs in the decision-making process remains ambiguous. Consequently, the NLS are vulnerable to possible exclusion on matters of strategic importance due to the lack of clear definition of the roles of CDs in decision-making at the University.

Executive Manager two (Interview 17 August 2006), Executive Manager number three (Interview 11 August 2006) and Executive Manager four (Interview 11 August 2006) concur with the earlier view by Executive Manager one (Interview 8 August 2006) that there is no formal framework, theory or steps that govern the decision-making process of the University, apart from the template for policy-making, which is often used and is currently managed by the Quality Promotions Directorate (see Appendix C, page 88). The Quality Promotion Directorate is responsible for ensuring that University stakeholders comply with the internal quality promotions processes and external higher education related legislative requirements. Executive Manager four (Interview 11 August 2006) recalls that in the former Technikon Pretoria, “one would sit in his office alone and literally make decisions on finance and publish them for implementation without consultation and input from anybody”. The recollection by Executive Manager four (Interview 11 August 2006) is an example of the provisions of the command style of decision-making, which state that those in authority would decide and expect their subordinates to implement their decisions without having consulted with them for inputs (infra: section 3.5.1.2.3 on page 57). Executive Manager three (Interview 17 August 2006) presumptuously and pleasantly acknowledges that the decisions of the former Technikon Pretoria were the best in that they have mainly become adopted to be policies of the new University (TUT). Executive Manager two (Interview 11 August 2006) also recalls and strongly argues that the decision-making process that was used by the Joint Specialized Teams (JSTs) in 2003 during the pre-interim merger phase was inclusive and transparent as compared to the current process of relegating the onus of decision-making to the Academic Committee and Administration Committee. Joint Specialized Teams are fully explained as groups that were formed by the then interim leadership and were given the responsibility to jointly (meaning that the representatives of the former merging Technikons) develop detailed integration processes for the University (see Chapter Two, section 2.4, page 19).

Executive Manager one (Interview 8 August 2006) said that the appointment of CDs in the NLS during 2004 was a prerogative of the Interim Vice-Chancellor, who decided to remove the two former rectors of the former Technikons Northern Gauteng (TNG) and North West (TNW) to the Pretoria Learning Site. This move has resultantly left the NLS under the management of CDs who were appointed immediately after the Interim Vice-Chancellor realised that there was nobody responsible for the day-to-day running of the sites. The day-to-day activities have been unspecified by the Interim Vice-Chancellor during the appointment, and the situation at the NLS with regard to decision-making has not improved since the merger. Therefore, this situation re-iterates the need to examine the role that is played by CDs of the NLS in decision-making at TUT. Executive Manager one (Interview 8 August 2006) furthermore states that the University has inherited the three CDs from the former Technikon Pretoria's Polokwane, Witbank and Nelspruit Satellite Campuses, and apparently believed that this inheritance has influenced the appointment of the two NLS CDs. However, the two CDs of the NLS were appointed without job descriptions. The Interim Vice-Chancellor decided to extend the practice to the NLS. Subsequently, the two CDs initiated the establishment of Campus Management Committees (CMCs) in pursuit of collective decision-making at the NLS. Executive Manager one (8 August 2006) argues that if the former satellites of the former Technikon Pretoria were not in place, the Interim Vice-Chancellor would have probably considered alternative management models for the NLS, such as the appointment of Campus Principals instead of Campus Directors. It is believed that the word "Principal" carries more decision-making powers and authority than "Director" (Executive Manager one, 8 August 2008). Executive Manager four (Interview 11 August 2006) believes that the interim management had managed to prevent the existence of a "federal system" of management when they appointed CDs for the two NLS. Patterson (1999:16) describes a federal structure as one in which the component institutions remain as separate legal entities while being coordinated under an umbrella type of an organization.

Executive Manager three (Interview 17 August 2006) diplomatically submits that as much as it was not mandatory for the interim management in 2004, CDs were put in place as interim structures to manage the day-to-day activities of the NLS on behalf of management. Consequent to the appointment of CDs, some staff members were still

moved from the NLS to the Pretoria Learning Site without prior approval by CDs. Executive Manager three (Interview 17 August 2006) recalls that the latter relocations continued to take place despite the existing personal hiccups between CDs and some senior managers at the Pretoria Learning Site. Executive Manager two (Interview 11 August 2006) remarks that the Campus Directors were at one stage concerned that staff members were being moved between learning sites without their consent, however their concerns were not considered by the executive management. Executive Manager two (Interview 11 August 2006) states that interface between staff members, students and management in relation to decision-making in TUT is anaemic. This implies that the structure that should coordinate the convergence of stakeholders to debate and interrogate draft decisions is not in place. The Council meeting is one platform at which stakeholders meet, not to interrogate but to approve decisions. The Student Services Council does create interface for students, but nothing exists for staff members (Executive Manager two, Interview 11 August 2006). The Student Services Council is a sub-committee of Council which consists of members of the Student Representative Councils from all learning sites of the University and representatives of other University environments such as Academic and Administration. This Committee meets four times a year to interface on matters that affect lives of students in the University and it is chaired by the Vice-Chancellor. Executive Manager two (Interview 11 August 2006) states in support of this kind of interface that it allows conflict, on student issues such as fee increment, to arise and amicable resolutions to be achieved long before decisions are sent to Council for approval.

The absence of interface forum for staff members is detrimental to transformation and integration (Executive Manager two, Interview 11 August 2006). For instance, the unions as part of the stakeholders were excluded when the University decided to harmonize employment conditions of staff, an exclusion which delayed the integration process beyond 2005, in that the staff members through their unions challenged the process and refused to accept its implementation. The question which may arise in this regard is: what is the role which CDs should play to ensure that decision-making bottlenecks such as this one are addressed? The answer to this question is not simple. However, CDs should facilitate a consultation role to ensure that stakeholder participation within their respective learning sites is channelled through available participative and decision-making means. This approach should be

encouraged as a possible measure which should be in place to prevent institutional paralysis (meaning that the extent to which consultation is done should be defined and be reduced to time-frames) (Executive Manager two, Interview 11 August 2006). Consultation, which according to Executive Manager four (Interview 11 August 2006), is lengthy when it is compared to that which was used in the former Technikon Pretoria whereby “one would sit in his office alone and literally made decisions on finance and publish them for implementation without consultation and obtaining input from anybody”. Furthermore, the current and lengthy consultation process is detriment to other statutory compliance.

Executive Manager four (Interview 11 August 2006) argues that the financial decision-making process of the University is often delayed and results in failure to meet due dates of external statutory bodies such as the National Treasury of South Africa which is responsible for auditing institutional financial statements on behalf of the government (see Appendix D, page 90). Executive management tends to see the current way of decision-making as consultative and therefore tantamount to proper interface. Executive Manager three (Interview 17 August 2006) vehemently maintains that all structures, staff and students in the University system have no excuse to justify non-participation in decision-making because the *intranet* is available for staff and students to make comments. NUTESA representative one (Interview 31 October 2006) argues that electronic communication through the *intranet* is inadequate and at times ineffective to be used as the main medium through which decision-making process for the University can be facilitated and communicated.

3.4.2 The Strategic Management and Support

A representative from the Directorate of Strategic Management and Support was interviewed because of the institutional planning function of the directorate in the University. This approach assists in providing strategic perception on the manner in which decisions are made and the manner in which the decision-making process unfolds in the University.

Strategic Management and Support representative (Interview 8 August 2006) commences by mentioning that Tshwane University of Technology (TUT) has had the

Academic and Administration Integration Committees in the beginning of 2004, which were fully representative and were responsible for policy integration. The composition of these two committees was somehow changed towards the end of 2005 and beginning of 2006. They are now called Academic and Administration Committees. Unions and Student Representative Councils (SRCs) do not have membership on these committees. These two committees are the current structures that recommend decisions to the Executive Management Committee (EMC) for approval. The assumption in the latter instance is that the appropriate interrogation and consultation has taken place at all lower levels of the University. However, Strategic Management and Support representative (Interview 8 August 2006) further indicated that there is a gap in monitoring the effectiveness of the consultation process. Monitoring of the process is important in view of the diverse cultural background and the number of learning sites that constitute the University as well as the management structures that are in place in the former satellites and the two NLS. Nguyen & Kleiner (2003:448) argue that culture plays a major part in the way in which employees react to the new structure of their work environment. It influences the rate at which they will adapt and commit to new expectations. Strategic Management and Support representative (Interview 8 August 2006) further indicates that the ambiguous roles of the two CDs of Ga-Rankuwa and Soshanguve Learning Sites in decision-making was another contributory factor to the complexity of monitoring the effectiveness of the consultation process of decision-making in the University.

Strategic Management and Support representative (Interview 8 August 2006) strongly believes that there is also a gap with regard to interface where staff, students and management converge to deliberate on decision-making matters within the institution. The latter representative is of the view that if there was an interface in place, issues of regular strikes as a result of unwanted levies by students could have been prevented during such deliberations. Levies refers to an additional amount of money which students are charged for additional equipment or apparatus needed for effective teaching and learning. These levies differ from Faculty to Faculty and qualification to qualification as offered within the institution. Strategic Management and Support representative (Interview 8 August 2006) further states that staff members regularly meet at workshops after decisions have been approved. The aim is to introduce the

already approved decisions to the staff members and expect them to effectively implement the provisions of such decisions. Strategic Management and Support representative (Interview 8 August 2006) concludes by stating that the decision-making process of the University does require improvements. The deans and senior managers such as directors should be empowered by the executive management to competently encourage participative management at all times and levels.

3.4.3 The Campus Directors

The two Campus Directors (CDs) who are interviewed hereunder are the first incumbents to be appointed as CDs since the merger in 2004. Prior to their appointments as CDs, these incumbents were appointed as coordinators of merger processes on behalf of the former Technikons Northern Gauteng (TNG) and North West (TNW) in 2003. They share their knowledge of the decision-making process in the University and personal experience and knowledge of the rationale for creating administrative structures at the Northern Learning Sites (NLS) as well as the role of such structures in decision-making in the University.

Campus Director one (Interview 10 August 2006) mentions that during the interim phase decisions were made by comparing existing policy decisions of the former Technikons Northern Gauteng (TNG), North West (TNW) and Pretoria (TP). The eventual outcome would be a policy decision that would be regarded as a TUT policy. The Academic Committee (AC) and Administration Committee (AC) will in the end approve all policy decisions. However, Campus Director two (Interview 10 August 2006) states that the approach as explained by Campus Director one had several flaws. It undermined the reasons for the existence of decisions of the former Technikons North West and Northern Gauteng. According to Campus Director one (Interview 10 August 2006) the decisions of the former Technikon Pretoria (TP) always assumed superiority and finally became adopted as University policy decisions. Campus Director two (Interview 10 August 2006) was implying that the inputs of CDs and other representatives from NLS were often disregarded and as a result, decisions of the former Technikon Pretoria would be adopted. For instances, the former Technikon North West had a policy decision on cellular telephone allowances which provided the user with a fixed non-taxable monthly allowance. The

only *proviso* was that the user will pay any amount beyond the fixed allowance. Campus Director two (Interview 10 August 2006) states that the latter policy decision on cellular telephone allowance was replaced with a decision that existed at the former Technikon Pretoria which subjects users to a taxable cellular telephone allowance.

In line with earlier views of Executive Manager one (Interview 8 August 2006) regarding the appointment of CDs, Campus Director one (Interview 10 August 2006) mentions that the CDs were telephonically appointed and later confirmed two days after the resumption of University activities in January 2004. Their functions were conveyed verbally by the Interim Vice-Chancellor as being to manage the learning sites, which functions they (Campus Directors) accepted. Campus Director one (Interview 10 August 2006) furthermore recalls that soon after assuming the role of Campus Director, there was a feedback gap between the office of the Campus Director one and sectors of the respective Learning Site, which consequently led to a meeting between the CDs of the NLS to brainstorm the possible establishment of Campus Management Committees (CMCs). Campus Director two (Interview 10 August 2006) agrees that the Campus Management Committees (CMCs) were a creation of the two CDs in defiance of the reluctance from the interim leadership to recognize the role of the two NLS in the decision-making processes of the University. The meeting of the two Directors resulted in an agreement to develop the terms of reference for the Campus Management Committees (CMCs), which were later formed and existed to the exclusion of the representatives of unions and students (Campus Director one, Interview 10 August 2006). Surprisingly, these local structures followed the footsteps of the Executive Management Committee and excluded the unions and Student Representative Council representatives from participating in the day-to-day management activities of the NLS.

The *Higher Education Act, 1997 (Act 101 of 1997)* provides a functional structure for higher education in South Africa. The establishment of the CDs and CMCs (as a management structure) in the NLS may also be viewed as a parallel structure to the Executive Management Committee. This may have further compounded management's frustrations on what should be the roles of CDs of the NLS in the decision-making process of TUT. If CDs themselves are not able to clearly articulate

their roles in the decision-making process of the institution, then, this study becomes more relevant in describing and determining their roles and further provides recommendations on what should be their day-to-day activities. Therefore, the need to clarify the roles of CDs cannot be overemphasized.

Campus Directors had no formal job description and as a result, several operational conflicts were experienced. For instance, it was at one stage unclear as to who should authorize leave for the academic staff at the NLS in the absence of the relevant Dean (Campus Director one, Interview 10 August 2006). Campus Director two (Interview 10 August 2006) mentions that although the CDs for the NLS were appointed to close the operational gap which was created by the removal of the former rectors of the NLS to Pretoria, they (Campus Directors of the NLS) were discriminated against. This is so due to the fact that Campus Directors at Polokwane, Nelspruit and Witbank learning sites were given more authority by the Executive Management Committee to make operational decisions. Such decisions include the kind of administrative support which should be provided for the efficient functioning of the faculty within the Learning Sites. Campus Director one (Interview 10 August 2006) states that despite the disparities in the allocated authority to manage the learning sites, the two CDs of the NLS decided to proceed without formal authorization to resolve any problem that was brought to their attention. The latter approach by the two CDs was in contradiction with the manner in which the Executive Management Committee (EMC) preferred to address problems of the NLS. They (EMC) had already established central structures to attend to learning site challenges. For instance, there was a central committee on conflict resolution already in place to address any rising conflict at the NLS. This committee was predominantly constituted of people from the Pretoria learning site. The latter arrangement was met with resistance from the NLS, and thus never yielded fruits (Campus Director one, Interview 10 August 2006). Clearly, the latter further illustrates that there were ambiguous role allocations between executive management and the CDs because the CDs in this case thought that conflict resolution at the NLS was their responsibility while the executive management had already constituted its sub-structure.

Campus Director two (Interview 10 August 2006) states that the lack of proper interface between staff, students and management on decision-making at Tshwane

University of Technology (TUT) is perpetuating the dominance by the former Technikon Pretoria. It further sustains the stereotype that unity is the absence of conflict and fails to acknowledge that employees will always perceive Tshwane University of Technology (TUT) differently from the executive management or Student Representative Council (SRC) or unions. Proper interface which is characterized by openness and transparency in the discussion of policy decision is a fundamental requirement in the University (Campus Director two, Interview 10 August 2006). Campus Director one (Interview 10 August 2006) concludes in support of the latter that it is important that a strong interface be established between structures and recognized stakeholders to deliberate on decision-making and that the learning sites should strongly be represented in such a forum. People on the ground should be given an opportunity to give input into the decision-making process because they are directly affected by the implementation of most if not all decisions. Campus Director one (Interview 10 August 2006) believes that the Campus Management Committees (CMCs) can still play a pivotal role in the post-merger phase of TUT.

3.4.4 The Campus Management Committees (CMCs)

The following paragraphs discuss interviews with four members of the Campus Management Committees (CMCs), two from Ga-Rankuwa and two from Soshanguve Learning Sites. These interviews assist in determining the role that is played by CDs in decision-making process of TUT, and contributes towards clarifying the rationale for the appointment of CDs.

Campus Management Committee representative one (Interview 16 September 2006) believes that the decision-making process of the University is top-down and does not necessarily consider people's views and that despite the existing template for decision-making, most decisions still reflect the 'historical capital' of the former Technikon Pretoria which is influenced by a destructive syndrome of 'we use to do things like this at Technikon Pretoria' therefore that is the best practice which should be adapted to the University. The latter practice has the potential to make or break the ongoing merger integration as it allows people who benefited discriminately from past practices to consciously resist far reaching real change thereby perpetuating old practices (Gutto, 2005:4). Campus Management Committee representative two

(Interview 18 October 2006) regards the latter as the work of a cabal at the Pretoria Learning Site which decides outside the formal system and without consultation, what should become decisions and what should not. The latest example is the introduction of a discussion document on the requirements for the appointment of academic and support staff, with a request that the academics should adopt it (the document) despite the endless flaws which completely deviate from the provisions of Higher Education legislations such as the *Higher Education Act, 1997* (Act 101 of 1997). Campus Management Committee representative three (Interview 14 August 2006) categorically declares that the decision-making process of Tshwane University of Technology (TUT) is unclear. Decisions are often introduced to the Senate for approval without prior interrogation by faculties and other stakeholders in the decision-making process of the University. This practice is incorrect because the initiator of a decision should have thoroughly consulted with other stakeholders before the decision is submitted to the Senate for approval. This approach can eliminate situations whereby decisions such as the one on assessment are approved and poorly implemented due to inadequate inclusion of stakeholders in the decision-making process. Bekker (1996:6) warns in support of the latter argument that the decision-making processes should always be kept as close as possible to the stakeholders.

Executive Manager three (Interview 17 August 2006) earlier stated that decision makers would compare the three policy decisions that existed in the former three Technikons and ensure that the best is adopted as the new decision for the University. The best decision adopted has invariably been that of the former Technikon Pretoria as evidenced by interviews with Campus Directors, Campus Management Committees, and later on unions and Student Representative Councils' views. Campus Management Committee representative four (Interview 19 October 2006) in addition to the views of Campus Management Committee representative three (Interview 14 August 2006) states that there is a total deviation from the manner in which decisions were supposed to be made in the University. Instead of making decisions that reflect the merged University, the practice of the former Technikon Pretoria is dominating the NLS and ensuring that its former decisions are translated into practices of the University.

It is generally perceived that the decision-making process is biased in favour of the decisions of the former Technikon Pretoria, which are seemingly often adopted as TUT's decisions in contrast with decisions of former Technikons North West and Northern Gauteng. This practice has eventually started to influence several other implementations of integration processes, and has continued to undermine the role that should be played by Campus Directors and Campus Management Committees in the decisions-making process of TUT (Campus Management Committee representative four, Interview 19 October 2006). For instance, the former rectors of the former Technikons Northern Gauteng and North West were rapidly and without consultation moved to the Pretoria Learning Site in January 2004, yet it is currently difficult to use similar force and decisions to move staff members from the former Technikon Pretoria (now Pretoria Learning Site) to the Faculties of Humanities and Information and Communications Technology in the Soshanguve Learning Site, something that could have long been resolved had it been to the benefit of the Pretoria Learning Site (Campus Management Committee representative four, Interview 19 October 2006). The new seat of the two faculties mentioned above is the Soshanguve Learning Site, and by implication, all staff members in these faculties have to relocate from whichever learning site to the Soshanguve Learning Site. According to Campus Management Committee representative four (Interview 19 October 2006) it has been easier for staff members from the Ga-Rankuwa Learning Site to relocate but it is still a contention with staff members from the Pretoria Learning Site. There is absolute aversion to move from the Pretoria Learning Site to the formerly under-resourced learning sites (such as Soshanguve Learning Site) by the majority of former employees of Technikon Pretoria (Campus Management Committee representative four, Interview 19 October 2006). It is an undisputable fact that the former black institutions of higher learning were mainly located in the under developed and impoverished areas (Jansen, 2003:27). This unfortunate disparity is seemingly a hindrance to the smooth relocation of members of the two faculties as is perceived by Campus Management Committee representative four (Interview 19 October 2006).

According to Campus Management Committee representative four (Interview 19 October 2006) the composition of decision-making structures such as the Senate and the Faculty Boards is dominated by staff members of the former Technikon Pretoria and as a result the historic capital, attitudes and practices of that former Technikon are

easily transferred to the University. This composition is unfair and its unfairness was unsuccessfully challenged at one of the Senate meetings because the majority of members of the Senate are predominantly from the former Technikon Pretoria who are opposed to suggestions that seemingly existed at the NLS before the merger despite their merits (Campus Management Committee representative four, Interview 19 October 2006). The argument was that the voting system which was implemented by TUT to elect members to serve on decision-making structures was discriminating against the former NLS. For instance, all voting forums such as Faculty executive committees had more people from the former Technikon Pretoria than NLS. The former Technikon Pretoria was bigger than both the NLS in areas such as student numbers, academic staff and professors. Consequently, every committee has more people from the former Technikon Pretoria, which makes voting by show of hands and/or ballot favourable to the former Technikon Pretoria. The request by the Joint Campus Management Committees that proportional representation be implemented on all statutory committees was rejected (Campus Management Committee representative four, Interview 19 October 2006). Proportional representation meant that whenever people should be elected into decision-making committees, each merging partner should have equal representation (Campus Management Committee representative four, Interview 19 October 2006). In other words, mergers can be achieved if historic inequalities (where applicable) are noted and addressed (Ntshoe, 2003:381).

On the rationale for the appointment of CDs and the establishment of CMCs, Campus Management Committee representative three (Interview 14 August 2006) indicates that the aim was not clear. It could have been an attempt by executive management to close the gap that was left by the removal of former rectors of former Technikons North West and Northern Gauteng. The confusion was worsened by the absence of job descriptions for the CDs and terms of reference for the CMCs. It was therefore not clear whether these bodies had decision-making powers in the learning sites apart from operationally managing the day-to-day running of the sites such as their cleanliness. Campus Management Committee representative two (Interview 18 October 2006) believes that CDs and CMCs were created to render the NLS defunct, in that their functions and roles in decision-making were not defined; and they were tokenized by the executive management in that the very executive management was at

one stage reluctant to meet with the CMCs to address issues of site pertinence. Perhaps this reluctance is due to the fact that CMCs were established by CDs and may also be viewed (by some senior management) as parallel management structures to the Executive Management Committee of TUT.

Campus Management Committee representative three (Interview 14 August 2006) concludes that there is no interface with regard to decision-making in the University, and thus most decisions are approved without thorough scrutiny and assessment of the implications. Campus Management Committee representative four (Interview 19 October 2006) in addition, states that the University does not provide a forum for stakeholders and management to dialogue on decision oriented matters. The Campus Management Committees (CMCs) can be used as one of the platforms at which dialogue on decision-making can be done (Campus Management Committee representative four, Interview 19 October 2006). Campus Management Committee representative one (Interview 16 September 2006) supports the latter views and further states that a proper interface will assist in informing academics about pertinent administration policies and *vice versa*. Campus Management Committee representative one (Interview 16 September 2006) furthermore states that the interface on decision-making process should be transparent. The aim of the interface should be to create certainty in the minds of staff members regarding their positions in the University and their role in decision-making. The interface has the potential to make staff members feel valued and as a result, to contribute meaningfully to the successful merger integration process (Fiorina, 2004:19-21). Campus Management Committee representative two (Interview 18 October 2006) and Executive manager two (Interview 11 August 2006) suggest in addition that the joint specialized teams or something similar should be resuscitated to facilitate full integration of processes and to monitor the making of decisions thereby fostering consultation and participation of all recognized stakeholders in the University. Moreover that full integration is often achieved after five to seven years (Lynch and Lind, 2002:5).

While the CMCs are established as part of the management teams in the NLS, it appears from the collected data that the views of the respondents are similar in that decision-making roles of the CDs should be clarified. Perhaps, the identification of the decision-making bottlenecks would be able to indicate the actual roles which

should be played by the CDs. However, this has not been the case with the Executive Management of TUT. While the concerns of the CMCs may be legitimate in that most of the decisions are made to resemble the former Technikon Pretoria's policies, it would be imperative to identify areas where decision-making bottlenecks are occurring in the structural function of the University. This approach should be able to address the roles of CDs and other stakeholders of the NLS in a holistic manner.

3.4.5 The unions

One of the eleven recommendations in the 2001 report from the National Working Group to the Minister of the Department of Education on the restructuring of Higher Education system in South Africa was that there should be a meeting with representatives of trade unions, staff associations and student organizations to discuss their views on institutional mergers and collaborations, long before mergers between Universities and former Technikons were announced (Department of Education, 2001:15). This recommended process demonstrates the influence and the role that unions and students could play towards the success of mergers in higher education. It will therefore be important to understand, through the following discussion, how the management of Tshwane University of Technology have related and collaborated with unions and students during the pre- and interim-merger phases. Bryson (2003:14) writes that the involvement of unions in decision-making and other activities is one of the keys to a successful merger. It is therefore important to dialogue with representative of the recognized unions because it could facilitate speedy transition into the full merger outcome.

According to NEHAWU representative one (Interview 9 August 2006), it is unclear as to who is designated to make decisions in the University; there is therefore no clear formal framework, theory or steps that are guiding the decision-making process. The unions have been informed of the existence of a template for policy making in the University, yet it is unknown as to who created the template. Despite the existence of the template, academic departments have always considered whatever works when they compiled policies or make decisions and the unions are rarely invited to participate in the decision-making process because management is currently regarding unions as "optional" stakeholders (NEHAWU representative one, Interview 9 August

2006). Perhaps revising the functional structure of the university as required by the *Higher Education Act of 1997* may enlighten decision-makers in TUT on how decision-making should be undertaken. This attempt could assist in understanding the role of each component in the institutional structure of the University, including that of the CDs and the unions.

NUTESA representative two (Interview 16 September 2006) believes that the merger has only happened on paper while in reality is that the name of the former Technikon Pretoria (TP) has been changed to Tshwane University of Technology (TUT). In other words, the TUT merger is perceived by the unions as subsumed integration, whereby the larger and established partner takes over the smaller and vulnerable institution (Jansen, 2003:35). On the contrary, Executive Manager four (Interview 11 August 2006) suggests that the consultation process is lengthy when it is compared to the autocratic approach that was used at the former Technikon Pretoria, and the culture of consultation that used to happen at the former Technikon Northern Gauteng is being violated and replaced with autocratic decisions-making processes in the University (NUTESA representative two, Interview 16 September 2006). The latter perception re-iterates the existence of the provisions of the command style of decision-making where supervisors decide and subordinates follow instructions (see Chapter Three, section 3.5.1.2.3 on page 57).

NEHAWU representative two (Interview 10 August 2006) concurs with views mentioned earlier by stating that the decision-making process of the University is not inclusive of recognized stakeholders such as the unions. The absence of broader participation in the decision-making process of the University is a threat to full integration (Fox & Meyer, 1995:98). Moreover, the exclusion of unions and students will have a negative impact on full integration and is a matter that cannot be over-emphasized (Anderson, 2006:5). The practice is that decisions are usually “thrown at our face” (meaning the unions) by the executive management to comment. This behaviour disregards the legislative framework that guides union communication with its constituencies; hence unions regard this approach as sidelining and pushing them away from participating in the decision-making process. The unions have also observed that the norms of the former Technikon Pretoria are generally becoming the culture of the merged institution. This unfortunate occurrence is perpetuated by the

deliberate exclusion of unions by executive management, which leaves the decision-making forums such as the Academic and Administration Committees with membership that is dominated by Pretoria Learning Site staff members who are not representatives of staff members. This perception confirms the view that the representation at decision-making forums of the University is discriminating against the NLS (Campus Management Committee representative four, Interview 19 October 2006). NEHAWU representative two (Interview 10 August 2006) states that the integration process will stagnate unless the unions are properly engaged in the decision-making process of TUT. Bryson's (2003:19) finding that mergers can fairly and smoothly be achieved with the proper involvement of unions in the process, affirms the latter view.

NUTESA representative two (Interview 16 September 2006) cites the decision on payment of staff studies as an example of the former Technikon Pretoria's decision becoming decision of TUT. It is evident that decision-making is not consultative in nature. The former decision from the former Technikon Northern Gauteng proved that the former Technikon would pay full tuition for permanent staff members and that when a staff member failed a subject, such a staff member will pay for the failed subject. The current practice in the University is that the University pays for staff irrespective of passing or failing, a practice which is perceived as a waste of resources by unions yet is perpetuated because it favours the legacy of the former Technikon Pretoria. In addition, NEHAWU representative two, (Interview 10 August 2006) mentions that there is a strong lack of collaboration between unions and management on decision-making and that this lack is characterized by the prevalence of the "them" and "us" syndrome. The "them" and "us" syndrome implies that unions and management do not have consensus and are not working together in decision-making in the University. The latter syndrome is not good for building trust between merging partners, executive management, staff and students (Searle & Ball, 2004:708). The steps of decision-making in the University are incomplete because they ignore two very important stakeholders in the decision-making process, namely, staff members through unions and students through the Student Representative Council (SRC). The unions would seemingly appreciate the implementation of the mixed scanning theory of decision-making which allows interaction between decision-makers and the stakeholders to identify problems and develop appropriate decisions (Anderson,

2006:126). It should be noted that the *Labour Relations Amendment Act, 1998 (Act 127 of 1998)* and the *Higher Education Act, 1997 (Act 101 of 1997)* provide for the formal recognition of unions and Student Representative Councils respectively. The latter implies that these two stakeholders should be fully involved in the decision-making process of the University.

According to NEHAWU representative one (Interview 9 August 2006) the appointment of CDs was not transparent. NEHAWU do not see the necessity of appointing these directors. These appointments have tended to relegate the NLS to satellites. In practice, the CDs attend to the day-to-day maintenance of the learning sites than performing the core duties of the University such as decision-making and short-term planning. Campus Directors have become supervisors who monitor if employees are reporting to work or not. They are an addition to the bureaucratic process of the University which further exacerbates the communication barrier (NEHAWU representative one, Interview 9 August 2006). NUTESA representative one (Interview 31 October 2006) submits that even in the instances where communication takes place it is reduced to electronic channels with very limited interaction.

NUTESA representative two (Interview 16 September 2006) states that the appointment of CDs by the Interim Vice-Chancellor, is a deliberate move to reduce NLS to satellites. This management approach has crippled NLS in that projects that are intended to benefit the NLS (for instance, the outstanding construction of the One-Stop registration building in Soshanguve Learning Site) are delayed while countless other projects are being implemented in the Pretoria Learning Site within a brief space of time. This is despite the countless calls by CDs and CMCs for the facility to be built. Lynch & Lind (2002:5) argue that there is almost always a dominant party in every merger. Seemingly, the Pretoria Learning Site is, in this case, the dominant party over the NLS.

NEHAWU representative two (Interview 10 August 2006) regards the CDs as “toothless” and Campus Management Committees as “social clubs”. They are seen to be toothless in that they do not have decision-making powers, while the Campus Management Committees are mere gatherings without meaningful influence on the

decision-making process of the University. These appointments have failed to substitute the authority that was vested in the former rectors of the NLS who unfortunately relocated to the Pretoria Learning Site. The CDs are deployed by management to “intimidate” staff on site thereby checking what staff members on site are doing and not doing (NEHAWU representative two, Interview 10 August 2006). NUTESA representative one (Interview 31 October 2006) believes that the CDs and the respective CMCs are more reactive than proactive. For instance, CDs would attend the Executive Management Committees by virtue of their positions and not as delegates of the NLS, and after the meeting of the Executive Management Committee (EMC), the CDs would hastily convene CMCs meetings to report on what has been decided. Furthermore, the CDs have very limited powers and as a result they are more “glorified managers” than Campus Managers who can take decisions and/or influence decision-making on behalf of the staff at the respective learning sites.

According to NEHAWU representative one (Interview 9 August 2006) there is currently no interface within the University. The Campus Management Committee (CMC) is more like an external body to the staff members of Soshanguve Learning Site in that it does not even consult and/or bring feedback to the staff. NEHAWU representative two (Interview 10 August 2006) adds that the absence of proper interface requires the University to urgently develop specialized decision-making committees and a dedicated unit for decision-making which will ensure that proper decision-making is done. NUTESA representative two (Interview 16 September 2006) states that interface is non-existent and there is a complete disregard for people and their importance by management. According to NUTESA representative one (Interview 31 October 2006) there is no interface for the decision-making process in the University, more especially one which can ensure proper interaction between executive management, staff members and students. Currently, the staff members are being rendered redundant because unions are not able to meet with their people and carry the mandate while executive management is unable to facilitate vibrant participation of unions in the decision-making structures and processes. NUTESA: Newsletter (2006:2-3) concurs and expresses a perception that management of the University has adopted an unwritten policy to treat the unions like ‘mushrooms by keeping them in the dark and feed them manure’ and further make use of a one-sided communication system which continues to perpetuate lack of transparency and non-

disclosure of information. Covin *et al.* (1997:22) argue in contrast to the stance of Tshwane University of Technology (TUT) executive management as it is alleged by NUTESA, that it is imperative for organizations to encourage employee participation during the merger process. The exclusion of unions poses a possible integration failure (Bryson, 2003:14). NUTESA representative one (Interview 31 October 2006) concludes that the decision-making system of the University needs to be overhauled in order to respond to current expectations and circumstances.

Therefore, the lack of effective union involvement in the merger process of TUT is an important indicator that cautions the need to ensure that the institution is inclusive in its decision-making process. While the framework for the functional governance structure of higher education in South Africa does not include the unions as a component of the university management, it should be reiterated that the *Labour Relations Act, 1998 (Act 127 of 1998)* makes provision for the unions to be represented in the decision-making process of the University. This is important because the university management should ensure that decision-making is decentralized and participative in nature. Therefore, the decentralization of the decision-making powers could also mean that CDs of the NLS have defined roles which could contribute to the ultimate decision-making of the University.

3.4.6 The Student Representative Councils

These interviews assist in clarifying the appropriateness of Campus Directors (CDs) or Campus Management Committees (CMCs) in addressing decision oriented challenges that affect students at the NLS. In TUT, since it is a multi-site institution, the students are represented by local SRC on their learning sites and central SRC at institutional level. The central SRC is suppose to represent the views of the local SRCs in the university's decision-making process. For the purpose of this study, the local SRCs from NLS were interviewed.

SRC representative one (Interview 10 August 2006) unequivocally submits that the decision-making process of the University is not effective in that the role that should be played by CDs in representing the mandate of the NLS is unclear. Decisions are made by the Executive Management Committee (EMC) through unclear processes,

following unknown and non-inclusive procedures. Furthermore, it is on one hand clear to all students that Council is a statutory decision-making body, but equally clear on the other hand that Council members come to meetings already exhausted from their day's work and become vulnerable to opportunistic submission of policy decisions for approval which are not in favour of transformation. For instance, Council has recently decided to approve the Constitution of Student Representative Council (SRC) which has an expiry date and approved a decision which provides that the Deputy President of the Student Representative Council (SRC), that is for the Central SRC at institutional level, will deputize the President while no provision for this practice is made in the Constitution of the Student Representative Council. This oversight went through the decision-making process due to the lack of inclusive debate on decision-making (SRC representative one, Interview 10 August 2006). It is unclear as to the role which CDs have played towards the approval of the SRC Constitution.

SRC representative two (Interview 10 August 2006) believes that there is no decision-making interaction between management and CDs, more especially on decisions which directly affect students. For instance, the decision that governs academic exclusion was approved without consultation with CDs. As a result, the students at the NLS met and complained to the executive management after realizing that the CDs and CMCs were powerless. The executive management acceded to the demands of the students and thereafter the credits for admission were lowered from 0.5 to 0.4. These points are scores that represent a student's acceptable and unacceptable performance at the end of every study period, usually a year and/or a semester. Executive management is seemingly pleased with a reactive approach, whereby decisions are made without consultation and changed when, for instance, students strike against the implementation provisions on which there was no consultation. These strikes are seemingly aligned to the argument that policy decisions have gained relations to the term politics in the past 60 years (Marais, 1989:20). The two questions to be asked are one, whether decisions should be made without proper inclusion and consultation of key stakeholders only to be amended through strikes, and/or two, whether the decision-making process should include all stakeholders from the first stage of the process, namely problem identification and thereafter have a smooth phase of implementation? The relative influence of any interest group can surely lead to the

making of new, or review of existing decisions (Dye, 1992:26). The student strike in February 2006 was as a result of the implementation of decisions which were approved without consultation and consideration of the views of the Student Representative Council (SRC) from the NLS (SRC representative one, Interview 10 August 2006). According to SRC Representative one (Interview 10 August 2006), the Campus Directors were appropriately positioned to carry the mandate of the SRCs from the NLS to the decision-making platform despite the thought that the Central SRC would be there to represent views of local SRCs. A proper inclusion of CDs in decision-making could reduce the number of strikes by students, and could furthermore empower student leadership to give accurate feedback to their constituencies. In this case, the nature of communication and feedback from the SRCs to students can also improve tremendously. According to SRC representative one (Interview 10 August 2006), the CDs were both effective and ineffective in carrying their day-to-day activities. They were effective because they would ensure that the executive management received information on the state of the NLS during student strikes, and at the same time CDs were ineffective because they would do nothing about the very student strikes. Consequently, the CDs were seen as messengers than managers by the general student body. SRC representative three (Interview 10 August 2006) further believes that CDs and CMCs are important because they are based where the students are and can attend to the day-to-day challenges of students, which is not possible for managers who are based more than 35 kilometres away from the NLS (this means the Pretoria Learning Site).

SRC representative one (Interview 10 August 2006) asserts that there is no interface in Tshwane University of Technology (TUT) wherein stakeholders can meaningfully debate decision oriented issues with executive management. A cohesive and an integrated forum is a platform that should prevent potential revolts because stakeholders can be informed about key issues from the beginning. It is a platform that can properly deal with conflict and strengthen the University. The interaction can assist in redefining the perception of students that management are more capitalists and are preoccupied with profit making while students are interested in service. Students through SRCs have the Student Services Council a sub-committee of Council at which students issues are interrogated and applicable decisions are made. SRC representative one (Interview 10 August 2006) believes that there is an urgent

need for the establishment of the office which can focus on the making and review of decisions. This office can be mandated to encourage consultation and inclusiveness of all recognized stakeholders in the decision-making process. There should be public debates on decision related issues where CDs at NLS could gather the views of ordinary students on specific decision oriented issues and enhance their contribution to the decision-making process of the University (SRC representative one, Interview 10 August 2006).

3.5 DRAWING CONCLUSION ON THE MAIN INTERVIEW RESPONSES

An observation is made here in order to understand whether TUT complies with the governance structure as stipulated by the *Higher Education Act, 1997 (Act 101 of 1997)*. This section further discusses the analysis made on the main interviews in relation to decision-making process, stakeholder participation, appointment of CDs and the CMCs as well as the interface between stakeholders in the University. First, a conceptual clarification of the concept decision-making is undertaken, in order to provide an understanding of the operationalization of the concept in this study.

3.5.1 Conceptual clarification of the decision-making concept

Fox & Meyer (1995:34) regard decisions as choices based on authority, power, or a combination of both that are intended to affect behaviour in some manner. Van Der Waldt & Du Toit (1998:222) define decision-making as the identification and selection of a plan of action to solve a specific problem. Bartol & Martin in Burger (2001:4) define decision-making as a process by means of which organizational problems are identified and attempts to solve them are sought.

In view of the latter definitions, decision-making is a process of providing an appropriate solution to the current and to a certain extent, future challenges. To further understand how decision-making process unfolds, decision-making theories and styles are discussed below.

3.5.1.1 Decision-making theories

Decision-making process has three theories which assist in elaborating how decisions could be achieved. According to Anderson (2006:122-127), these three include the rational-comprehensive theory, the incremental theory, and mixed scanning.

3.5.1.1.1 The rational-comprehensive theory

This theory is used for the development of deductive models of self-interested decision-makers and further specifies the procedures involved in making well-considered decisions that maximize organizational goal attainment. Similar to the theories for policy-making, the rational comprehensive theory includes elements such as the confrontation of a problem at hand; clarifying and ranking the nature of the problem; consider alternatives towards addressing the existing dilemma; weighing the consequences; comparing each alternative and their consequences; and ultimately settle for the desirable alternative. Van Der Waldt & Du Toit (1998:222-223) further discusses six steps for decision-making process which are to a greater extent similar and in support of the above-mentioned elements.

3.5.1.1.2 The incremental theory

A more descriptive manner of decision-making as it involves limited changes or additions to existing policies. Unlike the rational-comprehensive theory, the following aspects are considered in making a decision using incremental theory. A set of goals and objectives are selected and empirically analyzed towards addressing a challenge at hand; only alternatives which have a direct bearing on the problem are considered; a very limited number of alternatives and consequences are evaluated; the dilemma under consideration is continually (incrementally) redefined; there is no single decision or solution for a problem as far as this theory entails; and finally the theory attempts to ameliorate (improve) present social deficiencies than promoting future social goals (Anderson, 2006:125).

3.5.1.1.3 Mixed scanning

In view of possible weaknesses of the rational-comprehensive and incremental theories, for instance, the thought that the outcome of the latter is mainly satisfying interests of most powerful organized interests in society at the expense of the underprivileged, the mixed scanning option becomes an integrated alternative. Mixed scanning is also discussed as an appropriate alternative for decision-making. Etzioni in Anderson (2006:126) states that the mixed scanning provides for high-order and fundamental policy-making processes which set basic direction and incremental processes which prepare for fundamental decisions. The argument in this regard is that in cases where the rational-comprehensive and incremental theories may have shortcomings, the mixed scanning which considers the strengths of the two, can be applied in decision-making.

3.5.1.2 Styles for decision-making

This section discusses three styles of social or collective decision-making. These three are bargaining, persuasion, and command (Anderson, 2006:140-144). This discussion assists in understanding the style that is being employed at the Tshwane University of Technology with regard to the role that CDs play in decision-making. Notable is the fact that although these three theories can be implemented simultaneously in a decision-making situation, a theoretical distinction could be made.

3.5.1.2.1 Bargaining

Bargaining is defined as a process whereby a number of people in authority agree to formulate a course of action which is acceptable but not necessarily ideal for all the participants. Included in the process are negotiations, compromise, and give and take towards reaching a mutual acceptable end. Critical factors in this style are, first, social pluralism and/or the presence of a multitude behind the decision-makers. Secondly, statutory decision-making practices, for instance, the decision-making powers which are embedded in the Senate and Council which fragment and disperse power among many TUT officials and decision points is of the examples of statutory decision-making practices.

3.5.1.2.2 Persuasion

This style is explained as a situation where a person obtains facts and data; skilfully constructs an argument; use reason and logic to convince others to believe in the correctness of own position. The aim in this regard is to build support towards a view without modifying the initial position. Van der Waldt & Du Toit (1998:220) warn that decisions which are made based on inadequate information may create risky conditions and uncertain circumstances.

3.5.1.2.3 Command

The command style is hierarchical in that it involves decisions which are made within a relationship between supervisors and subordinates. Decisions in this case are made by those in authority for application upon those who fall under their jurisdiction. Supervisors often use reward or penalty to reinforce their decisions in this regard. Subordinates who support their seniors are usually rewarded with favourable consideration and/or promotion, while those in defiance may be demoted and/or dismissed. Anderson (2006:222) further warns that decisions which are made without adequate consideration of their implications may turn out to be faulty on both technical and political grounds.

From the foregoing, it is clear that decision-making should be regarded as an inclusive process. This means that stakeholders should be afforded platforms to ensure that they influence decision-making. These theories and styles in decision-making are important to understand whether the functional structure of TUT complies with the provisions of *Higher Education Act, 1997 (Act 101 of 1997)*.

3.6 TSHWANE UNIVERSITY OF TECHNOLOGY'S STRUCTURAL COMPLIANCE WITH THE HIGHER EDUCATION ACT, 1997 (ACT 101 OF 1997)

As it was earlier stated under section 3.3 of this study Chapter Four of the *Higher Education Act, 1997 (Act 101 of 1997)* provides the applicable structures of

governance with which all public higher education institutions should comply. The governance structure must consist of the Council, Senate, Principal, Vice-Principal, Student Representative Council, an Institutional Forum, and such other structures and offices as may be determined by the institutional statute or an Act of Parliament. Furthermore the Act provides the basis from which assessment can be made on whether these structures are democratically established and be representative of the stakeholders in the decision-making process of the University. This should mean that whether during a merger process or not, public universities should be able to ensure that the governance structure, as required by law, is in place to facilitate participatory decision-making which is inclusive of all the stakeholders.

The interviews have in several instances confirmed that deficiencies exist in the manner in which decision-making processes have been facilitated in the case of TUT. The question regarding which of the stipulations, the functional governance structure of TUT to adhere to, has proven that apart from Council and Senate, there are internal sub-structures such as the Academic and Administrative Committees, which are playing a crucial role in the decision-making process of the University. Conspicuous from the interviews is the down playing of stakeholders such as the CDs and the unions by the institution.

The articulation about the role that CDs of the NLS in the decision-making process at TUT has not been clarified through the existing TUT structure. This is despite the governance framework which the *Higher Education Act, 1997 (Act 101 of 1997)* provides. However, it is clear from the interviews that TUT's appointment of CDs was by no means a creation of a statutory or decision-making sub-structure or are part of the governance structure as provided for in the Act. This discovery further complicates the understanding regarding the role of the CDs in the decision-making process of the institution. In the absence of role clarity in this regard, the question still arises as to what is the decision-making role of CDs of the NLS of TUT (in unblocking existing decision-making bottlenecks which hamper participation of the stakeholders in the NLS)?

3.7 DECISION-MAKING PROCESS IN TSHWANE UNIVERSITY OF TECHNOLOGY

Members of the executive management shared contrasting views on the decision-making process in the University. Apart from the template on policy-making which is managed by the Quality Promotions Directorate, none of the executive management respondents can clearly explain how policy decisions are made in the University. The Academic and Administration Committees have been explained as the key players in the decision-making process. These committees facilitate the making of academic and administrative decisions. Both committees make recommendations to the Council via Senate and the Executive Management Committee (EMC). The weakness in the above scenario is that both committees do not have union and student representation. Implicitly, the Student Representative Councils and unions are not influential in the decision-making process of the University, just like the CDs. This scenario exists amid the warning that mergers fail as a result of overlooking union representation in the decision-making process (Bryson, 2003:14). Unions were excluded when the harmonization of employment conditions were discussed (Executive Manager two, Interview 11 August 2006). This exclusion has created the “us” and “them” attitude between unions and executive management (NEHAWU representative two, Interview 10 August 2006). The CDs sit in these two committees but cannot claim to be representing the staff members of the NLS since they are accorded an observer status in the EMC.

The current decision-making process approach seems to be top-down in that executive management makes and announces decisions. Executive Manager three (Interview 17 August 2003) claimed that staff members are an integral part of the decision-making process as they contribute to the process through the staff electronic portal. Campus Management Committee representative one (Interview 16 September 2006) repudiates the latter view and states that the current process of decision-making in the University is top-down, in that executive management finalizes and promulgates decisions without taking into consideration views of the staff members. The Student Representative Councils do not have confidence in the decision-making process. These councils perceive the University Council as the rubber stamp of opportunistic decisions that are biased to the former Technikon Pretoria (SRC representative one,

Interview 10 August 2006). This SRC representative further states that most members of TUT Council are attending meetings while exhausted and as a result, they end up endorsing decisions without properly analyzing the long-term implications on the broader transformation of the University and higher education in general. Emerging from this negative perception of Council, the Student Representative Councils regard executive management as capitalists who are after making profit at the expense of students' expectations for quality education service. Finally, these councils view the CDs as messengers with no decision-making powers and therefore as being unable and inappropriate management structures to lead the NLS (SRC representative one, Interview 10 August 2006).

The stakeholders such as the Student Representative Councils and unions are the keys to a successful transformation of the University. The inherent practices and cultures of their former Technikons need to be investigated and understood as well as be sensitively managed as the broader integration progresses, otherwise they can make or break the University (Gutto, 2005:4).

3.7.1 Stakeholder participation

Participation in the decision-making process by the stakeholders of the NLS is generally insufficient. Campus Management Committee representative four (Interview, 19 October 2006) reported that the lack of participation in the decision-making process results from the poorly constituted decision- and policy-making bodies. Data collected indicates that almost all decision-making structures are dominantly composed of staff members from the former Technikon Pretoria. Consequently, the votes at forums are biased in favour of the former decisions and practices of the former Technikon Pretoria. The executive management should invest in their employees as far as governance is concerned, instead of being more status driven as far as representation on decision-making is concerned. For instance, CDs attend meetings as if they represent the NLS, which they necessarily do not (NEHAWU representative one, Interview 9 August 2006). In the end, the executive management would approve and continue to implement a decision on the basis that the NLS were represented by the CDs. When students and staff embark on strikes, executive management wonders what could have gone wrong. Clearly there is a gap

with regard to coordination of employee participation on decision-making in the University (Strategic Management and Support representative, Interview 8 August 2006). People participation in the decision-making process of the University should be implemented within the context of regarding people as a priority in a merger (Fiorina, 2004:19). People participation should be coupled with clarity of what is expected of each partner in a merger. Hall *et al.* (2004:4) advise that common merger benefits should be agreed upon amongst merger partners to avoid hiccups during the integration process.

3.7.2 The appointment of Campus Directors and Campus Management Committees

The process of appointing CDs has been largely criticized by different stakeholders from the NLS. This is because the decision-making vacuum could not be sufficiently closed by such appointments in campuses which used to have complete functional structures of their own (Campus Director one, Interview 10 August 2006). Despite that the positions of CDs already existed at the former satellites of the former Technikon Pretoria, no job descriptions were in place or ever approved for the CDs of the NLS. Executive Manager four (Interview 17 August 2006) stated that the human resources department of the University was at one stage unable to determine what the functions of these directors were. The rationale for their appointment was unclear. Executive Manager three (Interview 11 August 2006) believed that the CDs were employed to prevent the occurrence of a federal system of leadership at the NLS. Apparently the decision by the interim principal to appoint CDs for the NLS without thorough scrutiny of the need and nature of the NLS was not a wise decision.

The Campus Management Committees (CMCs) are a creation of the CDs that emanated from a perceived gap between the learning sites and the offices of the two directors (Campus Director one, Interview 10 August 2006). Stakeholders, namely, unions and Student Representative Councils were not party to the appointments of CDs and the establishment of Campus Management Committees. Consequently, these stakeholders had no confidence in the directors and their committees. Campus Directors are seen as glorified managers who have been deployed to monitor staff members' presence and absence on sites. Campus Management Committees are seen

as social clubs with no strategic mandate for the NLS. Somehow the two CDs were caught in the crossroads. For instance, the stakeholders at the NLS perceived the Campus Directors as an extension of bureaucracy in the University (NEHAWU representative one, Interview 9 August 2006).

From the data gathered, it is clear that the role of CDs of the NLS in the decision-making of the University has not been established. Stakeholders and management representatives are not clearly articulate on the exact activities which CDs should undertake, let alone the influence in the decision-making process of TUT.

3.7.3 Interface

The question of interface is inspired by the unhealthy reflection of stakeholders' behaviour on decision-making process in the University and on the management's view on decision-making process at the University (supra: section 3.1, page 32). There is no stage at which staff members, students and executive management collectively interrogate decision oriented issues. The Council's composition is a formality in view of what was shared earlier, namely, that Council members are usually exhausted from their day's work when they attend Council meetings and consequently fall victim to deceitful presentation of decisions, which they eventually approve without much thought on the long-term implications (SRC representative one, Interview 10 August 2006). The Student Services Council caters for students' interface with other environments outside Student Affairs and Residence Operations. This council still excludes staff members.

3.8 SUMMARY

The research methodology was discussed. Flowing from which, the outcome of the data collection and its analysis has been presented and discussed. It has been difficult to solicit answers on the main research problem of the study which seeks to describe and determine the roles of the CDs of the NLS in the decision-making process of TUT.

While the stipulations of the *Higher Education Act, 1997 (Act 101 of 1997)* provides for the establishment of the management structures in the higher education sector, to facilitate decision-making, TUT has not been practically in compliance with the structure. This is because the participation of other key structures such as the unions in the decision-making has not been clarified. Therefore, for other sub-structures, e.g. the CDs, which were created as a prerogative (as provided for in the Act), their functions and influence in the decision-making process of the University has been minimal. It is therefore pertinent to finally make provision for the concluding remarks and recommendations.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

Chapter Three has discussed the research methodology, the outcome of the data collection as well as the structural functional analysis of Tshwane University of Technology. Attempts have been made to describe and determine the roles of the CDs of the NLS in the decision-making process of TUT.

This chapter provides a synoptic reflection on the discussions in chapters one to three, and thereafter makes recommendations to the problem under investigation, namely, whether Campus Directors of the Northern Learning Sites (NLS) play a role in the decision-making process of Tshwane University of Technology.

4.2 CONCLUDING REMARKS

The merged Universities, particularly in this regard, the Tshwane University of Technology (TUT), face numerous challenges on a daily basis in the continued quest to develop quality human resource for the country. The national Department of Education in South Africa expects of Tshwane University of Technology (and all other merged institutions) to become one stronger, more resilient institution, which is able to offer to students, high quality academic programmes and enhanced opportunities for success (Department of Education, 2003:2). This expectation is supported by *the Higher Education Restructuring and Transformation Guidelines for Mergers and Incorporations of 2003*, which guide merging institutions through the merging process. Furthermore, the national Department of Education partly contributed to the process of the merger that led to the establishment of Tshwane University of Technology (TUT), by providing ministerial members to participate on governance of the University Council (see section 2.4, page 19). This endeavour by the Department is an attempt to ensure compliance with the provisions of the *Higher Education Act, 1997 (Act 101 of 1997)* and other relevant Higher Education legislation and legislative bodies such as the Higher Education Quality Committee

and the South African Qualifications Authority. The Council, which is understandably representative of all recognized stakeholders of the University, has to ensure the appropriate participation that is inclusive and transparent. This task requires the establishment of proper management structures in order to ensure and to establish a strong stable base for good governance in the post-merger integration of the University processes.

The vacuum was created by the removal of former rectors of those sites to the Pretoria Learning Sites. Campus Directors thereafter established the Campus Management Committees (CMCs) as a management structure in order to accomplish effective management processes at the Northern Learning Sites (NLS).

Clearly the removal of the rectors compromised good governance of the NLS and created uncertainty and instability. Stakeholders such as unions and Student Representative Councils embarked on several strikes to persuade the Executive Management to establish a sound decision-making practice and effective management structure at the NLS (see Appendices A and B on pages 86 to 87). The Interim Vice-Chancellor, through the Executive Management responded by appointing Campus Directors (CDs) and supporting the establishment of Campus Management Committees, though failed to provide job descriptions and the appropriate authority to make strategic decisions. In fact, the two CDs were under-resourced and ill-empowered to manage when compared to their counterparts in Polokwane, Nelspruit and Witbank (Campus Director two, Interview 10 August 2006). As a result of this discrepancy, the CDs and their Campus Management Committees were unable to take decisions regarding their daily management of the NLS. Instead, there are dissimilar views on the rationale for the existence of these bodies even amongst members of the executive management. Some are of the view that they should be limited to the day-to-day running of operational processes in their respective learning sites, while the other view is that CDs and the Campus Management Committees are established to prevent the devolution of powers to the management of the NLS. These views do not assist in ensuring the smooth integration of the NLS into the broader Tshwane University of Technology. Instead, they perpetuate the notion of partial autonomy and suggest some inherent authority and decision-making roles for the Campus Directors.

Data collection has revealed interesting deficiencies that have the potential to derail the merger integration. Noteworthy is the quality of sample that was interviewed. They all are respondents who represent broad stakeholders and also occupy positions of authority and influence. Moreover, all the respondents are involved in the transformation processes of the University. The findings can be generalized within the Tshwane University of Technology. Significantly, the recommendations can be customized to assist any institution of higher learning to undertake a smooth integration process.

4.2.1 Decision-making process of Tshwane University of Technology

The decision-making process of the Tshwane University of Technology is ambiguous in that recognized stakeholders have different views of the process. For instance, the unions view the process as non-inclusive, Student Representative Councils see the process as non-accommodative and the members of Campus Management Committees regard the process as unclear. It is coincidental that the University is functioning forward in a sense that it has been operational for more than two years after the merger despite these ambiguities. Members of the executive management shared contrasting views on the decision-making process in the University. Apart from the template on policy-making which is managed by the Quality Promotions Directorate, none of the executive management respondents can clearly explain how decisions are made in the University. The Academic and Administration Committees have been identified as the key players in the decision-making process. The former facilitates the making of academic decisions while the latter focuses on administrative decisions. Both committees make recommendations to the Council via Senate and the Executive Management Committee (EMC). The weakness in the foregoing is that both committees do not reflect staff and student representation. Implicitly, the Student Representative Councils and staff unions are excluded from participating in the decision-making process of the University. This scenario exists amid the warning that mergers fail as a result of downplaying union representatives in decision-making (Bryson, 2003:14). Staff unions were excluded when the harmonization of employment conditions were discussed (Executive Manager two, Interview 11 August 2006). This exclusion has created the “us” and “them” attitude between staff unions and executive management (NEHAWU representative two, Interview 10 August

2006). Unions and students are excluded in these two committees but the Campus Directors who are members cannot claim to be representing the staff members and students of the NLS.

Furthermore, the current decision-making process approach is top-down in that executive management makes and announces decisions. Executive Manager three (Interview 17 August 2003) claims that staff members are an integral part of decision-making process as they contribute to the process through the staff electronic portal. Campus Management Committee representative one (Interview 16 September 2006) repudiates the latter view and states that the current process of decision-making in the University is top-down, in that executive management finalizes and promulgates decisions without taking into consideration views of the staff members. The Student Representative Councils do not have confidence on the decision-making process. These councils perceive the University Council as the rubber stamp of opportunistic policies that are made and biased in favour of the former Technikon Pretoria (SRC representative one, Interview 10 August 2006). This representative further states that most members of Council attend meetings while they are exhausted and endorse decisions without analyzing the long-term implications thereof on the broader transformation of the University and higher education in general. Emanating from this negative perception of Council, the Student Representative Councils regard executive management as capitalists who are after making profit at the expense of students' expectations for quality education service. Finally, these councils view the Campus Directors as messengers with no decision-making powers and therefore as being unable and an inappropriate management structure to lead the learning sites (SRC representative one, Interview 10 August 2006).

Stakeholders such as the Student Representative Councils and unions are the keys to a successful transformation of the University. The inherent practices and cultures of their former Technikons need to be investigated and understood as well as be sensitively managed as the broader integration progresses otherwise they can make or break the University (Gutto, 2005:4).

4.2.2 Stakeholder participation

Representative on and participation in the ambiguous decision-making process of the University is unclear and uncoordinated. Participation in decision-making process by the stakeholders of the NLS is lacking or non-existent. Campus Management Committee representative four (Interview, 19 October 2006) reported that the lack of participation in the decision-making process results from the poorly constituted decision-making bodies. Almost all decision-making structures are dominantly composed of staff members from the former Technikon Pretoria. Consequently, the votes at any forum are biased in favour of the former decisions and practices of the former Technikon Pretoria. Employers should encourage employees to participate in merger processes (Covin *et al.*, 1997:22). The executive management does not seem to be investing in true people empowerment as far as governance is concerned. For instance, Campus Directors attend meetings as if they represent the northern learning sites, which they do not (NEHAWU representative one, Interview 9 August 2006). In the end, the executive management will approve and continue to implement a decision on the basis that the NLS were represented by CDs. When students and staff embark on strikes, executive management wonders what could have gone wrong. Clearly there is a gap with regard to the coordination of employee empowerment and participation in decision-making in the University (Strategic Management and Support representative, Interview 8 August 2006). People participation in the decision-making process of the University should be implemented within the context of regarding people as a priority in a merger (Fiorina, 2004:19). People participation should be coupled with clarity on what is expected of each partner in a merger. Hall *et al.* (2004:4) advise that common merger benefits should be agreed upon amongst merger partners to avoid hiccups during the integration process.

4.2.3 The appointment of Campus Directors and Campus Management Committees

From the discussions and perceptions in this study, Campus Directors and the Campus Management Committees (CMCs) seem to be futile and ineffectual management structures for the northern learning sites and the University in general. They were identified and called telephonically to accept the positions (Campus Director one,

Interview 10 August 2006). Despite the fact that the positions of Campus Directors already existed at the former satellites of the former Technikon Pretoria, no job descriptions were in place or ever approved for the Campus Directors of the NLS. Executive Manager three (Interview 17 August 2006) stated that the human resources department of the University was at one stage unable to determine what the functions of these directors were. The rationale for their appointment was unclear. Executive Manager three (Interview 11 August 2006) believed that the Campus Directors were employed to prevent the occurrence of a federal system of leadership at the northern learning sites. The Campus Management Committees are a creation of the Campus Directors, which emanated from a perceived gap between the learning sites and the offices of the two directors (Campus Director one, Interview 10 August 2006). Stakeholders, namely, unions and Student Representative Councils were not party to the appointments of Campus Directors and the establishment of Campus Management Committees. As a result, these stakeholders had no confidence in the directors and their committees. Campus Directors were generally seen by staff and students as glorified managers who are deployed to monitor staff members' presence and absence on sites. Campus Management Committees were seen as social clubs with no strategic mandate and agenda for the NLS. Somehow the two Campus Directors were caught into the middle of a crossroad. For instance, the stakeholders at the northern learning sites perceived the Campus Directors as an extension of bureaucracy (NEHAWU representative one, Interview 9 August 2006), while executive management treated any matter that the two Campus Directors brought to the decision-making process as an attempt to declare the independence of the NLS (Campus Director two, Interview 10 August 2006).

4.2.4 Interface

There is a lack of synergy and a platform for collective interrogation of decision matters of the University. Interface arises from the seemingly absence of stakeholder involvement in decision-making in the University and on the management's view on decision-making process at the University (see diagram 3.1, page 32). There is no stage at which staff members, students and executive management collectively interrogate decision oriented issues. The Council's composition is a formality in view of what was shared earlier that Council falls victim to the deceitful presentation of

decisions as members are made vulnerable by their exhaustion (SRC representative one, Interview 10 August 2006). The Student Services Council (SSC) as earlier discussed under section 3.4.6 on page 51, focuses on the interface between Student Representative Councils (SRCs) with other environments outside Student Affairs and Residence Operations. This council still excludes staff members.

4.3 RESEARCH PROBLEM AND QUESTION

The data collected and analyzed has not only clarified but successfully responded to the problem and question that was asked earlier in Chapter One, namely what is the role of the Campus Directors (CDs) of the NLS in the decision-making process of the Tshwane University of Technology?

The appointment of the two CDs and the eventual establishment of the Campus Management Committees at the NLS were not thoroughly thought through. Consequently, the CDs and Campus Management Committees cannot claim to be the legitimate representatives of staff and students of the NLS. There is undoubtedly a need for a clearly defined management structure to create stability and manage the processes of the NLS in line with the broader mandate of Tshwane University of Technology. To achieve the latter, management should employ deliberate stakeholder consultation and participation with the aim to attain convincing support and consensus. Quick fixes, elitist approaches and extending what has been in place at the former satellites of the former Technikon Pretoria has not served much purpose.

Furthermore, CDs and Campus Management Committees have not been capable of closing the management and decision-making vacuum in the NLS. Recognized stakeholders, namely, staff and students have expressed discontent with the manner in which CDs and the Campus Management Committees have been addressing issues affecting the NLS. Clearly the manner in which the latter bodies were established has contributed towards their poor regard by staff and students. Apart from unclear roles and functions in decision-making of Tshwane University of Technology, CDs have been labelled glorified managers by staff and students.

4.4 RECOMMENDATIONS

Inspired by the above concluding remarks, the following recommendations are made for further research and practice on the decision-making process of Tshwane University of Technology (TUT).

4.4.1 Decision-making process

The decision-making process of the Tshwane University of Technology (TUT) needs attention. There is need to develop a sound decision-making process for the University. Coupled with the process should be a revisit to the functional structure of the institution to ensure that each component (of the structure) participate effectively in the decision-making process of TUT. This should also make sure that all existing components (including the CDs) fall within the functional structure.

The existing TUT template for policy-making is silent with regard to the theoretical framework on which policy decisions of the University are based. An alternative theory for decision-making such as mixed scanning can be considered as the appropriate substitute for decision-making in the University. Etzioni in Anderson (2006:126) states that the mixed scanning provides for high-order and fundamental decision-making processes which set basic direction and incremental processes which prepare the base for fundamental decisions. If this theory for decision-making is adopted in TUT, the existing template for policy-making can therefore be customized accordingly. The theory of decision-making can assist in improving the decision-making process of TUT. Furthermore, it can aid in strengthening the transformation trajectory of the University, thereby uniting all stakeholders towards a common merger goal despite the disperse location from which they come.

The University may also investigate the possibility of using the characteristics of good governance as pillars in support of a use of mixed scanning theory of decision-making. These characteristics include rule of law, transparency, participation, responsiveness, consensus oriented, equity and inclusiveness, effectiveness and efficiency, and accountability.

Finally, and as a dividend to the inclusion process, the executive management may thereafter ensure that the revised template for decision-making becomes a chart that spells out steps which should guide decision-making in the University. For instance, the template can go to an extent of clarifying the role of line-managers (CDs included) in decision-making as well as the extent to which they could exercise their authority in the consultation process without creating institutional paralysis. In a short- to long-term period, the TUT model for decision-making can easily serve as a benchmark for other institutions of higher learning nationally and internationally.

4.4.2 Stakeholder participation

The executive management should investigate the possibility of the proper composition of the Academic and Administration Committees as well as all other governance structures such as the Senate and Council. The exclusion of recognized stakeholders in the decision-making process has huge implications than including every relevant role player from the onset. If all role players in the decision-making process are included, the cost of explaining the rationale for exclusion is naught. Therefore the employer should encourage employees to participate in merger processes. The decision-making process should be taken to the people. Accordingly, the decision-making process should be as inclusive as possible and be as close as possible to the people.

Inclusion is capable of defusing notions of dominance and disintegration. Lack of participation in the decision-making process results from the poorly constituted decision-making bodies, thus implying that almost all decision-making structures are dominantly composed of staff members from the former Technikon Pretoria. Executive management needs to take leadership in this regard and investigate the concern towards a better composed and functional decision-making force.

Coupled with the review of the composition of these decision-making bodies, the executive management may have to foster mandate driven representation which will ensure that the decisions are acceptable, legitimate and imperative to the broader Tshwane University of Technology. This can be achieved by clearly defining the status and the constituency of every representative serving at any decision-making

body. For instance, person X is representing staff union Z, and person Y is an *ex-officio* member based on his or her area of specialization or position at the University.

This approach is not only capable of dispelling irrelevance in forums of value, but also has the ability to ensure that people feel regarded by the executive management as a priority in the University. Most importantly, inclusion obviates the “us” and “them” syndrome that often exists between unions and executive managements. The current exclusion of unions from the decision-making process of the University has created the “us” and “them” attitude between unions and executive management. If inclusion is considered in the decision-making process of the University, members of staff from the NLS and anywhere in the University as well as students may begin to realize that decision-making is not top-down and that Council does not rubber stamp policies. In conclusion, it is important to note that the unions are a creation of the *Labour Relations Amendment Act, 1998 (Act 127 of 1998)* and the Student Representative Council are constituted in terms of the *Higher Education Act, 1997 (Act 101 of 1997)*. The exclusion of these two stakeholders in higher education related governance undermines the government of South Africa. Mergers are indisputably big business, risky and further that most mergers have failed because of downplaying union representation and staff issues during merger negotiations.

4.4.3 The appointment of Campus Directors and Campus Management Committees

The executive management should investigate the establishment of a functional management structure that is capable of institutionalizing the University at all learning sites without creating a notion of superiority and inferiority amongst learning sites, because the current management structures at the NLS are not clearly contributing to the decision-making process of the institution. Currently, NLS perceived the CDs as an extension of bureaucracy. Campus Directors themselves believe that the executive management treated them as though any matter that the two CDs brought to the decision-making process was an attempt to declare the independence of the NLS. It is also believed that the CDs were employed to prevent the occurrence of a federal system of leadership at the NLS. The Human Resource

Department of the University has been unable to define the purpose and rationale for having the current Campus Directors.

From the data collected, it is important that there is a need to strengthen an institutional functional structure which is able to clearly identify each component. It appears from this study that CDs were appointed due to pressure from the staff and students of the NLS to the executive management. And it has been indicated that CDs should run day-to-day activities of the NLS. This therefore translates that CDs should make operational and short-term decisions. This is the first dilemma of their roles. The second dilemma is that CDs do not clearly fall into one of the functional structure of the University, such as Faculty Boards, Senate and Council. However, since there is Academic and Administration Committees, it could be imperative that CDs are provided with an opportunity to influence decisions at this level, that is at Academic and Administration Committee levels.

Their activities should include the following in their contribution to decision-making: supporting faculties which are based at their respective learning sites in the development of teaching and learning strategies, they (CDs) should also be supported by these faculties as well. The Directors should also assist in creating conducive learning environments at their respective learning sites. Apart from academic activities, CDs should also maintain the cleanliness of the learning sites and ensure that there is proper gardening services and general maintenance of facilities (to mention only a few).

These recommendations are not exhaustive or prescriptive, but they attempt to shed some light on what should be regarded as the CDs day-to-day duties which should contribute to the decision-making process of TUT through their day-to-day activities. Perhaps, in outlining some of the operations, the vague day-to-day activities could have a meaning.

Urgent intervention of the executive management to either review or overhaul the management of the NLS, is required. The review may take into consideration that a structure of Campus Directors already existed in Polokwane, Nelspruit and Witbank Learning Sites. The strengths and weaknesses of the current management model of

the learning sites mentioned above can be assessed to determine whether the same can be appropriate for the NLS. Executive management has to provide a strong leadership role in ensuring that order and direction are prevailing at all learning sites of the Tshwane University of Technology (TUT). This will ensure that the merger succeeds and achieves the intended objectives (Martin, 1996:89). Any further procrastination by executive management to clarify how the NLS should be managed has the potential to weaken the prospects of full integration. It may well be appropriate to consider other alternative management models such as the federal system that was earlier prevented from arising. Whatever alternative management end up considering needs to be thoroughly thought through and appropriately defined in terms of how it influences the broader University process of decision-making.

4.4.4 Interface

Synergy on the decision-making process in the University requires thorough scrutiny. This can be achieved through a coordinated decision-making interface. This interface implies a platform whereby staff members, students and executive management (either as plenary or as delegates) converge to deliberate on decision oriented matters with a deliberate aim of ensuring that all decisions will reflect the culture and values of the University. The current stakeholders' behaviour in decision-making process in the University (see diagram 3.1, page 32) is unhelpful for meaningful integration. Data collection has demonstrated that there is no stage at which staff members, students and executive management collectively interrogate decisions. The latter behaviour has been able to breed the ills of integration, namely, the "us" and "them" syndromes amongst stakeholders. The executive management should consider fostering strong collaboration with employees towards attaining a strategic approach in dealing with the business of the University such as decision-making in particular.

The establishment of a decisions coordination unit, which can be tasked with the responsibility of facilitating a consultative process for decision-making in the University, needs to be investigated. The scope of this decisions coordination unit should be clarified in order to prevent a state of institutional paralysis, which may result from endless consultation. Amongst other key performance areas, the unit can ensure the narrowing of the gap which exists between decision-making and practices

in the University, ensure the prevalence of synergy with regard to the general decision-making in the University, ensure that all recognized stakeholders are included and participate in the making of decisions. Furthermore, the unit should be responsible for communicating decisions effectively without limiting communication to the staff's internet portal, an electronic form of communication the executive management earlier claimed to be the effective medium for staff participation.

Another alternative and/or an addition to the creation of the decisions coordination unit, the executive management may have to consider introducing a staff structure which is similar to the Student Services Council through which collective matters that generally affect staff can be addressed. This council for staff interface can consist of union representatives and representatives of other directorates whose business directly impact on staff members as well as members of the Executive Management Committee. The Vice-Chancellor, who is currently the chairperson of the Student Services Council (SSC) should similarly be the chairperson of the staff members interface forum. This intervention will ensure that whether or not the CDs appropriately represent staff members on the decision-making process, the collective voice of staff members is still heard by the executive management of the University and *vice versa*. Most importantly, this intervention is capable of ensuring the existence of the intra-sectoral merger process, wherein every activity works holistically towards attainment of intended merger objectives.

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APPENDICES

APPENDIX A

Protesting students and staff members exert pressure on the interim Vice- Chancellor of Tshwane University of Technology (TUT)

TSHWANE UNIVERSITY OF TECHNOLOGY STUDENTS NEWSPAPE JULY/ AUGUST 2004

Die Poppe sal Dans

By Kgothatso Chuene And Lehuma Ntuane



The Interim VC of TUT being whisked through the mob of protesting students at the Soshanguve learning site by one of the SRC members, while others were burning items of their choice.

Staff members at Soshanguve learning site striking against the style of management which was said to be discriminating against staff members of the site in 2004

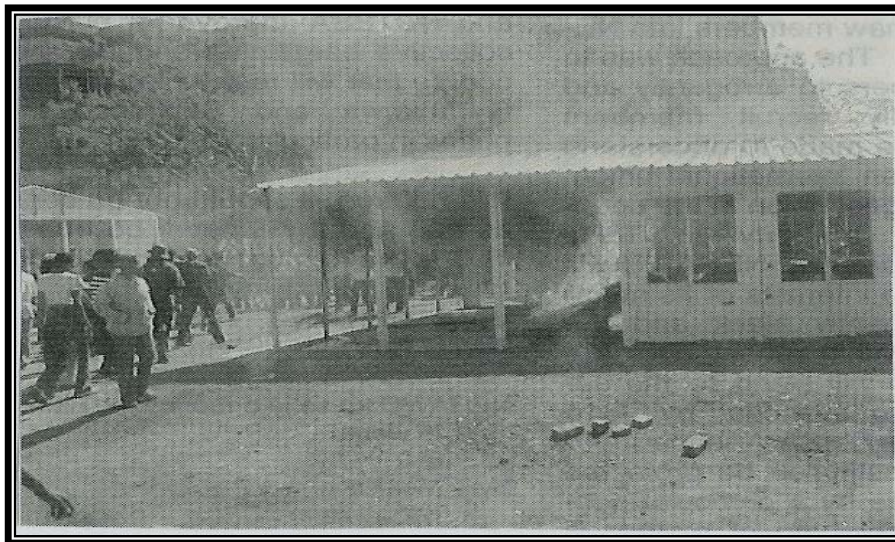
Lak'P umlenze...begining of this year saw staff members showing dissatisfaction to Prof Ngcobo, Mrs Sons was not to be left out.

Picture by John Mditshwa

Source: TUT Newspaper (2004)

Appendix B

Student strike at the Garankuwa learning site



Source: TUT Update, August 2004.

APPENDIX C

Template for policy-making at Tshwane University of Technology (TUT)

POLICY ON [ENTER THE TITLE OF THE POLICY IN THIS SPACE]

Date first issued:

Date reviewed:

Date approved by EMC/ Senate:

This policy and its rules, guidelines and procedures replace all previous policy and/or circulars pertaining to

The following documents are rendered obsolete by this approved policy:

(Statement on what is being replaced or affected by the new or revised policy. Provide the correct reference to previous documents, their dates, and circular numbers where applicable)

1. POLICY ONName)

It is the policy of the Tshwane University of Technology (TUT) that.....(succinct and clear statement)

2. DEFINITIONS

(Any terms used in the policy that are not familiar to the University staff, or which may be interpreted differently by different individuals, are explained)

3. RULES

(Rules provide the framework that clearly delimits how the policy is to be executed. Rules are not how to perform the action. Those are the steps of the procedure.

Rules are numbered, 3.1, 3.2, 3.3 etc.

If a rule states that an action has to be conducted according to a specific format, guideline, or criteria, those are referred to, and attached as separate documents to the policy.)

4. PROCEDURES

Procedures are mapped according to the approved format and clearly state their purpose, for which contexts they are valid (scope), as well as any criteria, formats or guidelines that have to be met.*

Procedures clearly set out how an action should be carried out, in a logical step-wise progression, so that a user can easily follow the steps correctly.

Procedures are always performed within the rules set out in a policy, and the policy and its rules are cross-referenced in the procedure (under documents)

Procedures are always attached to policy documents, to indicate to the EMC that preparation of the submission was comprehensive and complete.

*Approval of the policy and its rules and procedures does not mean that change or adjustment to procedures require resubmission to the EMC. Procedures may be adapted and improved to better serve policy, without affecting the policy itself or its rules. **Refer to the procedure on revision of existing documentation.***

The functional leader responsible for the area addressed by the policy takes responsibility for the documentation of the procedure(s), and their continued monitoring, maintenance and improvement).

5. DOCUMENTS

List all the relevant documentation.

APPENDIX D

The protocol for making finance decisions at Tshwane Univeristy of Technology (TUT)

CORPORATE GOVERNANCE STRUCTURE

