

Analysis of creation of an enabling environment within the public sector to improve service delivery through Project Management: The case of the Department of Correctional Services in the Rooigrond Area Commissioner

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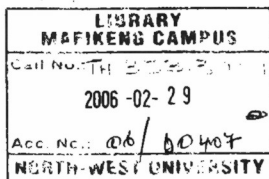
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## **ABSTRACT**

The study set out to investigate the infusion of Project Management into public service in order to improve service delivery, and to look at the advantage of using Project Management as a management tool.

Enabling legislations were referred to, and brief background was made. The advantage of applying Project Management by the North West Provincial Government was highlighted through a reference of a case study of the province, as opposed to the service rendered by DCS in the province.

The study used a questionnaire to collect data. 50 employees were surveyed through questionnaires over a period of two weeks. Four areas were covered, that is, the Area commissioner's office, Rooigrond Prison, Mafikeng Prison and Mafikeng Community Corrections.

The results revealed that most employees were not competent with Project Management, only few have an idea of what Project Management is. The response from participants exceeded expectations, because all questionnaires were received without any problems.

The researcher recommends that Rooigrond Area Commissioner must apply Project Management in its structure to render services, and to offer training to the members in order to empower them.

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In memory of my late grandfather, Teboho Sam Phooko who was an inspiration to me , it is to him that this dissertation is dedicated. My family have all been encouraging. My father, Motsie Claudius "Bombshell" Phooko, has unwavering faith in me, he has supported me down to the loving tears he shed to my defence. My mother, "Mmamaile", believed that I could do anything even when I could not quite believe in myself. My wife, Seithati, has been always my pillar, my joy and my guiding light and I thank her.

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## DECLARATION

I, Maile Jonathan Phooko, declare that the mini-dissertation for the Degree of Master of Business Administration at North West University hereby submitted, has not previously been submitted by me for a degree at this or any other university, that this is my own work in design and execution and that all material contained herein has been fully and dully acknowledged.

A handwritten signature in black ink, appearing to read 'M. J. Phooko', is written over a horizontal dotted line.

Signed: Mr. M.J Phooko

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## **CHAPTER 1: ORIENTATION**

### **1.1 Introduction**

This study focuses on issues of transformation in the public service in South Africa, and the impact brought by Project Management. The Department of Correctional Services in the North West Province (Area Commissioner Rooigrond) was used as a case- study and was compared to other departments in the province.

Enabling legislation Acts such as the White Paper on Transformation of Public Service (1995), White Paper on Corrections in South Africa (2005), 1996 Constitution and the Correctional Services Act of 1998 were referred to. Theoretical basis and critical discussions were made. These were followed by the literature review wherein an objective views of authors were analysed, and a report on the results of authors of Project Management were made.

The problem statement was derived from the literature review and the department under investigation. This then highlighted the rationale of the study, that is, which issue or controversy needed to be resolved within this study.

The research design and analysis looked at the instruments and data collection methods used in this study, and a sample population that was applied which included demographic data of gender, race, marital status, religion, age and occupation. Data collection process

period was discussed in order to give feedback on the duration of the study, and thereafter the discussion of the findings was discussed. Discussions were made on a critical analysis based on the results obtained, and lastly concluding remarks were made.

## **1.2 Statement of the problem**

There is no efficient and effective project infrastructure provided to support the different programmes in the Department of Correctional Services (DCS) in achieving departmental goals. This led to failure of projects due to the fact that employees of the department do not have the necessary skills, knowledge and training to handle projects.

## **1.3 Objectives of the study**

More specifically the study has the following objectives:

- To identify main points of focus contributing to an environment within which Project Management approach is vital towards service delivery within the public sector in the North West Province.
- To explore how Project Management is currently utilized within the public sector.
- To identify strategies towards achieving an environment that will improve service delivery in public sector whilst sustaining the project management approach.

#### **1.4 The importance of the study**

The study is important as it reviews quality benefits of Project Management, and measures actual performance against planned performance. This study should enable the accounting officers to recognize contributing factors and warning signs highlighted by Project Management, and enable them to manage departmental resources in an accountable manner. Strategically, the study endeavours to search for a sustainable solution to ensure effective and efficient project infrastructure is provided to support the different programmes in the department, thus achieving departmental goals.

Wheatly (2005) states that Project Management as a management discipline underpins much economic activity in industries as diverse as pharmaceuticals, software and aerospace. In the public sector, it is effective Project Management that translates politicians' promises of new roads, schools and hospitals into gleaming new constructions that improve everyday life.

Crawford (2005) argues that Project Management has emerged as a field of practice that is being used increasingly by organizations to achieve their business goals. As organizations define more of their activities as projects, the demand for project managers grows, and there is increasing interest in Project Management competence. Competence of Project Management personnel is important as they are seen as having a major impact on project performance and therefore on business performance.

Mikheev (2005) argue that modern Project Management is a powerful transformational management technology that has now been undeniably shown to help individuals and organizations successfully plan and accomplish many difficult programs and projects around the world.

### **1.5 Study environment**

This research focused on the Rooigrond Area Commissioner which consists of the following areas: The Area Commissioner's office, Rooigrond Correctional Centre, Mafikeng Unit, Lichtenburg Unit and Zeerust Unit. However, the study only focuses on Area Commissioner Rooigrond, Rooigrond Correctional Centre and Mafikeng Unit.

### **1.6 Scope of the study**

The study is restricted to only one Area Commissioner in the North West province, namely, Rooigrond Area Commissioner which includes the Area Commissioner's office, Rooigrond prison and Mafikeng Prison.

### **1.7 Clarification of concepts**

<http://www.tech-centric.net> defines the following concepts as follows:

- **Accountability:** The obligation to report on one's actions.

- **Activity:** Any work performed on a project. It must have duration and will result in one or more deliverables. An activity will generally have cost and resource requirements.
- **Actuals:** The cost or effort incurred in the performance of tasks. This includes the dates tasks have been started or completed and the dates milestones have been reached.
- **Assumption:** Something taken as true without proof. In planning, assumptions regarding staffing, complexity, learning curves and many other factors are made to create plan scenarios. These provide basis for estimating.
- **Authority:** The ability to get other people to act based on your decisions.
- **Baseline:** A point of reference. The plan used as the comparison point for project control reporting.
- **Budget:** The amount allotted for the project that represents the estimate of planned expenditures and income. The budget may be expressed in terms of money or resource units (effort).
- **Change:** Difference in an expected value or event. The most significant changes in Project Management are related to scope definition, availability of resources, schedule and budget.
- **Change Control:** The process of managing scope, schedule, and budget changes to the plan.
- **Client:** The person or organization that is the principle beneficiary of the project. Generally the client has a significant authority regarding scope definition and whether the project should be initiated and or continued.

- **Closing:** The process of gaining formal acceptance for the results of a project or phase and bringing it to an orderly end, including the archiving of project information and post project review.
- **Consensus:** Unanimous agreement among the decision-makers that everyone can at least live with the decision (or solution).
- **Constraint:** A restriction or limitation that influences the project plan. For example, a target date may be a constraint on scheduling. A schedule may be constrained by resource limitation.
- **Controlling:** the process of monitoring, measuring and reporting on progress and taking corrective action to ensure project objectives are met.
- **Critical path:** The path(s) in a project network that has the longest duration. This represents the series of activities that determine the earliest completion of the project. There may be more than one critical path and the critical path(s) may change during the project.
- **Debate:** A discussion in which the participants exchange information for the purpose of supporting or refuting one another's positions.
- **Deliverable:** Any item produced as the outcome of a project or any part of a project, it must be tangible and verifiable.
- **Dependency:** A relationship between two or more task.
- **Dialogue:** A discussion in which the participants share their thoughts and gain a better understanding of the subject and, possibly, reach consensus. This is contrasted with debate.
- **Duration:** The length of time required or planned for the execution of a project activity. Measured in calendar time units – days, weeks and months.
- **Effort:** The amount of human resource time required to perform an activity.

- **Estimate:** An assessment of the required duration, effort and or cost to complete a task or project. Since estimates are not actuals, they should always be expressed with some indication of the degree of accuracy.
- **Executing:** The process of co-coordinating the people and other resources in the performance of the project or the actual performance of the project.
- **Float:** The amount of time available for a task to slip before it results in a delay of the project end date. It is the difference between the task's early and late start dates.
- **Functional manager:** A manager responsible for the activities of an organizational unit (department, work group, etc), which provides some specialized products, services or staff to projects.
- **Gantt chart:** A bar chart that depicts a schedule of activities and milestones.
- **Goal:** A desired end result, often synonymous with objective.
- **Implementation:** May be a phase in the project life cycle in which a product is put into use.
- **Initiating:** The process of describing and deciding to begin a project (or phase) and authorizing the project manager to expend resources, effort and money for those that are initiated.
- **Link:** A relationship between two or more tasks.
- **Matrix Organisation:** A business structure in which people are assigned to both a functional group (departments, disciplines, etc) and to projects or processes which cut across the organization and require resources from multiple functional groups.
- **Network Diagram:** A graphic tool for depicting the sequence and relationships between tasks in a project. PERT Diagram, Critical Path Diagram, Arrow Diagram, Precedence Diagram are all forms of network diagrams.
- **Objective:** An objective is something to be achieved.

- **PERT (Program Evaluation and Review Technique):** A scheduling technique that makes use of dependency analysis and critical path to determine the duration of a project and slack to determine priorities of tasks.
- **Phase:** A grouping of activities in a project that are required to meet a major milestone by providing a significant deliverable, such as a requirements definition or product design document.
- **Planning:** The process of establishing and maintaining the definition of the scope of a project, the way the project will be performed (procedures and tasks), roles and responsibilities and the time and cost estimates.
- **Post-Project Review:** An activity to assess and evaluate the way a project was performed, so as to learn from the experience and continuously improve project performance.
- **Process:** A series of steps or actions to accomplish something.
- **Product:** The project's material outcome. It may be a service, event or any material object.
- **Product life cycle:** The time from the delivery of a product, until the product is withdrawn from use or sale.
- **Program:** A suite of related projects and ongoing operational activities managed as a whole.
- **Project:** An effort to provide a product or service within finite time and cost constraints.
- **Project life cycle:** The full set of activities from the beginning to the end of a project.

- **Project Management:** The process of managing a project which requires the application of planning, team-building, communicating, controlling, decision-making and closing skills, principles, tools and techniques.
- **Project manager:** The person responsible and accountable for managing a project's planning and performance.
- **Requirements:** The statement of detailed product objectives that describes the features and functions and performance constraints to be delivered in the product.
- **Resource:** Any tangible support such as, a person, tool, supply item or facility used in the performance of a project.
- **Responsibility:** The obligation to perform or take care of something, usually with the liability to be accountable for loss or failure.
- **Risk:** The likelihood of the occurrence of an event. Generally, the event is a negative one like project failure, but may also be a positive event, like the early completion of a task.
- **Schedule:** The project timelines, identifying the dates that project tasks will be started and completed, resources will required and upon which milestones will be reached.
- **Scope:** Scope is defined in terms of three dimensions- product, project and impact. Product scope is the full set of features and functions to be provided as a result of the project. Project scope is the work that has to be done to deliver the product. Impact scope is the depth and breadth of involvement by, and effect on, the performing and client organizations.
- **Specifications:** Detailed statements of project deliverables that result from requirements definition and design.

- **Stakeholder:** Anybody and everybody with a stake in the project.
- **Task:** A piece of work requiring effort, resources and having a concrete outcome.
- **Work Breakdown Structure (WBS):** A hierarchical task list created by decomposing the project based on the breakdown of the product into components and the breakdown of the process into increasingly detailed tasks.

### 1.8 Plan of the study

Chapter 1 deals with the orientation of the study and its objectives, chapter 2 is concerned with the theories of authors, in chapter 3 a literature review dealing with the subject matter is surveyed, chapter 4 deals with the statement of the problem, chapter 5 deals with the research design and analysis, this includes methods to be used and how data collected is to be analysed, chapter 6 deals with the result of the study which should be given, and lastly, chapter 7 deals with discussions, conclusions and recommendations. The outcome of the study is fully discussed in this chapter.

### 1.9 Conclusion

<http://coe.et6su/Departments/elpa/chapter1.htm> argues that the primary purpose of chapter 1 is to introduce the dissertation to the reader. Chapter 1 should provide the reader a brief overview of the dissertation with just enough detail to enable the reader to decide whether to read the remainder of the work.

This chapter started with an introduction and also outlined the purpose of this study. It further explained the statement problem, objectives of the study, the importance of the study, study environment, methodology, scope of the study, and it also went on to the clarify concepts and gave the plan of the study.

## **CHAPTER 2: THEORETICAL BASIS**

### **2.1 Introduction**

Project Management is not a new concept. It has been carried out in the construction industry for many years- at least since the building of the pyramids. In more recent times, the numbers of projects undertaken in industry and their speed of completion have increased dramatically. This has placed a premium on the skills and techniques of Project Management (South African Management Development Institute SAMDI, No date).

All the practices, concepts and language of Project Management can be shown to have had their origins largely in the United States aerospace agencies in the mid-1950s, though with antecedents in pre World-War Two. They were developed primarily on programs such as Atlas, Polaris, Minuteman, and Apollo, in response to the need to develop new ballistic missile capability on a highly urgent basis to counter perceived Soviet threats; and thereafter via Department of Defense (DOD) initiatives that capitalized on these, not least those following the arrival of Robert McNamara as US Secretary of Defense in 1960 (Morris, 1997).

Apollo was highly influential in promoting modern Project and Program Management Practices. The objectives were clear: classic project ones in President Kennedy's words

of 25 May 1961 (Morris, 1997:2) "to achieve the goal, before this decade is out, of landing a man on the moon and returning him safely to earth" (The budget was less publicized: \$20 million, of which \$7 million was contingency ). The resulting effort by NASA and its contractors was a heroic example of engineering 'systems' management. A strategy of how to get to the moon, and back, had to be developed, engineering of the rockets, landing modules and support infrastructure had to be developed, and astronaut biobehaviour in space understood and designed; all within highly determined schedule and cost constraints. The program objectives were substantively achieved (Morris, 1997).

The resulting Project Management approach was hailed as the new management paradigm: the answer to how to tackle many of mankind's problems. The first management approach born of the nuclear age and electronic age (Morris, 1997).

A definition of the term Project Management is made by defining firstly project and later management. A detailed analysis of authors in relation to the subject is made, underlying theories of management in Project Management are also analysed and lastly concluding remarks are made

## **2.2 What is Project Management?**

A formal definition of a project, and management are presented. Kerzner (1997) defines a project as having a specific objective to be completed within certain

specifications, with defined start and end date, funding limits (if applicable), and which consumes resources ( money, people, equipment). Locke (2001) states that a project is a cycle of activities with the purpose of supplying, within definite start and completion dates, a unique product, service or set of information to a specified quality and cost. In another view, a project is a temporary endeavour undertaken to create a unique product or service (PMI Body of Knowledge, 2004).

Morris (2001) argues that a project can be characterized as a 'unique' endeavour- in the sense of a once-off undertaken to accomplish a defined objective. Yet in reality the most fundamental characteristic of a project is something which is a direct result of this uniqueness and yet which is hardly mentioned in these definitions, namely the life cycle.

One single thing, which distinguishes project from non-projects, is that all projects, no matter how complex or trivial, go through a common life cycle development sequence. The whole organizations can be set up to achieve specific objectives within given time and cost constraints and that will consume resources (Morris, 2001).

According to Marx (in Kroon 1995), management is a process whereby people in leading positions utilize human and other resources as effectively as possible in order to provide

certain products or services, with the aim of fulfilling particular needs and achieving stated goals of the institution.

Kroon (1995) in turn states that management may be considered as one of the most important human activities as it is the task of all managers at all enterprises and institutions. The principles of management are applied by all managers in the performance of their duties to create circumstances in which people can cooperate to achieve stated goals. Lock (1996) states that as the purpose of Project Management is to foresee or predict as many of the dangers and problems as possible and to plan, organize and control activities so that the project is completed as successfully as possible despite of all the risks.

The views of authors of Project Management are referred to. Distinctions of opinions are also identified.

### **2.3 Differing Views of Project Management**

Rosenau (1998) suggests that projects have three-dimensional performance objective. The trio consists of time, cost and quality or conformance to requirements. He also states that projects are unique and require the resourcefulness of particular employees, as well as capital.

Wideman (1999) suggests that there should be four sequential time periods through which any project passes, namely, conception, definition, execution and finishing or closing.

A project requires intensive planning, monitoring and controlling throughout its lifecycle, in other words it requires managing. Indeed it is the emphasis on planning that separates Project Management from General Management. Management plus planning equals Project Management (Reiss, 1996). Project managers who ultimately hold the single point of responsibility for the project are responsible for the continual planning, monitoring and controlling cycle, through the use of modern Project Management methods, techniques and tools. It is the responsibility of managers to do whatever is required to make the project happen (Burke, 1999). Hence, Project Management can also be described as the process of integrating everything that needs to be done as the project evolves through its life cycle in order to meet the projects objectives.

In particular project managers are responsible for the balancing of three projects performance which are objectives, cost, time and quality, as outlined by Slack (1998), and Maylor (1996). "Successful Project Management means accomplishing the quality specification on or before the time limit and within Budget," Rosenau (1998:15). The relative importance of each performance objective will vary between projects. Designing a new seat belt for car or a software system that handles a nuclear reactor will have a very high emphasis on quality, due to the safety issues around the products. Planning a work outing will have a high emphasis on time, as it will probably need to be done before a certain date (Bullen, 2001).

The underlying theories of management are analysed below they include planning, execution and control.

## **2.4 Underlying theories of management in Project Management**

Howell and Koskella (2000) hold that it is possible to point out the underlying theory of Project Management, which can be divided into a theory of project and a theory of management. The theory of project was discussed earlier; here focus is only on the underlying theory of management

### **2.4.1 Planning**

The planning of project is thoroughly described from the point of different knowledge areas in the Guide to the Project Management Body of Knowledge (PMBOK guide) of PMI (Duncan, 1996). The planning processes are structured into core processes: scope definition, activity definition, resource definition, activity sequencing, activity duration estimating, cost estimating, schedule development, cost budgeting and project plan development. The output from these processes, the project plans, makes up an input to the executing processes. A distinction is made between the project plans proper and the project performance baseline (Duncan, 1996).

There are several strands in the critique against the management-as-planning model (Johnston and Brennan, 1996). First, it has been held that it is not generally possible to maintain a complete and up-to-date representation of a plan. Secondly, this model assumes that the organization consists of a management part and an effector's part. This means that there is a centralized mode of management. Thirdly, the plans push tasks to execution without taking the status of the production system into account. The two last aspects mean that this model "leaves the task of management essentially uncoupled from everyday activity" (Johnston and Brennan 1996). The model also implies that the process and outputs of planning are not questioned. These views are compatible with the anomalies mentioned above, especially the difficulty of maintaining the plan and the other roles of planning than preparation of execution (Howell & Koskela, 2000).

#### 2.4.2 Execution

A work authorization system is a formal procedure for sanctioning project work to ensure that work is done at the right time and in the proper sequence. The primary mechanism is typically a written authorization to begin work on a specific activity or work package. The design of the value of the control provided with the cost of that control. For example, on many smaller projects, verbal authorization will be adequate (Howell and Koskela, 2000).

Howell and Koskela (2000) argue that behind the conventional Project Management, there is no theory on execution in general, except that the question is about the unproblematic realization of tasks pushed by the plan to the execution. Possible small

variances are detected by control, and corrected in further execution; bigger problems are handled by changing the plan.

#### 2.4.3 Control

The core process of controlling is divided into two sub-processes performance reporting and overall change control. Based on the former, corrections are prescribed for the executing processes, and based on the latter; changes are prescribed for the planning processes (Howell and Koskella, 2000).

Howell and Koskela (2000) argue that the theory of control, as defined, is not directly compatible with the theory of planning (and execution). Control is focused on time and costs at aggregate terms, rather than on tasks. When talking the factual separation of planning and execution, and the difficulties of maintaining an up - to - date plan into account, the possibility of discrepancy between the performance baseline and the factual plan is very real. There is a second result from this separation. Control does not focus on tasks planned but on aggregate performance in terms of cost and time. Performance data collected by control may be manipulated by manipulating the way tasks are carried out.

#### 2.5 Conclusion

It can be derived from the above, that there is enough evidence and theoretical explanation which suggest that the present doctrine of Project Management suffers a serious deficiency in its theoretical base. It rests on a faulty understanding of the nature of

work-in projects and deficient definitions from theory predicted outcomes that have been observed long since in Project Management but their cause has not acted on them (Howell and Koskela, 2000).

While the contours of these theoretical problems will be more sharply defined in the future, the present evidence is strong enough for the claim that a paradigmatic transformation of the discipline of project management is needed. Unfortunately, the present endeavors of the project management community are based on very different assumptions. It is seen that the classical theory of Project Management is mature and provides no major research opportunities (Morris, 2000).

However, the transformation required, implies that a more intimate relation between theory and practice is required in Project Management. Progress may be achieved based on new theories on operations management, new Project Management methods may be practiced (which deviates from the present doctrine) may be consolidated and explained theoretically which leads to new understanding and further refinement of that practice (Howell and Koskela, 2000).

In the next chapter, chapter 3, a detailed survey of the literature dealing with Project Management is made, and it indicates what has already been done in the field of study.

## CHAPTER 3: LITERATURE REVIEW

### 3.1 Introduction

As a result of the increasingly larger role that the government institutions plays in communities and the increasing complexity of government activities currently being undertaken, it is logical to conclude that public management will pay an increasing role in the future (Van der Walt and Du Toit, 1997).

South Africa has been experiencing dramatic change, particularly since the implementation of the 1993 Constitution and subsequent legislations. Local and provincial authorities, as the basis of effective government, have been especially hard-hit, continually experiencing change in functional, structural and legislative areas. This change requires deliberate and proactive management actions to transform an authority from its current (unsatisfactory) state to a required state (Van der Waldt and Knipe, 2001).

In this chapter, background on public environmental issues and challenges are outlined and dismissed, and the proceeding part focuses on the theory of change and Project Management.

### **3.2 Background information on transformation issues**

In 1994 all South Africans celebrated the joy of liberation in the country. After decades of exploitation and denigration, South Africans had for the first time a democratically-elected government for the people by the people. Despite this achievement, the government was faced with a massive task of addressing the legacy of a system that exploited and deprived most of its citizens of their human dignity (Naidoo, 2004).

Indeed the government of Nelson Mandela inherited a country of two worlds, a white South Africa that was equal to any First World country and a black South Africa facing all the challenges of the Third World. The magnitude of the task facing the government was immense, especially given that delivery and fundamental change in the institutional and governmental structures required to give effect to South Africa's new constitution (Naidoo, 2004)

The impulse for this concern for service delivery reform stemmed directly from the triumph of democracy and the promise made by the newly elected government of a better life for all, especially to the most historically disadvantaged sectors of society. The public service – the principal vehicle through which this promise for a better life was to be accomplished naturally became the centerpiece of public attention. Its transformation became a major policy imperative. This commitment is eloquently stated in the constitution: (Van der Waldt and Du Toit, 1997).

With the adoption of the Reconstruction and Development Programme (RDP), White Paper (1994) and White Paper on the Transformation of the Public Service (1995), a new policy framework defining the role of the Public Service was put into place, laying considerable emphasis on a public service which is:

- More responsive and relevant to the needs of citizens.
- More efficient and effective in the use of public resources.
- More representative of the diversity and needs of all, especially, the most disadvantaged sectors of society.

Lehoko (2002) argues that the transformation of any public service should be guided by the same principles that government wants to promote within society as a whole. In its practice and conduct it must uphold and reflect those principles such as accountability and transparency that forms the cornerstone of the society being created. There should never be a contradiction between what government stands for and what the public service does in carrying out its functions. In fact, the changes that government wishes to see in society should start within the public service.

Transformation consists of rapid and radical change in all the facets of an organization. These changes are so significant that they result in a new identity. Transformation is thus a process of becoming that re-organises the organization, knowledge and operations. It creates new relationships between an organization and its environment. These new relationships in turn alter both the organization and its environment (Van der Waldt and Du Toit, 1997).

The White Paper on Corrections in South Africa (2005) states that, the transformation of the Department of Correctional Services (DCS) in the first five years of democracy entailed:

- Significant change in the representativity of the DCS personnel and management
- The demilitarization of the correctional system in order to enhance the department's rehabilitation responsibilities on 1 April 1996.
- Progressive efforts to align itself with correctional practices and processes that had proved to be effective in the international correctional arena.
- The introduction of independent mechanisms to scrutinize and investigate DCS activities, such as the appointment of an inspecting judge.

### 3.2.1 Legal framework

The unbanning of political parties in 1990 ushered in dramatic changes in South Africa, particularly the implementation of the 1993 Constitution and subsequent legislations. However, for the purpose of this study focus will be only on the Constitution and the White Papers on the Transformation of the Public Service.

Section 195(1) of the 1996 Constitution serves as a reference point guiding the conduct of all public officials in every sphere of government. Section 195(1) provides that 'public administration must be governed by the democratic values and principles enshrined in the Constitution...'. These values are listed, in section 1 of the Constitution, as human

dignity, the achievement of equality, the advancement of human rights and freedoms, non-racialism and non-sexism. Section 195(1) further stipulates other principles that should inform public service delivery. Among the most important are the following:

- Services must be provided impartially, fairly, equitably and without bias, people's needs must be responded to and the public must be encouraged to participate in policy making.
- Transparency must be fostered by providing the public with timely, accessible and accurate information.
- Public administration must be development-oriented.

In 1995, the new ANC led government published a White Paper on the Transformation of the Public Service (WPTPS) which outlined a broad policy framework for transforming the public service so that it could serve the new democracy; WPTPS stated amongst others that the public service should be:

- Committed to the provision of high-quality services to all South Africans in a unbiased and impartial manner.
- Responsive to the needs of the public.
- Representative of all sections and levels of South African society.
- Democratic in its internal procedures and in its relations with the public.
- Accessible, informative, accountable and open to public scrutiny and
- Efficient, effective and productive (Maphunye,2002).

Ngema (2004) argues that Batho Pele is a set of values, reforms and practices that cut across the whole organization. Accordingly it should be treated as a living campaign and will thrive most in an organization where learning and growth is intrinsic. Thus, a culture and practice of Project Management must be built in the public service, to improve the efficiency and reliability with which service delivery operations are run. Related to this, we must deploy capable operational or project managers, including SMS members, to be responsible for service delivery operations and the management of service delivery institutions. Having deployed them, we must give them necessary authority and resources to run these institutions effectively.

To give effect to these principles, the WPTPS (1995) requires of national and provincial departments to make service delivery a priority. Chapter II of the WPTPS (1995) requires both national and provincial departments to identify, among other things:

- A mission statement for service delivery, together with the service guarantees.
- The services to be provided, to which groups and at which services changes.
- To be in tune with RDP priorities, the principles of affordability and the principle of redirecting resources to areas and groups previously under-resourced;
- Service standards, defined outputs and targets and performance indicators, benchmarked against comparable international standards;
- Monitoring and evaluation mechanisms and structures, designed to measure progress and introduce corrective action where appropriate;

- Plans for staffing human resource development and organisational capacity building tailored to service delivery needs;
- The redirection of human and other resources from administrative tasks to service delivery, particularly for disadvantaged groups and areas;
- Financial plans that link budgets directly to service needs and personal plans;
- Potential partnerships with private sector, non-governmental organizations (NGOs) and community-based organization (CBOs) which will provide more effective forms of service delivery; and
- The development, particularly through training, of a culture of customer care and approaches to service delivery that are sensitive to issues of race, gender and disability.

The Correctional Services Act of 1998 defines the purpose of the South African correctional system, which served as one of the key starting points in relation to policy development in DCS during the period 1999-2003 as:

- Enforcing sentences of the courts in the manner prescribed by this Act;
- Detaining all prisoners in safe custody whilst ensuring their human dignity; and
- Promoting the social responsibility and human development of all prisoners and persons subject to community corrections (Correctional Service Act, No 111 of 1998, s(2))

### **3.3 Government institutions to deliver services**

The North West Provincial government consists of ten departments or institutions which are in place to render service to the people of the province. The provincial government that forms part of the three arms of South African government to kick-start the delivery of service to its broader community in their endeavor to transform the process of service delivery made to the community. The provincial government under the leadership of the premier and Members of the Executive Council as heads of the 10 departments to achieve its objectives mandated to the provincial government by the Constitution. The 10 provincial departments are:

- Finance and Economic Development
- Transport and Roads
- Developmental Local Government and Housing
- Social Development
- Safety and Liaison
- Education
- Agriculture, Conservation, Environment and Tourism
- Sports Arts and Culture
- Public Works
- Health

([www.nwpg.gov.za](http://www.nwpg.gov.za))

The Department of Correctional Services, on the one hand provides service to the province, but unlike the other departments, its top management is based in Pretoria. North West Province, Limpopo and Mpumalanga form one Regional Office and it is directly under the supervision of the National Head Office. There are three Area Commissioner's that render service in the North West, namely, Rooigrond, Klerksdorp and Rustenburg, each having an area of its jurisdiction.

Du Toit, et al., (1998) state that to enable any institution to deliver, the following are important:

- A policy, setting out the parameters in terms of which the relevant institution may operate;
- Provision for the appointment and utilization of personnel;
- The necessary funds to make delivery possible;
- The prescribed methods and procedures that must be followed; and
- An organizational structure

The literature study will now focus on the impact of change through project management in government departments.

### **3.4 The need for change**

Kroon (1995:507) states the following: “change in the broadest sense of the word is a planned, but more often unplanned reaction to stimuli from the environment. Smit and Cronje (1992) argue that organizational change refers to alterations of activities in an organization, which includes aspects such as technological development, restructuring and the creation of new work schedules or adjustment of existing work schedules.

#### 3.4.1 Types of change

Kriel (1997) distinguishes between the following three categories of change:

- Developmental change: directed at the optimization of systems, procedures and applications.
- Transitional change: directed at the replacement of obsolete systems with newer systems, and the application of modern technology.
- Transformational change: directed at the change of people’s attitudes towards, and view of the organization’s vision, mission, culture and habits.

Smit and Cronje (1992) maintain that there are three types of changes, namely:

- **Structural change:** This change usually follows change in strategy. It includes aspects such as work simplification, job enrichment, job adjustments (aimed at job satisfaction and the improvement of morale) and performance of personnel.
- **Behavioral change:** This change aims at channeling the attitudes, knowledge and skills of the personnel into new directions improving their ability to complete tasks within a team. This can be brought about through sensitivity training, transactional analysis and team building
- **Technological change:** This change is aimed at finding new ways in which products or services can be delivered, and searching for aids with which this can be done.

The following checklist will help managers in implementing their proposed changes (<http://www.itstime.com/aug96.htm>)

Managers must:

- Always be looking for areas where improvements can be made;
- Assess the benefits against any problems caused the changes;
- Consult with all concerned to get them to agree to the changes;
- Implement your plans for change; and
- Evaluate whether improvements have been made.

### **3.5 Project management**

The literature study has thus far focused only on the public service delivery issues, and the following discussion will explore Project Management. Project Management will highlight the advantages department would have in their endeavour to render service to the public.

#### **3.5.1 Background on project management**

The study of projects started in the chemical industry just before the Second World War, but Project Management techniques were already being applied during the First World War when Henry Gantt made diagrams of projects (Burke, 1993). These Gantt charts were used mainly to build freighters during the war. In the 1950's, methodology was created which today is known as Project Management.

In the early sixties and seventies, the focus was initially on constructions, but numerical techniques gradually developed which made the process generically applicable. Today, Project Management has multidisciplinary application value. The essence of project management has changed in that it is now 'an advanced and specialized branch of management in its own right' (Maylor in Du Toit, et al., 1998).

<http://www.cs.mdx.ac.uk/ncpm/background.html> argues that Project Management has come into its own in the nineties. Driven by recent business trends such as fewer

management layers, greater flexibility, and more project-based work, Project Management has grown beyond its roots in the construction, engineering and aerospace industries to transform the service, financial, computer, and general management sectors. In fact, a recent fortune article rated Project Management as the number one career choice at the beginning of the new millennium.

### 3.5.2 Project Management as managerial approach

DCS Management Module 4, (2005) argues that management in any organization usually involves strategic management or operational management. Work therefore involves either projects or operations. The two will however overlap, since any project can only be deemed successful if operationalised into the core activities of the organization. Operations and projects share many characteristics such as the following:

They are:

- Performed by people ( to ensure a sustainable organization and thus livelihood).
- Constrained by limited resources (time, money, materials).
- Planned, executed and controlled (to ensure synergy).
- Undertaken to create a service or a product (that will ultimately satisfy a human need, (DCS Management Module 4, 2005).

Operations and projects primarily differ in that operations are ongoing and repetitive in nature, while projects are temporary and unique. A project can thus be defined in terms of its distinctive characteristics. A project is a temporary endeavor undertaken to create a specific product or service). Temporary means that every project has a definite beginning and a definite end as well as limited time frame within which to be finalized. Specific means that the product or service is different in some distinguishing way from all similar products or services, thus a non-routine endeavour (DCS Management Module 4, 2005)

It then becomes important for DCS to employ Project Management as opposed to operational management as a new discipline. [www.cs.mdx.ac.uk/ncpm/background.html](http://www.cs.mdx.ac.uk/ncpm/background.html) argues that projects represent concerted efforts to introduce change and adapt to a changing environment. They are pertinent in virtually every aspect of human endeavor. Indeed, projects are key enablers to perform and compete in business, industry, government and the public sector as they permeate and define all efforts to deliver, change and improve. It is no exaggeration to say that the progress of modern society is totally and irrevocably dependent on the ability to deliver project outcomes as required. Project Management is rapidly becoming a key skill that underpins progress and prosperity. The ability to control and manage projects has become a critical national capability that will play a part in defining success and determining well-being and competitiveness.

### 3.5.3 The need for Project Management application

The environment in which organizations operate is beset by radical change. The manifestation of this change effect:

- Technology

For example, the information technology revolution continues to make jobs quicker and less labour intensive than they were five years ago.

- Organizational Structures

New organizational structures are emerging, emphasizing and enabling speed of response.

- Individuals

People have to learn new skills and adapt to a changing and uncertain environment.

- Consumers and markets

These are becoming more demanding and changing more quickly (SAMDI, No date).

As a result of changes in the environment in which organizations operate, it is imperative that organizations continuously adapt to manage their ever-changing environment. To do so effectively, they need to have leadership skilled in change management skills such as Conflict Management skills, Interpersonal skills, Process Management skills and Project

Management skills. Hence the focus of this study is on one such as set of skills. Those of Project Management (SAMDI, No date)

Project Management is revolutionizing the management of modern public institutions. In South Africa, the implementation by the government of development projects such as the Reconstruction and Development (RDP) to uplift the community will only be effective and efficient if aspects such as costs, time and quality are taken into account. As issues in society become more complex and specialities more differentiated, it becomes increasingly necessary for teams of diverse specialists to integrate their work with the work of other teams. Participation is widespread in order to help expose all issues as early as possible. Individuals with multiple skills are brought together to cover more viewpoints in a team of manageable size, and the team does with work guided by feedback, not commands (Du Toit, et al., 1998).

Kezner, et al., (2003) argues that a project can be considered to be any series of activities and tasks that:

- Have a specific objective to be completed within certain specifications as derivatives of the strategic plan.
- Have defined start-and end dates.
- Is well defined and non-routine, with an optimized logic sequence of performing those tasks.

- Is always complex and dynamic, therefore associated with uncertainty, turbulence, risk and constraints.
- Is a unique, innovative, and one-off undertaking, never to be repeated with the same people under the same circumstances
- Have funding and time limits (always) as well as environmental and physical limits (if applicable).
- Consume human and non-human resources ( money, people, and equipment).
- Are multifunctional (cut across several functional lines and more than often across different organizations for the required skills and knowledge).
- Is undertaken to create organizational and societal prosperity for all stakeholders.

Project Management, therefore, involves project planning and project monitoring, which include such items as:

- Project planning including design.
- Definition of work requirements.
- Definition of the quality and quantity of work.
- Definition of resources required.
- Project monitoring.
- Tracking progress.
- Comparing actual outcome to predicted outcome.
- Analyzing the impact.
- Making adjustments. (DCS management module 4, 2005).

DCS management module 4 (2005) argues that a successful project management can be defined as having achieved the project objectives:

- Within the allocated time period
- Within the budgeted costs and only if the estimated future income stream (or savings) is sufficient to create a positive Nett Profit Value.
- If the deliverables are at the right level of quality.
- At the desired performance or technology or specification level as perceived by the users or client with respect to maintainability, flexibility and sustainability.
- While utilizing the assigned resources effectively and efficiently.
- Accepted by the customer or user.
- When you can use the customer's name as a reference.
- To the satisfaction of all stakeholders.
- With minimum or mutually agreed upon scope changes.
- Accepted and fully operationalised by the customer without disturbing the main workflow of the organization.
- Without detrimentally changing the corporate culture of the client organization (DCS management module 4, 2005).

PMBOK identifies eight main fields of study in project management that are currently included in MBA courses, namely([www.aacei.org/education/distance\\_learning/dlp\\_20.shtml](http://www.aacei.org/education/distance_learning/dlp_20.shtml)):

- Time management: The purposeful management of time to keep within the period in which a project or product must be completed
- Cost management: The effective supervision of costs to produce the highest project
- Scope or holistic management: The total control and management of a project or institution, always having in mind the target and goal
- Quality control: The guarantees
- Human Resource Management: The management and control of labour force to achieve the best possible impact, const. time and quality management
- Communication management: To ensure that information flows continuously, and that it is interpreted and processed correctly to achieve the goal, complete
- Acquisition and administration: The process in which resources such as people, equipment and raw material are obtained in the most cost-effective way for completing the product or project.
- Risk management: How the institution's exposure to negative influences on its resources is limited.

#### 3.5.4 Organizing for Project Management

During her budget vote speech in 2004, the Minister of Public Service and Administration, Ms Geraldine Fraser-Moleketi said that “ as a collective we will have to ensure in the term ahead that we develop a public service that will continue to make us proud as a machinery of state that serves the interest of the people. This will demand that

we extend ourselves from our traditional comfort zone of policy formulation to active involvement in monitoring assistance in creating capacity across the public service in order to overcome any impediments to successful implementation” (Tsipane, 2004).

Diphofa (2002) argue that the public was promised, among other things, that the public service would strive to provide services that are accessible, responsive, efficient and of good quality. The extent to which government has been successful in improving the texture of its public service is often debatable, and although some maintain that a lot of progress has been made, others keep arguing that we have not changed much, that the poor black woman somewhere in a remote rural village is still not experiencing the benefits of a transformed service delivery.

The launch of Project and Programme Management learning Network is a commendable development given its potential to contribute to our capacity to deal with these challenges. The sheer scale of service delivery needs that government has to meet means, among others, that (Diphofa, 2002):

- They have to be able to roll-out large scale projects and programmes which can, at the same time, be mainstreamed into government’s broader service delivery improvement programme. Experience has taught us that projects can have a life of their own outside government’s activities, with the result that they not only end up failing to impact meaningfully on the system, but also yield results that are short-lived and unsustainable.

- They have to embrace and incubate innovation to ensure that new ways of working and service delivery can be explored and institutionalized. Sound project management would be critical in this process to ensure that we can plan and implement meaningful pilots which can then be replicated and mainstreamed into the public service. Experience shows that such projects often involve risk taking and their subsequent mainstreaming requires meaningful change management. Otherwise those of the “we-have –always-done- thing this- way culture will reject the new ideas because, as they are often quick to point out, that will never work in the public service”.
- They have to promote synergy and integration between the different spheres of government, that is National, Provincial and local spheres. Although these different spheres are provided for in the constitution, in practice, service delivery is not confined to any single one of them. The public receives these services as “government services” regardless of which sphere offers them. If their quality leaves much to be desired, the verdict would be that “government” is not delivering. In the service delivery improvement projects that we run, we should thus keep integrated governance on the table and deal with the dynamics that are associated with it. Managing projects that involve all the three spheres of government may not be easy but this is a challenge we cannot wish away.

### 3.5.5 The Project Management Framework in North West Province.

[www.dpsa.gov.za](http://www.dpsa.gov.za) argues that the project management framework is essentially a funding incentive to departments to start a system of programme and project registration, motivation, planning, programming and implementation. Its aim is to provide and promote objectives, policies and priorities as provided for in the Provincial Development and Growth Plan (North West 2012) and its supporting Municipal Integrated Development Plans (MIDP's).

Whilst both functional and project activities are present in most organizations, the nature of activities determines a suitable approach in any particular circumstance. It further determines the shape of the institutions to drive that approach. Project activities are thus not inherently incompatible with "normal" operational but the mix of the two creates operational and institutional tensions that are a central preoccupations of project managers in organizations ( [www.dpsa.gov.za](http://www.dpsa.gov.za)).

[www.dpsa.gov.za](http://www.dpsa.gov.za) argue that the traditional administrative functionally-based bureaucratic organizational form is the most popular approach in government in general and in the North West Province in particular. In pursuing outcomes-oriented government and enhancing outcomes-based accountability, the North West Provincial Administration agreed to discard its current approach in favour of more appropriate Project Management in the following key areas:

- An individually accountable and suitably empowered project manager must be designated within the sponsor department for each and every project,
- Project Managers must be engaged in all matters affecting their projects,
- Project management responsibilities must not be an “add-on”. They should be institutionalized in job description of those officials performing them,
- The principles and practices of Project Management must be applied in the definition and design of projects to determine specific management models applicable to individual projects or classes of projects, and
- The role of Project Management specialists to support project manager in the planning, organization, implementation and control of projects must be institutionalized ([www.dpsa.gov.za](http://www.dpsa.gov.za)).

#### 3.5.6 Projects raise national issues

[www.dpsa.gov.za](http://www.dpsa.gov.za) argues that within three months of the Executive Committee (EXCO) resolution to adopt a Project Management approach, Departmental Infrastructure plans for roads, health facilities, school facilities and rural development amounting to R2 488 218 000 for the Medium Term Expenditure Framework (MTEF) in the North West Province: 2002/05 period were submitted

In May 2003, this plan covering 523 projects was approved and ready for implementation. Performance around these projects improved to a level where in May 2003 it was reported to cabinet that:

- The allocation towards development projects in North West improved to 9.8% of the total budget (R1034 million in 2002/03)
- For future years the allocation of budget has improved to approximately 8-10% of the total provision for these years.
- Actual expenditure on these projects improved to more than 90% of the budget in 2002/03 (943 million)

The national dependence on projects raises many issues and challenges that must be addressed in a systemic manner. Such issues include:

- Understanding the role of projects in the national economy.
- Reducing the national failure rate and the impact of challenged projects on the economy.
- Ensuring national competitiveness in managing projects.
- Meeting public needs for trustworthiness in project outcomes and deliverables.
- Educating and training the current and future generations of project managers.
- Ensuring qualifications and competency of Project Management professionals is capable of meeting the challenges ahead.
- Developing a Project Management competency and developing mechanisms for sharing and transferring this capability

- Defining an effective agenda for project management research and investment ([http:// www.cs.mdx.ac.uk/ncpm/background.html](http://www.cs.mdx.ac.uk/ncpm/background.html)).

### **3.6 Conclusion**

Management by projects plays a central role in organizations of the future where Projects Management needs to be described in terms of the fundamentals applicable to business development. From the literature surveyed a trend developed where Project Management from the perspective of industrial development can be seen as the past, from the perspective of business development as the present and from social development as the future (Van der Merwe, 2002).

This chapter focused on environmental transformation issues, government institutions, project management and change management in order to deliver a contemporary public service. The next chapter, chapter 4, identifies the problems the subject intends to address in the Department of Correctional Services.

## **CHAPTER 4: PROBLEM STATEMENT**

### **4.1 Introduction**

There is no efficient and effective project infrastructure provided to support the different programs in the Department of Correctional Services in achieving departmental goals. This has led to failure of projects due to the fact that employees of the department do not have the necessary skills, knowledge and training to handle projects. A brief background on issues of the problem statement is made, challenges facing the department in implementing the White Paper on Corrections are outlined, and concluding remarks are made.

### **4.2 Background on issues of problem statement**

During the past decade, the correctional system has experienced challenges unprecedented in our history. The breath of these challenges, which continue today, is truly staggering dramatic prison population growth, the influence of judicial intervention on prison operations, truth in sentencing reforms, getting tough approaches to crime, the demise and partial rebirth of rehabilitation, privatization, the ever escalating applications of technology, and diffusion of knowledge and information across the country and national boundaries.

It is evident that correctional administrators and leaders must navigate through the white waters of incessant change. For the foreseeable future, they are also going to be confronted with the need to make decisions within an environment of severe budgetary constraints. Area Commissioners in the department are coping with vastly reduced revenues and programs for their citizenry. In terms of corrections, this may, and often does, result in the cancellation of programs designed to assist offenders to return home and stay home successfully.

Despite these challenges, correctional managers should not compromise a high standard of accountability. The vision of the department "to be one of the best in the world delivering correctional services with integrity and commitment to excellence" and actions must continue to move our department towards outcomes that create clear public value. They are expected to produce results that are valued by key justice partners, especially those associated with public safety, victim reparation and offender reform.

In contrast to the past, where the correctional services were known as prisons and officials as warders this is no more the case. Since 1995/1996 the department was removed from the department of Justice to function as a separate department. A prison was then perceived to be a place of hopelessness, of bitterness of vengeance and of human distraction. Correctional centers as prisons are now called, on the other hand, are places of new beginnings, of hope and rehabilitation where an individual is given another opportunity to mend his/her ways. Thus correctional officials and professionals working

in the department understand that while security is important they should also embrace the principles and philosophy of rehabilitation and correction.

In this context the concept of Project Management theory becomes relevant and mandatory. More than ever before, it is critical that service delivery through project management by the department becomes part of the mainstream of how officials conduct work. The notion of Project Management is responsible to the public's conviction that the justice system no longer represents a credible response to the problem of crime. Choosing to embrace Project Management provides an indispensable foundation for responding effectively to change, tight economic constraints and public cynicism regarding the outcomes that are produced by those working for the department.

#### **4.3 Challenges facing the department in implementing the white paper on corrections**

The following are some of the challenges facing the Department of Correctional Services in implementing the White Paper on Corrections:

- Retraining of members
- Recruitment of appropriate human resources and orientation
- Compliance with policy and corruption prevention
- Corruption investigation and sanction
- Management of employees stress and morale
- Improved administration and institutional capacity

- Needs-based correction, development and care service
- Improved management of security and facilities.

#### **4.4 Conclusion**

Lack of proper management of initiated projects by the department will impact negatively to service delivery, this leading to the department not achieving any of its goals or intended strategic plan for effective and efficient public service delivery. The next chapter, examines the data instruments that were used to collect and analyze data which are, observations, questionnaires and interviews.

## CHAPTER 5: RESEARCH DESIGN AND ANALYSIS

### 5.1 Introduction

This chapter examines the properties of different data collection methods and factors that influence the choice of the appropriate method. Methodology is a set of methods used for study. It can also be defined as the way in which you find out information (Crowther, 1995). A data collection method refers to both the selection of sampled units and the way data is collected from them [www.stat.fi/tk/tt/laatinstila/mo20600/sp-enhtml-13k](http://www.stat.fi/tk/tt/laatinstila/mo20600/sp-enhtml-13k).

[www.stat.fi/tk/tt/laatinstilatoissa/mo20600/sp-enhtml/13k](http://www.stat.fi/tk/tt/laatinstilatoissa/mo20600/sp-enhtml/13k) argues that data collection method influences a number of factors: the selection of sampled units, probable response and non-response rates, and the cost of data collection. Data collection method also has a bearing on the timetable of the survey and on the quality of the final results. These aspects interact with each other in many ways. Different data collection methods allow for very different sample sizes, and the number of respondents determines the degree of reliability with which the results may be generalized to various population segments. The choice of data collection method is not an isolated decision in survey process. For instance, it has an impact on the design and preparation of the questionnaire, on the quantity and quality of the data that are to be collected, and on the cost and the timetable of survey.

## **5.2. Methodology**

The study used both qualitative and quantitative methods.

### **5.2.1 Qualitative Method**

Data are not inherently quantitative, and can be bits and pieces of almost anything. They do not necessarily have to be expressed in numbers. Data can come in the form of words, images, impressions, gestures, or tones, which represent real events, or reality as is seen symbolically or sociologically. Qualitative research uses unstructured logic to get what is really real – the quality, meaning, context, or image of reality in what people actually do, not what they say they do (as on questionnaires). The simplest definition is to say that it involves methods of data collection and analysis that are non-quantitative (Lofland and Lofland, 1984). Another way of defining Quantitative method is to say that it focuses on quality, a term referring to the essence or ambience of something (Berg, 1989).

### **5.2.2 Quantitative Method**

This research deals with numbers and anything that is measurable. It is therefore distinguished from the qualitative method. Counting and measuring are common forms of quantitative method. The result of the research is a number, or a series of numbers. These are often presented in tables, graphs or other forms of statistics [http://en.wikipedia.org/wiki/Quantitative\\_method](http://en.wikipedia.org/wiki/Quantitative_method).

### **5.3 Sample size**

Sample size refers to the total number of observations in a sample Evans (2000). Arkava and Lane (1993) state that a sample comprises the elements of population considered for actual inclusion in the study. Or, it can be viewed as a subset of measurements drawn from a population in which we are interested. We study the sample in an effort to understand the population from which it was made. As such, we are interested in describing the sample not primarily population (Niles, 2006).

In this survey 50 employees were interviewed. These included educators, trainers, psychologists, nurses, agricultural technicians, social workers, state accountants, human resource staff and correctional officials. Each center, that is Area Commissioner's office and the two correctional centers, namely Rooigrond and Mafikeng prisons were used, and respondents were interviewed through questionnaires and interviews in each centre. A random selection was also administered through the lottery method.

### **5.4 Measuring instruments**

Data collection methods that were used in this research include questionnaires, interviews and observations.

#### 5.4.1 Questionnaires

<http://education.yahoo.com/reference/dictionary/entry/questionnaire> defines a questionnaire as a form containing a set of questions, especially one addressed to a statistically significant number of subjects as a way of gathering information for a survey.

Crowther (1995) argue that a questionnaire is a list of questions to be answered by a number of people, especially as a part of a survey. The use of questionnaire is the most effective way of eliciting information. It is better and easier for asking people with the use of questionnaire because it builds trust and confidence on both the respondent and the researcher. Relevant information is always meant to meet the respondent's needs. It also increases knowledge about the problem peculiar to the area. The questionnaire will also enhance involvement and stimulates interest in all the activities concerning this research.

There are advantages and disadvantages associated with questionnaires as a means of collecting data about a specific area, and they include:

##### 5.4.1.1 Advantages of questionnaires

<http://www.statpac.com/surveys/advantages.htm> identifies the following advantages:

- Questionnaires are very cost effective when compared to face-to-face interview. This is especially true for studies involving large sample size and large geographic areas.

Written questionnaires become even more cost effective as the number of research questions increases.

- Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.
- Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.
- Questionnaires reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent.
- Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his own time-table. Unlike other research methods, the respondent is not interrupted by the research instrument.

<http://www.icbl.hw.ac.uk/itdi/cookbook/info-questionnaires/> argues that questionnaires have the following advantages:

- The respondents are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews.
- Generally it is relatively quick to collect information using questionnaire. However in some situations they can take a long time not only to design but also to apply and analyze.

- Potential information can be collected from a large portion of a group. This potential is not often realized, as returns from questionnaires are usually low. However return rates can be dramatically improved if the questionnaire is delivered and responded to in time.

#### 5.4.1.2 Disadvantages of questionnaires

[http://www.icbl/hw.ac.uk/ltidi/cook\\_book/info-questionnaires/](http://www.icbl/hw.ac.uk/ltidi/cook_book/info-questionnaires/) identifies the following disadvantages:

- Questionnaires, like many evaluation methods occur after the event, so participants may forget important issues.
- Questionnaires are standardized so it is not possible to explain any point in the questions that participants might misinterpret. This could be partially solved by piloting the questions on a small group of students or at least friends and colleagues. It is advisable to do this anyway.
- Open-ended questions can generate large amounts of data that can take a long time to process and analyze. One way of limiting this would be to limit the space available to students so their responses are concise or to sample the students and survey only a portion of them.
- Respondents may answer superficially especially if the questionnaire takes a long time to complete. The common mistake of asking too many questions should be avoided.

#### 5.4.2. Interviews

<http://www.contractedwork.com/rt.cfm?projectid=22414> argue that the interview methodology is detached from the circumstances in which people act and makes the responses to it artificial to say the least. The structure of the interview for example, is based on a logic designed to produce clear and unambiguous responses, which can be precisely coded for statistical purpose. Unfortunately this logic does not necessarily reflect the ways in which respondents meaningfully order their daily interaction. The coding and further manipulation of data further removes and abstracts it from the social lives of those it is suppose to be investigating

[www.writersatwork.us/waw/research/fieldresearch/interviews/questions.htm-8k](http://www.writersatwork.us/waw/research/fieldresearch/interviews/questions.htm-8k) argue that there are three major types of interview questions, each of which is suited to a particular part of the interview: open questions, closed questions, and hypothetical questions:

- **Open-ended questions:** Essentially open questions allow an interviewee to say just about anything thereby revealing his or her general attitudes and beliefs. For example, if you asked an accomplished business leader, “what skill does a college graduate need to succeed in business?” or she might talk for a half hour about leadership capabilities, writing skills , and a “can-do” attitude.
- **Closed questions:** When you wish to limit an interviewee’s range of responses pin him or her to one answer, you should ask closed questions. “Do you believe that the university

should require students to be computer literate?" is an example of a closed question because it forces a "No," "Yes," "I don't know," or perhaps a "well, yes, under these conditions....." sort of answer.

- **Hypothetical questions:** Before conducting an interview, you may also wish to consider developing a few hypothetical questions. Although these sorts of questions are more commonly used in employment interviews, they can be used profitably in a research interview. For example, if you were evaluating the circumstances under which students cheat on a test, you might ask, "if you were sure that you wouldn't get caught and you needed a high score on a final exam to earn a passing grade, would you cheat?"

#### 5.4.2.1 Advantages of interviews

The advantages of doing interviews lie in that they have a higher response rate, a higher validity in that skilled interviewers can probe the respondent for accurate answers (however the interviewer must never prompt the respondent) and finally the researcher has a better degree of control over the research process (<http://www.swap.ac.uk/docs/events/Bradford7.rtf>).

#### 5.4.2.2 Disadvantages of interviews

<http://www.seap.ac.uk/docs/events/Bradford7.rtf>. argue that interviews have a lower reliability in that they are prone to "the interviewer effect" that is where the interviewer affects the answers given. For instance, answers given to male and female interviewers are

often considerably different. The interviewer's age, ethnicity and social class have been shown to profoundly affect the type of responses received.

#### 5.4.3 Observations

Observation is said to have been the basis for Piaget's theories of development, and has been useful in consumer behaviour and interface design studies (to name a few). Sometimes, there is no effective alternative to direct observation (<http://www.toolpack.com/d/observations.html>).

##### 5.4.3.2 Advantages of observations

<http://www.toolpack.com/d/observations.htm/> identifies the following advantages:

- Simply observing people bypasses all the problem of self-report. Direct observation allows people to discuss real, undisputable actions as they occur. For some technique, such as process consulting, direct observation is necessary and a part of the process.
- Direct observation can be used to check the validity of other data collection methods (to reduce, bias, observation should be done by someone who does not have an investment in a particular point of view).

#### 5.4.3.3 Disadvantages of observations

<http://www.toolpack.com/d/observations.html> identifies the following disadvantages:

- Observations take a great deal of time, preparation, and, therefore, money (except in experimental work where people volunteer their time).
- Unless the actions observed are defined very tightly and are very simple, interpretation and coding are needed. This takes time and adds the possibility of bias.
- There are also more sampling issues: in addition to which people to observe, there are also issues of when to observe them, where, and during what events. There is also the question of whether the observer should be visible or hidden. One of the major questions with observation is whether people will “play to their audience.” The presence of the observer may change what is observed.

### **5.5 Data analysis**

De Vos et al. (2002) argue that in view of the comprehensive work involved in classifying and analyzing data collected in large investigations, mechanical and electronic facilities are utilized as far as possible. In order to use a computer in the analysis of data, the questionnaire must be compiled in a certain manner, for example, item numbers that can be used in a data set must be incorporated into the questionnaire, the questionnaire can also be divided into questions in order to facilitate the eventual processing of the

data. The requirements in this regard will depend on the computer package and statistical consultation utilized the analysis of the data.

## **5.6 Conclusion**

This chapter has focused on the methods that were used to collect data, and they include, questionnaires, interviews and observations. Data analysis which includes sample size was also discussed. The next chapter focuses on the results of data that was gathered.

## **CHAPTER 6: RESULTS**

### **6.1 INTRODUCTION**

The results of the study were presented both in tables and figures, and they show tabular and graphical presentation of data. Each question is discussed by interpreting the information in tables and figures.

### **6.2 DISCUSSIONS**

50 questionnaires were distributed, and fortunately, all were returned to the researcher. It took two weeks to distribute and collect all the questionnaires. Results from data gathered were discussed briefly. These questions were outlined and followed by various responses of respondents from the Department of Correctional Services.

## 6.2.1 Is Project Management important as a discipline in the department?

Table 6.1: Importance of Project Management as a discipline

Responses	Number	Percent
Totally agree	39	78
Partially agree	7	14
Neither agree nor disagree	2	4
Partially disagree	1	2
Totally disagree	1	2
Total	50	100

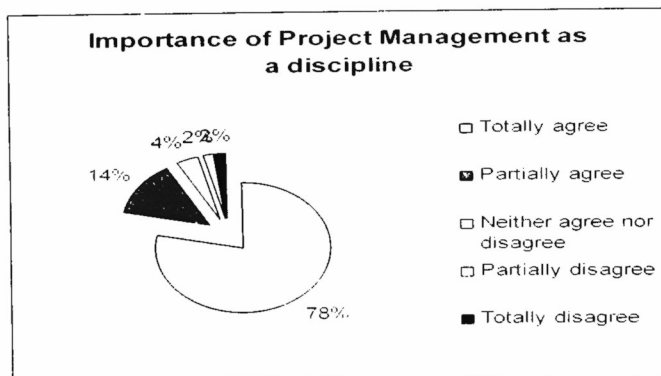


Figure 6.1: Importance of Project Management as a discipline

Data from Table 6.1 and Figure 6.1 indicate that 39 (78%) totally agree that Project Management is important as a discipline. 7 (14%) partially agree that Project Management is important as a discipline. 2 (4%) neither agree nor disagree that Project Management is important as a discipline. 1 (2%) partially disagree that Project Management is important as a discipline. 1 (2%) totally disagree that Project Management is important as a discipline.

### 6.2.1 Should the department adopt Project management as a tool for planning?

Table 6.2: Project Management as a tool for planning

Responses	Number	Percent
Totally agree	32	64
Partially agree	16	32
Neither agree nor disagree	1	2
Partially disagree	1	2
Totally disagree	0	0
Total	50	100

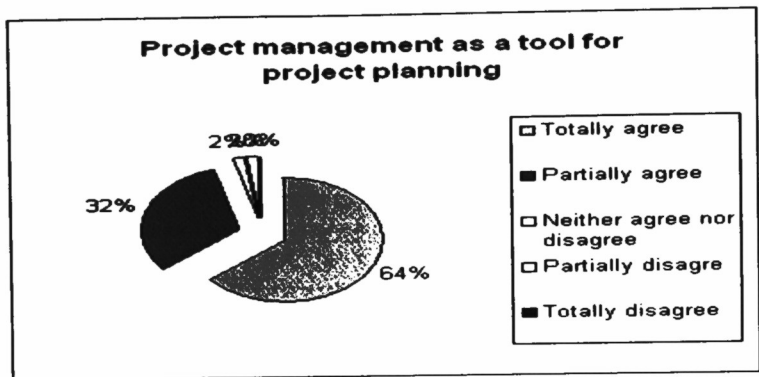


Figure 6.2: Project Management as a tool for planning

Data from Table 6.2 and Figure 6.2 indicate that 32 (64%) totally agree that Project Management can be applied as a tool for planning. 16 (32) partially agree that Project Management can be applied as a tool for planning. 1 (2%) neither agree nor disagree that Project management can be used as a tool for planning. 1 (2%) partially disagree that Project Management can be used as a tool for planning. 0 (0%) totally disagree that Project Management can be used as a tool for planning.

### 6.2.3 Will it be necessary to appoint Project managers to do feasibility study?

Table 6.3: Project Managers doing a feasibility study

Responses	Number	Percent
Totally agree	31	62
Partially agree	15	30
Neither agree nor disagree	3	6
Partially disagree	0	0
Totally disagree	1	2
Total	50	100

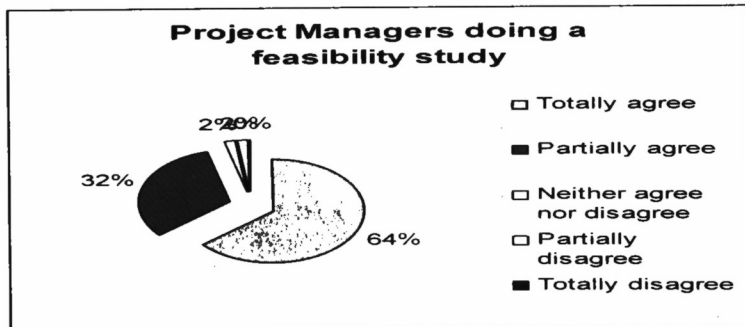


Figure 6.3: Project Managers doing a feasibility study

Data from Table 6.3 and Figure 6.3 indicate that 31 (62%) totally agree that it is necessary for a Project Manager to do feasibility study. 15 (30%) partially agree that it is necessary for a Project Manager to do feasibility study. 3 (6%) neither agree nor disagree that it is necessary for a Project Manager to do feasibility study. 0(0) partially disagree that it is necessary to do feasibility study. 1(2%) totally disagree that it is necessary to do feasibility study.

#### **6.2.4 Should we use people with diversified skills in Project Management to implement a project?**

Table 6.4: Diversified skills in Project Management

<b>Responses</b>	<b>Number</b>	<b>Percent</b>
Totally agree	35	70
Partially agree	9	18
Neither agree nor disagree	3	6
Partially disagree	1	2
Totally disagree	2	4
Total	50	100

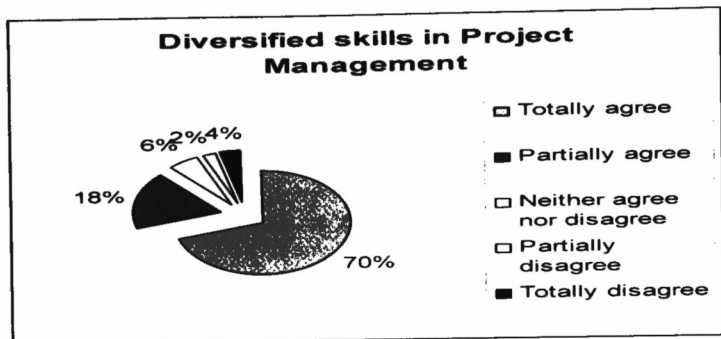


Figure 6.4: Diversified skills in Project Management

Data from Table 6.4 and Figure 6.4 indicate that 35 (70%) totally agree that people with diverse skills are needed in Project Management. 9 (18%) partially agree that people with diverse skills are needed in Project Management. 3 (9%) neither agree nor disagree that people with diverse skills are needed in Project Management. 1 (2%) partially disagree that people with diverse skill are needed in Project Management. 2 (4%) totally disagree that people with diverse skills are needed in Project Management.

### 6.2.5 Should the department apply Project Management when evaluating developments within a project life cycle?

Table 6.5: Project Management used to evaluate developments

Responses	Number	Percent
Totally agree	29	58
Partially agree	15	30
Neither agree nor disagree	1	2
Partially disagree	3	6
Totally disagree	2	4
Total	50	100

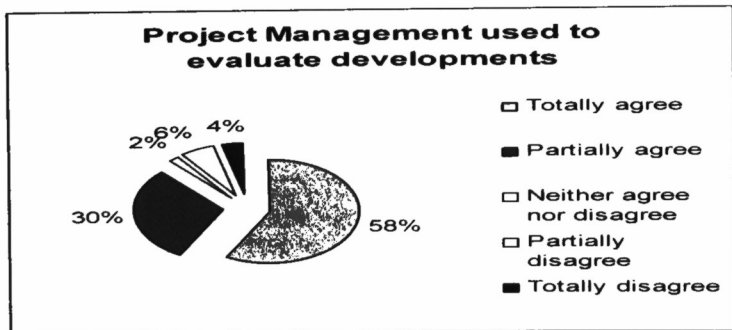


Figure 6.5: Project Management used to evaluate developments

Data from Table 6.5 and Figure 6.5 indicate that 29 (58%) totally agree that Project Management can be used to evaluate developments. 15 (30%) partially agree that Project Management can be used to evaluate developments. 1 (2%) neither agree nor disagree that Project Management can be used to evaluate developments. 3 (6%) partially disagree that Project Management can be used to evaluate developments. 2 (4%) totally disagree that Project Management can Be used to evaluate developments.

### 6.2.6 Will Project Management provide clear guidelines on the standards needed in all control systems?

Table 6.6: Project Management as a control mechanism

Responses	Number	Percent
Totally agree	19	38
Partially agree	21	42
Neither agree nor disagree	4	8
Partially disagree	3	6
Totally disagree	3	6
Total	50	100

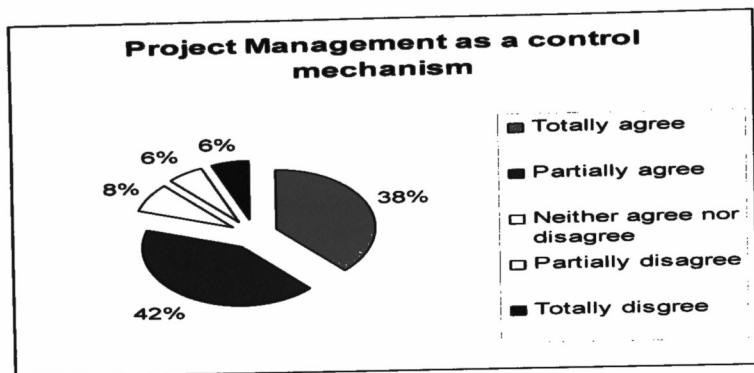


Figure 6.6: Project Management as a control mechanism

Data interpretation from Table 6.6 and Figure 6.6 indicate that 19 (38%) totally agree that Project Management provides clear guidelines as a control system. 21 (42%) partially agree that Project Management provides clear guidelines as a control system. 4 (8%) neither agree nor disagree that Project Management provides clear guidelines as a control system. 3 (6%) partially disagree that Project Management provides clear guideline as a control system. 3 (6%) totally disagrees that Project Management provides clear guidelines as a control system.

**6.2.7 Will Project Management enable institutions to describe initiated projects objectives, justify it and define its major deliverables?**

Table 6.7: Project Management describing initiated projects

Responses	Number	Percent
Totally agree	17	34
Partially agree	20	40
Neither agree nor disagree	8	16
Partially disagree	3	6
Totally disagree	2	4
Total	50	100

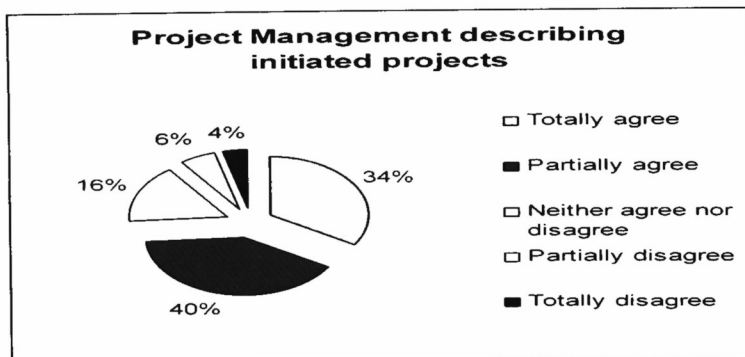


Figure 6.7: Project Management describing initiated projects

Data from Table 6.7 and Figure 6.7 indicate that 17(34%) totally agree that Project Management describes initiated projects, 20 (40%) partially agree that Project Management describes initiated projects, 8 (16%) neither agree nor disagree that Project Management describes projects, 3 (6%) partially disagree that Project Management describes projects, 2 (4%) totally disagree that Project Management describes projects.

### 6.2.8 Will Project Management serve as a means to determine how risk can be mitigated within the department?

Table 6.8: Project Management mitigating risk

Responses	Number	Percent
Totally agree	19	38
Partially agree	21	42
Neither agree nor disagree	5	10
Partially disagree	2	4
Totally disagree	3	6
Total	50	100

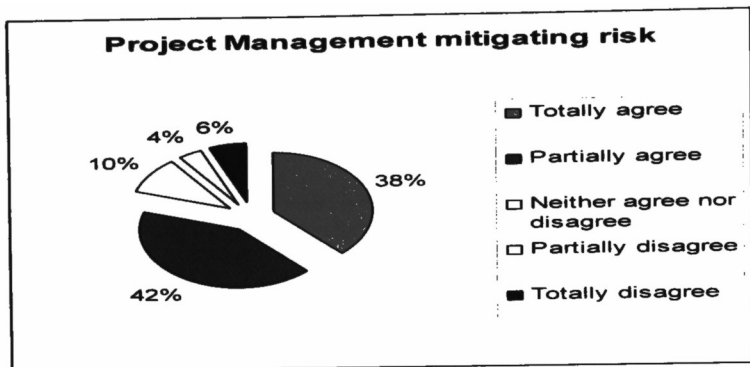


Figure 6.8: Project Management mitigating risk

Data from Table 6.8 and Figure 6.8 indicate that 19 (38%) totally agree that Project Management mitigates risk. 21 (42%) partially agree that Project Management mitigates risk. 5 (10%) neither agree nor disagree that Project Management mitigates risk. 2 (4%) partially disagree that Project Management mitigates risk. 3 (6%) totally disagree that Project Management mitigates risk.

**6.2.9 Will Project Management ensure that information is collected and disseminated effectively?**

Table 6.9: Project Management as a means to collect data and disseminate it effectively

Responses	Number	Percent
Totally agree	27	54
Partially agree	17	34
Neither agree nor disagree	4	8
Partially disagree	2	4
Totally disagree	0	0
Total	50	100

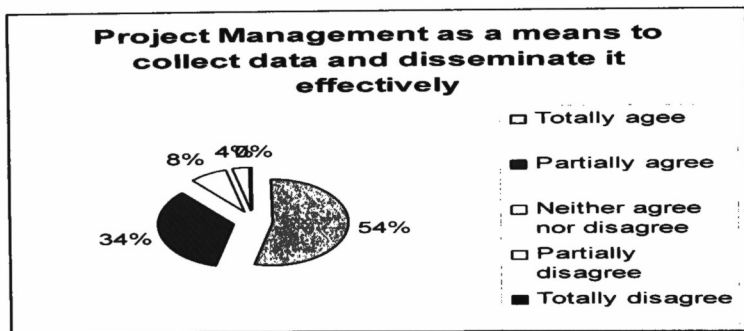


Figure 6.9: Project Management as a means to collect data and disseminate it effectively

Data from Table 6.9 and Figure 6.9 indicate that 27 (54%) totally agree that Project Management collects data and disseminates it effectively, 17 (34%) partially agree that Project Management collects data and disseminates it effectively, 4 (8%) neither agree nor disagree that Project Management collects data and disseminates it effectively, 1(2%) partially disagree that Project Management collects data and disseminates it effectively, 0 (0%) totally disagree that Project Management collects data and disseminates it effectively.

#### 6.2.10 Will Project Management enable managers to manage human resources?

Table 6.10: Project Management as a means to manage human resources

Responses	Number	Percent
Totally agree	21	42
Partially agree	21	42
Neither agree nor disagree	7	14
Partially disagree	0	0
Totally disagree	1	2
Total	50	100

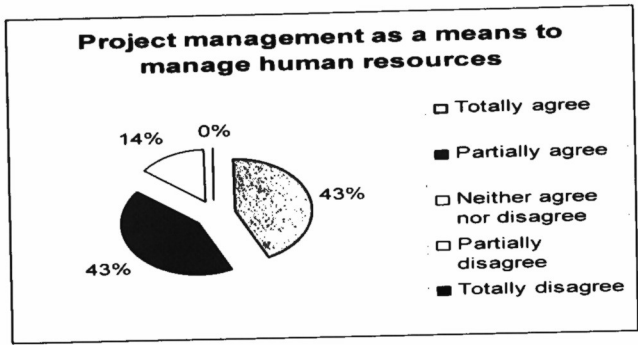


Figure 6.10: Project Management as a means to manage human resources

Data from Table 6.10 and Figure 6.10 indicate that 21 (42%) totally agree that Project Management enables managers to manage human resources. 21 (42%) partially agree that Project Management enables managers to manage human resources. 7 (14%) neither agree nor disagree that Project Management enables managers to manage human resources. 0 (0) partially disagree that Project Management enables managers to manage human resources. 0 (0) totally disagree that Project Management enables managers to manage human resources.

6.2.11 Will Project Management procurement ensure that resources are acquired cost effectively?

Table 6.11: Project Management procurement

Responses	Number	Percent
Totally agree	17	34
Partially agree	21	42
Neither agree nor disagree	12	24
Partially disagree	0	0
Totally disagree	0	0
Total	50	100

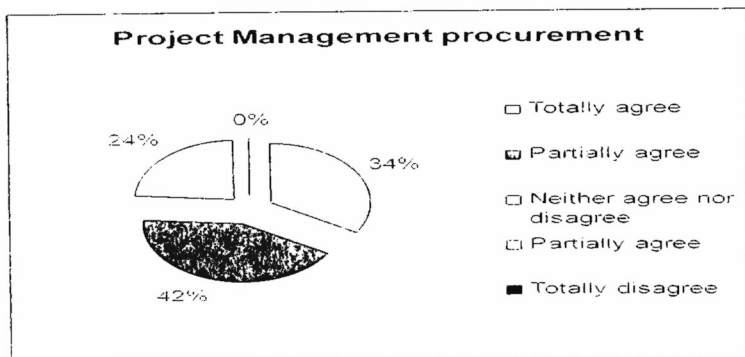


Figure 6.11: Project Management procurement

Data from Table 6.11 and Figure 6.11 indicate that 17 (34%) totally agree that Project Management procurement is cost effective. 21 (42%) partially agree that Project Management procurement is cost effective. 12 (24%) neither agree nor disagree that Project Management procurement is cost effective. 0 (0%) partially disagree that Project Management procurement is cost effective. 0 (0%) totally disagree that Project Management procurement is cost effective.

#### 6.2.12 Is Project Management a mechanism to define and sequence activities to attaining project activities?

Table 6.12: Project Management sequencing and defining activities

Responses	Number	Percent
Totally agree	26	52
Partially agree	13	26
Neither agree nor disagree	9	18
Partially disagree	2	4
Totally disagree	0	0
Total	50	100

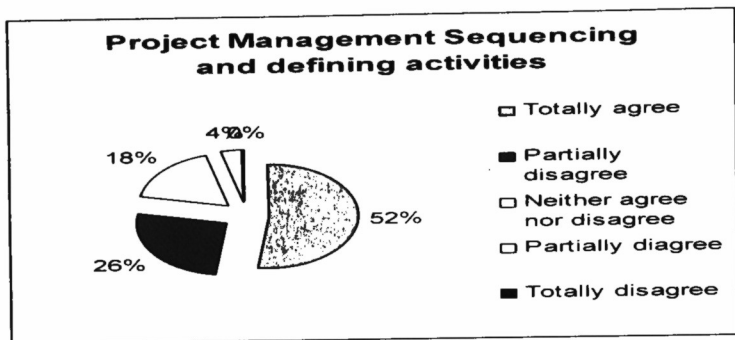


Figure 6.12: Project Management sequencing and defining activities

Data from Table 6.12 and Figure 6.12 indicate that 26 (52%) totally agree that Project Management defines and sequences activities. 13 (26%) partially agree that Project Management defines and sequences activities. 9 (18%) neither agree nor disagree that Project Management defines and sequences activities. 2 (4%) partially disagree that Project Management defines and sequences activities. 0 (0%) totally disagree that Project Management defines and sequences activities.

### 6.2.13 Is Project Management in Rooigrond Area Commissioner Structured?

Table 6.13: Project Management Structure in Rooigrond

Responses	Number	Percent
Totally agree	6	12
Partially agree	15	30
Neither agree nor disagree	20	40
Partially disagree	5	10
Totally disagree	4	8
Total	50	100

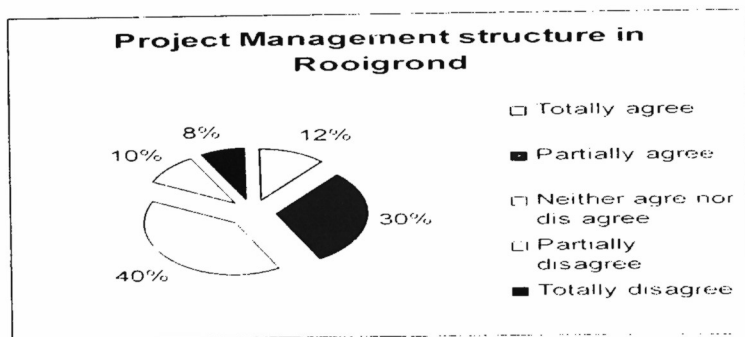


Figure 6.13. Project Management Structure in Rooigrond

Data interpretation from Table 6.13 and Figure 6.13 indicates that 6 (12%) totally agree that Project Management is structured in Rooigrond, 15 (30%) partially agree that Project

Management is structured in Rooigrond. 20 (40%) neither agree nor disagree that Project Management is structured in Rooigrond. 5 (10%) partially disagree that Project Management is structured in Rooigrond. 4 (8%) totally disagree that Project Management is structured in Rooigrond.

#### 6.2.14 Are there ability, skill and competence to manage projects?

Table 6.14: Abilities, skills and competencies to manage projects

<b>Responses</b>	<b>Number</b>	<b>Percent</b>
Totally agree	7	14
Partially agree	24	48
Neither agree nor disagree	11	22
Partially disagree	3	6
Totally disagree	5	10
Total	50	100

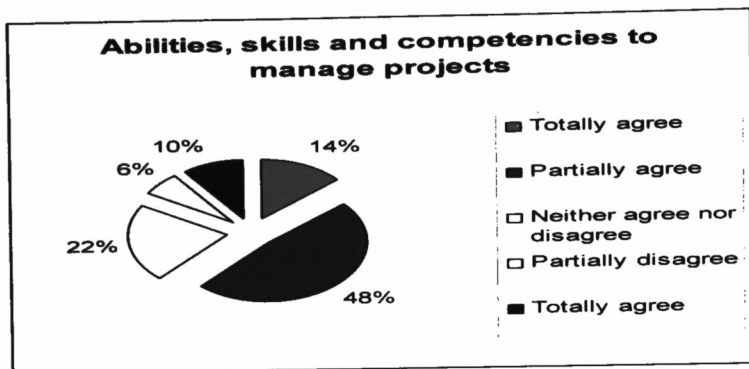


Figure 6.14: Abilities, skills and competencies to manage projects

Data from Table 6.14 and Figure 6.14 indicate that 7 (14%) totally agree that there are people with abilities, skills and competencies to manage projects. 24 (48%) partially agree that there are people with abilities, skills and competencies to manage projects. 22 (44%) neither agree nor disagree that there are people with and abilities, skills competencies to manage projects. 3 (6%) partially disagree that there are people with abilities, skills and competencies to manage projects. 5 (10%) totally disagree that there are people with abilities, skills and competencies to manage projects.

### 6.2.15 Will Projects need planning?

Table 6.15: Project planning

Responses	Number	Percent
Totally agree	38	76
Partially agree	5	10
Neither agree nor disagree	7	14
Partially disagree	0	0
Totally disagree	0	0
Total	50	100

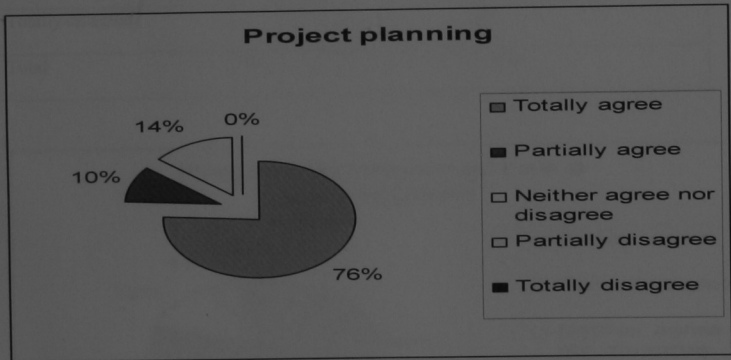


Figure 6.15: Project planning

Data from Table 6.15 and Figure 6.15 indicate that 38 (76%) totally agree that projects need planning, 10 (20%) partially agree that projects need planning, 7 (14%) neither agree

nor disagree that projects need planning. 0 (0%) partially disagree that projects need planning. 0 (0%) totally disagree that projects need planning.

### 6.2.16 Is Project Management a prerequisite for senior employees?

Table 6.16: Project Management as a prerequisite

Responses	Number	Percent
Totally agree	25	50
Partially agree	15	30
Neither agree nor disagree	6	12
Partially disagree	2	4
Totally disagree	2	4
Total	50	100

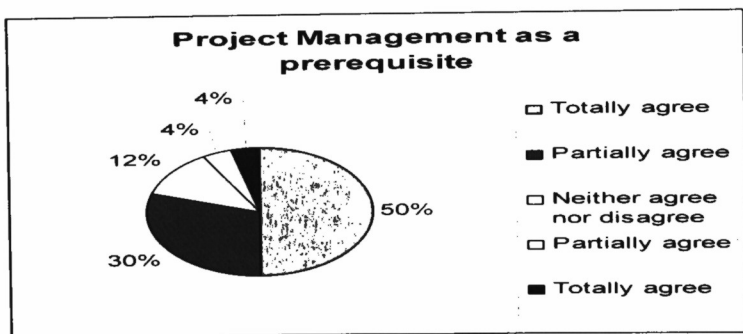


Figure 6.16: Project Management as a prerequisite

Data from Table 6.16 and Figure 6.16 indicate that 25 (50) totally agree that Project Management is a prerequisite for managers. 15 (30) partially agree that Project Management is a prerequisite for managers. 6 (12) neither agree nor disagree that Project Management is a prerequisite for managers. 2 (4%) partially disagree that Project Management is a prerequisite for managers. 2 (4%) totally disagree that Project Management is a prerequisite for managers.

#### 6.2.17 Is Project Management important to all stakeholders in the department?

Table 6.17: Project Management by Stakeholders

Responses	Number	Percent
Totally agree	28	56
Partially agree	16	32
Neither agree nor disagree	2	4
Partially disagree	2	4
Totally disagree	2	4
Total	50	100

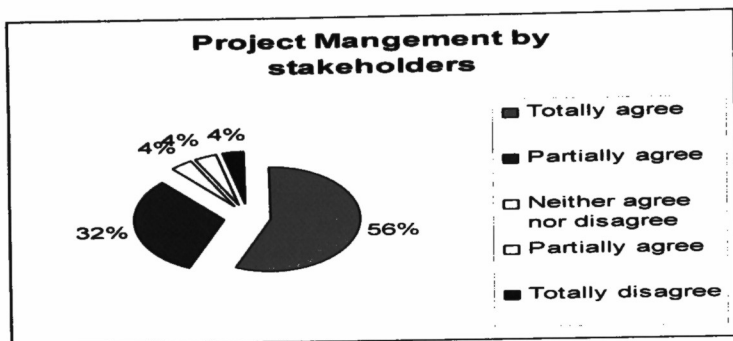


Figure 6.17: Project Management by Stakeholders

Data from table 6.17 and figure 6.17 indicate that 28 (56) totally agree that Project Management is important to all shareholders. 16 (32%) partially agree that Project Management is important to all shareholders. 2 (4%) neither agree nor disagree that Project Management is important to all shareholders. 2 (4%) partially disagree that Project Management is important to all shareholders. 2 (4%) totally disagree that Project Management is important to all shareholders.

### 6.2.18 Will Project Management add value?

Table 6.18: Project Management adding value

Responses	Number	Percent
Totally agree	35	70
Partially agree	10	20
Neither agree nor disagree	5	10
Partially disagree	0	0
Totally disagree	0	0
Total	50	100

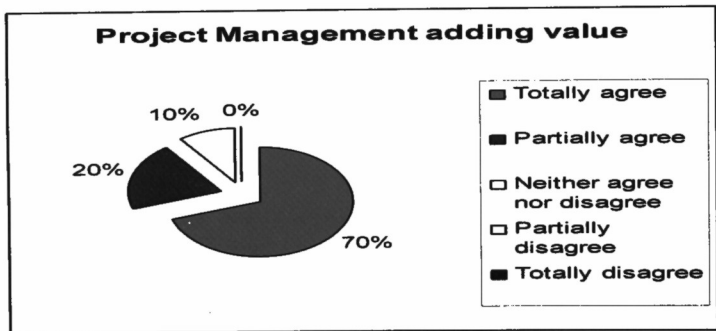


Figure 6.18: Project Management adding value

Data from Table 6.18 and Figure 6.18 indicate that 35 (70%) totally agree that Project Management adds value. 10 (20%) partially agree that Project Management adds value. 5

(10%) neither agree nor disagree that Project Management adds value.0 (0%) partially disagree that Project Management adds value. 0 (0%) totally disagree that Project Management adds value.

#### 6.2.19 Should training be offered to members?

Table 6.19: Training offered to members

Responses	Number	Percent
Totally agree	41	82
Partially agree	5	10
Neither agree nor disagree	4	8
Partially disagree	0	0
Totally disagree	0	0
Total	50	100

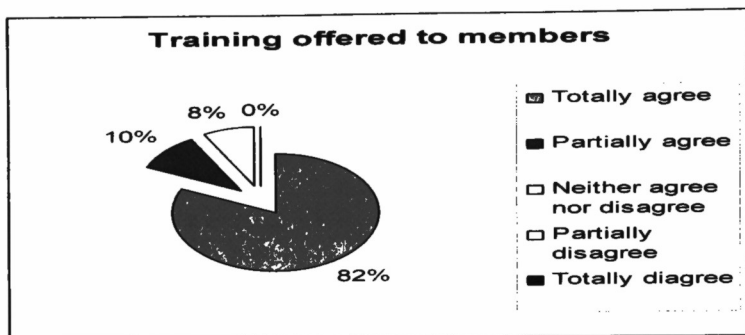


Figure 6.19: Training offered to members

Data from table 6.19 and figure 6.19 indicate that 41 (82%) totally agree that employees need training. 5 (10%) partially agree that employees need training. 4 (8%) neither agree nor disagree that employees need training. 0 (0%) totally disagree that employees need training. 0 (0%) partially disagree that employees need training.

## Is the concept of Project Management well known in the department?

Table 6.20: The concept of Project Management

Responses	Number	Percent
Totally agree	7	14
Partially agree	20	40
Neither agree nor disagree	13	26
Partially disagree	4	8
Totally disagree	6	12
Total	50	100

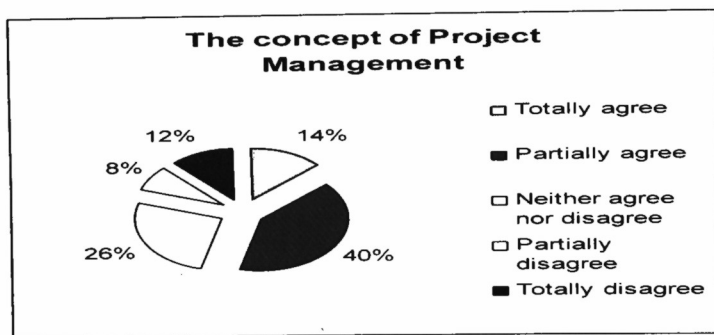


Figure 6.20: The concept of Project Management

Data from Table 6.20 and Figure 6.20 indicate that 7 (14%) totally agree that the concept of Project Management is well-known. 20 (40%) partially agree that the

concept of Project Management is well-known. 13 (26%) neither agree nor disagree that the concept of Project Management is well-known. 4 (8%) partially disagree that the concept of Project Management is well-known. 6 (12%) totally disagree that the concept of Project Management is well-known.

### **6.3 FINDINGS**

The following discussion focuses on the findings of the study in relation to the research aims.

#### **6.3.1 Findings on aim 1**

Pertaining to aim 1, to identify main points of focus contributing to an environment within which Project Management approach is vital towards service delivery within the public sector in the North West Province, the findings of the study reflect that there was a need for transforming service delivery to society in order to bring about quality service in government departments.

#### **6.3.2 Findings on aim 2**

The second aim of this study was to determine from the literature how Project Management is currently utilized within the public sector (cf. 6.1, 6.13, 6.14). it has been found that employees do not know if Project Management is utilized in DCS.

On one hand the North West Government currently utilize Project Management to deliver services to communities.

### 6.3.3 Finding on aim 3

In respect of aim 3, namely, to identify strategies towards achieving an environment that will improve service delivery in public sector whilst sustaining the Project Management approach, the findings reflect that Rooigrond Area Commissioner's employees:

- Agree that Project Management mitigates risks ( cf 6.8).
- Agree that Project Management is a prerequisite for managers (cf 6.16).

## 6.4 CONCLUSION

The response from the employees of Department of Correctional Services (Rooigrond Area Commissioner) was positive, however, the department must train their employees in Project Management in order to equip them with modern management systems. In the next chapter, which is chapter seven, brief discussions, recommendations and conclusions are made.

## **CHAPTER7: DISCUSSIONS, RECOMMENDATIONS & CONCLUSIONS**

### **7.1 INTRODUCTION**

This study illustrates the perception of DCS employees in relation to Project Management. The case data enlightens managers on how project managers can improve service delivery. Before it can be concluded whether the goals, objectives and research questionnaires were answered, it is necessary to identify the limitations and strengths of this study.

### **7.2 DISCUSSIONS**

#### **7.2.1 Limitation of the research methodology**

The major limitation of the research methodology is that the results of the study were restricted to a small sample case and cannot be generalized. Acknowledging this as a shortcoming, it is the researcher's opinion that this study offers a starting point to understand Project Management as man tool. The researcher was able to highlight the importance of Project Management in rendering service in an objective manner. By adhering strictly to the methodology it was attempted to link theory and practice in ways, which enslaved a high degree of neutrality.

### 7.2.2 Considerations on how representative the sample was of employees in relation to Project Management

The sample used in this study was small but representative of the DCS because the questionnaire was answered by their employees. The sample consisted of employees from Rooigrond Area Commissioner but did not include other Area Commissioners in the province or other provinces due to financial and time limits. In a sense this study is representative of the DCS but not representative of the National DCS employees, due to the fact that other Area Commissioner in the province or other provinces didn't form part of this research study. This study can be seen as a starting point in research of Project Management from other Area Commissioners and provinces.

### 7.2.3 Advantages of the study

The main advantage of this study is that it can make a contribution to both employees and managers working in DCS. Other advantages can be listed as follows:

- This study will help individuals to better understand the mission statement of the department for service delivery, together with the service guarantees.
- This study can be the stepping stone for further in-depth research on Project Management as a discipline.
- The guidelines given in this study will assist those in management hierarchy to improve the service standards, defined outputs and targets and

performance indicators, benchmarked against comparable international standards.

### **7.3 RECOMMENDATIONS FOR FUTURE RESEARCH**

To further help improve service delivery in the DCS, a study must be conducted on if the merits of Project Management in other departments can help improve the level of management in DCS. Secondly a structured questionnaire must be developed to identify the level of competencies in Project Management amongst employees.

#### 7.3.1 Reflection on the research questionnaire

The research questionnaires were structured. The researcher wanted to identify the perception and competencies of employees in relation to Project Management. As proved, 82% of employees identified Project Management as a training need

#### 7.3.2 Reflection on the goal and objectives of the study

The main goal of this research was to formulate a background on issues of transformation and programmes rendered in Correctional Services towards service delivery. Theoretical basis of Project Management by authors were referred to and, a literature review by means of descriptive research was conducted to help the researcher understand the functioning and characteristics of Project Management system.

### **6.3 CONCLUSION**

Only few of the respondents agree that Project Management is structured in Rooigrond Area Commissioner, and that there is enough competent staff. On the other hand, most respondents identified the need to be trained in Project Management. It is important for management to focus on the needs of their employees. For example, 82% of the employees indicated the need to be trained in Project Management.

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## APPENDIX 1

	Answer	Tick
<b>1. (Importance)</b> Is project management important as a discipline in the department?	1. Totally agree	
	2. Partially agree	
	3. Neither agree nor disagree	
	4. Partially disagree	
	5. Totally disagree	
<b>2. (Project planning)</b> When the department initiates a project, will it be necessary to adopt project management as a tool for project planning?		
	1. Totally agree	
	2. Partially agree	
	3. Neither agree nor disagree	
	4. Partially disagree	
	5. Totally disagree	
<b>3. (Feasibility)</b> Would it be necessary to appoint project managers to do a feasibility study of suggested projects?		
	1. Totally agree	
	2. Partially agree	
	3. Neither agree nor disagree	
	4. Partially disagree	
	5. Totally disagree	
<b>4. (Implementation)</b> Is it necessary for the department to use people with diversified skills in project management to implement a project?		
	1. Totally agree	
	2. Partially agree	
	3. Neither agree nor disagree	
	4. Partially disagree	
	5. Totally disagree	
<b>5. (Evaluation)</b> Is it necessary for the department to apply project management as a means of evaluating the developments within a project life cycle?		
	1. Totally agree	
	2. Partially agree	

5. (Control)

Will project management provide clear guidelines on the standards needed in all control systems?

3. Neither agree nor disagree
4. Partially disagree
5. Totally disagree

1. Totally agree
2. Partially agree

3. Neither agree nor disagree
4. Partially disagree
5. Totally disagree

7.(Objectives)

Will project management enable institutions to describe initiated projects objectives, justify it and define its major deliverables?

1. Totally agree

2. Partially agree

3. Neither agree nor disagree

4. Partially disagree

5. Totally disagree

8. (Risk management)

Will project management serve as a means to determine how risk can be mitigated within the department?

1. Totally agree

2. Partially agree

3. Neither agree nor disagree

4. Partially disagree

5. Totally disagree

9. (Communication)

Will project management ensure that all information pertaining to the project is collected and disseminated effectively?

1. Totally agree

2. Partially agree

3. Neither agree nor disagree

4. Partially disagree

5. Totally disagree

10. (HR management)

Will project management enable managers to make most effective use of the human resources employed in the project?

1. Totally agree

2. Partially agree

3. Neither agree nor disagree

4. Partially disagree

	5. Totally disagree
11. (Procurement) Will project management as a means of procurement ensure that all resources needed for the successful completion of the project are acquired most economically and in time?	1. Totally agree
	2. Partially agree
12. (Time management) Will project management serve as a means to defining and sequencing activities leading to the attainment of the project objectives?	3. Neither agree nor disagree
	4. Partially disagree
13. Is project management in Rooigrond Area Commissioner structured?	5. Totally disagree
14. Are the abilities, skills and competencies to manage projects?	1. Totally agree
15. Will projects need planning?	2. Partially agree
16. Is Project Management a prerequisite for senior managers?	3. Neither agree nor disagree
	4. Partially disagree
	5. Totally disagree

- |                               |
|-------------------------------|
| 3. Neither agree nor disagree |
| 4. Partially disagree         |
| 5. Totally disagree           |

7. Is project Management important to all stake holders in department?

- |                               |
|-------------------------------|
| 1. Totally agree              |
| 2. Partially agree            |
| 3. Neither agree nor disagree |
| 4. Partially disagree         |
| 5. Totally disagree           |

18. Will Project Management add value?

- |                               |
|-------------------------------|
| 1. Totally agree              |
| 2. Partially agree            |
| 3. Neither agree nor disagree |
| 4. Partially disagree         |
| 5. Totally disagree           |

19. Should training be offered?

- |                               |
|-------------------------------|
| 1. Totally agree              |
| 2. Partially agree            |
| 3. Neither agree nor disagree |
| 4. Partially disagree         |
| 5. Totally disagree           |

20. Is the concept of Project Management well known in the department?

- |                               |
|-------------------------------|
| 1. Totally agree              |
| 2. Partially agree            |
| 3. Neither agree nor disagree |
| 4. Partially disagree         |
| 5. Totally disagree           |

## DEMOGRAPHIC DATA

1. AGE-----

2. MARITAL STATUS

- MARRIED
- SINGLE
- SEPARATED
- WIDOW
- DIVORCED

3. RELIGIOUS AFFILIATION -----

4. OCCUPATION-----

5. RACE

- BLACK
- WHITE
- INDIAN
- COLOUREDS
- OTHER

B