

***AN EVALUATION OF DYSFUNCTIONAL MANAGEMENT PATTERNS IN THE
NORTH-WEST DEPARTMENT OF EDUCATION***

By

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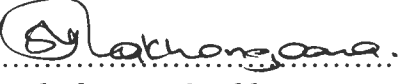
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DECLARATION BY CANDIDATE

"I hereby declare that the mini-dissertation submitted for the Degree: Masters in Business Administration at the North-West University, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references".


.....
Nthabiseng Makhongoana.

ACKNOWLEDGEMENTS

I know that ants build their anthills particle by particle of sand; I know that slaves built the pyramids of Egypt brick by brick; I know that eagles build their nests stick by stick and feather by feather; and I know that I have been building my Masters degree candlelight by candlelight of unending prayers. But because I am neither an ant nor a slave, my acknowledgements shall always be:

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ABSTRACT

The workplace is where most people spend much of their daily lives. On the average working people spend at least 80% of their lifetime in the workplace, trying so hard to earn a living. It is right there, in the workplace, where most people are being confronted by challenges emanating from the workload or from people's attitudes, behaviours and personalities. These challenges often have a direct influence on people's attitude towards their work and job performance. This influence can either shape or break a worker's life and this may lead to organisational failure or success. When performance is affected, service delivery is compromised and the recipients of the services provided suffer the consequences.

The purpose of this study was to evaluate Dysfunctional Management Patterns in the workplace. A case study was done in the North-West Department of Education. The aim was to find out whether dysfunctional management patterns are widespread in the workplace and what impact they have on an individual's performance and organisational performance and to what extent they affect service delivery especially within the public service or in government departments.

The method of investigation used included both qualitative and quantitative approaches. Forms of questionnaires were distributed to the sample population. At the end of each section of the questionnaire respondents were asked to make comments and to state their cases freely and also give reasons for their statements if they so wished.

The results of this study demonstrated that dysfunctional management patterns are present in the workplace and are affecting performance to a large extent. Interestingly, the study revealed that perpetrators are not only managers but employees/colleagues as well. The findings also suggest that Political Heads and Heads of departments (HOD's) are the main perpetrators of dysfunctional management patterns. From the results it is

also evident that Senior Managers / Directors and Junior Managers are the worst managers as compared to Middle Managers (Deputy Directors) and Executive Managers (Chief Directors).

In line with the findings, it is therefore recommended that organisations must acknowledge the presence of dysfunctional management patterns in the workplace and should find strategic ways or should put policies in place to deal with such unbecoming force. Personality tests should be given during interviews for employing new people and continuous introspection of the organisation and individuals should be done in an effort to eradicate dysfunctional management patterns in the workplace.

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CHAPTER 1

1. ORIENTATION

1.1 INTRODUCTION

This chapter introduces the study on dysfunctional management patterns and the impact these patterns have on service delivery within the workplace. It commences with the background to the study, followed by the statement of the problem, purpose of the study objectives of the study, research methods, and significance of the study, scope of the study and the exposition of the study.

1.2 BACKGROUND

Many Studies show that psychological harassment in the workplace (which often emanates from dysfunctional management patterns) has extremely negative effects for individuals. According to Poilpot-Rocaboy (2006), generally, there are three individual consequences. The first effect is a deterioration of the victims' physical and mental health. The second effect is "the economic consequence for the victim" which often results in real loss of income caused by developing sickness, absence, lessening of productivity, reduction of performance, resignation from the organisation and work in capacity because of loss of self confidence (Poilpot-Rocaboy, 2006).



Poilpot further stresses the third effect of bullying as having an impact on family and social life. He argues that relationships with family and friends, leisure activities, household duties or sex life can be adversely affected by psychological harassment at work. Poilpot (in Di Martino et al; 2003) reports a study conducted in a German national study of bullying. According to this study, 20 percent of the total respondents reported conflict with partners and family. This shows that all individual effects are dependent on different variables such as "severity, duration of harassment, coping strategy of the victim, coping

strategy of the organisation, characteristics of the victim such as sensitivity, education, and experience”.

“Typically, research points to increased stress levels and reduced physical and psychological wellbeing, with the most frequently identified negative health related outcomes including: anxiety, depression, psychosomatic symptoms (hostility, hypersensitivity, loss of memory and feelings of victimization), aggression, fear and mistrust, cognitive effects (such as, inability to concentrate or think clearly, and reduced problem solving capacity), isolation, loneliness, deterioration of relationships, chronic fatigue and sleep problems”, (Poilpot-Rocaboy, 2006).

Workplace bullying not only affects the targets, but also their colleagues or other bystanders. According to different studies (Einarsen & Mikkelsen 2003), witnesses of bullying reported more mental stress reactions than workers who had not witnessed anyone being bullied in their department. Witnesses may also suffer due to a real, or perceived, inability to help the target, (Poilpot-Rocaboy, 2006). This is why this research project took a closer look at dysfunctional management patterns and the dangers they pose on service delivery. This study therefore aimed at finding better ways of managing employees to yield better performance.

In my observation, dysfunctional management patterns, including bullying within the workplace is often ignored. This deliberate ignorance can result in a shabby delivery of services. I also observed that these patterns emanate mainly from, lack of management capacity, being too obsessed with political correctness, unrealistic ambitions, dreams and egos involved at work, arrogance, misplaced leadership styles, anger and many other forces.

One or more of the above mentioned patterns may result in work trauma or emotional bottlenecks at work, causing unnecessary conflicts, (Kerry Sulkowicz, 1999). The main concern here is that some of the managers get away with these patterns of dysfunctional management. Whether it is fear of losing one's job or fear of being victimized, most

public servants let it slip under their feet as if it is not happening. In that silence, workers or subordinates develop resentment which leads to unacknowledged emotional state that often compromises productivity.

This state of affairs poses a challenge that calls for immediate intervention. In order to respond to this challenge, a thorough investigation of dysfunctional management patterns needs to be done and appropriate remedial action taken to minimize the current state of affairs.

1.3 STATEMENT OF THE PROBLEM

A lot of literature on management such as Whetten & Cameron (1990), Raymond Miles (1975), Fred Luthans (1992), Heim & Chapman (1990) and others mainly focus on management and leadership styles and little do they mention the impact these management styles have on performance or service delivery.

Among a long list of management styles, there are those that can be referred to as “dysfunctional” precisely because they do not always work. Most of them if not all have their pros and cons, depending on the type of people a manager is supervising. For example, a manager need not use an autocratic style of management to a person or a worker who is a self starter and a go-getter. This might hamper the worker’s creativity and enthusiasm while at the same time having a negative effect on the individuals’ performance. Laiser’s- Faire, will also be totally wrong to be used on a person or a worker who is demotivated and lazy by nature, because lack of production in this instance is guaranteed (Whetten & Cameron, 1990).

In this study, management styles which are problematic within the workplace were examined and the extent to which they affect service delivery will also be unveiled. Specifically what brings about dysfunctional management patterns in the workplace and what can perpetrators do to avoid them? Also how can victims cope with the situation

brought about by dysfunctional management patterns to avoid shabby service delivery? How do workers perceive their supervisors? How does the relationship between them (worker and supervisor) affect the worker's motivation, loyalty and customer service?

1.4 RESEARCH QUESTION

This study was guided by the following research questions:

- What is the nature and prevalence of dysfunctional management patterns in the workplace?

Sub-Questions

- What is the worker's perception of dysfunctional management patterns?
- What are the positions and the characteristics (age, gender, education) of the managers exhibiting dysfunctional management patterns?
- What are the impacts of dysfunctional management patterns (DMP) on the job satisfaction, self concept and performance of those affected by DMP?
- How do victims of DMP cope with the syndrome?
- What are the implications of DMP for effective supervisor-subordinate relationship?

Objectives

The specific objectives that guided the study in order to achieve its goals are as follows:

- To measure the prevalence of DMP in the Public Service.
- To determine the source of dysfunctional management patterns within the public service.
- To understand the coping mechanisms needed by victims of DMP.
- To determine ways of improving worker and supervisor relations.
- To find ways of increasing worker's loyalty for improved service delivery.

1.5 JUSTIFICATION FOR THE STUDY

The purpose of the study was to seek ways of improving relations in the workplace in order to maximize outputs. The outcome of this investigation should be able to inform employers in their decisions of employing new personnel especially managers and help victims of dysfunctional management cope with this unpleasant force at work. The findings can also inform South African employers on the criteria to use in choosing the right candidates for managerial posts. This can help optimize performance of workers in realizing the entity's objectives or goals.

1.6 SCOPE OF THE STUDY

The scope of the study was the North-West Province Department of Education Headquarters (Mmabatho). A sample of a cross section of employees from the department was interviewed to represent the department. Participants included workers at the grass root level, Junior Managers, Middle Managers, Senior Managers / Directors and Chief Directors.

1.7 DEFINITIONS OF IMPORTANT CONCEPTS

Dysfunctional Management Patterns:

From the Wikipedia free encyclopedia website, the word "*dysfunction*" can refer to:

"An abnormality in psychology, a dysfunction in sociology and a malfunction in mechanics. It is defined as an impaired or abnormal functioning; abnormal or unhealthy interpersonal behaviour or interaction within a group, for example family or workplace. A pattern is a reoccurring set of events or objects that repeat in a periodic fashion", www.en.wikipedia.org.

To put it more into context, we can therefore define ***“Dysfunctional Management Patterns”*** as the type of management in which conflict, misbehaviour and even abuse on part of individual members (subordinates / colleagues) occur continually, leading other workers to accommodate such actions. Sometimes, victims of such misbehaviour carry on with the understanding that such arrangement is normal. The results of such patterns can vary from personality disorders, alcoholism, substance abuse or other addictions, untreated mental illness defects, or managers emulating their own dysfunctional workplace experiences.

Dysfunctional workplace members tend to have common symptoms and behaviour patterns as a result of their common experiences within the workplace. This tends to reinforce the dysfunctional behaviour, either through enabling or perpetuation. The workplace can be affected by a variety of factors.

Among other factors mentioned in the wikipedia website, there are several symptoms of workplace dysfunction:

- Denial (i.e. refusal to acknowledge the presence of a dysfunctional problem within management/self or within the unit i.e. colleagues);
- Inconsistency and unpredictability;
- Lack of empathy towards other people / workers;
- Mixed messages;
- Extremes in conflict (either too much or too little fighting between colleagues);
- Role reversals;
- Lack of clear boundaries (i.e. redirecting workers responsibilities to others without consultation);
- Closed unit system (isolated component that discourages working together with other units);
- Unhealthy control or over control of subordinates;
- Emotional intolerance (workers not allowed to express the “wrong emotions”;

- Dogmatic or chaotic management (harsh and inflexible discipline; and
 - Denial of development (workers not allowed to develop more skills or values).
- (www.en.wikipedia.org)

Leadership Style:

The word leadership can refer to the process of leading or the ability to affect / influence human behaviour so as to accomplish a mission designated by the leader. Other definitions concur by defining leadership as “the ability of an individual (leader) to influence, motivate and enable others to contribute toward the effectiveness and success of the organisations of which they are members”. Organisationally, leadership directly impacts on the effectiveness of costs, revenue generation, service, satisfaction, earnings, market value, share price, social capital, motivation, engagement and sustainability. Leadership is the ability of an individual to set rules for others and lead from the front. It is an attitude that influences the environment around us (www.en.wikipedia.org).

Public Service:

Public services is a term usually used to mean services provided by government to its citizens, either directly (through the public sector) or by financing private provision of services. The term is associated with a social consensus (usually expressed through democratic elections) that certain services should be available to all, regardless of income. Even where public services are neither publicly provided nor publicly financed, for social and political reasons they are usually subject to regulation going beyond that applying to most economic sectors. Public services tend to be those considered so essential to modern life that for moral reasons their universal provision should be guaranteed, and they may be associated with fundamental human rights (such as the right to water). In modern, developed countries, the term public services often includes, education, water & electricity, fire services, health care services, police and military services, public transportation, social housing, telecommunications, broadcasting, town planning and waste management services among others (www.en.wikipedia.org).

A public service may sometimes have the characteristics of a public good (being non-rivalrous and non-excludable), but most are merit goods, that is, services which may (according to prevailing social norms) be under-provided by the market. In most cases public services do not involve manufacturing of goods. They may be provided by local or national monopolies, especially in sectors which are natural monopolies. They may involve outputs that are hard to attribute to specific individual effort and / or hard to measure in terms of key characteristics such as quality. They often require high levels of training and education. They may attract people with a public service ethos who wish to give something to the wider public or community through their work and are prepared to work harder for less pay as a result (www.en.wikipedia.org).

Service Delivery:

Service delivery refers to the distribution of public services by government officials (public/ civil servants) to citizens. A civil / public servant is a civilian career employee working for a government department or agency. The term explicitly excludes the armed services, although civilian officials will work at “Defense Ministry” headquarters. The term always includes the (sovereign) state’s employees; whether regional, or sub-state, or even municipal employees are called “civil servants”, this varies from country to country (www.en.wikipedia.org).

Workplace: “refers to a place of work like an office or a building site. It can also refer to headquarters, agency, bureau or administrative centre (www.en.wikipedia.org).”

Job Satisfaction: “is a feeling of content deriving from a person’s scope of work”.

Self Concept: “is perceived personality of oneself”.

Performance: “is the manner in which something or somebody functions, operates or behaves”, (Encarta Dictionary English, North-America). In this context, performance is used to demoralize and demote workers.

Supervisor / Manager: “is somebody whose job is to oversee and guide the work or activities of a group of other people” (Encarta Dictionary English, North-America).

Subordinate: “is somebody in junior position – of a lesser rank or somebody who is lower in rank or status than another” (Encarta Dictionary English, North-America).

1.8 OVERVIEW OF THE STUDY

The study is organised in the following manner;

Chapter 1 presents the introduction. This is where the readers are given an orientation of the study, the statement of the problem, research questions and objectives; the scope of the study and the definitions of important concepts are also presented in this chapter.

Chapter 2 presents the literature review which explores the theoretical perspective of management and leadership.

Chapter 3 describes the research methodology. Research instruments and techniques, data collection procedures and sampling design are discussed. A description of the empirical investigation is provided. The questionnaire is discussed and the course of the research / summary is provided.

Chapter 4 deals with the analysis and interpretation of a selected sample of the empirical data. The discussion includes the validity and reliability of the research instrument. This is where the data collected is analyzed from other sources and interpreted in order to achieve the aim of the study.

Chapter 5 presents recommendations of the study and a summary of the findings.

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

Literature review from primary sources has been used to contextualize the research problem with a view to establishing the impact of dysfunctional management patterns on service delivery. This chapter covers topics including leadership and management, Leadership styles and their impact on employees, neurotic styles of management, supervisor-subordinate relationship, impact of management on performance, common concerns / fact sheets on general performance, people and productivity.

Luthans (1992:314) describes traditional management as the activity that consists of planning, organizing, leading, decision making and controlling. “Its observed behaviours include setting goals and objectives, defining tasks needed to accomplish goals, scheduling employees, assigning tasks, providing routine instructions, defining problems, handling day to day operational crises, deciding what to do, developing new procedures, walking around inspecting the work, monitoring performance data and doing preventative maintenance”.

Empirical answers to the question of what managers really do include some of the classic activities identified by Luthans (1992:315) in a table below:

Table 1: Managerial Activities and Behavioural Descriptors Derived from Free Observation of Real Managers.

CLASSIC ACTIVITY	TASKS
1. Planning / Coordinating	Setting goals and objectives, defining tasks needed to accomplish goals, scheduling employees, timetables, assigning tasks and providing routine instructions, coordinating activities of each subordinate to keep work running smoothly and organizing the work.
2. Staffing	Developing job descriptions for position openings, reviewing applications, interviewing applicants, hiring, contacting applicants to inform them of being hired or not and “filling in” where needed.
3. Training / Developing	Orientating employees, arranging for training seminars, etc, clarifying roles, duties and job descriptions. Coaching, mentoring, walking subordinates through task. Helping subordinates with personal development plans.
4. Decision Making / Problem Solving	Defining problems, choosing between two or more alternatives or strategies, handling day to day operational crises as they arise, weighing the trade-offs and cost benefit analyses. Actually deciding what to do. Developing new procedures to increase efficiency.
5. Processing Paperwork	Processing mail, reading reports, in-box mail, writing reports, memos, letters, etc. Routine financial reporting and bookkeeping, general desk work.
6. Exchanging Routine Information	Answering routine procedural questions, receiving and disseminating requested information, conveying results of meetings, giving or receiving routine information over the phone. Conduct staff meetings of an informal nature (status update, new company policies, etc).
7. Monitoring / Controlling Performance	Inspecting work, walking around and checking things out, touring, monitoring performance data (e.g., computer printouts, production, financial reports and preventative maintenance.
8. Motivating/Reinforcing	Allocating formal organisational rewards, asking for inputs, participation, conveying appreciation and compliments, giving credit where due, listening to suggestions, giving positive performance feedback, increasing job challenge, delegating responsibility and authority, letting subordinates determine how to do their own work. Sticking up for the group to superiors and others and backing a subordinate.
9. Disciplining / Punishing	Enforcing rules and policies, nonverbal glaring,

	harassment, demotion, firing, layoff, any formal organisational reprimand or notice, “chewing out” a subordinate, criticizing, giving negative performance feedback.
10. Interacting with Outsiders	Public relations, customers, contacts with suppliers, vendors, external meetings and community service activities.
11. Managing Conflict	Managing interpersonal conflict between subordinates or others. Appealing to higher authority to resolve a dispute. Appealing to third party negotiators, trying to get cooperation or consensus between conflicting parties and attempting to resolve conflicts between subordinate and self.
12. Socialising / Poloticking	Nonworking related chit chat (e.g. family or personal matters). Informal “joking around” B.S. Discussing rumours, hearsay, grapevine, complaints, griping, putting others down, politicking and gamesmanship.

Luthans (1992:315)

According to Whetten & Cameron (1990:3), management is a key factor in both firm success and firm failure. They stress that when excellent management is present, dramatic and rapid improvements can be effected. In surveys of CEO’s, executives and business owners, they consistently say that the factor most responsible for business failure is “bad management” and the best way to overcome business failures is to “provide better management”.

In an effort to identify what constitutes effective management, Whetten & Cameron conducted an investigation in which they identified individuals who were rated as highly effective managers in their organisations. They contacted organisations in the fields of business, health care, education, and state government and asked senior officers to name the most effective managers in their organisations. They also reviewed studies done by other researchers that attempted to identify the characteristics of effective managers. The analysis of the interviews produced about sixty characteristics of effective managers in which three in the top ten list were behavioural.

Whetten & Cameron (1990:8) found that the most frequently cited skills were:

- Verbal communication (including listening);
- Managing time and stress;
- Managing individual decisions;
- Recognising, defining and solving problems;
- Motivating and influencing others;
- Delegating;
- Setting goals and articulating a vision;
- Self-awareness;
- Team building; and
- Managing conflict

2.1.1 LEADERSHIP AND MANAGEMENT

Traditionally, leadership is used to describe what individuals do under conditions of change. When organisations are dynamic and undergoing transformation, people at the top are supposed to exhibit leadership. Management, on the other hand, has traditionally been used to describe what executives do under conditions of stability. Thus, management has been linked with the status quo. In addition, leadership has sometimes been defined as ***“doing the right things”***, whereas management has been defined as ***“doing things right”***. Leaders have been said to focus on direction setting, articulating a vision and creating something new. Managers have been said to focus on monitoring, directing and refining current performance. Leadership has as been equated with dynamism, vibrancy and charisma; management with hierarchy, equilibrium and control, (Whetten & Cameron, 1990:16).



The two authors argue that although such distinctions between leadership and management may have been appropriate in previous decades, this is no longer the case. They both agree that ***“Managers cannot be successful without being good leaders, and leaders cannot be successful without being good managers”***. No longer do

organisations and individuals have the luxury of holding on to the status quo: worrying about doing things right but failing to do the right things; keeping the system stable instead of leading change and improvement; monitoring current performance instead of formulating a vision of the future; concentrating on equilibrium and control instead of vibrancy and charisma (Whetten & Cameron, 1990:16).

They argue that effective management and leadership are inseparable. They say the skills required to do one are also required of the other, concluding that effective management subsumes effective leadership and that leadership is one of the attributes of effective managers. From their perspective, these two aspects are indistinguishable.

A supporting statement from Heim & Chapman (1990:5) also states that leadership at any level is built on basic management skills. Until an operation is well managed, the person in charge is not sufficiently free to lead. Thus, those attempting to lead without fundamental management competencies usually fail before they get started. “Not everyone aspires to lead. Some capable, valuable individuals are content to be excellent managers. These people prefer recognition that comes from good management techniques. They leave visionary risks to others. At a certain point in their careers they would rather “follow” as a manager than lead others from a more demanding position. Their management position gives them all leadership responsibility they desire or need (Heim & Chapman 1990:9).

Heim & Chapman describe three sources of leadership power stemming from the individual’s personality, role and knowledge. They say to understand the potential of your personality power, it is necessary to appreciate two other primary sources, role power and knowledge power. The illustration below gives personality power the biggest segment, but it would be a mistake to underestimate the possible power of the other two (Heim & Chapman, 1990:17).

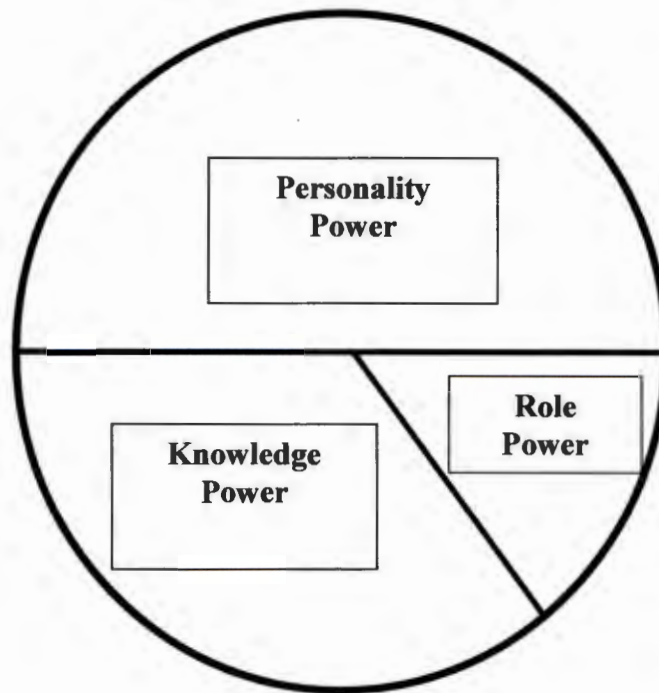


Figure 1. Heim & Chapman, (1990:17)

The two authors state that role power comes from the position you hold. This is not power that comes from knowledge or experience. It is not power that comes from your personality traits. Role power goes with your position regardless of who occupies it. The moment someone is promoted into the role of a supervisor, they gain power. We have all witnessed the abuse of role power, even at the lowest level, whereas, knowledge power comes from understanding the skills and techniques required for effective behaviour in a given role (Heim & Chapman 1990:17).

2.2 MANAGEMENT PATTERNS / LEADERSHIP STYLES AND THEIR IMPACT ON EMPLOYEES

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. The role of leadership in management is largely determined by the organisational culture of the company. It has been argued that managers' beliefs,

values and assumptions are of critical importance to the overall style of leadership that they adopt (Goodworth, 1988: 10-15).

Whether you are managing a team at work, or leading a major corporation, your leadership style is crucial to your success. Consciously, or subconsciously, you will undoubtedly use some of the leadership styles featured, at least some of the time. Understanding these leadership styles and their impact can help managers to develop and adapt their own leadership style and so help them to become more effective leaders.

2.2.1 TEN COMMON LEADERSHIP STYLES

The frequently talked about leadership styles (www.journal.com) are as follows:

- Autocratic leadership;
- Bureaucratic leadership;
- Charismatic leadership;
- Democratic leadership or Participative leadership;
- Laissez-faire leadership;
- People-oriented leadership or Relations-Oriented leadership;
- Servant leadership;
- Task-oriented leadership;
- Transactional leadership; and
- Transformational leadership.

Autocratic Leadership

The autocratic leader dominates team-members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance from team-members and requires continual pressure and direction from the leader in order to get things done. Most people tend to resent being treated like this. Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover. For some routine and unskilled jobs, the style can remain effective where the advantages of control

outweigh the disadvantages. In some situations, sub-ordinates may actually prefer an autocratic style (Goodworth, 1988: 10-15).

Bureaucratic Leadership

Bureaucratic leaders work “by the book”, ensuring that their staff follow procedures exactly. This is a very appropriate style for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling), (Tannenbaum, & Rschmidt, 1973).

Charismatic Leadership

A charismatic leadership style can appear similar to a transformational leadership style, in that the leader injects huge doses of enthusiasm into his or her team, and is very energetic in driving others forward. However, a charismatic leader tends to believe more in him- or herself than in his/her team. This can create a risk that a project, or even an entire organization, might collapse if the leader was to leave: In the eyes of their followers, success is tied up with the presence of the charismatic leader. As such, charismatic leadership carries great responsibility, and needs long-term commitment from the leader (Tannenbaum & Rschmidt, 1973).

Democratic Leadership or Participative Leadership

The democratic leader makes decisions by consulting his team, whilst still maintaining control of the group. The democratic leader allows his team to decide how the task will be tackled and who will perform which task. The democratic leader can be seen in two lights; a good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he bears the crucial responsibility of leadership. This not only increases job satisfaction by involving employees or team members in what’s going on, but it also helps to develop people’s skills. Employees and team members feel in control of their own destiny, such as the promotion they desire, and so are motivated to work hard by more than just a financial reward. The approach can be most suitable where team working is essential, and quality is more important than speed. However, the democrat

can also be seen as being so unsure of him/herself and sub-ordinates may view the leader as inadequate to provide leadership (Goodworth, 1988: 10-15).

Laissez-faire Leadership

This French phrase means “leave it be” and is used to describe a leader who leaves his or her colleagues to get on with their work. The Laissez-Faire manager exercises little control over his group, leaving them to sort out their roles and tackle their work, without participating in this process himself. In general, this approach leaves the team floundering with little direction or motivation. Again, there are situations where the Laissez-Faire approach can be effective. It can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very experienced and skilled self-starters who have produced excellent work in the past. Unfortunately, it can also refer to situations where managers are not exerting sufficient control (Goodworth, 1988: 10-15).

People-Oriented Leadership or Relations-Oriented Leadership

The style of leadership is the opposite of task-oriented leadership: the leader is totally focused on organizing, supporting and developing the people in the leader’s team. A participative style, it tends to lead to good teamwork and creative collaboration. In practice, most leaders use both task-oriented and people-oriented styles of leadership, (Heim & Chapman, 1990).

Servant Leadership

This term, coined by Robert Greenleaf in the 1970s, describes a leader who is often not formally recognized as such. When someone, at any level within an organization, leads simply by virtue of meeting the needs of his or her team, he or she is described as a “servant leader”. In many ways, servant leadership is a form of democratic leadership, as the whole team tends to be involved in decision-making. Supporters of the servant leadership model suggest it is an important way ahead in a world where values are

increasingly important, in which servant leaders achieve power on the basis of their values and ideals. Others believe that in competitive leadership situations, people practicing servant leadership will often find themselves left behind by leaders using other leadership styles.

Task-Oriented Leadership

A highly task-oriented leader focuses only on getting the job done, and can be quite autocratic. He or she will actively define the work and the roles required, put structures in place, plan, organise and monitor. However, as task-oriented leaders spare little thought for the well-being of their teams, this approach can suffer many of the flaws of autocratic leadership, with difficulties in motivating and retaining staff. Task-oriented leaders can use the *“Blake-Mouton Managerial Grid”* to help them identify specific areas for development that will help them involve people more.

Transactional Leadership

This style of leadership starts with the idea that team members agree to obey their leader totally when they take on a job: the “transaction” is (usually) that the organization pays the team members in return for their effort and compliance. You have a right to “punish” the team members if their work doesn’t meet the pre-determined standard. Team members can do little to improve their job satisfaction under transactional leadership. The leader could give team members some control of their income/reward by using incentives that encourage even higher standards or greater productivity. Alternatively a transactional leader could practice “management by exception”, whereby, rather than rewarding better work, he or she would take corrective action if the required standards were not met. Transactional leadership is really just a way of managing rather a true leadership style as the focus is on short-term tasks. It has serious limitations for knowledge-based or creative work, but remains a common style in many organizations, (Heim & Chapman, 1990).

Transformational Leadership

A person with this leadership style is a true leader who inspires his or her team constantly with a shared vision of the future. Transformational leaders are highly visible, and spend a lot of time communicating. They don't necessarily lead from the front, as they tend to delegate responsibility amongst their team. While their enthusiasm is often infectious, they generally need to be supported by "details people". In many organizations, both transactional and transformational leadership are needed. The transactional leaders (or managers) ensure that routine work is done reliably, while the transformational leaders look after initiatives that add value. The transformational leadership style is the dominant leadership style taught in the "How to discover the leader in you" in most leadership programs, although other situational styles are recommended (Heim & Chapman, 1990).

2.2.2 SITUATIONAL LEADERSHIP - USING THE RIGHT STYLE

While the Transformation Leadership approach is often highly effective, there is no one "right" way to lead or manage that suits all situations. To choose the most effective approach for you, you must consider:

- The skill levels and experience of your team;
- The work involved (routine or new and creative);
- The organisational environment (stable or radically changing, conservative or adventurous); and
- Your own preferred or natural style.

A good leader will find him / herself switching instinctively between styles according to the people and work they are dealing with. This is often referred to as "situational leadership". For example, the manager of a small factory trains new machine operatives using a bureaucratic style to ensure operatives know the procedures that achieve the right standards of product quality and workplace safety. The same manager may adopt a more

participative style of leadership when working on production line improvement with his or her team of supervisors (www.journal.com).

Miles (1975:4) states that managers are managing according to their own experiences, habits, rules of thumb, concepts and theories. Whatever their age or position, what is important for them is to roughly assess the impact of their attitudes and behaviours on others. For example, “much of what a manager does on any given day is obviously idiosyncratic and essentially undiagnosed. He does his job in a particular order, interacts with his secretary in a particular manner and responds to a subordinate or supervisor in a certain way, basically because that’s the way s/he is” (Miles, 1975:4).

The author says “No book and no short course or experience in or out of the organization is apt to have much visible impact on the manager’s basic approach to life or his organizational role. Miles emphasises that a manager must do a bit of introspection about his own day to day behaviour and build a conceptual framework to assist in this introspection.

He says the way in which a manager responds face to face to a subordinate’s request to know “what the hell is going on” is very important. Perhaps, even more important is the way in which the manager designs the total flow of information in his department. He stresses that managers obviously have an impact on their organizations through their day-to-day, face-to-face interaction with other members at all levels. This impact is important and it may either help or hinder the performance of their unit and the organization” (Miles 1975:4).

Morgan (1998) articulates that managers should know their blind spots, and use past experiences and neutral colleagues as mirrors to help them determine the path they should take. He says too much arrogance can be deadly. In addition to turning off the people around you, it can make you deaf to messages conveyed by co-workers, setting you up for failure. The impact of management styles on employees is a force that cannot be ignored.

2.2.3 NEUROTIC STYLES OF MANAGEMENT

Shapiro (1965: 1-2), describes neurotic style to be a form or mode of functioning that is identifiable, in an individual, through a range of his specific acts those modes of functioning that seem characteristic, respectively, of various neurotic conditions, particularly, ways of thinking and perceiving, ways of experiencing emotions, modes of subjective experience in general, and modes of activity associated with various pathologies. It is not aimed to be an exhaustive list nor even systematic.

According to Motamedi (2007:01), a neurotic managerial style has undesirable consequences for individuals, teams, and the organization. Dr. Kurt Motamedi, founder and CEO of Executive Alliance, Inc., who is consistently rated as one of the top executive educators and coaches in the world and also a professor of strategy and leadership at Pepperdine University's Graziadio School of Business and Management, explains that “effective executives strive to manage their firms using sound management practices. They lead by developing strategy and implementing it. They adopt strategic management practices that rely on logic, rational decision making and inductive sense making”. He argues that, however, there are managers who may mean well, but whose styles are anxious and idiosyncratic. Their neurotic styles tend to undermine and obliterate the effectiveness of their organizations and people and lead to reckless results.

“Often out of fear and opportunism, employees adopt and mimic the neurotic styles of their managers and influential leaders. In such settings, the work culture sooner or later becomes neurotic and toxic. In toxic cultures, people experience a broad range of unproductive feelings of helplessness, distrust, defensiveness, anger, apathy, and even depression. When habitually neurotic employees are advanced to key leadership positions, it is inevitable that people and organizations will suffer. People in such cultures

feel trapped and uncertain about their futures and careers. They resort to behaviors that are unproductive for themselves and their organization” (Motamedi, 2007:01).

He further accentuates that employees subjected to neurotic managerial styles often experience stress and lowered quality of work life. Some eventually leave otherwise acceptable jobs and work environments just to be rid of the abuse. Neurotic style of management may be brought about by a manager’s reaction to a crisis, (Motamedi, 2007:01). Horney (1945) has characterized neuroticism as compulsive efforts to gain perfection, power and independence. She views the neurotic to be afflicted by feelings of anxiety, obsessional thoughts and compulsive acts.

Andrew, Giles, and Young (1987:39), refer to Freud's construct of realistic anxiety when a subject responds to a real external threat. They say managers demonstrate impulses and habitual patterns of responses which they are unaware of or which they are not willing to change and control. “Serious problems arise when such behaviour becomes the norm and develops into a neurotic management style” (Motamedi, 2007:01).

Dr. Motamedi emphasizes that a neurotic style indicates a person's limitation in learning needed skills to adjust and cope effectively in social and work settings. Such a style often reflects an inability to self reflect, introspect, learn about one's perception of a situation, respective role, impact on others, and others' impact on self for developing and engaging in more effective behavior. While managers might exhibit multiple neurotic styles, identifying the dominant style is a prelude to understanding the complexities involved and subsequent needed change.

Motamedi (2007:01) outlined the seven common workplace neurotic styles and their detrimental impacts on organizational effectiveness as follows:

- Explosive,
- Implosive,
- Abrasive,
- Narcissistic,
- Apprehensive,

- Compulsive, and
- Impulsive,

(See in the table below)

Table 2: Selected Attributes of Neurotic Styles

Neurosis	Management Style	Orientation Toward Others	Expect Work Done
Explosive	Moody, destabilizing	Don't get in my way.	The manager's way
Implosive	Passive-aggressive	Don't let me down.	The manager's way
Abrasive	Superior, emasculating	No one is good enough.	Always better
Narcissistic	Self-aggrandizing What's in it for me?	–Are they useful to me?	Benefits the manager
Apprehensive	Watchful, defending "turf"	No one can be trusted.	Very cautiously
Compulsive	Tunneled, unswerving	Get them focused.	Repeatedly, precisely
Impulsive	Rule "de jour," flippant	Change for change's sake.	

Motamedi, (2007:01).



The Explosive

Managers with explosive styles are easily dominated by their immediate feelings of frustration. They may appear mild mannered, but they lapse into explosive seizures when they feel blocked. Co-workers tend to describe such managers as moody and emotional. Such leaders' judgment is influenced by exaggerated perceptions and the loss of control of situations. They become unable to solve the problem effectively and instead personalize problems and become aggressive in pushing others for solutions. Explosives are neither effective problem solvers nor strategists. In a rush to deal with their boiled up frustrations, they lose their sensibility and act out without clear, strategic thinking. When confronting a difficult situation, the explosive may burst into a tirade and suspend

strategic assessment of the situation. It takes time to simmer down an explosive manager and to help him/her gain insight into the nature of the problem and its solution. Even when the problem is identified, the explosive may have difficulty generating effective solutions (Motamedi, 2007:01).

The Implosive

Implosives exhibit an obverse style similar to that of the explosive. Explosives outwardly exhibit their short temper, while implosives retreat into themselves and keep their feelings of frustration inside. The style is also known as passive-aggressive. They implode and sulk, wallowing in their anger. They may stop interacting with co-workers, ignore them, or act coldly towards them. Similar to explosives, implosives require time for their feelings of frustration, anger, and hurt to diminish in intensity and to be extinguished. These quiet explosives are hard to predict and work with. Their defenses are deeply rooted and not easy to get at, especially when the person does not own the **dysfunctional** nature underlying the behaviour and is unwilling to learn and change. They keep to themselves and store their resentments, and when a threshold is reached, they take quiet action to get even. The action might involve little confrontation but through indirect means, including third parties' negative actions toward the target recipient.

Implosives tend not to forget or forgive, both of which would be their salvation. They hold long-term grudges and escalate irrational thinking about what has disappointed them. As a result, an Implosive's action has an element of surprise for the recipients of his/her behaviour. The action might come after a significant time lag, thereby confusing the recipient who might not have any clues regarding why they are subjected to neurotic negative treatment. Indirect talk, avoidance of direct action, conflict avoidance and triangulation of conversations and actions through third parties are some symptoms of the implosive style, (Motamedi, 2007:01).

The Abrasive

Abrasive managers often view themselves as high achievers: knowledgeable, analytical, and professionally competent. Dominated by a need for perfection and thoroughness, they push themselves on others and view others as less adequate. Levinson (2006: 102), observes that abrasives want to do the job by themselves, finding it difficult to lean on others who they feel will not meet their standards. When there are errors and mistakes, abrasives are quick to criticize and find an opportunity to undercut others. They are comfortable with red flagging fact-based issues and with uncovering performance shortfalls that others are reluctant to bring up. This zeal for rigor and high standards often manifests itself in a posture of arrogance and insensitivity toward others.

Abrasives' aspirations of high standards (actual or claimed) combined with their competitive needs give them a perceived license to justify acting abrasively. Their intense drive for performance creates an evaluative environment of measurement and performance. However, abrasives arouse feelings of inadequacy in others. They justify their mistreatment of others by maintaining that targeted persons deserved such action. They shrug off the negative consequences of their actions by attributing them to others' inadequacies or lack of professionalism. Abrasives tend to withhold rewards unless employee performance is exemplary. Organizations dominated by an abrasive management will experience high people burnout and turnover. Employees will experience lowered feelings of self-efficacy and self-confidence. The abrasive's victims realize that no matter how hard they work, more is expected. Good is not enough; it can always be better (Shapiro, 1965:109).

The Narcissist

Relaxed and cool-headed, narcissists may choose to pay homage to teamwork, cooperation, and strategic management processes. However, closer observation of their styles reveals that they are preoccupied with an image of self grandiosity as they strive to fulfill their ascendancy needs by emerging from each situation more influential, well-off, and satisfied, although at the expense of the organization and others. It is hard to get to

know narcissists. They take cover in superficial pleasantries and self-aggrandizing stories that embellish their image. They tend to view others as means and instruments to be used. They pursue their self interests and compete fiercely to receive approval, visibility, and influence in the pursuit of their goals (Shapiro, 1965:109).

Narcissistic leaders can be charming to others, but they privately have little genuine interest in other people except with regard to how others can be used. They relate to new associates with thoughts of how such people can be useful to them. They portray the image of a winner, but fear being labeled a loser. Narcissists feel comfortable using seductive tactics to make others succumb to their wishes. When self-serving opportunities are scant, a narcissist stays aloof and distant, but as soon as opportunities present themselves, narcissists become engaging and involved. Narcissists strive to be associated with important, resourceful people including powerful leaders and important customers so as to use them as means and devices for their own self-fulfillment. Narcissists make decisions for purposes of personal social and economic benefit, and they interact only if such behavior coincides with the narcissist's self interest. Narcissists are cool and calculating in their self-centered approach to life, and they avoid encumbering themselves with social or other obligations that do not serve their interests. As executives they influence organization goals and processes to serve their self-interests, even if costly (Motamedi, 2007:02).

The Apprehensive

The apprehensive style is secretive, self protective, and cautious. The apprehensive manager expects the worse and prepares for it by watching for hidden messages and agendas in what people say and do. They are defensive and can be antagonistic. They have low trust in others and believe that even words spoken in confidence may be revealed, thereby compromising themselves and causing trouble. Their paranoid style compels them to watch closely their employees, who typically view such leaders as controlling and watchful (Shapiro, 1965:109).

Apprehensive style is closed. It confines and prevents interactions. Information is managed centrally and communicated carefully and selectively. It is detrimental to the firm's growth, innovation, and long-term prosperity. The style feeds on itself. As group performance and situations deteriorate, the apprehensive manager's behaviour becomes more controlling, secretive, defensive, and untrusting (Motamedi, 2007:02).

Apprehensive managers tend to distrust the new, creative, and novel. They are comfortable with the familiar and surround themselves with compliant yes-type followers who communicate favourable news, thus assuring the manager that all is well. Apprehensives live in a world of fear and distrust. When market share and profits decline, apprehensives blame and fire other people and establish tighter reins. Missing are their abilities to look for new opportunities and to create and develop new approaches to ignite employee enthusiasm and lift employees' spirits (Shapiro, 1965:109).

The Compulsive

Compulsive managers have a one-track and rigid mindset. Compulsives are often preoccupied with the details of a given activity and may disregard other important aspects of their job. They tunnel and narrow the scope of their everyday concerns to a limited set of controllable variables, which then become the main focus of their actions. Their pattern of behaviour is predictable and repetitive.

Compulsives' tunneled preoccupation is counter to effective strategic management of the whole enterprise. The style can lead to oversight of vital emerging strategic issues and to over commitment to specific courses of action that often run counter to strategic thinking and management. Excessive concerns and overemphasis of narrow sets of outcomes, such as market share, can be self defeating. This kind of unwavering preoccupation with one set of issues in absence of considering the whole picture is a prescription for failure. Not only are resources misallocated and opportunities bypassed, but this compulsive style is also accompanied by confusion that impedes formation of a rational approach to management (Motamedi, 2007:02).

Once compulsives commit to a task or direction, it becomes difficult to disengage them. With their unwavering management style, compulsives tend to escalate commitment to actions which may even be failing and no longer viable. Voices of reason go unheard. Their intense sense of responsibility and commitment to completing tasks overshadow and obscure the more strategic and value-adding initiatives that lead to greater strategic pay offs (Motamedi, 2007:02).

The Impulsive

Impulsives take abrupt actions that are often unplanned and unanticipated. This arbitrary, impulsive behaviour runs counter to strategic management processes. It creates distractions, unpredictability and confusion. Such unplanned change accompanied by impulsive action may seem flippant to others who must make unanticipated adjustments to deal with such behaviour. Experience for experience's sake is the impulsive's life orientation, Shapiro, (1965:109).

Impulsives view strategic thinking, strategy development and its implementation as time and resource consuming. They reason that in a changing world one should take quick actions. They enjoy the freedom of taking action, which offers them a sense of power and determination. They underestimate the inevitable failures that often follow hasty decisions and uncalculated actions. The integration of impulsive action with organizational agenda, performance, and career goals is conflictive and stressful, if not counter-productive. When change is unplanned and performance criteria change without sufficient reason, organizations' and employees' plans are undermined. The unplanned change is haphazard, annoying, and threatening. It leads to disruption in organizations. It is psychologically taxing and creates feelings of powerlessness and resentment among employees (Shapiro, 1965:109).

2.2.4 NEUROTIC STYLES AND STRATEGIC MANAGEMENT

According to Motamedi (2007:02) strategic management discipline promotes a rational, integrative and intuitive approach to management and leadership. It supports open sharing of knowledge, transparency, informed decision making, and planned action. It

defines the organization's vision, values, strategy and results. The strategic process includes determining the enterprise's grand strategy and implementing and evaluating outcomes relative to planning.

Strategic management requires knowledge generation and learning. It is a thoughtful process to generate options and select viable courses of action suitable to the enterprise's particular situation. Strategic managers rely on the vital data of organizational members and stakeholders to assess external and internal situations. Such management is built on input and feedback from knowledgeable sources, educated assumptions, and intuition regarding how best to pursue the enterprise vision in view of existing circumstances. It is a thought provoking, measured, rational as well as inductive process in which self interests of the organization, its members, and stakeholders are considered and conciliated.

“Neurotic styles, their accompanying people orientation and work expectations cut against intricate and complex disciplined managerial processes. Such styles are idiosyncratic to specific **dysfunctional leaders** and key **decision makers'** styles that undermine, distort, and, worse yet, result in inappropriate goals. Neurotic styles tend to derail strategic management processes, distort facts, and compromise the judgment required to reach sound, logical decisions. They overload the decision making process with compulsive biases both in action and thought” (Motamedi, 2007:03).

2.2.5 NEUROTIC STYLES, CULTURE, PEOPLE AND CHANGE



Neurotic cultures tend to give rise to neurotic leaders, and neurotic leaders promote dysfunctional cultures consistent with their styles. Dysfunctional situations stifle people's need for satisfaction and frustrate achievement of their life goals. At significant psychological costs and personal loss, people must cope with the resultant stresses induced by the neurotic styles of their leaders. The outcome is lower morale, affected behavior, job dissatisfaction, and turnover of the most productive people.

Organizations dominated by neurotic managerial styles frequently induce, socialize and enculturate members to accept, to conform to, and to adopt a prevailing neurotic style.

Some members assume complementary troubled roles in dealing with the prevailing neurotic style. ***They may assume such roles as victim co-worker, neglected subordinate or disgraced supervisor, and so forth.*** Through implicit mutual consent, a deadly organization game can be played to the point that any attempt to remove the neurotic style creates difficulties for codependents involved in playing and maintaining the game.

Through their compliant behaviour the codependents manage to accumulate personal gains at the organization's cost. Whether the behaviour is blind obedience, personal loyalty, or manipulation of the neurotic leader's views, codependents manage to perpetuate the situation while gaining from it. Through manipulation of rewards and punishment, codependents collaborate in establishing and enforcing dysfunctional mind sets and "realities." In facing organizational problems and performance setbacks, organization members may exhibit an increased intensity in their commitment to troubled neurotic behaviour, thus reinforcing the dysfunctional organizational game, (Motamedi, 2007:03).

2.2.6 TURNAROUND, CHANGE, AND ORGANISATION DEVELOPMENT

It is often outsiders who initiate change in neurotic leadership and dysfunctional organisation processes when inside codependents vested in dysfunctional processes are perhaps unable and unwilling to disrupt the vicious cycle of troubled behaviours and norms. Motivated by self interests and common purpose, stakeholders, creditors, and concerned parties sometimes intervene to turn such situations around and set the affected organization on the path to recovery.

Standing in the way of a return to prudent leadership and competitiveness are the level and gravity of damage produced by neurotic managerial styles, prevailing codependencies and resistance to change. Turnaround begins with disempowering and removing neurotic style leaders and followers. ***Rebuilding the strategic advantage of the firm affected by neurotic management requires new competencies and skills.*** Success in organization turnaround is achieved through renewal of strategic management processes, market competitiveness, and establishment of leadership who keenly rely on informed

decision making and action. These changes in turn will determine the depth and breadth and intensity of required strategic change interventions to counteract the effects of neurotic managerial styles.

It is wise to prevent the emergence of neurotic styles within any organization. To this end, *it would be helpful to improve organization processes for selection of employees, performance management, management training and development, and culture building*. As soon as a neurotic behaviour is observed, it needs to be identified and dealt with directly. For example, crisis situations provoke feelings of anxiety among organisational members. The neurotically prone members tend to act out. This neurotic behaviour may be viewed as a positive behaviour and may take hold as a legitimate behaviour. Crisis situations provide opportunities to observe the neurotic behaviours which should be dealt with before taking root post crisis.

Obversely, neurotic leaders tend to create crisis situations in which their neurotic behavioural styles of dealing with situations are viewed positively. In turn, crisis infected organizations often seek and reinforce neurotic styles of management and leadership. The eventual outcome of toxic neurotic pattern is failure. Such self defeating patterns must be detected, arrested and extinguished appropriately without creating another round of crises.

Shapiro identifies a key element of diagnosis and treatment of the neurotic character in the following way: “introduce the neurotic person to himself, but not merely in the sense of informing him about himself, about the existence of his inner conflict or even about its nature or history. The aim is to enlarge his experience of himself, specifically to enlarge his experience of, and to make possible the articulation of, the feelings and thoughts involved in that conflict, and in this way create the conditions for its resolution” (Shapiro, 1965: 1-2).

Shapiro concludes that diagnosis, treatment, and prevention of problems explored in this article require the judgment of professionals who understand the scope of such problems. Most managers are trained in business functions and are competent in their own

knowledge areas; however, they may not have sufficient expertise in dealing with individuals and organizations afflicted with neurotic management styles and their accompanying dysfunctions. It is worthwhile to rely on the advice and counsel of competent professionals in diagnosing the nature of the organization's managerial issues and in generating solutions, (Shapiro, 1965:2).

2.3 SUPERVISOR – SUBORDINATE RELATIONSHIP

Muchinsky, Kriek & Shreuder (2003: 342) states that relations in the workplace are the most important factors which have tremendous influence on the individual's performance and subsequently on the performance of the organization as a whole. It is therefore imperative to explore in detail the supervisor-subordinate relationship. Relations in general are governed by individual's emotions towards other people. This therefore calls for introspection (the detailed mental self-examination of feelings, thoughts, and motives, especially when this is regarded as unhealthy or obsessive) of emotions in the workplace.

'Emotions are an integral and inseparable part of everyday organizational life'. Employees are first and foremost, people, and it is the feeling and expression of emotions that make us human. Elation, gratification and pride are among the more positive feelings we derive from our work. However work can also produce feelings of fear and sadness, as well as the nasty emotions of anger, jealousy and envy. Recently industrial psychologists have come to recognize that emotions influence work related behaviours and they accept emotions as a legitimate topic of research (Asforth & Humphrey 1995:98) in Muchinsky, (Kriek. Shreuder, 2003: 342).

They state that emotions are normally associated with specific events and are relatively intense. Because of their intensity, emotions interrupt cognitive thought processes and behaviours. The stable patterns of emotional responses (i.e. individual differences in emotionality) may enable us to predict both the individual's emotional responses to job demands and the resulting behaviours that may affect job performance. The authors also

proposed that work performance could be improved by matching people and jobs in terms of emotionality saying ‘emotions and moods provide a basis to understand work motivation, as feelings help determine the causes of actions people take. Their point of departure in this topic was that, in general, recognizing emotions in the workplace re-establishes ‘workers’ as people first, who assume several roles in life, one of which is in an employment context. Given the centrality of work in our lives and the omnipresence of our emotions, this emerging interest is a long overlooked area of fusion.

What emotional problems do companies face the most? Sulkowicz (1999), a psychoanalyst, notes two common problems, i.e. unhealthy narcissism which occurs when leaders become so self involved they can no longer listen to others and develop obsessive styles of management. This obsession often consumes managers that they never get time to think ahead or set broad strategies. Employers and or managers continue to create hostile environments and apply aggressive management styles or dysfunctional management patterns on their subordinates and this often steers employees away.

As Rosner (2000) puts it, managers should from time to time re-evaluate the way they use their best skills. Whenever an attitude has proved successful, managers tend to use it over and over again, sometimes failing to notice that external circumstances have changed. “Success in business means leaving your comfort zone occasionally to achieve something great” (Rosner, 2000).

Rosner says managers must examine their personal attitudes and how do their leanings affect their behaviour. Once leanings have been identified, they should be remedied. He says managers must force themselves to look twice at people’s actions to make sure they are judging them on what they have actually done, not how they feel about them. Managers must get opinions from others before taking action against a person who happens to be in his blind spot. Human Resources department must be consulted for tips on countering bias, “This is the only way to ensure that everyone you work with gets a fair deal”. Bias develops over many years and it must be accepted as a lifetime challenge, which cannot go away overnight. If managers take time to learn their biases and

minimize their impact, they will truly put their best side out, and none of their colleagues will feel they have been fenced in a stockade.

“Sometimes the problem you have with a staff member is not a clarity problem; they know what you want them to do. Nor is it a commitment problem, for they are committed to their work, or a self-image problem; their self image is right for the job and it is not a price problem, sometimes it is just a behaviour problem.... Behaviour is the way one acts or conducts oneself. It is not what you think, it is not what you want to do, it is what you actually do. A behaviour problem can be as simple as a lack of knowledge or skills. It can also be a lack of self-discipline, a lack of attention to detail or a lack of focus. It could be not knowing how to manage time properly, failing to listen to instructions, not getting around to carrying them out and so on. In these cases you might know what to do and how to do it, but you’ve just developed bad habits and so you just don’t do it” (Mann, 2002:79).

Mann argues that people can behave in a way that is not the same as the way they think or feel. He says bad habits can be changed; behaviour can be taught and learned. “If you have a bad time-management skills, you can change that by keeping a diary, working out how long it takes to get to places and leaving in time so you aren’t late. If you are a bad listener, you can change that by taking notes when you are given instructions” (Mann, 2002:80).

His point is that people can behave in a way that is not the same as the way they think or feel. He says it is possible for somebody to behave courteously, even if they don’t feel like behaving that way. “The person who keeps a diary and forces themselves to be on time might still have little natural concept of time, but nevertheless they behave appropriately”. He stresses that behaviour is only what is manifest, what one does.

Mann advises managers to identify a behaviour problem and also examine the four possibilities of (clarity, commitment, self image and price). He also stresses the importance of giving feedback to subordinates saying human beings learn how to deal

with the world because of the way the world responds to them. “We act, and then we get a reaction, and based on that reaction we understand whether our actions are acceptable or unacceptable, appreciated or not appreciated and that allows us to make a decision whether to carry on behaving like that or not. In the world of work it is exactly the same” (Mann, 2002:85). Whenever a manager has a problem with a staff member because they are not delivering as expected or because of changes in the workplace which forces them to learn new skills, whatever the case might be, Mann advises managers to refer to the five elements of the arch in an attempt to solve the behaviour problem.

The first element is **clarity**, where the manager must be very clear with what he expects from his subordinates. Once s/he is clear, then make sure that the person who is expected to perform the task is well clarified. If this is not the problem, then the manager can move to the second element of the arch which is **commitment**. This can be addressed by identifying the subordinate’s hot buttons and connect their work to their hot buttons. The third element is a **self-image** problem which can arise if the person is in the wrong ego state. “No one wants to do anything that is above or below their self-image, and if they do it, they seldom do it well. If you give someone a task that is too menial or too overwhelming for them, they will probably not do it and if they do, they will do it reluctantly and poorly” (Mann, 2002:95). The next element is the **price** which they have to pay in order to carry out the task. If the price is too high, quite clearly they won’t do it. If this is the case, Mann says you have to assist subordinates in paying or removing the price.

If you have come to a conclusion that the problem is none of the above-mentioned, then appropriate and constructive **feedback** is needed to address a behaviour problem. Sometimes the problem stems from a combination of the above-mentioned factors. The important thing to remember is that you will not be a successful manager if your staff is unhappy and demotivated. Mann says the way to a successful, effective and professional management of subordinates is to work with them constructively and try to win them over and that will help the manager to get things done.

Ryan and Oestreich (1991:35), states that one of the reasons why concerns about management show up so often is that they are symbolic of a culture of mistrust and blame. They agree that in the boss-subordinate relationship, a win lose mentality is combined with suspicion about authority. This may be one of the reasons we are more likely to hear complaints and blame than to see cooperation and trust. When employees focus on self-interest and see their bosses as the competition, they will not be concerned about making creative contributions to the organisation. “Them versus us” thinking, does not lead to collaborative problem solving.

2.4 IMPACT OF MANAGEMENT ON PERFORMANCE / SERVICE DELIVERY

Tompkins (1997:11) states that the job of a manager or supervisor is to produce a product or provide a service and, in most situations, to do that through people – the employees and other workers. “Some managers are experts in a particular phase of the business; as engineers, scientists, or accountants, they may work alone and supervise no other persons. But usually the more important role of a manager is to see that results are achieved through people. The manager’s technical expertise should be used to guide the employee in successful completion of work assignments”.

Tompkins states that the challenge is to get the supervisor or manager to manage their employees legally, fairly, and with confidence. He says techniques will vary with each employee, from a new hire during an orientation period to the respected worker whose performance is declining because of boredom on the job. “Successful job performance involves setting clear performance standards, evaluating employee work efforts against those standards, appreciating and encouraging above-average performance, counseling and redirecting those who fall below expected or required performance levels” (Tompkins, 1997:12).

Managers by the very nature of their titles are problem solvers – or should be. When a worker has a problem that affects work performance, the manager should be interested

and get involved. At times the supervisor's patience will be tried, but he or she should try to set aside personal feelings to work through the problem with the employee. The manager should try to define the issue, investigate the circumstances, take appropriate corrective action and follow through to see that the corrective action is working (Tompkins, 1997:18).

In a survey conducted by Tompkins (1997:24) in the metals industry about what workers expect from their bosses, it was found that employee's appreciate a manager with the following qualities:

- **Honesty** – Being frank, direct, and not overselling what the manager can do for the employee.
- **Respects employees** – Most employees want supervisors to let them do the job for which they are hired. They want to be treated as adults, get assistance when they need it and support when they are right. They appreciate a supervisor who takes time to explain new processes or changes in the work setting and who does not play favourites. *They want acknowledgement that family and personal issues may at times overflow in the workplace and cause a distraction from continuing good performance on the job.*
- **Listens respectfully** – Employees in the survey said they appreciate a manager who listens attentively to what they are saying, considers both sides of an issue, and then gives a decision that matches company policies or legal requirements.
- **Says “Thank you”** – Workers want good work acknowledged and appreciation shown. Complimenting an employee at the workstation, honouring them in a department meeting, or writing short notes of appreciation are inexpensive motivators. And they like a boss who doesn't feel threatened when an employee is recognized.

These are the positive qualities that employees in the survey liked in their supervisors. They don't like supervisors who threaten or belittle the staff, show partiality, and match employees against each other. *They don't like managers who neglect their staff and who do not back them when they act independently and correctly* (Tompkins, 1997: 24).

2.4.1 COMMON CONCERNS: FACT SHEETS ON GENERAL PERFORMANCE ISSUES

Any worker may experience difficulties in work performance at one time or another, but it is when these problems interfere with continued good job performance that the person becomes a “problem employee”. Next to the employee with the performance problem, the supervisor has the most to gain from effective management of the employee. Managers face many types of performance problems. How well supervisors can handle these problems, turning unsatisfactory performance into more acceptable performance, is a hallmark of their success at workplace leadership, (Tompkins, 1997:45)

General performance issues illustrated by Tompkins in Chapter 5, “Managing performance problems on the job” are listed in the table below:

Table 3: Fact sheets on general issues which can result in declining work performance and suggested action steps to be taken.

NATURE OF THE PROBLEM	AVENUES OF SOLUTION
1. Absenteeism & Lateness	Policy on regular attendance must be in place, or a monitoring tool like daily registers can assist. Absence reports must come directly to the manager or the immediate assistant. Progressive discipline must be applied, (Pg: 50-53).
2. Accident Repeaters – on and off the job accidents	Identify the problem so that corrective action, based on facts, can be taken. The company policy on discipline and termination should govern further steps to take, (Pg: 54-56).
3. AIDS & HIV Infections	Check the degree of the illness and suggest transfer to other less demanding sections. Company policy on non discrimination of



	the infected must be in place. A flexible work schedule that allows patients to attend medical appointments during working hours can also be considered, (Pg: 57-58).
4. Alcoholism	Employment Assistance Program (EAP) in the company must be in place. Focus on the performance problem caused by alcoholism. If the employee admits to an alcohol problem, then employee commitment is the key to recovery. If all fails then disciplinary action should be invoked, (Pg: 59-60).
5. Anger	Alleviations of chronic anger may require referral to a health care professional, an employee assistance program, or community health agency. If it gets worse and poses potential violence, worker must be removed from the workplace premises, (Pg:61-62).
6. Attitude Problems	Further investigations into those attitudes affecting job performance needs to be done. The focus should be on job related behaviours and standards. Performance improvement plan, ideally incorporating the employees own suggestions must be developed, (Pg: 63-64).
7. Chronic Complainers	Corrective action plans for the chronic complainer should be developed. Legitimate complaints must be resolved. Good communication and openness between manager and the employees is essential to minimize negative dispositions, (Pg: 65-67).
8. Drug Abuse	Anti-drug abuse policies and procedures as well as the availability of an employee assistance program will help. When the deterioration in performance is observed, confrontation and a disciplinary process should be initiated, (Pg: 68-69).
9. Family Problems / Work-life Issues	Check if the employee is eligible for the leave. A company leave policy must be followed. Job sharing amongst other employees can be considered in the absence of another colleague, (Pg: 70-72).
10. Insubordination	Asses whether the employee understands the order and the consequences of not carrying out the order. Check to make sure the employee understands what you want – a basic feedback theory. Depending on the company policy, the employee may be suspended or terminated based on the seriousness of the infraction, the employee's work record and the handling of similar situations in the past, (Pg: 73-75).
11. Legal Drugs	Health care providers should advise the employer about any restrictions in work assignments that should take place while using the drugs. Encouraging such employees to take advantage of Employee Assistance Programme (EAP), (Pg: 76-77).
12. Literacy	Don't put persons with literacy problems on the spot to read. Include literacy training in a low-key way as part of a total training activity with learning materials directly related to work place goals, (Pg: 78-79).

13. Meeting Production Requirements	A reasonable standard of production performance must be determined to be used in measuring the individual's performance, (Pg: 80-81).
14. Meeting Quality Standards	Specific quality standards must be defined. Quality checks at each step of the production must be done to avoid further damage to the product. Encourage those who met the standards and investigate human machine or material error when satisfactory quality is not produced, (Pg: 82-84).
15. Mental Illness / Depression	Refer the worker to the facility medical department or to EAP. Job modifications that could include transferring marginal duties of the job to other workers can be considered. Consult with the employee for suggestions on what might help, (Pg: 85-87).
16. Older Workers	New work procedures for veterans may dictate the need for supervisory follow-up on the job, redirection, or retraining. Analyse the reasons for the problem and try to get at the cause, e.g. an eye examination may reveal a solution for declining sight which calls for redirecting of work efforts and modification of jobs or equipment. Top performing older workers can be asked to help trainers and mentors of younger workers, (Pg: 88 -89).
17. Personal Health Conditions	Supervisors may suggest that the employee seek medical evaluation and treatment. Confirmation of an employee's health condition should come from a licensed health care provider. Good documentation of the reason for the leave is essential, (Pg: 90-91).
18. Persons with Disabilities	Make existing employee facilities readily accessible and user-friendly for individuals with disabilities. Job restructuring, modified work schedules, reassignment and provision of qualified readers or interpreters can be considered. Follow up to see that the employee with disability is performing effectively, (Pg: 92-94).
19. Poor Housekeeping on the Job.	Managers must lead by example by practicing good housekeeping, keeping their offices neat and tidy. Enough storage for trash must be provided. Eating food must be restricted to cafeteria or break rooms. Waste and rubbish bins must be removed frequently. Employees must be taught to take responsibility for tidying their work area and report potential unsafe conditions like damaged stair steps, torn carpet edge, protruding objects and damaged tools that could be hazardous, (Pg:95-97).
20. Religious Affiliation needs	Promote an atmosphere where voluntary substitutes and job swaps are regarded. Publicise policies of religious accommodation. Provide a central file or bulletin board or other means for allowing flexible scheduling. Make sure that religious overflow into company time do not interfere with employees' ability to do work, (Pg: 98-100).
21. Sabotage	Undercover surveillance may be appropriate especially where there is erasure or destruction of important files /documents from computer equipments. An outside investigator or the police can be

	considered for assistance. Guidance from an attorney is needed. An employee found to be responsible for sabotage should be handed over to the proper authorities, (Pg” 101-102).
22.Sexual Harrasment	Managers must take the complaint seriously and determine if the conduct is sexual harassment or just unbecoming behaviour, not whether the behaviour is voluntary or involuntary. The company’s policy against sexual harassment must be communicated to all. Make clear to the offending employee the future consequences of misconduct of an associated nature. A system protecting all parties against adverse action or retaliation must be in place. A transfer might be logical to resolve a conflict between two employees, (Pg:103-107)
23. Stress	Managers need to be careful that persons suffering from stress should not be assigned to work that could result in injury. Investigate the cause of stressors and take corrective action where appropriate. Encourage physical exercise as a method to reduce stress. EAP can help with referrals to trained psychologists, (Pg: 108-109).
24. Tardiness – A form of absence from work	Absence from workstation at scheduled times is like cheating or stealing time from the company, so managers must emphasise that the person is needed on the job at the scheduled starting time. Regular attendance register is needed. Progressive discipline used to bring the matter of tardiness forcibly to the attention of the errant employee must be followed, (Pg: 110-111).
25. Theft	Managers should know what they are losing. First rule of loss prevention is to know what you have and to keep track of it. Define stealing and communicate that definition to all employees. Make sure that company assets are not removed from the premises without permission. Inventory control measures must be in place. Investigation of any thefts must be handled by an attorney so that any information received will be protected by attorney-client privilege, (Pg: 112-114)
26.Unsafe Work Practices	A job safety analysis for each job will help pinpoint safe and unsafe work practices. Managers must correct any unsafe work practices observed. Talk about the behaviour you want to change, not about the individual. Do follow ups to correct unsafe practices. Discipline may be required, (Pg: 115-116).
27.Violence, Fighting and Horseplay on the job	Reference check on prospective new employees is necessary to curb such incidences. Supervisors should never meet alone with a potentially dangerous employee. They should report errant behaviour and deterioration of work performance to the proper levels of management. Managers should establish a committee to focus on security of the building and employees who will take steps in a workplace emergency. A zero tolerance policy on sexual harassment, vandalism, intimidation and horseplay must be developed, (Pg: 117-119).

28. Workplace Dress Codes	Manager must determine company policies on standard dress code for work to clarify what image the company wants to present. That image should reflect the business needs. Employers should invite employees to contribute to dress code policy to accommodate employee interests and desires. Employees who do not conform to the policy must be counseled and disciplined, if necessary, (Pg: 120-122).
29. Young Workers	Young people below the working age required by the state must not be assigned to prohibited occupations. Young workers must get a solid foundation of what is expected of them as employees. The first job can set the tone for the rest of their lives. They need a lot of guidance and encouragement, redirection at times and praise for a job well done. Sometimes a transfer to a less demanding job may be required. Follow ups to ensure that the young person is performing the job correctly and safely is essential, (Pg: 123-124).

Adopted and modified from Tompkins, (1997:50-124).

Tompkins' closing remarks (Pg: 135) is that when the manager displays good leadership techniques and the employee displays good motivation, most performance problems can be overcome and performance improved. He however states that not every performance problem can be overcome. "Sometimes companies and workers part ways – the employee will quit, the employee may be terminated, the supervisor will leave, or the company will move away or go out of business. Not every company nor is the culture of every company attractive to every worker. One of the key responsibilities of a supervisor is managing employee performance fairly and legally, to administer the company's work rules and to confront problems where necessary. A series of discipline steps may be required if performance slips. Redirection, counseling, discipline and termination processes are central to overcoming most performance problems, (Tompkins, 1997:135).

2.4.2 PEOPLE AND PRODUCTIVITY

Sutcliffe (1976:10) stresses that the human side contributes so much to employee's job performance and has an effect on productivity or output. He says even if a plant has but one employee, that person's satisfactory performance is vital to the proper functioning of the machinery and equipment; and of course, in a company with many

employees and little automation, productivity is likely to be determined largely by what employees, rather than the machines do.

He argues that the human contributions to productivity or employee's job performance are considered to result from ability and motivation. "He or she could be the most capable individual in the world, but there would be no connection between ability and performance. Or, if a person had no ability, there could be terrific motivation, but there would be no connection between the motivation and the performance. Both ability and motivation are essential ingredients to good employee performance (Sutermeister, 1976:11).

Sutermeister explains that "Ability" is deemed to result from knowledge and skill. Knowledge, in turn, is affected by education, experience, training and interest. Skill is affected by aptitude and personality, as well as by education, experience, training and interest. He contextualizes motivation as resulting from the interacting forces in physical conditions of the job, social conditions of the job and individuals' needs. "Some of the forces are positive and contribute to motivation, improved employee performance and increased productivity. Other forces are negative, reducing motivation, performance and productivity. One might jump to the conclusion that individuals whose needs are being fairly well met will be motivated to improve their performance and contribute to greater productivity.



Einarsen & Mikkelsen (2003:01) say dysfunctional conflict hinders job performance and upsets personal psychological functioning. Workplace bullying and mobbing as well as corporate aggression cause severe trauma for most public servants. Workplace violence (physical and emotional) is one of the most serious problems facing the workplace today. According to the International Labour Organisation (2002), a whopping 78% of employees in South Africa confirmed that they had been bullied or victimized at least once in their careers. "Work is hell everywhere, gone are the days when work was wholesome for body and soul, and the workplace, the centre of one's social empowerment. Workplace is a survival ground" (Einarsen & Mikkelsen, 2003:01).

CHAPTER 3

3. RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodology used in the study. It also entails a description of data collection tools used by the researcher to obtain the information from the subjects in the sample.

3.2 RESEARCH DESIGN

In this study, both qualitative and quantitative approaches were used. **Qualitative research** refers to research that produces descriptive data such as a person's own written or spoken words and observable behaviour. It is based on methods of data generation which are flexible and sensitive to the social context in which data are produced, rather than rigidly standardized, structured, or removed from real life social context as in some forms of experimental methods (Mason, 2001:4).

The qualitative part of the research allows for flexibility, is humanistic, validity is emphasized and nothing is taken for granted. The qualitative approach design is aimed at producing rounded understanding on the basis of rich, contextual and detailed data. This research is done in a more descriptive way.

Quantitative research on the other hand is a research methodology that seeks to quantify the data and typically, applies some form of statistical analysis (Malhotra, 1996:164). After these data have been quantified, the results from the sample are generalized to the population of interest. A quantitative –descriptive survey design was therefore been used. It involves the use of observations, semi-structured interviews and

questionnaires for data collection (Judd, Smit & Kidder, 1991:135). Descriptive, this research involves more of examining a phenomenon to define it more fully and to differentiate it from other phenomena (Vermeulen, 1998:7). This approach was adopted so that in the end, the researcher could generalize to relate the findings gathered from the research sample to the whole population.

Participants in the study represented the public servants from the North-West Department of Education at all levels i.e. junior and senior officers, junior managers (Assistant Directors), Middle Managers (Deputy Directors), Senior Managers (Directors), Chief Directors and Deputy Director General. They took part in filling the questionnaires in semi-structured and structured formats.

3.3 MEASURING INSTRUMENT

A carefully planned and properly designed measuring instrument is essential for the collection of the required data (Judd, Smit & Kidder, 1991:135). Whilst many options may be used for the collection of relevant information, this research was conducted through the medium of a questionnaire, containing 19 questions, with a number of open-ended questions to allow respondents / target population to make comments where necessary.

3.3.1. Questionnaires

A questionnaire is a document or an instrument with open or closed questions, normally distributed to be filled out by the respondents in their own time (Judd, Smit & Kidder, 1991:135). It can also be defined as a set of questions on a form, which is completed by the respondents in respect of a research project. Both these definitions apply to the type of questionnaires used for this research project.

Quantitatively, questionnaires were designed to be completed by the relevant stakeholders. These were used to collect data from all stakeholders for statistical

purposes. The whole questionnaire took a closed form where respondents had to place a tick or a cross alongside one of several provided possible answers.

However, because of the fact that this was a qualitative-quantitative research, at the end of each section, a number of open lines were provided for the respondents to make comments and to state their cases freely and also give reasons for their statements if they so wished. This was done to cater for the qualitative-quantitative approaches this research followed. The questionnaires were delivered by hand, so that respondents could complete them in their own time and were later collected back by the researcher.

Part one of the questionnaire covered the personal background of the respondents. Part two of the questionnaire covered definitions. Part three deals with the prevalence of dysfunctional management patterns, characteristics of perpetrators, coping mechanisms of DMP and lastly; the impact of dysfunctional management patterns.

3.4 RELIABILITY AND VALIDITY OF THE INSTRUMENT

3.4.1 Reliability

Reliability means the consistency or repeatability of the measure. This is especially important if the measure is to be used on an on-going basis to detect change. There are several forms of reliability, including:

- Test-retest reliability - whether repeating the test/questionnaire under the same conditions produces the same results; and
- Reliability within a scale - that all the questions designed to measure a particular trait are indeed measuring the same trait. www.daa.co.au

Out of a total of 100 questionnaires distributed, about 80% i.e. 79 questionnaires were completed and returned back to the researcher. This is above the minimum required number of 75% of respondents necessary for good results. No test-retest was done but concrete evidence of whether the results can be trusted is that the outcomes of whether

Dysfunctional Management patterns are widespread in the workplace correlate with the outcomes of frequently used leadership styles in the workplace, so this questionnaire controls for different response patterns of the respondents. No collusion was allowed as respondents were requested not to discuss the questionnaire with other colleagues. There were also no literacy or language barrier issues which could have prevented the respondents from understanding the questions or the instructions.

3.4.2 Validity

Validity means that we are measuring what we want to measure. There are a number of types of validity including:

- Face Validity - whether at face value, the questions appear to be measuring the construct. This is largely a “common-sense” assessment, but also relies on knowledge of the way people respond to survey questions and common pitfalls in questionnaire design;
- Content Validity - whether all important aspects of the construct are covered. Clear definitions of the construct and its components come in useful ;
- Criterion Validity/Predictive Validity - whether scores on the questionnaire successfully predict a specific criterion; and
- Concurrent Validity - whether results of a new questionnaire are consistent with results of established measures (www.daa.com.au).

The questionnaire aimed at measuring Dysfunctional Management patterns in the workplace and all important aspects of the construct have been covered and scores on the questionnaire successfully predicted a specific criterion.



3.5 POPULATION AND SAMPLING

3.5.1 Population

Population is defined as the total set from which the individuals or units of the study are chosen (Seaberg, 1988:240). This project was designed to cater for the North-West Department of Education. There is 1 Head Office / Provincial Office and 4 District Offices. Only 4 sections within the Provincial Office i.e. (Auxilliary Services, Further Education and Training (FET) Services and Supply Chain) and 2 Public Schools were chosen to represent both the Core and the Support functions of the Department. As part of the sample, twenty people from various components in different sections of the Department were selected for the survey totaling 100 public servants i.e. 20% of public servants in one office (Provincial Office).

3.5.2 Sampling

Sampling is the element of the population considered for actual inclusion in the survey, (Judd, Smit & Kidder, 1991). A sample in this case was used for flexibility purposes so that time, money and effort could be concentrated to produce better quality research. Quota sampling was used to identify a sample for study. The main reason why quota sampling was chosen is because a sample, which is as close to a replica of the population as possible, was needed (Judd, Smit & Kidder, 1991:135). Twenty people from each section of the Departments were selected for the research project. 20 individuals from each section were selected per quota.

3.6 DATA COLLECTION

An extensive literature review and distribution of questionnaires were the main sources of data. Quantitatively, a set of questionnaires were designed to be completed by the relevant stakeholders. These were used to collect data for statistical purposes, *See Annexure A.*

3.7 METHOD OF DATA ANALYSIS

The statistical method used in this study to analyse the data emanating from the survey is descriptive statistics. This form of data analysis is used to describe, explain and explore the relationships among variables. In order to present the data collected from respondents in an orderly manner, tables, graphs, frequency counts and percentages have been used. The research results culminate in an appropriate discussion on the outcome of the study, which is complimented by relevant suggestions and recommendations for the future.

3.8 ETHICAL CONSIDERATIONS

The questionnaire distributed was only meant for research purposes. The responses were not to be distributed to any one else. The confidentiality was kept in that respondents were not asked to disclose their identities in their responses.

3.9 LIMITATIONS

Previous research: There is limited research performed in this discipline in the past.

Cost effectiveness: This is just but a sample of public servants in selected sections of a government Department. It would not be cost effective to distribute questionnaires to all public servants in the Department throughout the province because it is a large Department and has a demographical wide spread population.

3.10 SUMMARY

This chapter dealt with research design which included research design, population and sampling, data collection, method of data analysis, ethical considerations and limitations. This chapter is closely linked to the next chapter 4, where the results emanating from the study are interpreted and examined.

CHAPTER 4

4. RESEARCH FINDINGS AND ANALYSIS

4.1. INTRODUCTION

The previous chapter discussed the methodology adopted for this research and the logic behind the choice of data collection methods. The data were collected through questionnaires. In this chapter, the results are presented in the following order; biographical characteristics, nature and prevalence as well as the impact of dysfunctional management patterns. This chapter therefore presents the results of the data gathered as it emerged from the set of guidelines in the summary from chapter three.

4.2. RESPONSE RATE

The total number of questionnaires distributed to respondents is 100, for all employees including executive managers. All the questionnaires were administered around the North West Province; Department of Education Head quarters i.e. Mmabatho area. Out of the total number of questionnaires distributed, 80% were completed and returned, giving a response rate of 80%.

4.3. BIOGRAPHICAL ANALYSIS.

4.3.1. Age

This section discusses “the personal data of the respondents”, which entails their age, gender, racial group, experience, level of employment and highest qualifications.

As illustrated in Figure 4.1, the majority of the respondents (41%) ranged between the age of 25 years and 35 years old. The minorities of the respondents (10%) are under the age of 25 and above 56 years old.

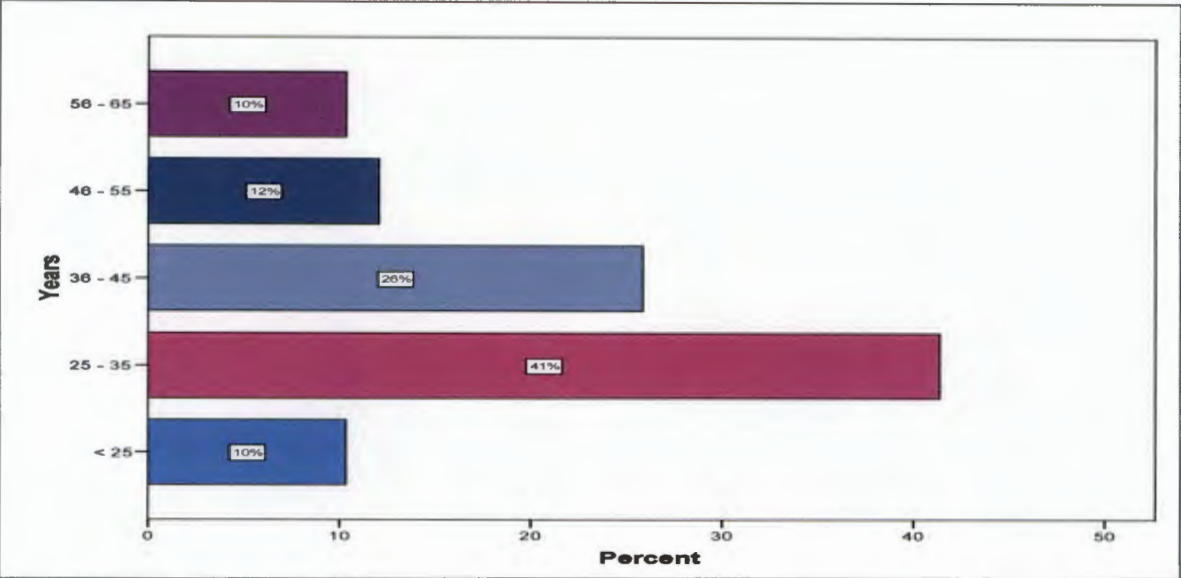


Figure 4.1 Age distribution of respondents

4.3.2. Gender

In figure 4.2, most of the respondents were females (68%), whereas males constituted (32%) of the research population.

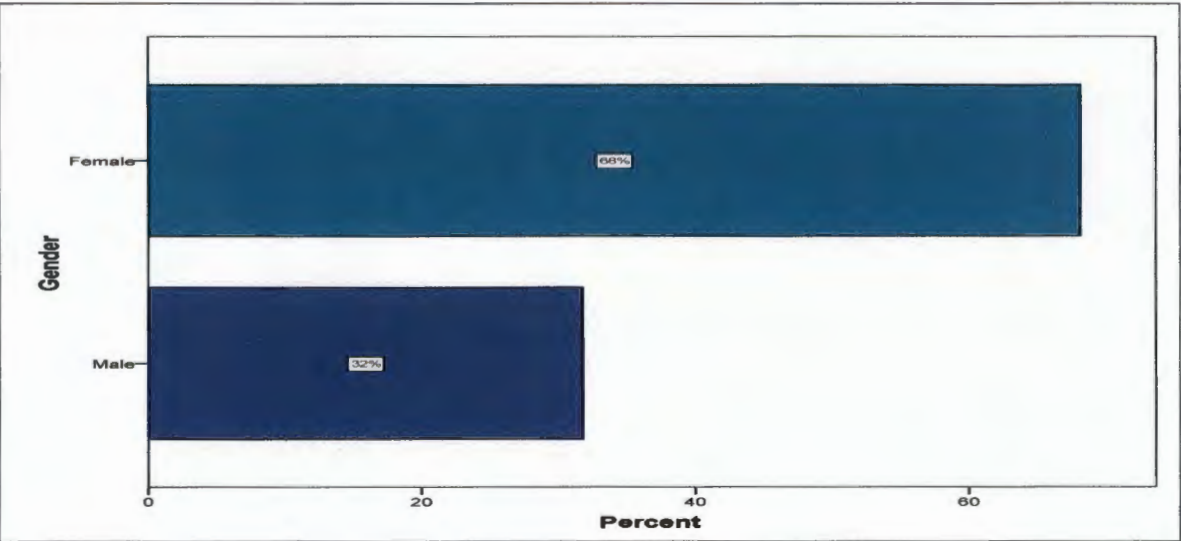


Figure 4.2 Gender distributions of respondents

4.3.3. Racial group

Figure 4.3 illustrates that majority of the respondents were African (88%), while whites constituted only a minority by (12%).

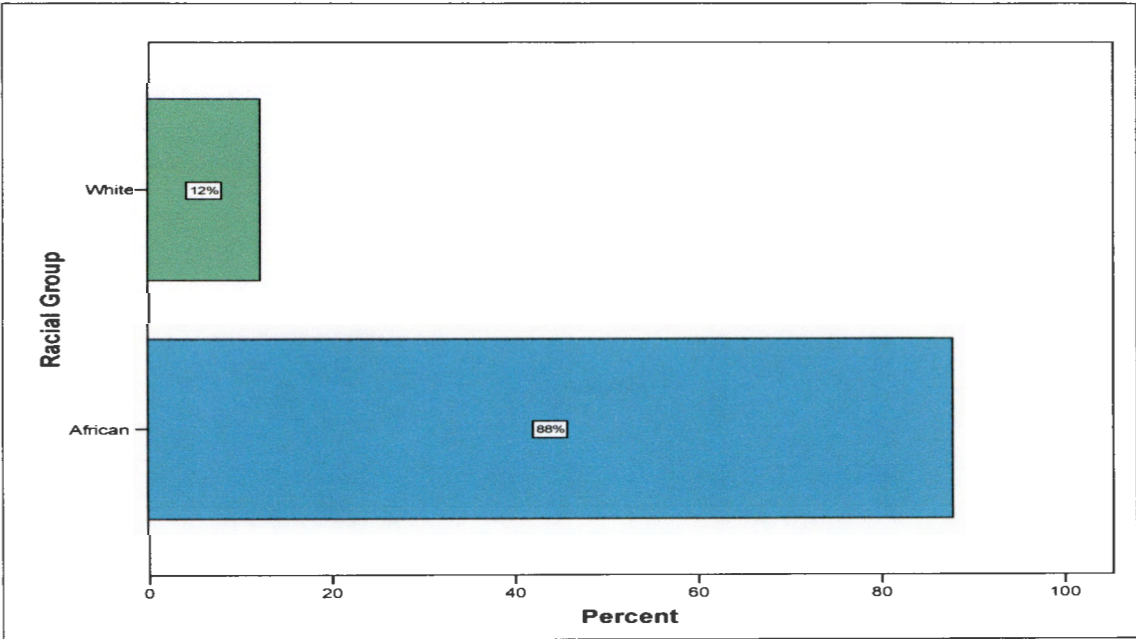


Figure 4.3 Racial group distributions of respondents

4.3.4. Years of experience in this department

In figure 4.4, the majority of the respondents (29%) have been working at current jobs for more than fifteen years. The minority (9%) have worked there for years between six and ten years. The diagram above shows a fair number of recruitments. There is (22%) of new employees who are yet to finish a year.

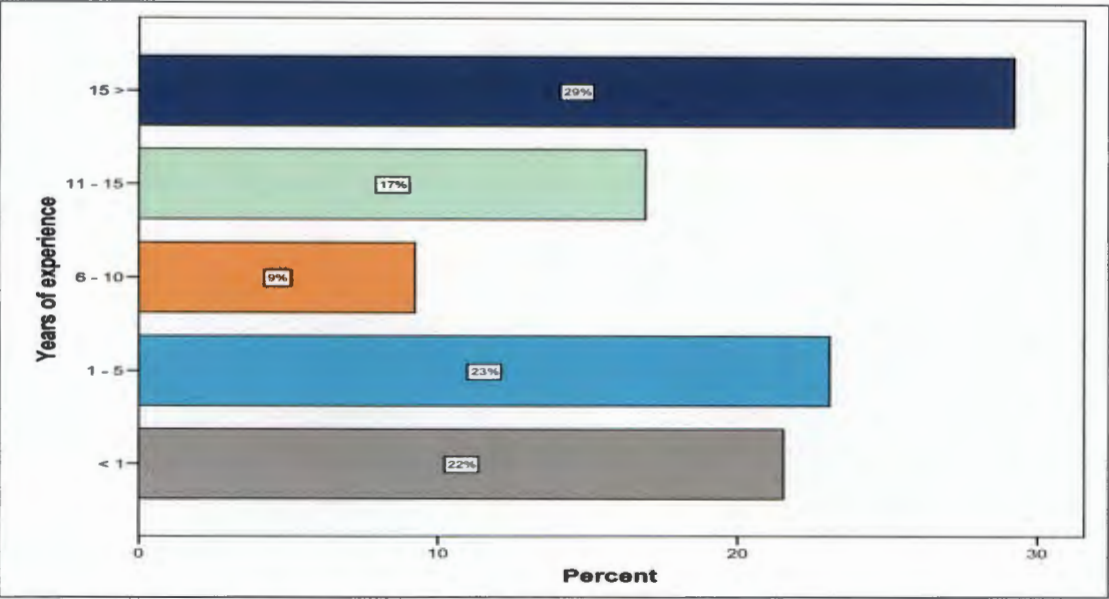


Figure 4.4 Years of experience distribution of respondents

4.3.5. At what level are you currently working?

In figure 4.5 the majority of the respondents (70%) were ordinary employees. The senior, middle and junior managers had equal number of responding, while the minority of the respondents (2%) was executive managers.

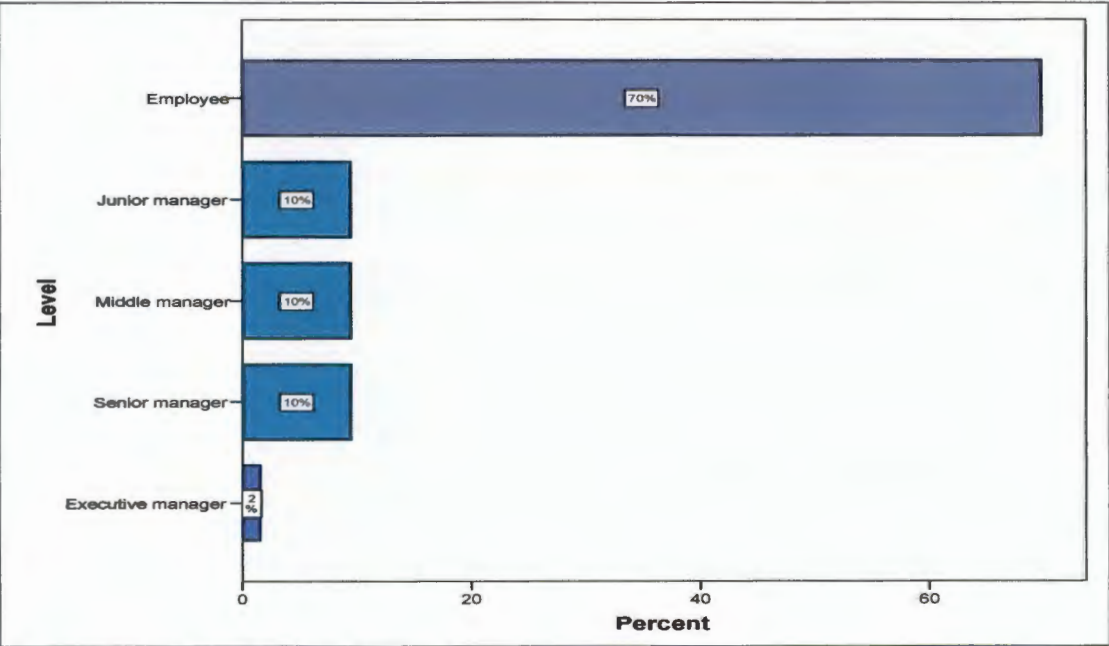


Figure 4.5 Level distributions of respondents

4.3.6. Highest qualifications

Figure 4.6 illustrates that majority of the respondents (48%) had junior degrees, while minority of the respondents (3%) had a masters and higher degree. Only (26%) of the respondents had matric and less.

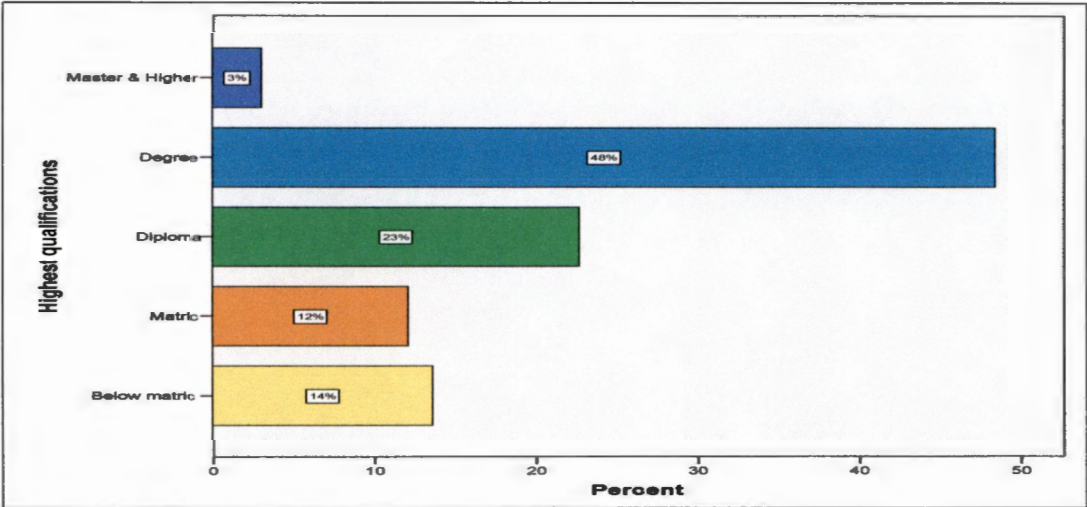


Figure 4.6 Highest qualification distributions of respondents

4.4. RESEARCH FINDINGS

4.4.1THE NATURE AND PREVALENCE OF DMP

Table 4.1 Prevalence of DMP distribution of respondents

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total
Response option / opinion	%	%	%	%	%	%
Do you think dysfunctional management patterns are widespread in your workplace?	17.2%	46.9%	6.3%	20.3%	9.4%	100.0%
Do you think dysfunctional management patterns affects performance in the workplace?	4.6%	1.5%	4.6%	33.8%	55.4%	100.0%
Do you sometimes find yourself subjected to any form of dysfunctional management pattern?	14.1%	21.9%	31.3%	29.7%	3.1%	100.0%

Table 4.1 shows that, the majority of respondents (64%) from both the first and the second column disagree that dysfunctional management patterns are widespread in their workplace, while the minority of respondents (30%) agree that dysfunctional management patterns are widespread in their workplace and the rest neither disagree nor agree. The second response was that the majority of respondents (89.2%) from the last two columns agree that dysfunctional management patterns affect performance in the workplace, while the minority of respondents (1.5%) disagrees with the above-mentioned fact. Lastly, at least (32.8%) of respondents acknowledge that they have been subjected to some form of dysfunctional management pattern, while the majority of respondents (36%) disagree with the above-mentioned fact.

4.4.2 THE FREQUENCY OF DYSFUNCTIONAL MANAGEMENT STYLE ON RESPONDENTS

Table 4.2 Frequency of dysfunctional management patterns on victims.

How often		Frequency	Percent
	Sometimes	34	43.3
	Occasionally	25	31.6
	Never	18	23.0
	Always	2	2.1
	Total	79	100.0

Table 4.2 indicates that (23%) of respondents have “never” been the victims of DMP while 32% indicated they were occasionally. The majority of respondents (43.3%) say that they sometimes individually find themselves subjected to dysfunctional management styles. The minority of respondents (2.1%) always find themselves subjected to dysfunctional management styles.

4.4.3 THE PERPETUATORS OF DYSFUNCTIONAL STYLE OF MANAGEMENT

Table 4.3 Perpetrators of dysfunctional management style distribution of respondents

Perpetrators of dysfunctional style		Frequency	Percent
	Employees	30	38.0
	Political heads	14	17.7
	HOD's	10	12.6
	Junior managers	7	8.8
	Senior managers	7	8.8
	Executive managers	5	7.6
	Middle managers	5	7.6
	Total	78	98.5
	Missing	1	1.5
Total		79	100.0

Table 4.3 shows that majority of respondents (38.0%) think that DMP are practiced by employees generally but top on the list are Political Heads followed by Head of Departments. (8.8%) of the total respondents, say Senior Mangers (Directors) and junior Managers (Assistant Directors) are also perpetrators of DMP. Only a minority of respondents (7.6%) think that the executive managers and middle managers are the perpetrators of dysfunctional style of management.

4.4.4 REASONS FOR EXERTING DYSFUNCTIONAL MANAGEMENT PATTERNS ON OTHER COLLEAGUES

Table 4.4 List of reasons for exerting DMP in order of prevalence

Reasons for exerting DMP on others	Yes	
	Count	%
Personal behaviors/ Habits	35	53.0%
Jealousy	34	51.0%
Work pressure	27	41.0%
Cultural / Racial upbringing	23	35.0%
Work insecurity	22	33.0%
Politics	20	30.0%
Hereditary	11	17.0%
Family environment	10	15.0%
Psychological disorder	6	9.0%
Other (please specify)	6	9.0%

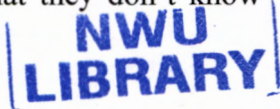
In table 4.4, the majority of respondents (53.0%) in their opinion say that personal behaviours /habits are what make a person to exert dysfunctional management pattern to other colleagues, while the minority of respondents (9.0%) say psychological disorder is the main cause.

4.4.5 SUBORDINATES PERCEPTION OF THEIR SUPERVISORS' NEUROTIC STYLE OF MANAGEMENT

Table 4.5 Description of managers exercising neurotic styles of management

Description of managers	Yes		No		I don't know	
	Count	%	Count	%	Count	%
Explosive	8	15.1%	34	64.2%	11	20.8%
Implosive	19	35.8%	23	43.4%	11	20.8%
Abrasive	25	47.2%	17	32.1%	11	20.8%
Narcissistic	11	22.4%	27	55.1%	11	22.4%
Apprehensive	14	27.5%	24	47.1%	13	25.5%
Compulsive	27	57.4%	17	36.2%	3	6.4%
Impulsive	15	29.4%	22	43.1%	14	27.5%

In the first description, the majority of respondents (64.2%) in table 4.5 say that their manager/supervisor is not an explosive type of person, while the minorities of respondents (15.1%) say that their manager/supervisor is an explosive type of person. In the second description, the minority of respondents (20.8%) say that they don't know what type of a person their manager/supervisor is.



4.4.6 SUBORDINATES' PERCEPTION OF THE TYPICAL LEADERSHIP STYLE OF THEIR SUPERVISORS

Table 4.6 The most practiced leadership styles in order of respondents' perception.

Leadership Style	Always		Most of the times	
	Count	%	Count	%
Autocratic leadership	8	18%	2	4.4%
Bureaucratic leadership	7	18%	12	30.0%
Charismatic leadership	2	5.3%	12	31.6%
Democratic leadership or Participative leadership	22	45%	17	34.7%
Laissez-faire leadership			3	9.1%
People-Oriented leadership or Relations-Oriented leadership	18	40%	14	31.1%
Servant leadership	9	22%	4	9.8%
Task-Oriented leadership	20	42%	15	31.3%
Transactional leadership	5	19%	5	18.5%
Transformational leadership	16	37%	4	9.3%

Table 4.6 above explains the leadership styles of the supervisor / managers often practices on his / her subordinates. The leadership styles always practiced was people-oriented or relations-oriented leadership style. Most of the time democratic or participative (34.7%) leadership styles were practiced. Sometimes transformational (33.3%) leadership styles were practiced. Occasionally transactional leadership was used. Laissez-faire (60.6%) leadership styles were never practiced.

4.4.7 RESPONDENTS' NORMAL REACTION TO DYSFUNCTIONAL MANAGEMENT PATTERNS

Table 4.7 Reactions on leadership style distribution of supervisors /managers?

Reaction on your supervisor		Frequency	Percent
	Ignore	17	25.8
	Confront the perpetrator	14	21.2
	Report the case to the next level	11	16.7
	Keep quite	10	15.2
	Do nothing	9	13.6
	Total	61	77.2
	Missing	18	22.8
Total		79	100.0

According to table 4.7 respondents react to DMP in a variety of ways ranging from ignoring (25.8%) to confronting the perpetrator (21.2%) to “Doing nothing” (13.6%). The majority of respondents (25%) say that they ignore their supervisor when he/she behaves in a dysfunctional management style, while the minority of respondents (13.6%) says that they do nothing when their supervisor behaves in a dysfunctional management style.

4.4.8 RESPONDENTS' ADVICE FOR PEOPLE WHO ARE VICTIMS OF DYSFUNCTIONAL MANAGEMENT STYLE

Table 4.8 Respondents' advise to victims of DMP

What is your advice for people who are victims		Frequency	Percent
	Report the case to the next level	18	22.8
	Confront the perpetrator	13	16.5
	Ignore	3	3.8
	Keep quite	2	2.5
	Do nothing	2	2.5
	Total	38	48.1
	Missing	41	51.9
Total		79	100.0

In table 4.8 majority of respondents (22.8%) advised people who are victims of dysfunctional management style to report the case to the next level, while the minority of respondents (3.0%) were advised to either keep quiet or do nothing when they find themselves being victims of dysfunctional management style.

4.4.9 PERCEIVED IMPACT ON THE WORK RELATIONSHIP AFTER REPORTING DMP CASES TO THE NEXT LEVEL

Table 4.9 Respondents’ opinion on perceived impact of reporting DMP.

Do you think reporting cases will affect your work		Frequency	Percent
	Agree	22	33.3
	Disagree	16	24.2
	Neither Disagree Nor Agree	15	22.7
	Strongly Agree	10	15.2
	Strongly Disagree	2	3.0
	Total	65	82.3
	Missing	14	17.7
Total		79	100.0

As table 4.9 shows, the majority of respondents (33.3%) agree that reporting the cases to the next level will affect the work relationship in the workplace while the minority of respondents (3.0%) strongly agrees that reporting the case to the next level will affect the work relationship in the work place.

4.4.10 EFFECT OF DYSFUNCTIONAL MANAGEMENT ON EMPLOYEES

Table 4.10 Effects of dysfunctional management patterns on employees.

Feelings of dysfunctional management will have on employees		
	Count	%
Insecurity	35	53.0%
Hatred	12	18.0%
Fear	10	15.0%
Rejected	10	15.0%
Other	3	4.5%

In table 4.10 the majority of the respondents (53%) think that dysfunctional management will have insecurity on employees. While the minority of respondents (15%) thinks that dysfunctional management will create fear and rejection on employees.

4.4.11 IMPACT OF DYSFUNCTIONAL MANAGEMENT PATTERNS ON RESPONDENTS’ WORK ATTITUDE

Table 4.11 Impact of dysfunctional management pattern has on respondents’ work attitude?

What impact does Dysfunctional management patterns has		
	Count	%
Negative attitude	41	62.0%
Stress	31	47.0%
Low production output	23	35.0%
Absenteeism & lateness	11	17.0%
Insubordination	8	12.0%

According to table 4.11 the majority of respondents (62.0%) say that negative attitude is caused mainly by dysfunctional management patterns in their work attitude, while the minority (12.0%) of respondents feels that dysfunctional management patterns results in insubordination in their work attitude.

4.4.12 IMPACT OF DYSFUNCTIONAL MANAGEMENT PATTERN ON RESPONDENTS’ SELF-CONCEPT

Table 4.12 Impact of DMP on respondents’ self concept

Dysfunctional management patterns		
	Count	%
Incompetent	30	45.0%
Useless	17	26.0%
Underperforming	15	23.0%
Invaluable	14	21.0%
Insecure	8	12.0%

Table 4.12 shows that the majority of respondents (45.0%) say they see themselves incompetent because of the impact that the dysfunctional management pattern has on them. The minority of respondents (21.0%) say that they see themselves invaluable because of the impact that the dysfunctional management pattern has on them.

4.4.13 IMPACT OF DMP ON RESPONDENTS’ PERFORMANCE

Table 4.13 Impact of DMP on respondents’ performance

What impact does it have on your performance		
	Count	%
It depresses my performance	35	53.0%
It does not increase or decrease my performance	20	30.0%
It increases my performance	7	11.0%
It raises my performance extremely high	5	8.0%
It depresses my performance extremely low	2	3.0%

The majority of respondents (53.0%) in table 4.13 say that it depresses their performance, while the minorities of respondents say that it depresses their performances extremely low.

4.4.14IMPACT OF DMP ON SUBORDINATE-SUPERVISOR RELATIONSHIP

Table 4.14 Impact of DMP on subordinate-supervisor relationship

Impact on subordinate-supervisor relationship		
	Count	%
Negative attitude	39	59.0%
Tension	23	35.0%
Sabotage	11	16.0%
Insubordination	10	15.0%
Violence	6	9.0%

The majority of respondents (59.0%) in table 4.14 say that the impact on subordinate-supervisor relationship has a negative attitude, while the minorities of respondents (9.0%) say that violence is the result of subordinate-supervisor relationship.

4.4.15 SUGGESTIONS FOR IMPROVING SUBORDINATE-SUPERVISOR RELATIONSHIP

Table 4.15 Suggestions for improving subordinate-supervisor relationship

Improvement subordinate-supervisor relationship		
	Count	%
Team building exercises	46	70.0%
Motivational talks/ Counseling	39	59.0%
People skills workshops	30	45.0%
Subordinate - Supervisor informal talks / out of work engagements	15	23.0%
Disciplinary measures	15	23.0%

As table 4.15 shows, majority of respondents (70.0%) say that team-building exercises are appropriate to improve subordinate- supervisor relationship while the minority of respondents (23.0%) say that subordinate-supervisor informal talks/out of work engagements will improve subordinate-supervisor relationship.



4.4.16 SUGGESTIONS FOR INCREASING WORKER’S LOYALTY AND IMPROVEMENT OF SERVICE DELIVERY

Table 4.16 Suggestions for increasing worker’s loyalty and improvement of service delivery

Improvement in service delivery		
	Count	%
Recognition / Awards	36	54.0%
Promotion and increase in salary	35	53.0%
Skills development	31	47.0%
Conducive working environment	25	38.0%
Improved management style	24	36.0%

Table 4.16 shows that majority of respondents (54.0%) say that recognition /awards can increase worker's loyalty and improve service delivery, while the minority of respondents (36.0%) says that improved management style can increase worker's loyalty and improve service delivery.

4.5 CONCLUSION

From the analysis, it is clear that Dysfunctional management patterns do exist in the workplace and are adversely affecting workers' performance in this case being the public servants. It is also clear that the majority of perpetrators are ordinary staff members if not Managers at entry level and those at the exit level. The majority of respondents believe that the source of this strange force emanates from personal behaviour/ habits / individual's traits. In this section the outcomes were discussed and in the next chapter further discussion are done and recommendations presented.

CHAPTER 5

5. RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The main objective of this survey was to find the relationship between Dysfunctional Management Patterns and Service Delivery. Serious attention was given to designing an appropriate questionnaire which would prompt the appropriate answers to the research questions. This chapter therefore focuses on providing brief discussions, conclusions and recommendations.

5.2 SUMMARY OF FINDINGS

The majority of respondents i.e. 55% strongly agree that Dysfunctional Management Patterns do affect performance in the workplace but 46.9% disagree that DMP is widespread in the workplace while 9.4% strongly agree that it is widespread. This means that although respondents acknowledge the existence of this force as having a tremendous effect on an individual's performance, it is not a force that is very prevalent within their scope of work.

Only 29% of employees agrees that they sometimes find themselves subjected to some form of Dysfunctional Management Patterns and this correlates with the 20% that agrees that DMP's are widespread in their workplace. The majority say they sometimes find themselves subjected to DMP, while 31.6% say occasionally.

Most respondents say the perpetrators of DMP are from their fellow employees, but second to that on the list are the Political Heads and the HOD's, otherwise 8.8% say perpetrators are mainly Senior Managers and Junior Managers while a minimum of 7.6% say its Executive Managers and Middle Managers. This means Middle Managers and

Executive Managers are more emotionally sound as compared to those at an entry level of management and those who have already reached the ceiling in terms of career advancement. The majority also believe that DMP emanate from personal behaviour / habits, followed by jealousy, work pressure and political influences.

Top on the list of 10 styles of leadership being practiced most of the times and always are

- Democratic / Participative 45%
- Task Oriented 42%
- People Oriented 40%
- Transformational 37%
- Servant 22%
- Transactional 19%
- Autocratic 18%
- Bureaucratic 18%
- Charismatic 5,3%
- Liasers-Faire 0%

The majority of respondents cite their coping mechanism as ignoring this force especially when it comes from their managers, but they are of the view that DMP cases must be reported to the next level even if they think this might hamper the working relationship of the victims and the perpetrators.

The majority say the force of Dysfunctional Management Patterns leaves them with feelings of insecurity, fear and rejection. 62% of them say DMP results in them having a negative attitude towards their jobs. 45% say DMP leaves them with a perception of being incompetent and inadequate while 53% say this force really depresses their performance. 53% say the impact it has on subordinate-supervisor relationship results in a negative attitude towards perpetrators.

Only 70% believe that ways to improve subordinate-supervisor relationship is through team building exercises, counseling, motivational talks and attending people skills

workshops. Other ways cited by 54% of respondents to increasing workers' loyalty and improving service delivery are the introduction of the recognition awards, 53% say promotion and increase in salary while 47% say it is through the strengthening of skills development and Training. This also supports the responses from open-ended questions which emphasised lack of skill and Training as the main contributors of Dysfunctional Management Patterns.

5.3 DISCUSSION OF FINDINGS

These findings confirms the fact that respondents could be in denial or refusal to acknowledge the prevalence of dysfunctional problem within management / self or within units i.e. colleagues. This has been cited by different authors as one of the symptoms of a dysfunctional workplace. www.en.wikipedia.org. Refer to page 6 of chapter 1.

The majority of respondents strongly agree that DMP affects *performance and loss of self confidence* of individuals which is something that has been cited by Poilpot-Rocaboy (2006) as one of the three individual consequences emanating from dysfunctional management patterns. Tompkins (1999:135) states that when the manager displays good leadership techniques and the employee displays good motivation, most performance problems can be overcome and performance improved. So it is clear that respondents are subjected to this unbecoming force even though they strongly disagree that it is prevalent in their workplace.

Another interesting factor of these findings is that perpetrators of DMP are mainly Political Heads. This could be true in that political interference often disturbs the normal functioning of the administration which might lead to a dysfunctional workplace. Second to Political Heads are the Heads of Departments (HOD's) who are the accounting officers of the whole administration of Departments. This group of people often find themselves accepting orders from their political heads which are sometimes in conflict with administration procedures. This situation creates problems for both accounting officers and those reporting to them and these problems eventually cascades down to ordinary

employees creating a dysfunctional workplace. This confirms a remark by Motamedi (2007:03) that organisations dominated by neurotic styles frequently induce, socialize and enculturate members to accept, to conform to, and to adopt a prevailing neurotic style. He says that through implicit mutual consent, a deadly organisation game can be played to the point that any attempt to remove the neurotic style creates difficulties for codependents involved in playing and maintaining the game.

5.4 RECOMMENDATIONS

Recommendations in this regard are as follows:

- Victims of Dysfunctional Management Patterns must learn to come out of the closet and report this unbecoming behaviour.
- Companies or organisations must be wary of such behaviour and have ways or policies in place to deal with this force.
- Companies / organisations must acknowledge the existence of this force and should not undermine the impact it may have on the overall performance of the organisation.
- Human Resource Units must be strengthened to deal with this force appropriately.
- Personality tests could be an option during interviews for employment.
- On a continuous basis, organisations must do introspection of its culture and should encourage managers and employees to do the same on their behavioural attitudes.

5.5 FUTURE RESEARCH

Decline in performance obviously results in a decline in service delivery. Further research is recommended in this field of study to determine the link between performance and service delivery.

5.6 CONCLUSION

In conclusion, there are no fixed rules about how the dysfunctional management pattern process should occur. The way organizations realize, face, accept, and react to codependent employees in the workplace will force many organizations to rethink their position on employees who suffer from codependency. For some it will require a major paradigm shift and massive change.

Clearly, dysfunctional supervisors are difficult to work for. How to effectively function in a dysfunctional working environment provides additional challenges not only for organizations but subordinates. This change must start by educating organizations not only to the signs and symptoms of dysfunctional supervisory behaviour, but also to the interventions by appropriate individuals within the organization, and finally the necessary referral by an EAP representative to the appropriate private or public mental health facility or agency. This organizational change must be facilitated by a committed and educated human resource department.

Organizations and subordinates alike must accept responsibility for thwarting the introduction, growth, and spread of dysfunctional behaviour in the workplace. It is time for organizations and subordinates to say dysfunctional behaviour is not normal, not good for the organization or subordinates and does not promote effectiveness, productivity, or profitability. Finally it is time for organizations to adopt zero tolerance to dysfunctional behaviour in the workplace. It is a simple equation; mentally healthy employees equal a mentally healthy organization.

Most people who have held jobs have experienced the frustration of dysfunctional supervisors: managers who do not appear to know much about managing. Dysfunctional behaviour includes many questionable and sometimes erratic actions of people in the workplace. Supervisors who steal credit for others' work, who spend inordinate amounts of time finding scapegoats for mistakes, who avoid ever taking a stand on controversial issues, and who generally refuse to be held accountable for anything are all too common in the workplace.

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TO WHOM IT MAY CONCERN

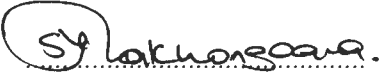
Dear Participant

You are hereby requested to participate in the study about "Dysfunctional Management Patterns-DMP" in the workplace and the impact they have on service delivery. It is partial fulfilment of the Master of Business Administration (MBA) degree. Please note that you are not required to indicate your name in the questionnaire; therefore your identity will not be revealed. The information you provide will be treated with strict confidence.

You are required to respond to all items in the questionnaire with honesty and objectivity. The results will assist your department and other organisations to implement good management practices.

Please answer the questions to the best of your ability.

Thanking you in advance.


Makhongoana N. (Ms.)
Researcher

**NWU
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QUESTIONNAIRE ON DYSFUNCTIONAL MANAGEMENT PATTERNS IN THE WORKPLACE AND THE IMPACT THEY HAVE ON SERVICE DELIVERY

PART ONE

1. PERSONAL BACKGROUND

Kindly place an X in the relevant boxes below, to indicate your age, sex and grade:

AGE	X		GENDER	X		RACIAL GROUP	X
<25			Male			African	
25-35			Female			White	
36-45						Indian	
46-55						Coloured	
56-65							

2. Years of experience in this Department:

< 1 year Below 1 Year	<5 year but > 1 year (1-5)	<6 years but > 10 year (6-10)	< 15 years but > 11 years (11-15)	> 15 years Over 15 years

3. At what level are you currently working?

Executive manager	Senior manager	Middle manager	Junior manager	Employee

4. Highest Qualifications

Below Matric	Matric	Diploma	Degree	Masters & Higher

PART TWO

DEFINITIONS

Following are definitions of terminologies used in this questionnaire. Please consider the definitions below when answering the questions in this questionnaire.

Dysfunctional Management Pattern:

The word “**dysfunction**” is defined as an impaired or abnormal functioning; abnormal or unhealthy interpersonal behaviour or interaction within a group e.g. family or workplace. A

pattern is a reoccurring set of events or objects that repeat a periodic fashion. Therefore, **“Dysfunctional Management Patterns”** can be defined as abnormal or unhealthy interpersonal relations with people in which conflict, misbehaviour and even abuse on the part of individual members (subordinates / colleagues) occur continually, leading other workers to accommodate such actions.

PART 3

QUESTIONNAIRE

The statements below describe various aspects of your opinion. Response options are as follows:

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Write the number that applies in the space provided after each statement.

1. Do you think dysfunctional management patterns are widespread in your workplace?
2. Do you think dysfunctional management patterns affects performance in the workplace?.....
3. Do you sometimes find yourself subjected to any form of dysfunctional management pattern?...
4. How often do you find yourself subjected to dysfunctional management style?

Never	Occasionally	Sometimes	Mostly	Always

5. In most cases, who do you think are the perpetrators of dysfunctional style of management?
(Mark as many as applicable)

Political Heads	HOD's	Executive managers	Senior managers	Middle managers	Junior managers	Employee s

6. In your opinion what are the characteristics of managers exhibiting dysfunctional management patterns in terms of gender, age and educational background?

AGE	X		GENDER	X		RACIAL GROUP	X
<25			Male			African	

25-35		Female		White	
36-45				Indian	
46-55				Coloured	
56-65					

7. In your opinion what makes a person to exert dysfunctional management pattern to other colleagues? *(Mark with an X where applicable)*

#	Influencing factors	Yes
1	Politics	
2	Work pressure	
3	Personal behaviours / Habits	
4	Psychological disorder	
5	Work insecurity	
6	Jealousy	
7	Cultural /racial upbringing	
8	Family environment	
9	Hereditary	
10	Other <i>(please specify)</i>	

If you think "other" options for question 7, please state below:

CHARACTERISTICS OF PERPETRATORS:

8. My supervisor/manager can be described as the following type of a person:

#	Nature of the Neurotic style of management	Orientation Toward Others	Yes	No	I don't know
1	Explosive - Moody, destabilizing	Don't get in my way. The manager's way			
2	Implosive - Passive aggressive	Don't let me down. The manager's way			
3	Abrasive - Superior, emasculating	No one is good enough. Always better.			
4	Narcissistic - Self aggrandizing (What's in it for me)	Are they useful to me? Benefits the manager			
5	Apprehensive —	No one can be trusted.			

	Watchful, defending "turf"	Very cautiously			
6	Compulsive - Tunneled, unswerving	Get them focused. Repeatedly, precisely.			
7	Impulsive – Rule "de jour", flippant	Change for change's sake.			

9. My supervisor / manager often practises the following leadership style on his/her subordinates:
(Please refer to attached list of the following management styles)

#	Leadership Style	Always	Most of the times	Sometimes	Occasionally	Never
1	Autocratic leadership					
2	Bureaucratic leadership					
3	Charismatic leadership					
4	Democratic leadership or Participative leadership					
5	Laissez-faire leadership					
6	People-oriented leadership or Relations-Oriented leadership					
7	Servant leadership					
8	Task-oriented leadership					
9	Transactional leadership					
10	Transformational leadership					

COPING MECHANISMS OF DYSFUNCTIONAL MANAGEMENT:

10. How do you normally react when your supervisor behaves in a dysfunctional management style?

Keep quiet	ignore	Report the case to next level	Confront the perpetrator	Do nothing

11. What is your advice for people who are victims of dysfunctional management style?

Keep quiet	ignore	Report the case to next level	Confront the perpetrator	Do nothing

12. Do you think reporting the case to the next level will affect the work relationship in the work place?

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

IMPACT OF DYSFUNCTIONAL MANAGEMENT PATTERN:

13. What feelings do you think this experience of dysfunctional management will have on employees?

Fear	insecurity	hatred	rejection	Other (please specify)

14. In your opinion what impact does Dysfunctional Management Patterns has on your job satisfaction? *(mark as many as applicable)*

Absenteeism & lateness	Negative Attitude	Insubordination	Low production output	Stress
Others, please specify.....				

15. What impact does Dysfunctional Management Pattern have on the way you see yourself? *(Mark as many as applicable)*

Invaluable	Useless	Incompetent	Underperforming	Insecure

16. What impact does it have on your performance?

It raises my performance extremely high	It increases my performance	It does not increase or decrease my performance	It depresses my performance	It depresses my performance extremely low

17. What impact does it have on subordinate-supervisor relationship? *(Mark as many as applicable)*

Negative Attitude	Sabotage	Violence	Insubordination	Tension
Other, please specify.....				

18. In your opinion what can be done to improve subordinate-supervisor relationship? *(Mark as many as applicable)*

Disciplinary measures	Team Building exercises	Motivational talks / Counselling	People skills workshops	Subordinate-Supervisor informal talks/ out of work engagements
Other, please specify.....				

19. In your opinion what can be done to increase worker's loyalty and improve service delivery? *(Mark as many as applicable)*

Recognition / Awards	Promotion and Increase in salary	Skills development	Conducive Working environment	Improved management style
Other, please specify.....				