

**EVALUATION OF MANAGEMENT TECHNIQUES
IN HOME HEALTH EDUCATION SERVICE
IN GAUTENG PROVINCE**

ANAKOKA M. MUFUNGULWA

**EVALUATION OF MANAGEMENT TECHNIQUES IN
HOME HEALTH EDUCATION SERVICE IN GAUTENG
PROVINCE**

BY

ANAKOKA MAURICE MUFUNGULWA

BSc.Ed (UNIVERSITY OF ZAMBIA)
PG Dip Ad.Ed (UNIVERSITY OF ZAMBIA)
BED (UNIVERSITY OF NORTH WEST)

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R.S.A.

SUPERVISOR : MR L.M.E.M. SEHLARE

EXTERNAL SUPERVISOR : PROF. DELE BRAIMOH

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DECLARATION

I, Anakoka Maurice Mufungulwa, hereby declare that this dissertation which is for the degree of Masters of Education, submitted to the University of North West, has not been previously submitted by me for a degree at this University or any other University, and that it is my work in design and execution, and that all materials contained herein have been duly acknowledged.

Signature : A.M. Mufungulwa

Date : November 2021

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Dedication

I whole heartedly dedicate this work to the following :-

My wife, Anakoka Sibupiwa Ilwange

My parents (father and mother)

My brothers, sisters and friends

Home Health Education Service workers

Department of Adult Education of the North -West university

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ABSTRACT

This research evaluated the management techniques in Home Health Education Service in Gauteng Province of the Republic Of South Africa. The research puts special emphasis on the five major functions of management: Planning, Organising, Staffing, Directing and Controlling. Each of the five major functions has been examined together with its functions with a purpose of finding out their due application by an individual worker as well as management team members in Home Health Education Service.

While this research is evaluative in nature, it also qualifies to be an action research in that it is remedial in purpose and design. Therefore, the research is both an evaluation and action research.

Basically, the research study has been broken into five chapters;

- **Chapter one** provides information about the following:-

Orientation : What Home Health Education Service is, and what it does for the community in which it exists.

Background of the study: Historical perspectives of the study and the factors under laying what prompted the researcher to get into the evaluation research.

Rationale of the study: This looked into the worthwhileness, sensibility and sanity of carrying out such a study in Home Health Education Service (H.H.E.S) in Gauteng Province. The study confirmed that it was the first of its kind in the H.H.E.S, and revealed a lot of information related to management techniques in the organization which needed attention.

Statement of the problem: This looks into the extent to which management techniques have been identified as issues worthy of being evaluated in Home Health Education Service, with special reference to Gauteng Province. It was discovered that H.H.E.S excels well in controlling techniques more than any other while the directing function of management techniques scored the poorest.

Objectives of the study: The study objectives established that management techniques were not applied in the same way regardless of their being applied by H.H.E.S in the same geographical area. These were evaluated equitably.

Significance of the study: This gave highlights on the relevance and importance of the study concerning the evaluation of management techniques in Home Health Education Service. The study established that the evaluation research made some difference in the control and directing functions of management techniques in H.H.E.S, something that was not established before. The study revealed that the organization needed more of

such evaluative studies for the sake of development in performance in the organization.

Methodology of the study: This gave highlights on research design which is qualitative, population, sample, sampling techniques, research instruments for data collection and their validation, and Data Collection Process, validation, and analysis. The population was equivalent to the sample, questionnaire was the major tool for data collection, and statistical figures were used for data analysis.

- **Chapter two** examines the related literature. This covered issues of planning, organizing, staffing, directing, and controlling in Home Health Education Service, as well as in general terms, as looked into by different authors. This was used as standard of measurement of correctness of data collected. Due to acceptable deviations from the expected parameters of knowledge, five hypotheses were generated for testing of management techniques in H.H.E.S in Gauteng Province.

Hypotheses: These have been given as assumptions concerning the study.

The study looked into whether some of these assumptions are nullified while others get confirmed in the process of evaluation (research).

- **Chapter three** gives a report on how the research was actually done with special emphasis on research design, population, sampling

techniques, research instruments, data collection process, validation and analysis. This was termed 'methodology of the study' and was systematically arranged for simple analysis in chapter four.

- **Chapter four** focuses on data presentation, interpretation and analysis. The information is displayed in tables, pie charts and line graph.

- **Chapter five** has four sections:
 - Summary of the findings of the study,
 - Researcher's recommendations,
 - Study limitations, and
 - Suggestions for further study.

CHAPTER ONE

1.0 EVALUATION OF MANAGEMENT TECHNIQUES IN HOME HEALTH EDUCATION SERVICE IN GAUTENG PROVINCE

1. Orientation

Home Health Education Service is an International organisation that looks into the strengthening of the families through health and cultural education. According to Anakoka (1993:3), Home Health Education Service is part of the adult education programme, on a global scale.

Home Health Education Service is an Educational Programme aiming at improving people's lifestyles in the areas of physiological, sociological, psychological and spiritual health. In three volumed set of books, Mervyn at al (1999:136) said, "while attention has been focused on the diseases resulting from the lifestyles observed in Western Nations, it becomes quite apparent that the diseases wide spread in developing nations are also due to lifestyles. In fact, with a few exceptions, all diseases everywhere result largely from the way people live."

Home Health Education Service runs a number of publishing houses on the continents of America, Australia, Asia, Europe, Africa, and other adjacent Islands like Indonesia.

Home Health Education Service has a number of researchers who carry out research in a number of problems, such as health, social, mental and spiritual. Researchers come up with solutions to the above mentioned problems, and these are put up together as books that get distributed to members of the public, as well as to certain other Institutions, for consumption.

Home Health Education Service therefore, concentrates on educating the people through the books. For equitable distribution, the worker therefore needs management techniques in the Home Health Education Service.

While the books are designed to meet the needs of the family members, including children, the primary target group expected to receive the books into the families are adults. Therefore, the books are bought by the adults, and family members, under the guidance of the adult members of the family, read the books and discuss the ideas therein.

The continuous print of these publications and books is done through the printing presses, or rather printing houses, or publishing houses. So, the books flow from the publishing houses to the public through the Literature Evangelists, Colporteur Evangelists, or Canvassers and the approved bookshops. For such a work to be done thoroughly, the distributors need management techniques for effective and efficient delivery of services to members of the public, and for the recycling of funds from the public to the publishing houses.

Having examined issues of Home Health Education, Mervyn et al (1999:40) said, "Lifestyle – your lifestyle- largely determines your health and the diseases from which you will suffer and from which you will eventually die. With this in mind, let us examine the ingredients of lifestyle and see how modern research has elaborated the determinants of health and disease."

It is in the above thinking that Home Health Education Service puts emphasis on learning about life issues through the books that are available as a result of research conducted in the four aspects of lifestyle, as stated above. For the work to run smoothly, management techniques are very indispensable, thus being evaluated.

1.1 Background of the study

On a global scale, there has been an observation that workers of H.H.E.S have some inconsistencies in the performance of Home Health Education Service Workers, more especially the field workers from the countries of Zambia, Zimbabwe, Botswana, Namibia, Swaziland, Lesotho and Republic of South Africa. Literature Evangelists, as well as management have observed that one can move from one end of the entire country to the end without getting one single retired Literature Evangelist. This suggests that there may be some difficulties in management techniques.

This observation has been very consistent up to January 2001 at the annual meeting called the Institute held in Cape town at Simonsberg. During the discussions, the above observation was made more alive.

The following three observations made by Literature Evangelists and management as a whole are summarised as follows:-

1.1.1. *Pre-mature Retirement*

Most workers have been identified by the management to have worked only for one or two years, yet the agreement reflects the contrary, instead of retiring at the age of sixty (60) or sixty-five (65), many workers drop out before reaching age forty-five (45). This is a problematic indicator that something somewhere is not being done, especially that which pertains to the management of either the worker himself or the supervising agent.

According to Southern Publishing Association News bulletin, from 1994 to 2000, there has been an observation that a situation exists reflecting people recruited, and shortly they become ghost workers, for they disappear into other industries of the country concerned, even in the North-West Province of South Africa, this has been very live,

according to record obtained from the Southern Publishing Association News bulletin.

The researcher has termed this Pre-mature Retirement; for people retired earlier than expected without benefits.

1.1.2 *Financial Crises*

Cash flow has not been very smooth amongst the field workers. Is it because maybe one does not have a well-planned budget, or money does not come as expected.

An example of such kind of some crisis has been observed, by the researcher, from the 2001 Southern Publishing Association News bulletin, where some one who sold more books in 1999 than anyone else ended up selling not even one single book in the year 2000. Finances of such a worker were said to be in some crisis of some kind.

Some workers have ended up moving from one area to another, leaving quite a number of debts unsettled between themselves and their clients in the field. This means, a client may receive some of the books while he has paid for the whole set specified in the purchase agreement. Sometimes, all the books may be given to the clients, as specified in the purchase agreement, but the Home Health Education Service Worker ends up not receiving the money as specified in the purchase agreement.

This was revealed in letters that flocked to the Southern Publishing Association in the years from 1998 to 2000, where clients were complaining concerning the management of funds, while some Literature Evangelists were complaining of none availability of funds from the clients. These were some of the irregularities that prompted

the researcher to pick on financial crisis, on the part of a Literature Evangelist is worthy attracting an evaluation research.

There are many other related issues to financial crises in the lives of those workers in fields thus both the management and close observers feel the impact of the problem.

1.1.3. Lack of Holidays

From the Southern Publishing Association News bulletin, from 1994 to 2000, there has been an observation, by the researcher, that many field workers keep on reporting twelve months every year, hence no holiday in their work schedule.

From the report in the SPA news bulletins from October 2000 to September 2001 (12 months period), seven out of ten randomly sampled workers showed that they reported 12 months without break.

1.2 Statement of the Problem

For every organisation to survive, management techniques are vitally important. The employees need to have at least the basic techniques of management. In her book, colpteur ministry, White (1953) said that management techniques are of great importance if success has to be realised.

The study is actually finding out whether the H.H.E.S field workers make use of the basic functions of management. This study has two (2) aspects in design, as related to management techniques. These are:

- The H.H.E.S field worker is expected to plan, organize, recruit(staff),

direct and control the work within his territory for growth and development's sake. S/he is expected to work with the chief organization for success, according to White (1953:94).

- The organization leadership is also expected to work very closely with the field workers for effectiveness and efficiency of the whole H.H.E.S organization. They too must adhere to the stated five basic principles of management.

The two groups, stated above must work together towards a realization of well defined goals, e.g Leaders must plan to workshop field workers for effective service delivery. This can only take place if the basic five management techniques are rightfully applied in the regular (e.g daily, weekly or monthly) time table of the worker, regardless of whether such a one is a field worker or administrator.

From the researcher's point of view, H.H.E.S workers in Gauteng Province seem to be experiencing some managerial hiccups, as observed from the Southern Publishing News Bulletins, which are published internally. An investigation done through the above stated bulletins, from 1994 to 2000 year-period, has revealed that some workers were in the profession as H.H.E.S workers, thereafter, they remained ghost workers. Lubasi was such an example according to SPA news bulletin report from January 2000 to March 2001.

While the above observation holds some water, most workers could not realize their personally-set goals, according to the H.H.E.S News Bulletin. The question therefore is, what can be done to lift the standard of operation? Apart from the observed challenges, are there some others that may be due to some other variables other than those observed? If so, what are they, and how do they relate to each other?

In summary, the study is set herein to find out the implementation of planning, organizing, staffing, directing and controlling principles of management in Home Health Education Service (H.H.E.S) work force based in Gauteng Province. The above stated principles or functions have their sub-functions which the researcher has stated herein as the management techniques which have to be evaluated in relation to their implementation in H.H.E.S.

The study is set herein to find out whether the Home Health Education Service workers in Gauteng have the basic five (planning, organising, staffing, directing, and controlling) functions of management techniques to advance the work entrusted into their hands.

The study is expected to include the evaluation of the top management so as to find out whether the staff development programmes (as part of planning function of management techniques) follow the trend of the following:

- 1.2.1 Needs assessment
- 1.2.2 Setting and establishment of objectives
- 1.2.3 Designing of activities
- 1.2.4 Implementation of activities
- 1.2.5 Evaluation of the program

1.3 Rationale and Significance of the Study

The study that evaluates the management techniques in Home Health Education Service is of great importance, for the following reasons:-

- 1.3.1 The Home Health Education Service has a mission statement to be realised. The study may reveal some things that the organisation might have overlooked in one way or the other.

- 1.3.2 Since the Home Health Education Service is an employing body, there is a need to know whether the work force is enough to meet the intended objectives.
- 1.3.3 The organization may also want to know some things that promote ineffectiveness and inefficiency.
- 1.3.4 The Home Health Education Service Top Management may want to improve in areas of need, but if the need is not assessed how can this be achieved.?
- 1.3.5 To help the field workers know how to employ the five basic management principles so as to further their both personal and professional projects.
- 1.3.6 Through the general findings, other groups, other than Gauteng, may learn something from the study outcomes.
- 1.3.7 To help some members of Home Health Education Service Top Management to know how to employ the five principles of programming

From observed statements made in section (1.1) above, it is a good thing to find out whether the Home Health Education Service Workers have a problem with management techniques, or there could be some underlying factors for such inconsistencies.

It may also be looked at as something good to study since Home Health Education Service offers employment opportunities to many people on the globe to which Gauteng Province is a part thereof. This was confirmed by White (1953) when she said that the work of publishing was to be done through out the world. According to Jose's report in the 2001 Seventh-day

Adventist Literature Evangelist magazine(No.662), every continent is already occupied with publishing houses and workers thereof.

A closer look at the management techniques in Home Health Education Service may lead to some discovery of some problems and solutions that may need the attention of the whole organization, thus capacitating its ability to employ, produce, and supply equitably. There must be quality delivery of services that can attract the desires of the qualifying prospective job seekers in Home Health Education Service.

From the report made in the 56th Southern Publishing Association News bulletin, there is some reflection that as at the moment, South Africa has 192 Home Health Education Service field workers that are supposed to supply the books to South Africa's over forty-three million people, and the organization has been in operation since 1916.

192 workers against over 43 million people of South Africa is a point enough to attract an investigation, especially in management techniques? This is where the rationality of study is based. The number of workers is far too small to march the prospective client system.

1.4 Objectives of the Study

Generally, the study is evaluating the implementation of the five (5) basic techniques of management as related to the work both in the field and Home Health Education Service Field Workers' home/house offices.

The study is also finding out whether the management of Home Health Education Service in Gauteng have programmes following the generally agreed five principles of programming as part of planning function of management process.

Basically, the study is evaluating the management principles in Home Health Education Service workers in Gauteng Province. By the end of this study, the outcome should be able to reflect whether there is application of the five basic functions of management, or not.

Specifically, the objectives are as follows:-

- 1.4.1 To find out the application of planning principle of management by both field workers and administrators in Home Health Education Service in Gauteng Province.
- 1.4.2 To find out the application of organization as a principle of management for efficiency and effectiveness sake, by H.H.E.S workers in Gauteng Province
- 1.4.3 To find out the application of staffing (recruitment techniques as part thereof) procedures followed by the H.H.E.S workers in order to expand the workforce, in Gauteng Province.
- 1.4.4 To find out the application of directing principle of management as expected to be applied amongst the Home Health Education Service field workers, as well as administrators in Gauteng Province.
- 1.4.5 To find out whether the field workers and administrators take time to exercise control over how work has to be done effectively and efficiently in Gauteng Province.

1.5 Methodology of the study

1.5.1 *Research design* : The instrument for data collection was the questionnaire accompanied by some informal interviews. Data collected was compared to the standard reflected in Literature review. Where need be, there were scores attached to questionnaire items, thus descriptive statistics were used to describe the data outcomes. With such an involvement, the design of research was qualitative , this may be seen from chapter 4, data analysis.

1.5.2 *Literature review*

The related literature was collected from standard and acceptable sources . Since the statements found therein were of authority in both academic and institutional arenas, the information therein was used as a measuring rod or standard of measurement.

1.5.3 *Data collection and analysis*

Chapter four (4) is divided into two major parts. One is that of data collected, and another is that of the analysis of data collected.

1.5.4 ***Generation of hypotheses***

Having gone through a series of writings related to the literature, the proposed hypotheses found their polishing, thus the hypotheses were polished and zeroed to five, as compared to the twenty (20) in the proposal of the study. All the twenty were summarized into five main functions of management techniques.

1.5.5 ***Last chapter and annexure***

The last chapter was to provide summary for the study outcome, recommendations to the H.H.E.S organization, study limitations and to suggest fields of untouched areas for further study in H.H.E.S.

It was designed that the questionnaires be in the appendix for convenience's sake.

1.6 Definition of Terms

1.6.1 Field Worker

The field worker in this study refers to a person who distributes books for Home Health Education Service (H.H.E.S): Sometimes, he/she is called colporteur, literature evangelist, or canvasser. He purely earns from his/her commission.

1.6.2 Publishing Director

The publishing director in this study refers to a senior man in the publishing department, usually, he is responsible over a group of colporteurs. Sometimes, he is called publishing secretary (in old days). Usually, s/he operates on international, national, or regional levels.

1.6.3 Book and Bible House

The Book and Bible House in this study refers to a publishing house where books are printed and sent to the publishing directors for attention. It does not sell directly to the members of the public, and it does not necessarily print bibles.

1.6.4 SPA (Southern Publishing Association)

The S.P.A in this study refers to a printing plant for the Seventh-day Adventist Church in South Africa, which at the time of this research paper was based in Cape Town.

1.6.5 Southern Africa Union

The Southern Africa Union in this study refers to the total Seventh-Day-Adventist membership based in four (4) Countries of Lesotho, Swaziland, Namibia and the Republic of South Africa.

1.6.6 Union Publishing Director

The Union Publishing Director in this study refers to a representative of the Southern Africa Union at the Publishing House (SPA).

1.6.7 Home Health Education Service (HHES)

The H.H.E.S, in this study refers to a subsidiary organisation of the Seventh-Day-Adventists Church, responsible for distribution of lifestyle books or life skills education on physical, social, mental, and spiritual aspects of education for life.

CHAPTER TWO

2.0 LITERATURE REVIEW

Introduction

The world is full of institutions that affect each other in one way or the other. Duties or tasks have to be performed in order to sustain the lives of both the institutions and the workers thereof. Being part of the world institutions, the Home Health Education Service has to continue existing together with the workers thereof. This chapter reviews the management techniques in Home Health Service, as found in other sources of information pertaining to management techniques. The chapter is also reviewing the objectives of both the organisation and individual field workers expected to be realised. Thus the evaluation of major management techniques in Home Health Education Service.

If Home Health Education Service has to survive, management tasks have to be considered. According to Van der Waldt and Du Toit (1997:11) "management is a process whereby people in leading positions utilize human and other resources as efficiently as possible in order to provide certain products or services, with the aim of fulfilling particular needs and achieving the stated goals of the institutions". Smit and Cronje (1992:6) defined management as "a process or series of activities that gives the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions".

Both Van der Waldt and Smit, in the definitions above, agree that management is a process. This means that management has steps to follow in order to realise the desired goals. The Home Health Education Service needs to assess how the organisation functions in terms of planning, organising, staffing, directing, and controlling for the sake of efficiency and effectiveness.

Looking at the five major functions of management, Appenzeller (1989:43) said, "By failing to prepare you automatically prepare for failure". It is therefore profitably good to find out whether the Home Health Education Service gets affected by the five major functions of management:- planning, organising, staffing, directing, and controlling. These functions have to be checked whether they are equitably applied in Home Health Education Service, and also established a fact whether there is a relationship between any of the above mentioned five major functions of management and performance of the workers in the Gauteng Province of the Republic of South Africa.

While the paper focuses on Home Health Education Service as a whole organisation, it is of great importance to put emphasis on Field Worker in Gauteng Province. This will help those that will have access to this paper to generalise the research findings to many parts of South Africa, because

Gauteng Province has a wide spectrum of multicultural approach; for the many people coming from different parts of the world that work there. So, it is a quite rationale thing to have picked on Gauteng Province.

2.1 Functions of Management

Under normal circumstances, management has five major parts:- planning, organising, staffing, directing and controlling.

All the five major functions can only work in a situation where the Home Health Education Service has the people, ideas and things (objects). This implies that Home Health Education Service can serve the purpose of its design if and only if the organisation plans, organises, recruits, directs and controls the people, ideas and things they have for the advancement of the work.

2.2 Technique

For Home Health Education Service to perform very effectively and efficiently the organisation needs to exercise a technique or tact. According to Harper Collins (1995:850), a technique is "a method or skill used for a particular task". Since the Home Health Education Service educates members of the public through the printed page, it is empirical for the workers to employ as much tact as possible, most especially in our today's modern world where

people can only buy that seems to benefit them in their so-called "near future".

Commenting on the use of tact in the Home Health Education Service, White (1953:63) said,

"Employ tact – Very many have settled it in their minds that they cannot find time to read one in ten thousand books that are published and put upon the market. And in many cases when the canvasser makes known his business, the door of the heart closes firmly, hence the great need of doing his work with tact and in a humble, prayerful spirit".

This implies that the worker, carrying out his duties, should know how to maximize the opportunities for development of his work. He should be very technical if he has to succeed, for it is not only work that matters, but how to do it also is of vital importance.

A technique involves the methodology of how to do the work, why doing the work, when should which part be employed so as to move through a series of steps to success.

Technically speaking, what book should be distributed to who is yet another issue.

Technique covers even the display of behavior of a Home Health Education Service Worker. Commenting on this, Henning (1990:4) said, "usually a

person wants to do something worthwhile, something that will make this world a better place in which to live. In your house-to-house work, you have a chance to show kindness to your fellow man”.

Commenting on the use of technique as a skill, Henning (1990:5) said, “A selling job forces the salesman to meet the public. In his work he is constantly bumping into people. This either removes rough edges of weakness or gouges holes in us which we must carefully rebuild. He either gets rid of these rough spots, or he ceases to work as a literature evangelist. The rebuilding of damaged spots requires skill, perseverance, ability, and a willingness to learn. Failure to rebuild will soon result in dropping out of this career”.

A technical approach in Home Health Education Service will boost the performance of the worker, regardless of which level of management structure one may be operating from a technique is an indispensable part of Home Health Education Service.

2.3 Management Techniques

Having looked at the definitions of the words, management and technique, it is a good idea for this paper to state that in the process of personal management, the Home Health Education Service Worker can realise the intended goals if techniques are applied.

Correct application of correct tactics in a correct procedure for the correct positive motive by a correct person will lead to a correct realisation of the correct intended goals. Speaking about the management techniques as vital tools for success, Henning (1990:71) said,

“So much depends on what you say, what you do, how you act, and how your behaviour influences the prospect. Consider it essential to prepare spiritually, mentally and physically. You should constantly strive to keep yourself physically fit. Dress properly and get sufficient rest. Walk with a firm step and wear a pleasant smile that radiates from a true Christian experience. Be relaxed but alert. You must be ready to carry on a conversation with the customer facing you”.

Such behavioral tactics, in the process of activities intended to pursue certain organisational objectives using a particular method, are of great value in the working life of a Home Health Education Service Worker (or, sometimes referred to literature evangelist). Hence, the first step of planning is of great importance.

2.4 Planning

According to Smit and Cronjel (1992:6), planning is “the management activity that determines the enterprise’s mission and goals.

It includes identifying ways of attaining the goals as well as the resources needed for the task. It entails determining the future position of the

enterprise and guidelines or plans needed to reach that position. Hence the activities of the enterprise cannot be performed in a random fashion but should follow a specific logic, scientific method or plan”.

Van der Waldt and Du Toit (1997:182), comments, “Planning is a basic process involving every manager to some extent... The purpose of a plan is to facilitate the achievement of an institution’s purpose, mission and objectives... Planning is therefore aimed at determining future circumstances and identifying the measures needed to realise them... Planning has to do with the choice of alternatives, in other words making decisions to realise future circumstances”.

Commenting on planning, Henning (1990:76) had this to say, “Do not approach without proper plan of presentation. This goes beyond memorising a sales talk. You should prepare in your mind a plan of presentation which takes into consideration the information previously obtained about your prospect. The better you are prepared, the easier it will be to achieve success”.

Since the Home Health Education Service distributes books to the public, White (1953:85) said, “Men in responsible positions have worked up plans whereby our books should be circulated and not lie on the shelves, falling dead from the press”.

Commenting on the issue of leaders to plan for their subordinates in the Home Health Education Service, McAdams (1954:120) said, "One of the great needs of our denominational colporteur training program is that of having a definite plan and procedure for the instruction of those who engage in this work".

From the quotations above there is a deduction that planning is a very vital part of management at each level of organisational hierarchy of the Home Health Education Service. Each worker needs to plan for success, regardless of him being the leader or be the being-led. Planning in any organisation therefore involves forecasting, setting objectives, strategy development, programming, budgeting, setting of procedures, and development of policies.

2.4.1 Forecasting

According to West (1969:147), to forecast is to "tell future events". Harper Collins (1995:308) defines forecast as "to calculate in advance".

At the stage of forecasting, the Home Health Education Service Worker looks into how many books to be delivered in each home. Another issue is that of how many homes should be visited per day, so that they may be made aware of such an educational programme for family development. It is also at such a stage that a worker sets up the time period in which he has to see a certain number of individual families.

In short, the Home Health Education Service Management team should establish where present course will lead to.

The management should at this time be able to measure the effectiveness of the field work-force against the territory in which the field workers have to operate.

A field worker is also expected to have a relative similar approach. He should know how big his territory is, and how long is he expected to be in the area offering the same quality service of delivering books to the community members.

After forecasting, we get into yet another step:-

2.4.2 Setting Objectives

An objective, according to West (1969:252), is the "purpose" or "aim".

Harper Collins (1995:656) defines an objective as a "reason for which anything is done, created, or exists".

Commenting on the role of leadership in the training part of the Home Health Education Service field workers, McAdams (1954:121) said, "The methods for training colporteurs as set forth in this book are not one man's opinions but are plans and methods that have been tried and proved successful by many leaders over a period of years... The manner in which the principles,

objectives, and purposes of the literature work are presented to a recruit has a great deal to do with his success”.

Emphasizing the issue of objective approach in Home Health Education Service, especially by field workers, Henning (1990:13) wrote the following words,

“There is quite a difference between a salesman and a literature evangelist (Home Health Education Service Field Worker). Salesmen are often motivated by a craving or desire to earn lots of money. There are other worldly salesmen who are anxious to be of service to their customers on the other hand, literature evangelists are motivated by a desire to save precious souls for the kingdom of God in the light of the soon coming of Christ”.

From the above statements made by some authors, there is a deduction that the Home Health Education Service management has to collect books printed from the press that meet the needs of the local people, according to the information given to them by the field workers. Therefore, their objective would be that of making relevant books available to the field workers, otherwise field workers may not be as efficient and effective as expected.

So, the management should have the needs of both the fieldworkers and the community members at heart. So, books that meet the needs of the people must be printed and be directed to the distributors who are in the field.

The field workers must distribute the books to the people in the community. This implies that if books are not going to the people, then no money will come to the field workers, hence negative impact on their financial sustenance. Therefore, the main business of Home Health Education Service Worker is to distribute books to the people in the community.

So, the printing of books that meet the needs of the people in a community should be set as an objective by the management. Yet another objective to be set is that of supplying books to the field workers. This is part of planning to be done for work to be done in the expected manner.

The Home Health Education Service Worker in the field has to set a number of objectives such as books must be distributed by the end of the day, people must be seen in their respective places, a certain number of books must be considered for distribution in a day. Thus the setting of objectives involves everyone in Home Health Education Service. However, the ultimate objective is to see people develop physically, socially, mentally, and spiritually.

2.4.3 Development of Strategies

According to Harper Collins (1995:816), a strategy is, "A long term plan for success, such as in politics or business". According to West (1969:101), to develop is to "Grow up, become larger or more complete". In other words, development of strategies in Home Health Education Service means making

long term plans on how to succeed in the business of printing and distribution of books.

The management needs to make long term plans on how the book business can turn out to be a success. According to McAdams (1954:79), the representative of the Home Health Education Service needs to make long term plans, not only on the sales of books but on the appraisal and recruitment of field workers.

He went on to say that the representative leader should, " make his appointments well in advance" with those that are running the churches for programs. He went on to mention opportunities like the camp-meetings, denominational schools for Seventh-Day Adventist, church papers, colporteur rallies, institutes, and some other programs as potential times and places in which the field worker can make his work be known to the community. In other words, the management should plan some events for the field workers so that Home Health Education objectives can be met. This is another effective way the organisation can increase in complexities and size, in terms of staff other organisational activities to be achieved on both management and field levels.

While the development of strategies is a priority of the management, it is also considered viable for a field worker to have well organised long term plans such as retirement annuities, and many other things associated with

success of an individual worker, for he also has some objectives to achieve on personal level.

Talking about long term and ultimate goals, Hunt (1981:97) said, "inspiration makes it clear... God really longs for us to set high goals, to expect great achievements..."

Commenting on plans as strategic points in management, White (1977:341) said, "success in any line demands a definite aim. He who would achieve true success in life must keep steadily in view the aim worthy of his endeavor".

White (1977:343) continued to say, "an aimless life is a living death. The mind should dwell upon themes relating to our eternal interests. This will be conducive to health of body and mind".

In short, the Home Health Education Service Workers have to decide on when and how to achieve goals. Strategies have to be developed if the organisation has to achieve the intended goals. If strategies have to work out, there must be some programming or timetable.

2.4.4 Programming

According to West (1969:282), a programme is a "list of things which will be done in public, e.g. of songs, etc, in a public show". Harper Collins (1995:645) defines a programme as, "a planned series of events..."

Programming is therefore, a process in which a list of things or events are sequentially arranged, according to the perceived priorities, for the achievement of the intended goals.

Home Health Education Service Worker needs to prioritise his events in such a way that he may discharge the acceptable service to the community members. The events should be arranged sequentially.

Commenting on the Christian success and planning, White (1997:6) said, "It is the duty of every Christian to acquire habits of order, thoroughness, and dispatch. There is no excuse for show bungling at work of any character. When one is always at work and the work is never done, it is because mind and heart are not put into the labor. The one who is slow and one who works at a disadvantage should realise that there are faults to be corrected. He needs to exercise his mind in planing how to use the time so as to secure the best results. By tact and methods, some will accomplish as much in five hours as others do in ten".

Some who are engaged in domestic labor are always at work, not because they have so much to do but because they do not plan so as to save time... In their work let them have a definite aim. Decide how long a time is required for a given task, and then bend every effort toward accomplishing the work in the given time. The exercise of the will power will make the hands move deftly.

This implies that the management should have different times allocated to different activities or events for successful results. There must be time to recruit, train, induct, supervise, print books, distribute, and receive feedback from the field workers.

The field worker should also have different times for different events and things. Time for planning how to sell books should be of another priority as compared to the time of the actual selling of books in the field. The question of priority and sequence should be in the mind of the Home Health Education Service Worker so that success may be the result.

Both the management and field workers have to consider programming as viewed by Smit and Cronjel (1992:89) that it is, "a single plan for a large set of activities". This means that success does not depend on one activity within a series of activities but on well co-ordinated efforts exerted on the activities. It was in this light that Du Brin (1989:56) said, "a program is a plan in which activities required to achieve a broader objective are specified.

Included within the program is information regarding goals, people to be involved with the program and anticipated costs”.

Commenting on the importance of programming in the life of a student, Knight (1979:117) said, “sensible students will program their activities, on a well balanced, clearly considered system. In fact, it is worth spending several hours working out the general principles of your personal program... Successful students are those who recognise the importance of ... the art of programming ... life ..., the chances of unlimited success for ... life are very good”.

Further, Knight (1979:120) said, “It is a handy idea to carry around a small notebook with you. On this, jot down the items you must accomplish during the day. In short, this really represents a series of goals being achieved. A person without a goal (or series of goals) is like a ship without as rudder. He never arrives anywhere, for he does not know where he is going... if he knows, ... he will successfully arrive at his goal, on time, intact, successful”.

After programming, the management wheel brings the step of budgeting.

2.4.5 Budgeting

According to Harper Collins (1995:95), a budget is “a plan of expected income and expenditure over a specified period”.

According to Henning (1990:246), a budget is a vital part of planning in the life of a Home Health Education Service Worker. To add more flesh to this he put up the following lengthy comment:-

“Think of a stranger driving in a foreign country without a road map. He wouldn’t know where he was going and so wouldn’t achieve much. Precious time would be wasted and he might never reach his destination. First of all he should know where he wants to go. A proper road map will give him a feeling of security. A wise man will constantly follow the road map to make sure that he is on the right road, taking the shortest route possible to reach his destination.

The literature evangelist is in a very similar situation. He needs to be sure of where he is going. First of all, when he begins his work as a literature evangelist and later on before starting a New Year, he should sit down and work out his needs. This will be the basis for proper budget. Be realistic. Bear in mind that you want to develop and progress. Allow room for this in your budget.

After you have determined your budget, you will have a realistic goal. Reaching this goal will give support to you and your family. Surpassing this goal will assure greater prosperity. The literature evangelist should aim for this”.

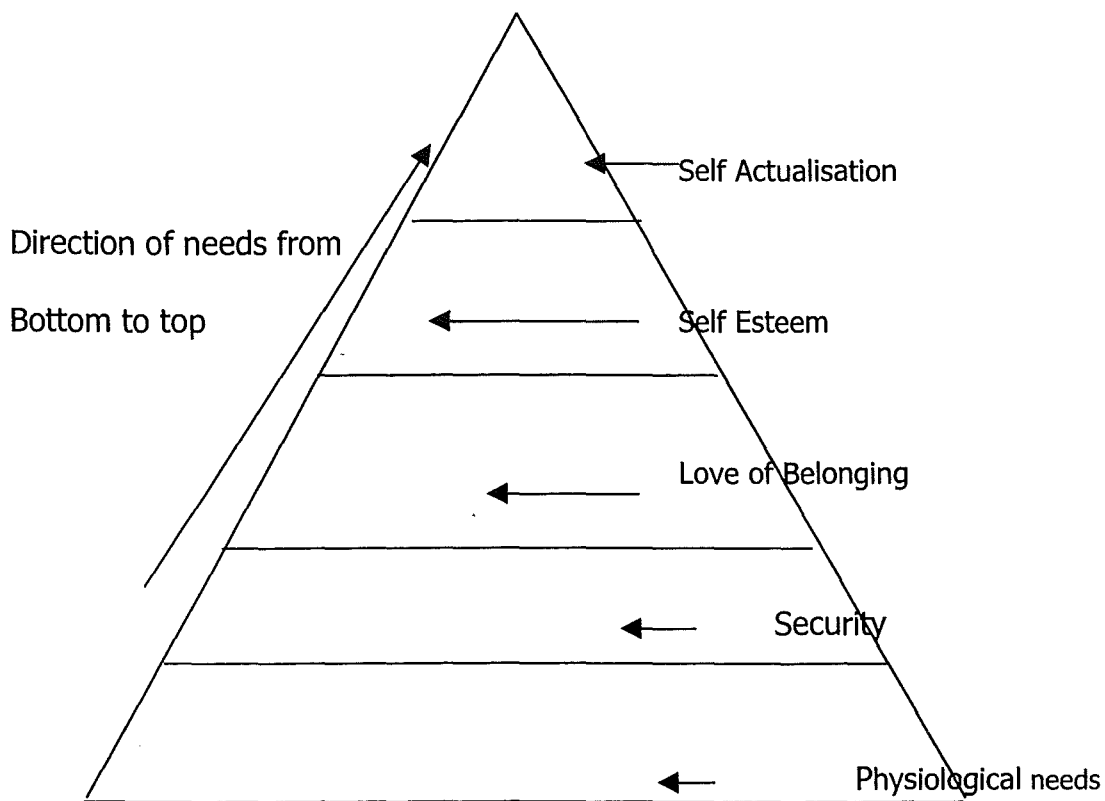
From the lengthy comment above, there is a deduction that a budget can be done for annual, monthly, weekly, daily and hourly target. Thus a goal of things to be done within a specified time may be achieved reaching a specified number of intended objectives. In this case, budget is not restricted to money only but also to time, for time is very precious for all people to do what they are expected.

Commenting on programming and the principles thereof, Sehlare (1999:lecture), mentioned five things of great value. These are:- needs assessment, designing the objectives, designing the activities, implementation of activities, and evaluation of each step of the program. From this, there is a deduction that the Home Health Education Service Worker has to include in his budget the following:-

2.4.5.1 Needs Assessment

The worker must look at his needs and the needs of the organisation he is working for. In this way, he will, understand the reason for working. The needs must be prioritised, even according to Maslow's Triangle of needs (fig 2.1).

Fig. 2.1 Maslow's Triangle of Human Needs.



Needs move from physiological to self actualisation. However, in the budgeting plan of a Home Health Education Service Worker, there must be a realisation that people need God. Commenting on this, Henning (1990:12) said, "people have needs, although often they are not fully aware of them. Everybody needs the message of Jesus Christ. Some may resist. Others won't take it seriously and the multitude is not aware of its needs. This is why Christian salesmanship is so essential. It is our (H.H.E.S.) duty to point out these needs and, with a well-organised presentation, persuade the people to buy the literature, not for the sake of our (H.H.E.S.) profit, but to

lead them to eternal life. Salesmanship is the ability to persuade people to want what they already need”.

During the budgeting time, the worker should include the needs assessment which will eventually be part of objectives to be achieved.

2.4.5.2 Designing Objectives

As already said in section 2.4.2 above, without designing objectives the field worker may abuse time, for he needs to allocate time for each activity to be done.

2.4.5.3 Designing Activities

A Home Health Education Service Worker should realize that without putting every activity within the time frame – work is like a school teacher without a written timetable. According to Appenzeller (1989:40), “salesmanship is the ability to persuade people to want what they need and then buy it. To accomplish this, the literature evangelist must develop certain positive characteristics. The most successful literature evangelists are those who are constantly learning and searching for new and better ideas. They are not ashamed to borrow and adapt ideas from any source”.

Activities like 'what to say', 'when to say', 'how to say', 'when to clean the briefcase', 'when to show a book on health education', and many others should be well designed for success.

After designing the activities there is a need to plan when, how, who, where and why to implement the activity thus implementation should be planned also.

2.4.5.4 Implementation

According to Harper Collins (1995:394) to implement is "to carry out".

Everywhere people are concerned with what to do in order to eradicate a problem affecting them. The world, usually, uses a term, "launching" for carrying out the plans. Harper Collins (1995:445) defines a launch as "to move ... to start off or set in motion".

Implementation is part of what must be done in order to succeed. It generally has been said that a person that plans or designs activities without putting those activities into effect or motion is like an empty calabash that makes noise that does not give any specified direction to the hearer, and the end result is total failure.

2.4.5.5 Evaluation

It is a proper thing to be evaluating one's activity. Harper Collins (1995:266) defines evaluation as to finding out or "judge the quality or value of something".

In scientific terms, to evaluate is to find out whether the program is moving according to plan, whether the program is achieving the intended objectives.

It is a very ideal thing for the Home Health Education Service to be conducting an evaluation research once in a while so as to assess the success of the organisation. This must be put into plan on when to evaluate, where to evaluate, and why evaluate.

It is during the process of evaluation that each individual worker has to find out whether he is working accordingly hence S.W.O.T analysis.

He must find out if his strengths can match his plans, do his weaknesses, allow him to carry out the plan, what about opportunities? Does he have any opportunity to carry out his plans? Does he have any threats to his plans? Thus a need for SWOT analysis:-

- Strengths
- Weaknesses
- Opportunities
- Threats

Within the time-frame work of planning, there must be a space for evaluation. This should also be budgeted for. After budgeting comes the setting of procedures.

2.4.6 Setting Procedures

According to Harper Collins (1995:643), a procedure is, "a way of doing something, especially an established method, or, the established form of conducting the business..." For both the management and field workers, it is important to set procedures or rather follow the established procedures. In other words, the Home Health Education Service Worker needs to establish in his mind that setting or understanding well-organised procedures are part of planning if success has to be realised.

To the field worker, planning should cover the ways of doing things. Things such as how should books get to the public and how money for the books get to the head office fall under procedures of book flow and cash flow. Any example of this was made known in the 648th literature evangelist journal where Brazil introduced their new book mobile. The paper said, "This beautiful addition will carry books, magazines, and literature to those who would otherwise not have opportunity to see it". While Brazil management took the books to the people through the mobile system of transport, the Stanborough Press in Grantham, England held attractive exhibits and displays inside the printing press and in the tent outside the printing press.

The Brazil procedure was to take books to the people, but the England procedure was to call people to come, see, and buy the books.

A field worker living and operating under such a condition has to plan which procedure to follow so as to make his personal work a success.

Having examined such views in the journal above, Bob (1998:12) said, "It became clear to me that publishing must be willing to take on new forms as circumstances change. Publishing is the marriage of product development with marketing. Whether production is done in-house or, as is the case in many countries today, through contracting with outside production facilities, the publishing ministry must be creative in how it presents the gospel message to church members and the general public. We must be willing to adapt to the circumstances that political turmoil, wars and, yes, even new freedoms offer. When opportunities arise we must be diligent to reach beyond the status quo to maximize those opportunities".

The management has to plan for new procedures of service delivery as the times and circumstances are changing. If the management changes, so too should an individual field worker of the same department.

While the setting of procedures is a universally admirable thing, no single procedure may work for all everywhere. An example is the calling of people to come, see, and buy books in England, may not work for Brazil, hence different procedures for different places. For this reason others post books to the members of the public while others take them in briefcases to the same public.

According to the volume 52 of the Southern Publishing Association News Bulletin (1999:2), a warehouse employee said, "I have heard about computerised warehouses for books and other goods where the orders are received electronically, and the specific products are picked from the shelves by robotic conveyors and deliver each order by shipment within minutes of origin. I foresee such happening with us within the first quarter-century of the millennium".

While procedures are being set as planning progresses, there is a need to formulate policies as part of planning.

2.4.7 Development of Policies

According to Harper Collins (1995:623), a policy is "a plan of action adopted by a person, group, or government".

According to the Volume 61 of the News Bulletin of Southern Publishing Association (2000:7), there was a statement written as follows, "Demo books can only be purchased by registered L.E.'s, as recommended by the Publishing Department, once per annum, at the above prices". This was an example of a development of a policy. It suggests that some literature Evangelists (LE's) who were not registered would want to buy books at an exclusive cheap price purposing to use them for demonstration purposes, only to find that they ended up selling them to members of the public, hence

a policy on demonstration (demo) copies was to be put in place by the management of Southern Publishing Association.

A field worker can also develop some policy. From the above quotation, we have the deduction that some field worker might have wanted to sell his books on debt basis without considering the costs incurred during the purchasing of the book. After some losses, experience has it that such a worker has to give his books to people after some payment has been made. So, he puts up a policy that no book will be delivered if the one buying it has not made some payment of some kind.

According to Henning (1990:208), "an order is only as good as the down payment. Many people place an order on the spur of a moment...

Therefore, payment at the time of order is so much better". This confirms the development of a policy due to matters recurring, especially adversely.

After all the pieces of planning are done, there is yet another issue of organization.

2.5 Organization

According to Sehlare (1999: Lecture), to organize is to, "arrange and relate work for effective accomplishment of objectives". Smit and Cronje (1992:7) said, "organizing is the second step in the management process. Once the goals and plans have been determined management has to allocate the

organization's human and physical resources to relevant departments and persons. Duties have to be defined and procedures fixed to attain objectives. Thus organizing involves developing a framework or organizational structure to indicate how personnel and materials should be employed to achieve the goals".

Adding to what others viewed organization, Van der Waldt and Du Toit (1997:188) said, "... organizing means classifying and grouping functions and allocating groups of functions and workers in an orderly pattern so that workers aim at achieving the objectives".

The management wheel (1999) reveals that it is during the process of organization that qualifications for persons in each position are defined, the description of each job in every position is done. This means issues of authority on relative basis is well defined, relationships to exist among the staff members are also described. Finally, the organogram or organizational chart can be drawn to show the structure of operations in an organization.

In Home Health Education Service, organization is of great value if goal realization is to be achieved. The following issues are to be organized:-

Positions (posts), position description, position delineation, and the establishment of organization structures.

2.5.1 Establishing Position Qualifications

According to the 1999 Management Wheel, to establish position qualifications is to define qualifications for persons in each position. At this stage of management, the paper looks into who qualifies in a position of choice in the Home Health Education Service.

The lowest level of operation is usually that of a field worker who is generally called the Literature Evangelist, or Colporteur Evangelist, or Canvasser Evangelist.

What qualifications does one need to be a successful field worker? White (1953:26) said, "The canvassing work is more important than many have regarded it, and as much care and wisdom must be used in selecting the workers as in selecting men for the ministry... Lift up the standard and let the self-denying and the self-sacrificing, the lovers of God and of humanity, join the army of workers. Let them come, not expecting ease, but to be brave and of good courage under rebuffs and hardships. Let those come who can give a good report of our publications because they themselves appreciate the value".

From the quotation above, there are such qualifications:-

Self-denying, self-sacrificing, lovers of God, and lovers of humanity. This implies that lifestyle on display plays a big role on who qualifies to be a literature evangelist. These qualifications can be broken down as follows:-

2.5.1.1 Belonging to the Church

White (1953:26) said, "since canvassing for our literature is a missionary work, it should be conducted from a missionary stand point". White (1953:27) went on to say, "The church is a garden in which is a variety of flowers...".

Since White was one of the founder members of the Seventh-day Adventist Church, there is an implication that for one to be a field worker, he first has to be a member of the church.

2.5.1.2 Good Address, Tact and Foresight

White (1953:28) said, "Missionaries are wanted everywhere. In all parts of the field canvassers should be selected, not from the floating element in society, not from among men and women who are good for nothing else and have made success of nothing, but from among those who have good address, tact, keen foresight, and ability. Such are needed to make a success as colporteurs, canvassers, and agents".

2.5.1.3 Best Talent

Best talent implies ability to apply knowledge discriminatory. White (1953:28) said, "Everyone is not fitted for this work. Those of the best talent and ability, who will take hold of the work understandingly and systematically, and carry it forward with persevering energy, are the ones who should be selected".

2.5.1.4 Christian Religious Experience

White (1953:29) commented, "Let Christian youth be selected to circulate the books containing present truth. Youth who have no religious experience should not be accepted as canvassers for our books, because they cannot properly represent the truth to be presented. To send such youth into the canvassing field is unjust to the Lord's work.

This is sacred work, and those who enter it should be able to bear witness for Christ".

2.5.1.5 Morally Converted

White (1953:29) said, "The canvassing work should be considered as sacred, and those who have unclean hands and defiled hearts should not be encouraged to enter upon it. The angels of God cannot accompany the unconsecrated to the homes of the people, therefore all those who are not converted, whose thoughts are corrupt, who will leave the taint of their

imperfections upon everything they touch, should refrain from handling the truth of God”.

With the above views in place, there is a deduction that all the people in management should be in possession of the above qualifications which the ordinary canvasser evangelist have.

According to McAdams (1954:64), “The way the colporteur evangelist carries on his work will in a large degree be a reflection of the way the publishing department secretary does his work. The spiritual, intellectual, and personality qualities of the leader will be reflected in he colporteur evangelist.

Because the publishing department secretary is leading and guiding and molding the lives of others, it is essential that he himself live close to God and possess those positive qualities that will inspire those whom he is leading”. So, a leader in Home Health Education Service should display some extra qualifications above those of an ordinary canvasser evangelist.

2.5.1.6 Well Informed

Another additional qualification of a Home Health Education is that of being a well-informed individual. McAdams (1954:67) said, “A wise man is strong, yea, a man of knowledge increaseth strength. A man who stands out in any organisation as a strong, dependable leader is a well-informed man.

Information is essential to good judgement and to successful leadership.

This is true in spite of the fact that many with much formal education lack good judgement. In contrast to them some with only a basic schooling stand out for their clear-visioned, stalwart leadership". Harper Collins (1995:803) defines stalwart as "strong and sturdy, loyal and reliable", and "a hard working and loyal supporter". Such type of quality is very much required for leadership purposes.

A leader in Home Health Education Service should be well informed concerning his work as related to other professional workers elsewhere within the local area.

2.5.1.7 Efficiency and Consecration

McAdams (1954:68) said, "The time demands greater efficiency and deeper consecration. God wants not only spiritual leaders but also intelligent, well-qualified leaders... Intelligence and understanding do not come as a result of being called an important position. The call to some position of leadership does not automatically give one more knowledge and greater wisdom.

Mental growth comes as a result of personal application and is not determined by the position he holds.

Therefore the successful leader will constantly endeavor to improve, thus increasing his efficiency and his value to the cause of God".

2.5.1.8 Initiative

In the same source book, McAdams (1954:69) said, "Men of genuine initiative are men of strength, who think constructively. They have vision and faith and a courage born of sound judgement and understanding... The loyal Christian leader with initiative will move forward with his work when others stop because of clouds of difficulty... These considerations should make every literature worker strive to develop a greater measure of sound initiative".

Initiative, "A first step, commencing move", according to Harper Collins (1995:407), is a required virtue. People are needed who can go before others for the sake of success.

2.5.1.9 Organizing Ability

McAdams said, "The publishing department secretary must be a good organizer. He must plan his program for the entire field so that the work will progress... A good organizer will not lightly pass over the details connected with his work. He will plan his program so that not only the larger and more important responsibilities will be cared for but every detail related to his work will receive proper attention... The successful leader discharges his responsibilities in a systematic manner and does not work on a hit-and-miss basis".

The leader must be able to display organizational behaviour and systematic approach in work – Home Health Education Service. There are many more qualifications attached to the Home Health Education Service employees.

However, the ones stated above are good enough to encourage good organization for the establishment of position qualifications.

2.5.2 Creating Position Description

According to Harper Collins (1995:209), to describe is, "To give an account of (something or someone) in words". According to the 1999 Management Wheel paper, to create position description is to define scope, relationships, responsibilities, and authority of the positions concerned for efficiency and effectiveness in work relations.

2.5.2.1 Scope

Harper Collins (1995:730) defined scope as "Opportunity for using abilities ... range of view or grasp... the area covered by an activity or topic".

Commenting on the scope of work of a field worker in Home Health Education Service, Henning (1990:4) said, "Your success can be measured by a number of literature you place in the homes, customers that request Bible studies

and the number of souls baptized... Full utilization of working time and calling on prospects at night means placing more truth-filled literature in the homes and more income for the literature worker”.

From the above passage, there is a deduction that the field worker, as made different from the administrator, is expected to extend this educational programme to the public by distribution of literature to the homes for consumption. He is expected to conduct bible studies under the informal system of education, and can register members of the society in voice of prophecy studies as part of distance education system. This defines the scope of work of a field worker.

According to the Southern Publishing Association Literature Evangelist report format, the following items are required as part of the job description of a field worker - Number of hours spent in the field, number of demonstrations done, number of orders made, value of orders made – in monetary form, value of books delivered in monetary form, the cost of books you purchased from the depository center, how much purchase has accumulated against your name, and what is the cost of books that you have distributed. In this fashion a field worker is expected to work with very minimum amount of supervision from the leadership, for he collects money from the people and deliver the books himself.

For the above reason, White (1953:57) said, "The presidents of our conferences and others in responsible positions have a duty to do in this matter, that the different branches of our work may receive equal attention.

Canvassers are to be educated and trained to do the work required in selling the books upon present truth which the people need. There is need of men of deep Christian experience, men of well balanced minds, strong. Well-educated men, to engage in this work... Educate, educate, and educate young men and women to sell the books...."

The above quotation is actually addressing the aspect of sound attitude in the management of Home Health Education Service. It is giving the impression that special type of training and education are necessary to produce field workers that will offer educational service to the community with very minimum supervision.

2.5.2.2 Relationships

Examining the relationship of colporteurs with other workers, White (1953:100) said, "The canvasser should carry on his work in co-operation with the Minister".

Connected to the statement above are the following statements, "When the canvasser enters upon his work, he should not allow himself to be diverted, but should intelligently keep to the point with all diligence. And yet while he

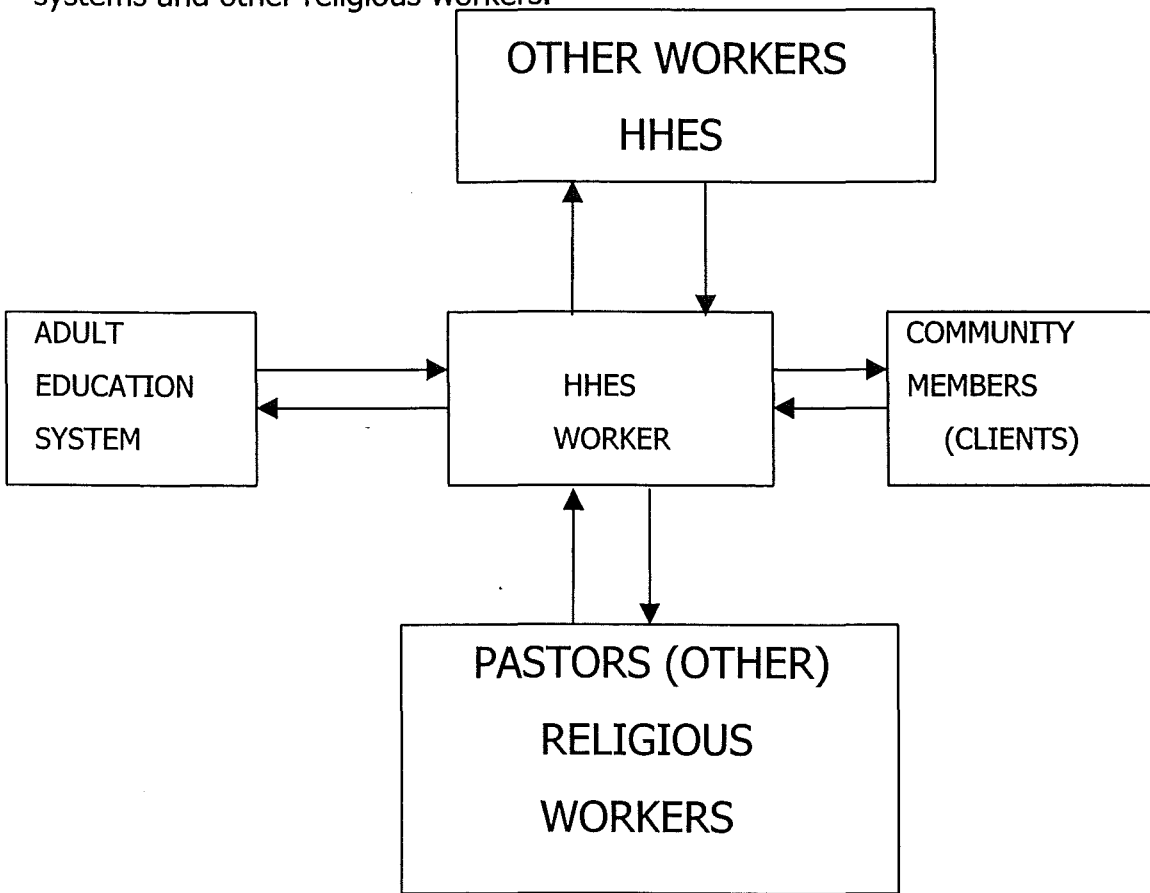
is faithful in his canvassing, he should not neglect opportunities to help those who are seeking for light and who need the consolidation of the scriptures”.

From the above statements, there is a deduction that a field worker in Home Health Education Service should not work in isolation of the established system. This means, the worker has to establish sound relationship between himself with other workers in the same organization, and the sister organizations such as church pastors, and with those forming his client system. This is applicable to all other organizational workers.

Commenting on the same issue stated above, McAdams (1954:59) said, “A local colporteur director should keep the union publishing leader informed concerning the progress of the literature ministry in his field”.

The following diagram (fig 2.2) may represent the expected inter-relationships between Home Health Education Service Worker and other relevant parties for effective and efficient delivery of educational service.

Fig 2.2: Relationships of H.H.E.S workers among themselves, their client systems and other religious workers.



This implies that the H.H.E.S worker should consult his policy book to affirm his relationship to other community members.

2.5.2.3 Responsibilities

According to McAdams (1954:199), "The assistant secretary should have opportunity to become familiar with the office routine work, because he is not merely working to train others, but he should be receiving a training that will prepare him for heavier responsibilities".

While the duty of a field worker is to distribute books, conduct bible studies, pray with the members of the public, the man on top of a field worker has a responsibility of not only training others but to receive reports and document them as they come from individual field workers. This has been documented by McAdams (1954:187) that, "The colporteur should send to the office two reports of his work at the close of each week, one to the publishing department secretary and the other to the book and bible house manager". Regardless of the changes in the terms applied to each title, the field worker has to send report to his supervisors.

Concerning the leaders in the same department, McAdams (1954:187) said, "The officers of the conference are interested in the progress of the work, and will appreciate receiving a copy of this report".

So, regardless of the level of operation, each worker has to perform some duty of some kind. Each has his own specific duty for HHES to achieve the intended objectives. That is to say, while the field worker is busy in the community, the leader of such a field worker may administer some work in the office. The leader has to check all the incoming weekly report of the field worker who is the literature evangelist. Because of the report, he has to find a way of encouraging the field worker for effectiveness and efficiency of the organisation.

2.5.2.4 Authority

According to Harper Collins (1995:44), authority means, "The power to command, control or judge others, a person or group with this power..., a decision making organization or government department..., official permission..., a position that has power to command, control, or judge others...."

A field worker as an adult educator, has to do his work with authority. Generally, this authority is made manifest in product-knowledge and enthusiasm, through which he presents the tools of knowledge, that is, the books. Commenting on this issue, Appenzeller (1989:47) said, "would you buy a suit from a salesperson who could not tell you what type of material it is made from and whether or not it will wash or dry clean? Could someone sell you a book without knowing who wrote it, what its' message is, how many pages, chapters, illustrations, etc., it contained".

If the field worker has product knowledge of the books that he is distributing, he is likened to a man occupying "a position that has power to command, control, or judge others... In this capacity, he is said to occupy his position with authority and therefore, he will speak to people with authority, for he has knowledge of what he is talking about.

In the similar manner, the leader of such a field worker should be a person with product knowledge. He should be a man of authority that sometimes

he needs to accompany the colporteur in the field whether this is the desire of the colporteur or not. Commenting on this point, McAdams (1954:181) said, "The very nature of the colporteur work requires close supervision, therefore it is necessary that the publishing department secretary devote most of his time while out in the field to working by the side of the colporteur. Visiting the colporteur in the evening and speaking a few words of encouragement to him and having prayer with him are very important, but they are not sufficient. The leader who endeavors to direct his work by personal correspondence and personal visits without giving the colporteur field assistance will not build a solid program and will soon discover that he is having great difficulty in holding his colporteurs". This means the leader can only control, as part of his authority, his field workers if he knows how they are discharging their duties in the field. In this fashion, it is said that the leader has authority which contributes to part of his organizational behaviour leading to the achievement of the intended organizational goals.

It is expedient to have each position vested with authority for equitable distribution of services from the organization to the community, for not all people can occupy the same position yet do different things in the same organization, that is why organization is necessary.

2.5.3 Delineation

According to the 1999 Adult Education Lecture, to delineate is to define liaison lines to facilitate co-ordination. However, Harper Collins (1995:204)

defines delineate as "To show by drawing, to describe in words". Thus the action of showing by drawing or describing in words the relationships existing amongst the positions is called delineation.

It is at this stage where the HHES gives information pertaining to who belongs to where, e.g. the Gauteng based group of workers as different from those belonging to the North West Province of the Republic of South Africa.

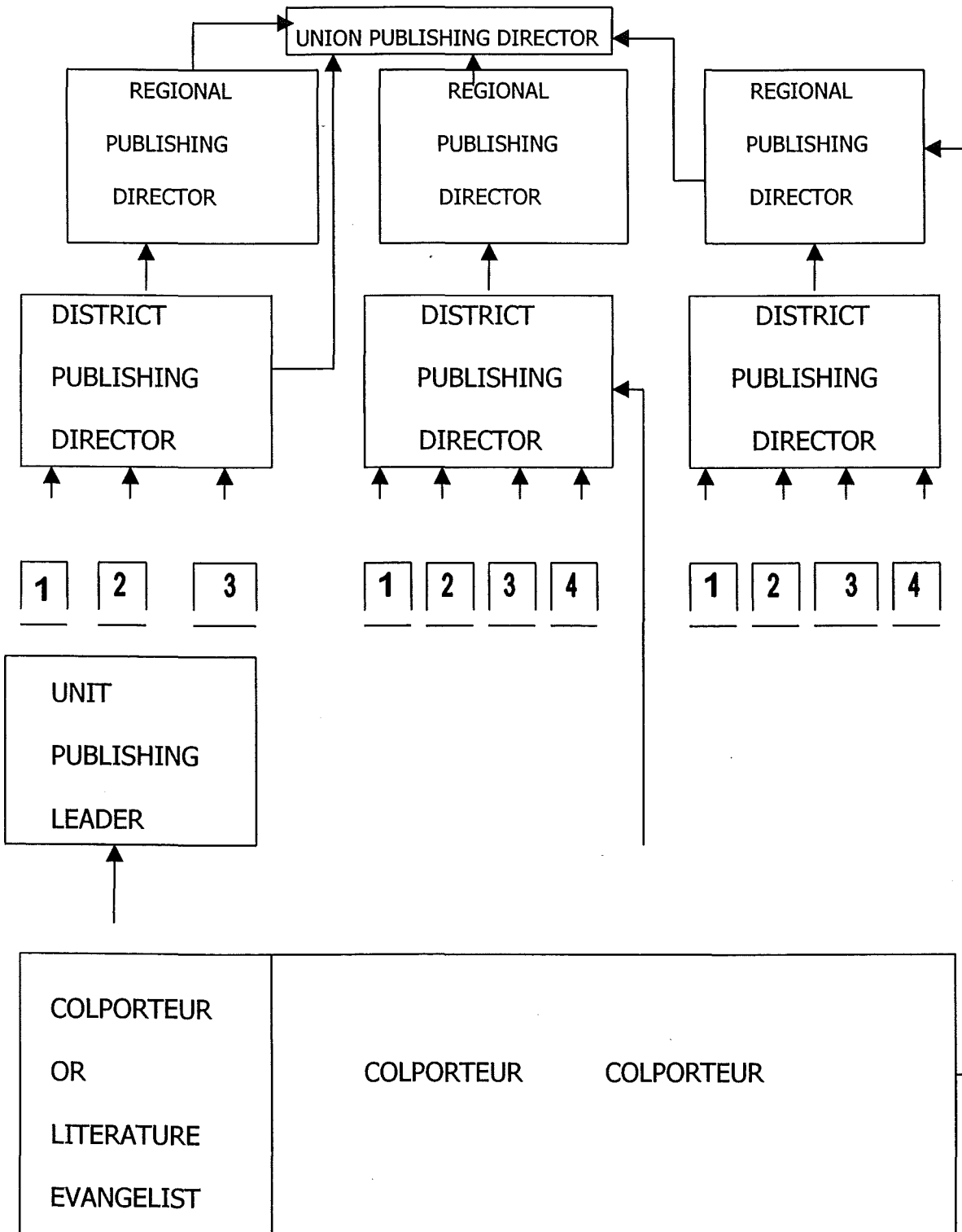
The Southern Publishing Association of the Southern Africa Union of the Seventh-day Adventist Church have the following structures: Regions, Districts and Units. Each literature evangelist (colporteur) belongs to only one of the above levels i.e. he belongs to the unit, then to the district, and to the region.

With the above information, we come into the last aspect of organization, which is organization structures:-

2.5.4 Establishing Organization Structures

This is usually presented in the following structure (fig 2.3); on the following page:-

Fig 2.3 Organizational structure of H.H.E.S workers in Southern Publishing Association.



This is how the Southern Publishing Association is running. It is organized in such a way that not every colporteur on the same level reports to an equal level. Information through reports, flow from one level to another, generally. After organizing, is staffing.

2.6 Staffing

The term 'staffing', is usually associated with a procedure of management part that looks into the recruitment, or choosing of particular people to fill-up the positions which are vacant in an organization so that the organization would realize her desired goals or objectives.

According to Longenecker (1969:310), "Staffing activities include recruitment and development of managers to fill their assigned positions capably and also to advance to higher administrative posts".

According to the 1999 Management Wheel, staffing means choosing competent people for positions in the organization. Under normal circumstances, the staffing process include advertising, selection, orientation, training and development of those working for the organization.

2.6.1 Advertising

According to Harper Collins (1995:11), to advertise is "To present or praise (goods or a service) to the public, in order to encourage sales... to make publicly known".

This means that the positions are publicly made known to the people for application into the Home Health Education Service. How does HHES advertise?

According to Sehlare (1999:Lecture), there are two types of advertising. The first is that called the internal which is only made available through the circulars, news bulletin, posters, and any other means within the limits of the organization, thus giving access to the people within the defined organization to respond to the adverts. The second is that which is external in nature, which is made available through the public media such as newspaper, TV broadcast, radio announcing, public posters, and any other means which give members of the public access to the advert so that the respondents should not only be members of the defined organization but the general public also. Home Health Education Service uses the internal system type of advertising. According to Appenzeller (June 2000), the field worker from Home Health Education Service has to do the promotional talks in church set-ups. This means the adverts are only within the limits of the Seventh-day Adventist

Church only. This is done also through church denominational magazine, called "Maranatha". After advertising comes selection.

2.6.2 Selection

To select, according to Harper Collins (1995:740), is "To choose (someone or something) in preference to another or others".

As already observed in section 2.5.1, the qualifications are the same as those stated in the said section. However, many Adventist authorities have had their comments in relation to selection of workers.

McAdams (1954:94) said, "The time has come for us to raise the standards and be more careful in selecting people to enter the book work. Many times church members, after making a failure in other lines of endeavor, decide to enter the colporteur work, and the fact that people from this unstable element have been permitted to enter the work has made it very difficult to recruit workers of the higher type".

White (1953:26) said, "The canvassing work is more important than many have regarded it, and as much care and wisdom must be used in selecting the workers as in selecting men for the ministry". Continuing with the comments on the selection of HHES workers, White (1953:28) said, "In all parts of the field canvassers should be selected, not from the floating element in society, not from among men and women who are good for nothing else and have made a success of nothing, but from among those

who have good address, tact, keen foresight, and ability. Such are needed to make a success as colporteurs, canvassers, and agents”.

Due to the above procedures in recruiting, interviews and short-listing play a very minor role in HHES, for selection is more of the observational process than otherwise.

According to the Southern Publishing Association, traditional way of recruitment, the HHES workers are selected through the local HHES representative and the local Seventh-Day Adventist Church Pastor. This means, there is usually no big panel to interview the prospective employee.

However, in some other Countries, the church board is involved so as to screen the names. McAdams (1954:108) reports about JF Kent who followed the following pattern of selection:-

2.6.2.1 HHES leader secures an appointment with the church pastor or the elder to speak to the whole church.

2.6.2.2 The leader asks the church members who are interested to surrender their names to him through small papers.

2.6.2.3 The leader asks the church board to discuss the names of the respondents, and the board short-lists the names. Finally, the names are voted for, as a recommendation from the church.

2.6.2.4 The short-listed names are considered as successful candidates for HHES. However, the HHES leader is expected to visit them in their individual homes to secure their final decision, on joining the work.

After this process of selection, then comes orientation or induction.

2.6.3 Orientation

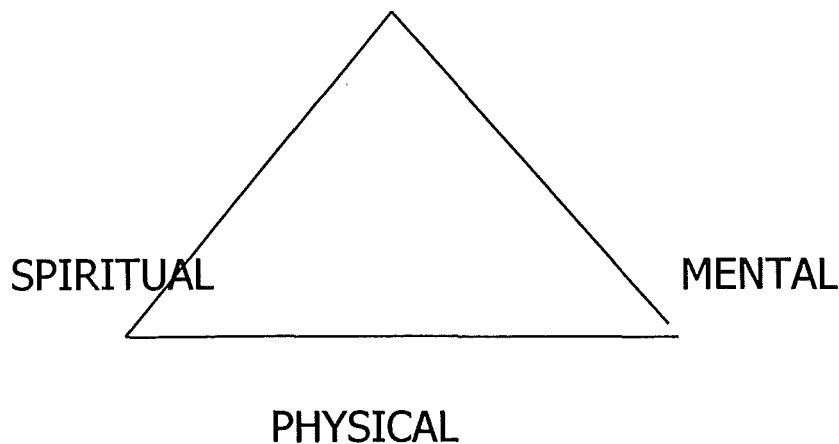
According to Harper Collins (1995:565), orientation is a process where a person or organization interested in a particular phenomenon receives information or training "needed to understand a way new situation or environment".

According to Appenzeller (1989:33), "Everyone is involved in selling something whether it is ideas, plans, products, services, or ourselves, we are all salespeople-knowingly or unknowingly – using the basic principles of salesmanship". Since HHES is basically a soul winning program, Carlos (1999:60) said, "Soul winning is a science. And if teachers, plumbers, doctors, mechanics, etc..., train for their profession, why shouldn't we, whom God calls to witness for him?"

This means, some amount of education has to be employed for the orientation program of the HHES workers.

It is at this stage that the worker may receive information about life and success. Henning (1990:39) said, "To be successful as a literature evangelist we must undergo a threefold preparation:- spiritual; mental; physical (fig 2.4).

Fig 2.4 : Three phase preparation of H.H.E.S worker.



Henning (1990:39) stresses the fact of preparation. He ended up saying: "He who does not prepare for success prepares to fail". This preparation involves studying the books to be distributed.

However, McAdams (1954:130) said, "The publishing department secretary or one of his assistants should accompany the recruit when he begins his work. This does not mean that the colporteur director will take the beginner to his territory and help him find a place to make his headquarters and then leave him to get along the best he can but he should plan his work so as to spend at least one and a half or two full days going from house to house with him".

In short, the new man is introduced to the physical (geographical) area, where he is to start working. He is given orientation also on the social

aspect of the people of the area, and their beliefs that affect their general behaviour.

After this short introduction to the fieldwork, comes training in different phases. Thus a kind of training is on-the-job training.

2.6.4 Training

According to Kallaus (1987:179), "Training is the process of providing individuals with an organized series of experiences and materials that comprise opportunities to learn". Harper Collins (1995:883) defined training as "the process of bringing a person to an agreed standard of proficiency by practice and instruction".

2.6.4.1 Types of Training

As generally looked at, training has four basic purposes or goals. According to Kallaus et al (1987:179), training's broad goals are:-

2.6.4.1.1 "To provide initial or entry training by which employees qualify for entry job assignments".

2.6.4.1.2 "To provide upgrading training for employees already in an occupation to improve their knowledge and skills in that occupation".

2.6.4.1.3 "To provide retraining of workers whose job assignments change".

2,6.4.1.4 "To provide supervisory training and development to qualify workers for the added responsibilities and challenges of higher positions".

Under normal circumstances, the Home Health Education Service provide much of the training the last three (2 to 4) phases stated above.

This means, there is little pre-service training in Home Health Education Service, but rather much in-service training. The pre-service training has been usually a day's business or rather hours.

2.6.4.2 Principles of Training

According to Sehlare (1999: Lectures), training has five principles:-

2.6.4.2.1 Needs Assessment

Needs have to be assessed and be prioritised.

2.6.4.2.2 Designing Objectives

What the organization wants to achieve should be clearly stated.

2.6.4.2.3 Designing Activities

The needs have to be met, and yet the objectives have to be achieved only by the well planned activities.

2.6.4.2.4 Implementation of Activities

The designed activities have to be implemented or else no success will be achieved.

2.6.4.2.5 Evaluation

As the organization progresses with programmes, it is a good idea to be finding out whether they are achieving the intended objectives in an intended way.

Home Health Education Service may not avoid these principles of training if much success has to be a reality. Commenting on this, Cloete (1994:186) said, "no employee will be able to perform his or her duties properly from the outset without suitable training. While on-the-job training will always have to be done, it is plain that this type of training cannot possibly satisfy all the needs of the worker. The public authorities should, therefore, prepare proper training programmes for all categories of officials. Where appropriate, the training should be given by ordinary educational institutions since they already have all the facilities, e.g. technical colleges and technikons which can assist in training the apprentices and technicians".

McAdams (1954:119) said, "No leader can develop a group of colporteurs to a higher point of efficiency than he himself has attained". Seeing that pre-service training is less practiced in HHES, how can the training of field workers follow the patterns and principles of training described above? However, this has been the trend. McAdams (1954:120) confirms by saying, "When a person gives up a good job to enter the colporteur work, the

publishing department secretary should realize that he has a serious responsibility in training him to succeed”.

Whatever type of training, the Home Health Education Service believes that training is essential for success to be a reality. With training is the issue of staff development.

2.6.5 Staff Development

In natural sciences, the word “development” has always been made different from growth. It is said that growth is an increase in size while development is an increase in complexity.

Since the staff needs to be improved so as to meet some complex challenges, Cloete (1994:187) said, “The crux of the matter is that public officials should undergo continuous education and training... Once again the supervisors should play a key role in identifying development needs and in satisfying these needs.

If they cannot satisfy the needs themselves they should request the assistance of appropriate educational institutions. Training and development should not be regarded as functions which can be done in isolation of the other functional staffing activities. In deed, the training and development functions should be integrated properly with other functional activities”.

The staff development is usually done by seminars, seasonal schools, annual institutes, and reading of books.

McAdams (1954:141) said, "The study and self-improvement program the colporteur chooses to follow depends on the management of his time. In view of this the train-to-succeed program will include a daily and weekly time budget for the colporteur. Although some workers think they are too busy to read and study, they may change their mind if they are taught how to properly budget their time. They should be shown how they could perhaps accomplish more including reading and studying by a systematic use of their time".

After training, the leadership is expected to get along with directing the junior members of staff.

2.7 Directing

In order to achieve the organizational goals, people who are members of staff must be directed or led, otherwise management will be considered lacking. So, junior members of staff should get direction from the leadership. What is leadership?

According to Van der Waldt and Du Toit (1997:196), "Leadership is a process of influencing others to achieve certain objectives. It is also the process of

leading and inspiring workers to carry out task related activities of the group. Leaders use their power and influence to do this. The success and failure of public institution functions starts with a vision and leadership skills of top management, then managers and supervisors". In short, the process of directing requires complex forms of leadership for the organizational goals to be realized.

The HHES is also engaged in directing, that is why the leaders are generally termed as publishing directors. In directing, the leadership has to delegate, motivate, co-ordinate, manage differences, and manage change.

2.7.1 Delegation

According to Harper Collins (1995:204), to delegate is to choose a person to represent others at either a conference or meeting, or "to entrust (duties or powers) to another person", or "to appoint as a representative".

According to the Southern Publishing Association news bulletin, the assistant publishing director can meet the needs of the field worker on behalf of the top most publishing director, as already observed from the organogram of SPA.

In the North West Province of the Republic of South Africa, the head office in Cape Town has often delegated responsibility to some field worker to attend to the government garnishee orders for payment deductions.

McAdams (1954:198) records, "Many times the church leaders can suggest and recommend likely prospects whom the assistant can visit and lay upon their hearts a burden for the literature ministry. As he visits and works with the colporteurs he should talk with them about the great need for more workers and urge them to help him find capable men and women to enter this type of missionary work". In here we see delegation of responsibility from the assistant publishing secretary to an ordinary field worker.

The individuals who are delegated should be motivated.

2.7.2 Motivation

According to Smit and Cronje (1992:306), motivation is a process where an individual gets energized, moved, directed, or channeled towards a goal. It comes from a word 'motivate which, according to Smit and Cronje (1992:306), is "an inner state, that energizes, or moves,... and that directs or channels behaviour toward goals".

This means that the leadership has to make the members of staff see the need, drive and goal of their involvement towards the achievement of organisational goals. Examining the same aspect of motivation, Williams at

al (1989:358) said, "work motivation is the process by which behaviour is mobilized and sustained in the interest of achieving organizational objectives".

In HHES, motivation has to exist at all levels of management and the field for work to succeed. Henning (1990:138) said, "Conviction may accrue in two ways, either by the act of convincing of error or by compelling the admission of truth. To convince is an act of the understanding; to persuade is an act of the will or the feelings. The one is affected by argument; the other by motives". In other words, motivation is a serious business in the idea – sales management. But, those in position of directorate should be able to motivate their subordinates, or no success will be realized.

Having motivated the field workers and other fellow workers in the management, the directorate has to enter into the process of co-ordination.

2.7.3 Co-ordination

Co-ordination, according to Van der Waldt and Du Toit (1997:206), is "A process which ensures that the activities of the public managers and institutions across the spectrum of the public sector do not overlap and that all institutions work together to achieve the objectives set by the legislation".

The above statements imply that it is not in order to find the publishing director of the Union doing the work of his assistant without proper arrangements. Such a move would demotivate the junior worker.

An example of co-ordination is that of inviting colporteurs to the rallies or institutes. McAdams (1954:210), reports, "When the conference publishing committee decides who is eligible for institute courtesies in harmony with publishing department policies, the publishing department secretary should extend written invitations to all who have qualified, and clearly stipulate the courtesies that will be extended them". In this manner co-ordination is promoted in the HHES organization.

Under co-ordination, the HHES invites colporteur not only to attend the institute but also their well being. To affirm this, McAdams (1954:208) said, "The colporteurs are considered conference workers, and should be provided with good accommodations during the institute, therefore the entertainment problem must be carefully considered and proper provision made for housing and eating facilities".

2.7.4 Managing Differences

While co-ordinating, the leadership may face some difficulty in handling some differences that may result from some misunderstandings amongst the staff members.

Examining the relationships between HHES worker and other gospel workers

White (1953:31) said,

“This work is a means of education. It is an excellent school for those who are qualifying themselves to enter the ministry”.

It is the duty of those in management to clearly indicate to those below them concerning the parameters of their spheres of operation. They should know their limits in their course of duty as this is affecting other workers ecologically associated with them.

From the section 2.5.4, it is clear also on who should report to who.

2.7.5 Managing Change

The directorate should help those below them, in terms of management, to manage change. There are a lot of changes in the economic world. Prices go up from time to time and so are the educational materials in HHES.

The HHES helps plan for changes like, when the prices of books should start in April of the year, the department leaders communicate this in December of the previous year.

As pertaining to handling people in the ever-advancing world, the HHES management takes people for shorter courses, like one done at Mopani Lodge, to meet the changes that have come into being.

According to SPA News Bulletin 63, there was confirmation that change is managed as quoted from the under picture statement saying:-

“The publishing leaders in the above picture attended a specialized leadership course conducted by results directed management consultants”.

Such a course was followed by a National Publishing Council so as to manage change. This means that the Southern Publishing Association (SPA) develops as the world develops. In this way the department of Home Health Education Service manages change.

Having directed the organization, HHES has to enter into the controlling aspect of the work of book distribution.

2.8 Controlling

According to Harper Collins (1995:169), to control is to have “power to direct something, to curb or check”, to put a standard of comparison used in an

experiment..., to "limit or restrain, to regulate or operate". In other words controlling is a process that deals with power to direct, curb, check, set standards of measurement, limit, restrain, regulate, or operating.

Smit and Cronje (1992:7), defined controlling as a process or way through which "managers should constantly make sure that the enterprise is on the right track in the attainment of goals. The aim of control is therefore to check the performance and action conform to plans to attain the pre-determined goals. Control also enables management to identify and rectify... deviations from the plans, and at the same time obliges it continually to revise its goals and plans".

Van der Waldt and Du Toit (1997:201) agrees with the above statement, and states that "control is the process that ensures that actual activities correspond to planned activities. This is an ongoing process that follows the planning and organizing phases. Actual results obtained are compared with the planned results and corrective action taken where necessary".

From the statements made above, there is a deduction that there is a close relationship between control and planning phases of management wheel.

However, the control phase measures what comes out of the programme against what was expected to come out. Thus, control ensures progress towards objectives according to plan.

If Home Health Education Service is to succeed, the control phase of management must be exercised appropriately. What is expected is that HHES has to compare the observed outcomes against the expected or planned goals of the organization. For this to be completed, reporting systems, performances, results measurement and evaluation, corrective actions, and rewarding have to be considered.

2.8.1 Reporting Systems

According to Harper Collins (1995:690), to report is "to give an account". Commenting on reporting, White (1953:79) said, "Let those who gain such an experience in working for the Lord write an account of it for our papers, that others may be encouraged... These reports should find a place in our papers, for they are far reaching in their influence".

Henning (1990:245), made the following daily programme (table 2.1) that would serve as a guide for a field worker:-

Table 2.1: Sample time-table for H.H.E.S field worker.

Time	Activity
06:00	Rise
06:30 - 07:00	Devotions
07:00 - 07:30	Breakfast
08:00 - 12:00	Travel to territory & canvassing
12:00 - 13:00	Lunch
13:00 - 17:00	Canvassing
17:30 - 18:00	Supper
18:30 - 19:30	Canvassing
20:00 - 21:00	Family Hour
21:00 - 21:30	Reports
21:30 - 22:00	Study
22:00	Retire

From the above-proposed timetable (table 2.1), reporting has to be done on daily basis by the field worker.

Trying to emphasize the relevance of reporting, Henning (1990:244) said, "Never fail to make your report daily... Reports are essential. Be honest in reporting".

The SPA has a record form onto which the field worker reports daily, and is expected to submit the summary of such a report on weekly or monthly basis to the immediate supervisor.

See 2.5.4 for organogram (fig 2.3) followed in reporting the work done in the field, but for the daily report, **see annexure 3** on Literature Evangelist weekly report.

2.8.2 Development of Reporting Performance and Standards

According to Schoeman (1999), reporting could be done through the telephone, telefax, or posting the actual document. Giving the consent on the attachment of the book and bible house manager to the Literature Evangelist in terms of reporting, McAdams (1954:212) said, "He should have one or possibly two hours to talk to the colporteurs regarding their relationship to the book and bible house, discussing such matters as ordering, reporting, remitting money, keeping accurate accounts, and personal finance".

The field worker reports to his performances, but the management reports on general performance of the whole organization, and sends the standards to the field workers. In this way every organizational member is informed about performances and standards in relation to the development of reporting in the organization.

2..8.3 Measurement of Results and Evaluation

The Southern Publishing Association, through the monthly news bulletin, sends monthly reports of the performances of each worker (over 192, in total) to each member of staff.

There is usually a section of the top ten in sales. This section displays how much each of those top ten bought/purchased from the regional office.

Then, follows each worker's purchases, thus each worker is able to measure his performance against what other people have done.

According to SPA news bulletin, there is a relationship between the amount of monthly individual (worker) purchase and living – wage of that individual worker.

However, the pioneers of the work encourage that the issue of measurement of results and evaluation should not be confined to the field worker alone.

McAdams (1954:205) said, "Sales managers of the world recognize the importance of calling salesmen together at regular intervals for instruction and inspiration... It's your job as a good sales manager to point out to your salesmen that they should know why they fail when they do fail... Now in order to get your salesman to employ this self-analysis you need to get him in a meeting. Take him into a meeting... He sees himself in comparison with other men. He realizes that his failure isn't due to the company's policies or

the merchandise, because there are other men at the top selling the same merchandise under the same conditions. He has to come to a realization that his failure is due to his own shortcomings”.

Talking about evaluation, Henning (1990:247) said, “A successful literature evangelist will spend some time each day analysing his work. It is even worthwhile to do it after a visit.

Time spent on analysis will bring great returns. Too easily we can blame the prospect for not buying when, in most cases, we could find the fault with ourselves”.

According to Sehlare (1999:Lecture), it is usually a good thing to carry out self-analysis, generally termed SWOT Analysis.

He said that it is a good thing to spend some quality time examining our strengths, weaknesses, opportunities, and threats, as compared to what we are actually doing or profession.

In this case, it is profitably good to be carrying out self-evaluation.

2.8.4 Taking Corrective Actions

According to the SPA monthly news bulletin, the act of sending a compound report showing everyone's work is in itself the correcting action.

This has also been done through supervisor to fieldworker contact, as already established in section 2.8.2

If by any means, the colporteur leaves his region of operation to another, there must be some corrective actions taken to amend such behaviour.

According to McAdams (1954:292), "If a colporteur wishes to transfer from one conference to another, authorization should be secured through the conference and union organizations, and a call extended in the regular way".

In short, there must be some reference to the policy regarding the correction of some unwelcome behaviour. McAdams (1954:293) said, "The regular denominational policy for the transfer of colporteurs should be strictly adhered to and a special effort made by our leaders everywhere to avoid all irregularities in the transfer of colporteurs".

2.8.5 Rewarding

According to West (1969:300), a reward is "Something given in return for service, or as a sign that one is grateful".

White (1953:114) said, "Our reward is not dependent upon our seeming success, but upon the spirit in which our work is done. As canvassers or evangelists, you may not have had the success you prayed for, but remember that you do not know and cannot measure the result of faithful effort".

According to the Southern Publishing Association Management, each colporteur is expected to receive a bonus at the end of each financial year.

Congratulating those who obtained the financial bonus, Hurter (1999:6) said, "Best wishes to you and your family as you use this money for some worthy purpose".

According to the January 2000 institute, there was an offer for international flight for those who would accumulate an amount of R7,000.00 to the Far East. According to the 57th news bulletin, the offer was made in the following words, "Our L.E. institute guest speaker, Dr J Lubis from Indonesia, extended a special invitation to the L.E.'s of the SAU area to visit his country. He offered to care for the accommodation and meals while visiting Indonesia".

Those that reach certain level of purchases and exceptional display code of conduct in he profession, are offered internal flight within the bounds of Southern Africa Union – Namibia, Lesotho, Swaziland, and the Republic of

South Africa. This is done every year, according to Southern Publishing Association Management.

The reward of a colporteur goes beyond him seeing people changing because of his educational tools and materials, for it even The promise-in-waiting. White (1953:152) said, "When the redeemed stand before God, precious souls will respond to names who are there because of the faithful, patient efforts put forth in their behalf, the entreaties and earnest persuasions to flee the strong hold. Thus those who in this world have been labourers together with God will receive their reward".

It is in the above sense that the Home Health Education Service, as an adult education programme, is regarded as a change agency. People change from bad to good, till the best behaviour is on display. In this way education has become true and good, and rewarding those change agencies is unavoidable both in the sight of man and of God.

2.9 Hypotheses

- 2.9.1 Having been employed as H.H.E.S workers, the Gauteng Province based members of staff should be able to plan and experience planning for the sake of effectiveness and efficiency in service delivery.
- 2.9.2 Having been employed as H.H.E.S workers, members of staff in Gauteng Province are expected to organize work and

experience organization, to enhance high organizational productivity and service delivery in the field they exist.

2.9.3 Having been employed as H.H.E.S workers, the Gauteng Province based members of staff are able to recruit people, and experience the effects of recruitment, so as to enlarge the staff capacity of both in the leadership and field workers.

2.9.4 Having been employed as H.H.E.S workers, the members of staff in Gauteng Province are able to direct their work in such a way that the work output will be favourable and encouraging to the entire organization.

2.9.5 Having been employed as H.H.E.S workers, the Gauteng Province based workers should be able to control their work and experience its being done thus helping the organization achieve the intended goals and objectives.

CHAPTER THREE

3.0 METHODOLOGY OF THE STUDY

The study was done as follows:

3.1 Research design

The research was qualitative. It was qualitative, as it can be seen from section 1.5 of chapter one of this research study.

The statistics used is descriptive, and people's responses may vary with time; for one may give an "often" response today, but he may give a "sometimes" response a day after.

3.2 Population

The population was made up of the whole (68 in number) Home Health Education Service Workers in Gauteng Province and the top management that had direct contact with the field workers. The top management had a total number of six (6), four (4) were working as field workers. Two(2) of the six seldomly go into the field; for they are regional publishing directors.

The total number of workers was sixty-eight (68), including the six (6).

3.3 Sample

3.3.1 *Leaders' sample*

There was no need to pick a sample out of the six leaders, which was the total population of the top leadership. All the six received the questionnaire. The sample size was equivalent to the population. However, only three leaders responded to the questionnaire for leaders. Since two of the three were not field workers, it is justifiable that the response of the other three would find its reflection in the questionnaire to the field workers.

3.3.2 *H.H.E.S field workers' sample*

Though the researcher's original desire was a sample size of thirty (30), the sponsors (Southern Publishing Association) of the questionnaire administration felt it necessary to send the questionnaire to all the sixty-eight H.H.E.S workers in Gauteng Province. Out of these, only 45 responded. Thus the sample size was finally 45 due to responses received.

3.4 Sampling technique

Since the population of 68 was a very manageable kind of, the researcher saw it necessary to avoid even the simple random sampling. He, instead, depended on the responses of the population respondents since all could be reached. Hence the sample size from whom responses were collected was forty-five (45), and this was the only technique that could be used for this research.

3.5 Research instrument

Both the questionnaire and interview were used to extract information from the respondents.

3.6 Validity of the research instrument

Both the questionnaire and interview papers were to be pre-tested by administering them to the Mmabatho based Home Health Education Service, and some certain academicians, after receiving comments from the above stated groups of people, the researcher made worthy adjustments.

The questionnaire was assessed by the supervisor for its validity in relation to the information expected to be collected. The outcome was such that the questionnaire alone would not suffice thus some structured interview paper was organized which also was pre-tested as did the questionnaire (see annexure 1 & 2).

The interview paper was structured in such a way that in the event of the respondent not having time to sit and talk, s/he would choose to take it and respond independently. In this way the interview paper would not serve as intended, but automatically it would serve as a questionnaire, especially for the leaders.

From the structures of the instruments as compared to the information from the related literature, it was very clear that the two instruments would measure what they were designed to measure, in this case, management techniques in H.H.E.S in Gauteng Province. Thus the instruments were declared, by pre-testing group, supervisor and researcher as valid instruments for data collection.

3.7 Questionnaire administration and data collection process

The questionnaire was posted to the whole sixty eight (68) field workers which covered the leaders in Gauteng Province. Only forty-five of those sixty-eight responded by either posting the questionnaire to the researcher or gave him in hand while at the meeting in Cape Town. However, there are those who could neither post nor travel with the questionnaires to Cape Town; for such the reproduction of questionnaire papers was done. The administration of the above stated questionnaire was done in a meeting set-up, at the end of the thirty (30) minutes period, most people handed in their

responses. However, others chose to keep the questionnaire papers, and handed them to the researcher at the later stage. Others could not hand in the questionnaire responses at all. However, 45 individuals responded favourably.

As for the leaders, only three responded as expected, but they saw it fit to take away the structured interview paper to their rooms for responses, and attend to the items as independently as possible. Thus, the researcher decided to change the title of the interview paper to a 'questionnaire for leaders' (see appendix 2). Interestingly enough some respondents (leaders inclusive) called for clarification's sake on one or two items on papers administered.

Finally, the data was collected from 45 H.H.E.S field workers and three (3) leaders (one of them was also a field worker).

3.8 Data validation and analysis method

Before the collected data was analyzed, the researcher took the data to other academic specialists to assess whether the data would be able to highlight the intended objectives, and address the study hypotheses generated.

For sanity part of it, some people from H.H.E.S, not necessarily academicians, were also exposed to the data to find out whether they

could get any sense out of it, and see whether the five basic functions of management techniques were addressed.

The internal supervisor was also consulted, as a final man, for validity and analysis of data collected. The general outcome of the consultations was such that the five basic functions of management techniques were clearly revealed.

Descriptive statistics, such as summation, mean (\bar{x}), standard deviations, pie charts, line graphs and tables, were used to describe, organize, interpret and analyze data. Since data was dependent on each other (i.e if 45% of respondents gave a 'Yes' response, it would be automatic that the remaining number of respondents would not agree with the said 'Yes' , thus forming the remaining 55%), t-tests could not be used as there would be no statistical justification for such a move.

The combination of the above and the literature review were used to analyze the data, and the literature review served as the standard of measurement.

CHAPTER FOUR

4.0 DATA PRESENTATION AND INTERPRETATION

4.1 Data presentation

Out of the population of sixty-eight (68), 75% responded to the questionnaire, either by post or by handing in the filled-in questionnaire.

The sixty-eight were converted to a hundred percent returns

The five major management functions (planning, organizing, staffing, directing, and controlling) have their respective sub functions which the researcher has termed "techniques". The responses of respondents with regard to techniques of management are presented in table 4.1.

The two questionnaires administered for responses have revealed the following pieces of information as seen in the tables out as Annexure 4 and 5; and some information from both the field workers and their administrators is presented under the title "data interpretation" in 4.2 section.

Data collected as a result of responses to sections **A** and **B** of questionnaire to H.H.E.S field workers has been put in tables under annexure four and five respectively.

4.2 Data interpretation

The following collected data, from both the field workers and the administrators, was to find its interpretation and analysis in five major sub sections of this section according to the five management functions.

4.2.1 Planning techniques

The table (4.1) below shows the percentage distribution of respondents to section **A** of the questionnaire to H.H.E.S field workers. The workers were asked to either indicate a 'no' or a 'yes' response to whether a certain management technique was practical in relation to the planning function of management.

The table (4.1) below shows the intensity of planning among the H.H.E.S field workers. This table is a result of responses to section **B** of Questionnaire to field workers.

Table 4.1: Phenomenological distribution of H.H.E.S field respondents in relation to the intensity of planning function of management techniques.

Table 4.1

Planning Technique by Field Worker	Item	Percentage Distribution of Workers in HHES (out 100% of Respondents)				Researcher's Comments
		Often	Sometimes	Never	Abstain	
Time Budgeting	27	40	53	5	2	Satisfactory
Strategizing	14	47	49	4	0	Satisfactory
Evaluating	15	27	49	22	2	Satisfactory
Setting Goals	26	56	38	2	4	Satisfactory
Total Score(%)	-	170	189	33	8	-
Mean Score (%)	-	42.50	47.25	8.25	2.00	-

The general view has it that there is planning going on among the field workers but, there seems to be a reflection that the planning is irregular because there is some closeness in the two means of those that plan oftenly (regularly) and those who are the 'sometimes' planners.

The Pie chart (fig 4.1) below illustrates the percentage distribution of H.H.E.S field workers who are either acknowledging that there is

Fig 4.1 :Phenomenological distribution of H.H.E.S field workers in relation to the planning function of management techniques.

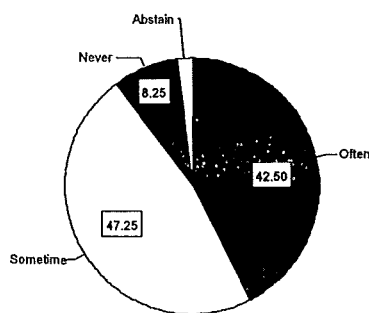


Figure 4.1

The pie chart (4.1) above gives a notion that there is planning in Home Health Education Service, though the difference between regular irregular planning means (x) is statistically not significant. The conclusion is therefore, that there is planning. Those that plan oftenly (regular) and those who are the 'sometimes' planners.

Table 4.2 : Percentage distribution of HHES Field Workers accepting or rejecting the planning function's occurrence in HHES organization.

Planning Technique by field worker	Item	Percentage Distribution of HHES workers (out of 100%)			Researcher's comments
		Yes	No	Abstain	
Leader visit subordinate	2	29	71	0	unsatisfactory
Time budgeting	3	53	47	0	satisfactory
	8	77	23	0	
	12	73	25	2	
Forecasting	4	73	27	0	satisfactory
Objective Setting	5	80	20	0	satisfactory
Strategizing	6	62	38	0	satisfactory
Programming	7	40	60	0	satisfactory
	11	71	27	2	
Evaluating	9	53	47	0	satisfactory
	13	58	40	2	
Goal Setting	10	44	56	0	unsatisfactory
Procedure Setting	14	71	27	2	satisfactory
Policy Formulation	15	60	38	2	satisfactory
Total Score (%)	-	844	546	10	-
Mean Score (%)	-	60	39	1	satisfactory

Based on the data presented in the table above, there is planning going on among the field workers, though it is about 60% of the work force.

This means administrators have work to assist the other 40% who are not planning to avoid failure; 1% of 40% were not sure whether they do plan or not.

The following pie chart (fig 4.2) shows the percentage distribution of Home Health Education Service workers, indicating their acknowledgement of whether there is planning or not.

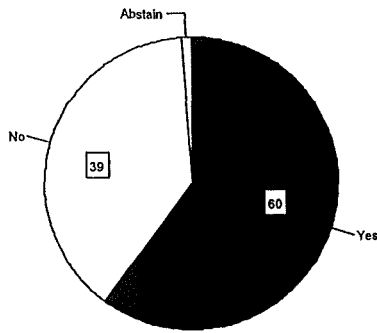


Figure 4.2

From this Pie Chart, it can be concluded that there is planning in HHES.

4.2.1.1 *Leaders engaged in planning*

On being asked whether leaders plan some visits to subordinates, the response was 100% yes. 66% of leadership indicated that they find their subordinates awaiting them, which may mean that not all leaders plan those visits with their subordinates (as reflected by item 2 of Table 4.1) or the subordinates do not take the leader visits as serious as they should (reflected by item 3 of Table 4.1)

Concerning the change and formulation of policies, leadership indicated 100% knowledge of how such changes could be effected for the realization of goals on both their parts and that of their organization.

On being asked the perception that literature evangelists corporate with church pastors in planning, the leadership unanimously gave a 100% 'Yes' and went on to suggest ways on how improvement can be embarked on for growth and development of work. This indicated that there could be some difficulties encountered by field workers in terms of planning with church pastors. If this was not so, the leadership wouldn't have gone to talk about ways of improvement if their 100% 'Yes' response was to be in harmony with their statements made in their questionnaire. The questionnaire response on programming revealed that the principles of planning are not well known. Item 9 in the questionnaire tested them on principles of programming which are: Needs assessments, Objective setting, Activity designing to achieve set objectives, Implementation of the designed objectives, and the evaluation of whether things are done as planned. The leadership gave responses like; daily program, organization, time, goals, arrangements, money and transportation. All the above said by the leadership constitute a fraction of needs assessment and Implementation, which could really be rated as having a score below 20% of the knowledge concerning programming phase of the planning function of management techniques. Generally speaking, these is great satisfactory results from the

responses about planning from the leadership side, but the programming technique of the planning function of management indicates no good planning with the subordinates is done. However, there seems to be some planning going on, which is above average in terms of the researcher's rating and assessment. Check the table below indicating the leader's planning function of management.

4.2.1.2 Table (4.3) indicating the involvement of leaders in the planning function of management techniques.

Table 4.3: Leaders in the planning function of management techniques, on 'Yes' and 'No' scale of measurement.

Item	Description	Leader Response (out of 3)		Researcher's Comments
		Yes	No	
2	Leader visiting subordinates	3	0	Satisfactory planning
3	Leader finding subordinate at the spot of appointment	2	1	Satisfactory, 66 % probability leader finding subordinates
9	Knowledge about principles of programming as part of planning	3	0	unsatisfactory, comments indicated a fraction of only 2 out of 5 principles of programming.
10	Policy change and amendment for progress' sake	3	0	Satisfactory, all the answers were in harmony with the literature review. good indicator of planning in relation to matters of policy change and formulation
13	Church Pastors working with Literature Evangelists, comments for turnover yield	3	0	Satisfactory, there was general view that improvement was needed in the areas of teamwork and cooperative planning. So planning is well viewed by leadership.

According to Du Brin (1989:56), "a program is a plan in which activities required to achieve a broader objective are specified." From this definition, there is a revelation that if programming is not receiving necessary attention in the organization, then failure cannot be avoided. Item 9 above gives a reflection that the principles of management are not well known to H.H.E.S leadership. Since programming is a major phase of planning, not knowing principles of programming may as well undermine one's possession of knowledge of quality planning. This could be a reason of ghost workers for at least a year without leadership removing them from the monthly bulletin because evaluation may not be done as expected.

From the table above four (4) items reveal the leadership plan. If scores would be attached to each item, the leadership planning function would receive not more than 75% planning performance.

Thus satisfactory result with a caution on the programming technique of the planning function of management.

4.2.2 *Organising techniques*

The table below shows the percentage distribution of respondents to section 'A' of the questionnaire to H.H.E.S field

workers. The workers were asked to either indicate a 'No' or a 'Yes' response to a certain management technique practiced in relation to the organizing function of management.

Table 4.4: H.H.E.S field workers practicing organization, or not.

Organizing Techniques by Field Workers		Item	Percentage Distribution of HHES Workers (out of 100%)			Researcher's Remarks
			Yes	No	Abstain	
Establishing position qualifications	Develop Framework for Achievement's Sake	16	49	49	2	neutral organization for development of organizational structures
	Establishing position qualifications	17	27	71	2	unsatisfactory organization
	Membership to SDA Church for more than 5 years	18	91	7	2	satisfactory. high retention of old HHES members.
Creating position description	Working for HHES for more than 5 years	1	62	38	0	Satisfactory organization
Delineation		18	91	7	2	Satisfactory organization
Total Score(%)		-	320	172	8	-
Mean Score(%)		-	64	34.4	1.6	Satisfactory
Standard Deviation (%)		-	27.64	27.69	0.8	

From the table (4.4) above , there is reflection that the management too is organized because they employ spiritually mature people who have been in the church for over 5 years which makes about 91% of the work force. Another strength reflected is that of keeping the old workers, though they were making only 62% of the work force over a five year period.

The pie chart (fig 4.3) below shows whether the H.H.E.S field workers organize their work or not.

Fig 4.3 : Distribution of H.H.E.S field workers in relation to the ability to organize.

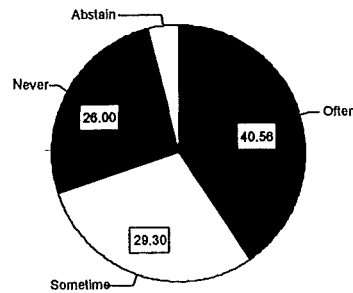


Figure 4.3

The pie chart (4.3) above illustrates that there is some organizing in H.H.E.S, which is above average.

However, there is some weakness in terms of establishing position qualifications. The majority of workers (field) seemed not to establish position qualifications. this item indicated 71% don't establish position qualifications. 2% could not know which way was the best for organization's sake.

On freezing item 18 (i.e. reducing portions from 5 to 4) into one, the average shows 57% field workers delineating, and 41% not delineating.

4.2.2.1 Verification of organization function

The table (4.5) below shows the intensity to which certain organizational techniques are handled. The variables Often,

Sometimes, and Never have been used to test how far H.H.E.S workers, especially the field workers, employ organizing techniques to advance their work performance as related to management based on section **B** of the Questionnaire to field workers.

Table 4.5: Distribution of H.H.E.S field workers in relation to the intensity of application of organization.

Organizing Technique by Field Workers		Item	Percentage Distribution of HHES Field Workers (out of 100%)				Researcher's Remarks
			Often	Sometimes	Never	Abstain	
Establishing Position Qualifications	Good Address, tact and foresight	1	47	29	20	4	Satisfactory organization
	Picked best talent and ability	2	22	33	38	7	Satisfactory organization
	Regarding Religious as priority	3	51	27	18	4	Satisfactory organization
	Morality and Quality Considered a priority	4	47	31	16	6	Satisfactory organization
	Formal Education regarded	5	22	38	33	7	Average Organization
	Evaluating Efficiency and consecration	6	69	18	11	2	Satisfactory organization
	Initiative as part of qualifications	7	47	33	18	2	Satisfactory organization
	Leader organizing work for subordinate	8	36	24	38	2	Satisfactory organization
Creating position description		10	24	31	42	2	Unsatisfactory organization
Total (%)		-	365	264	234	36	-
Mean (%)		-	40.56	29.33	26.00	4.00	Satisfactory organization
Standard Deviation (%)		-	15.92	5.81	11.61	2.18	-

From the table (4.5) above, we get the deduction that about 26% of the field workers never organize, 4% don't know whether they do or not. Therefore, it follows that those that do

organize make up for 70% which includes the irregular. The regular organizers make up a mean of 40.56% as compared to those that never (which is 26%).

The pie chart (4.4) below shows the mean (x) percentage distribution of H.H.E.S. workers according to portions of choice in relation to the intensity of organization function of management techniques.

Fig 4.4: Distribution of H.H.E.S field workers in relation to intensity of organization techniques.

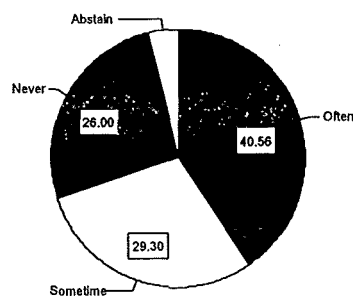


Figure 4.4

The deduction has it that whatever the quality of organization, there is organization that is above average in H.H.E.S. in Gauteng Province.

The above results are showing that the type of organization is quite lukewarm; for most people (workers) are equitably distributed in either regular or non-regular organizers sections. This may be substantiated by the findings in the questionnaire to the leaders that two out of three leaders gave a testimony that they ask for appointments to meet their subordinates, and that the same 66% acknowledge being invited by the subordinates for organizing sessions. The whole leadership acknowledged that there is need to amend the organizational behaviour of those working in H.H.E.S. There is need to change for the better. This was revealed in the items number 4, 6, and 7 to the leaders. So organization is quite mediocratic.

Therefore, the management techniques in organization function need special attention for success' sake. From the outcome data collected from the management, items 2 and 6 give a revelation that the H.H.E.S has leadership with no less than five years service experience. This indicates service maturity, in terms of organized for service. However, item '6' indicated some inconsistencies in terms of leader visiting subordinates for organization purposes. Nonetheless, there is acceptable organization above average.

4.2.3 Staffing techniques

From section 'A' of the questionnaire to field workers, there is an observation that H.H.E.S employs according to the designed policy. Item 18 and 1, for example, show that at least 91% of workers have been members of the Seventh-day Adventist Church for at least 5 years. This indicate maturity of service workers. At least 62% of the work force indicate more than 5 years experience in H.H.E.S organization. This therefore, indicates that the rate at which recruitment takes place in five years period makes for 38% of the work force. Thus recruitment process does not show expansion rate as expected, but the retention of experienced workers is very satisfactory, in quinquenium.

The following table (4.6) shows the regularity of how staffing is done in Gauteng Province in H.H.E.S, as collected from Section 'B' to field workers' questionnaire.

Table 4.6 Regularity of how staffing is practiced in H.H.E.S in Gauteng Province.

Staffing Techniques by Field Workers		Item	Percentage Distribution of HHES Field Workers (out 100%)				Researcher's Remarks
			Often	Sometimes	Never	Abstain	
Selection of Workers	Interviews conducted	18	18	38	44	0	Average Performance
	Short-listed upon joining	19	20	22	53	5	Average Performance
Orientation and Induction done		17	24	51	22	2	Satisfactory
Training	Having been trained in a year	12	20	53	24	2	Inconsistent Training Technique
	Having been workshopped	22	15	27	60	2	Unsatisfactory
Leader accompanying subordinate in training program		21	31	47	22	0	Satisfactory
Total (%)		-	128	238	225	11	-
Mean (%)		-	21.33	39.67	37.5	1.83	Irregular performance
Standard Deviation (%)		-	5.57	12.93	17.04	1.84	

The pie chart (fig.4.5) below illustrates the percentage distribution of workers in relation to their perception of occurrences of management techniques in H.H.E.S.

fig 4.5 Percentage distribution of H.H.E.S workers, in relation to their perception about management techniques.

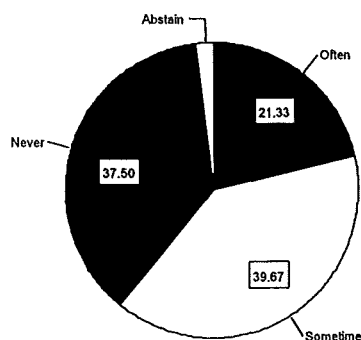


Figure 4.5

The largest class of workers is made up of those who experience staffing irregularly (sometimes), seconded by those that never experience staffing even experience it, then the regular (often) staffing constitute 21% only, and those that are not sure make up for a 2% distribution.

The above distribution indicates some managerial hiccups; for those who experience staffing sometimes are almost, in number, as those who never experience staffing. They almost cancel each other in terms of numbers.

However, the total number of those who often experience staffing and those who sometimes don't constitute 61, implying there is staffing going on, but with mediocrity.

4.2.4 *Directing techniques*

Since each member of H.H.E.S has been given some task of recruiting, the process of directing is not only left for the top management. Upon being asked whether there is directing as a process, the field workers, as well as some leaders who also go out in the field, answered item 19 of Section **A** of questionnaire

to field workers in the following manner: 51% acknowledged direction function as something that takes place, and 44% gave a 'No' response. Moreover, leaders also, on item 5 of questionnaire to leaders, acknowledged that only leaders visit subordinates for direction's sake otherwise subordinates seem not to invite their leaders for planning sessions. This shows that the level of directing needs to be examined.

On being asked whether leaders understand basics/functions of management, the leaders unanimously gave three (planning, controlling, and directing) out of five. Given a score for knowing management leaders would receive 60% knowledge level of basic functions of management.

To confirm the above information, below is the statistical table (4.7) which may either confirm or refute the assertion stated above.

H.H.E.S workers responding to the intensity of how the directing function is applied in Gauteng Province.

Table 4.7 Phenomenological distribution of HHES field respondents in relation to the intensity of directing function of management techniques.

Directing Techniques by Field Workers	Item	Percentage Distribution of Field Workers (out of 100%)				Researcher's Remarks	
		Often	Sometimes	Never	Abstain		
Feel being directed by leadership	24	18	47	33	2	irregular direction	
Given Responsibility to chair a meeting by leadership	25	13	29	56	2	unsatisfactory	
Motivation : Director visits subordinate during HHES promotions	16	13	42	40	5	irregular visits/unsatisfactory direction	
Co-ordination : Leader contacts subordinate due to non reporting for 2 weeks	13	29	29	40	2	moderate performance	
Differences being managed by leadership	28	20	20	67	4	unsatisfactory	
Managing Changes	Workshopped for current development	20	24	38	33	4	satisfactory
	Educated to sale talk	23	11	47	40	2	satisfactory but irregular
Total (%)	-	117	252	309	21	-	
Mean (%)	-	16.71	36.00	44.14	3.00	irregular direction/unsatisfactory	
Standard Deviation (%)	-	7.37	10.30	12.67	1.29		

As related to the function of directing in H.H.E.S, the level of direction is below average. The management techniques within the directing function of management regularly affect only 17%, and what is happening to the remaining 83%? The gap is so big that it doesn't need to be subjected to parametric tests of values to confirm the revealed facts, if data was not depended.

Table 4.7 can also be presented in the following pie chart.

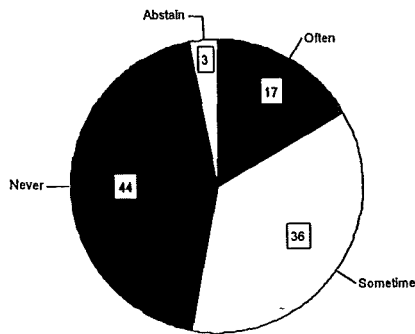


Figure 4.6

The largest number of staff members in H.H.E.S are not engaged in directing procedures. 36% are sometimes engaged while the regular ones, in terms of experiencing or engaged in directing, constitute about 17% only. This indicates a problem in directing.

The pie chart above illustrates that about 17% experience regular (often) direction in terms to management techniques, they too direct their work in a regular manner.

Since there is no significance difference between the two means ($X_1 - X_2$) of those experiencing the sometimes type of directing function of management techniques and those that

never experience directing function, the researcher feels safe to say irregularity in directing accounts for at least 80% of the H.H.E.S workers in Gauteng Province.

Generally therefore, the directing function of management techniques seem not to fare well as expected.

4.2.5 *Controlling techniques*

Field workers in Gauteng Province have the following statistical report: 67% put controls on their systems in order to reach their goals, 31% don't, and 2% are not sure of whether they control or not. The following table (4.8) demonstrates the levels at which the field workers control their work, and get controlled also.

Table 4.8 Levels at which H.H.E.S workers control their work.

Controlling Techniques by Field Workers		Item	Percentage Distribution of Field Workers. (out of 100%)				Researcher's Comments
			Often	Sometime	Never	Abstain	
Reporting to Leadership		29	51	42	2	5	Satisfactory, reporting is done.
Developing the Reporting standards	Recording in report pad daily	11	38	49	11	2	Satisfactory control, recording is done daily.
	receiving news bulletin monthly	30	69	20	7	4	Satisfactory control, new bulletin received monthly
Measuring success/results by literature distributed to clients		9	42	40	13	5	Satisfactory control, results are being measured.
Having been corrected by leadership in a year : corrective actions taken		31	49	27	20	4	Satisfactory control, subordinates corrected by leadership.
Having received a reward for work well done		32	22	25	51	2	Mediocrity control, 51% rewarded
Total (%)		-	271	203	104	22	-
Mean (%)		-	45.17	33.83	17.33	3.67	Satisfactory
S.D.		-	15.59	11.41	17.56	1.37	-

The pie chart (fig 4.7) below represents the percentage distribution of the four groups, in Home Health Education Service of Gauteng Province as follows:-

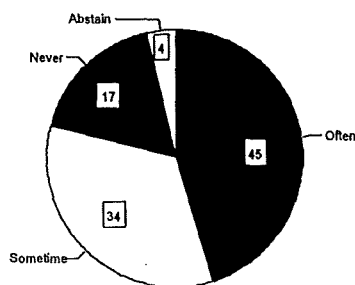


Figure 4.7

From the pie chart above, the H.H.E.S performs above average in directing function of management. The total number of those directing their work or experience the control aspects accounts for about 80% performance level.

From the table above, there is deduction that the H.H.E.S in Gauteng Province experience good controls for the advancement of service delivery.

The Pie Chart above illustrates that there is control which is regular, and that the two groups (those that say they experience regular control and those that say they don't experience the regular control) are in the same normal curve of regular control. Thus both the management and field workers employ control techniques to advance the work in H.H.E.S.

4.3 General presentation and interpretation

The line graph (fig 4.8) below presents the general performance of experience of H.H.E.S workers in relation to management techniques, already considered in Chapter 4 of this research study.

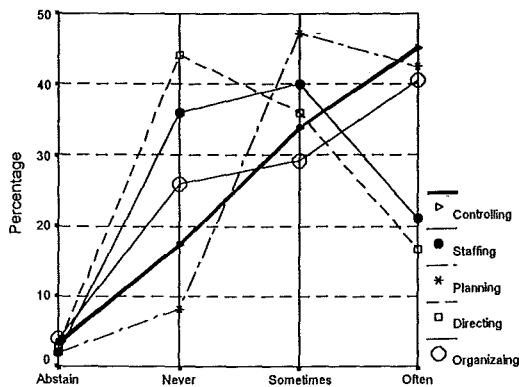


Figure 4.8

NB Each function makes a portion of 100% of H.H.E.S workers in Gauteng Province. From the line graph (4.8) above there are the following deductions:-

Having been asked about management techniques in Home Health Education Service, some workers did not know whether any of the five functions of management were in operation or not, but such group constituted a very small percentage averaging four (4) percent per portion of each management function.

Therefore, the percentage of either 2% or 4% may not represent the whole group as it is so small that none can rightfully judge whether if another research would be conducted, the same group of people would come up with the same responses.

Therefore, the impact of the above stated sect of workers is quite negligible as related to the evaluation of management techniques in Home Health Education Service. But, workers that don't understand what they are expected to do are there, that is a revealed fact.

4.3.1 ***Planning techniques***

H.H.E.S workers who never apply the planning techniques make up for an average percentage of less than 10.

The highest number of workers reflecting the management techniques is of those who apply the techniques sometimes or they are rightfully termed irregular planners.

The H.H.E.S workers reflect the highest level of irregular affection in the planning function of management techniques than in any other in this study.

The regular (often) planners occupy quite a very acceptable percentage in planning function. Overallly speaking, the evaluation has it that the H.H.E.S planning techniques have been rated above average. The organization seem to be doing according to what is expected, in terms of planning; for a bigger percentage of workers have acknowledged this also.

4.3.2 *Organizing techniques*

From the line graph above, organizing function ranks third as compared to the other four functions of management techniques, if regularity (often) is taken as a portion under consideration.

There highest performance percentage, in terms of portion, is that of regular (often) application and experience the organization function of management technique in H.H.E.S. Workers' experience, in terms of organization, is very satisfactory. Therefore, it can safely be said that the organization function is being satisfied with performance above average. The line graph ascends from the worst to the best in very acceptable manner.

4.3.3 *Staffing techniques*

From the comparative line graph above, the staffing function of the management techniques in Home Health Education Service seems to suffer almost the lowest deficiency, as compared to all the other 4 except to the directing functions.

The biggest percentage, in this function, is making for the majority of the work force in a zone of never involved in staffing or they don't experience staffing function. The greatest number/percentage class is that of those involved in staffing function but they are irregular in approach.

This could account for why some workers could appear as ghost workers or defective workers while the management assumes all is well. Since those who possess regular affection for staffing make up for less than 20%, it is therefore, concluded that special attention is needed to beef-up the staffing techniques; for the graph is quite skewed towards none-performance zone.

4.3.4 *Directing techniques*

From the comparative line graph above, the directing function rates number one, as compared to the other four, in relation to H.H.E.S workers who never either direct or get directed in

management technique application, and ends with the lowest percentage of those considered to be regular affecting or being affected by the directing function of management technique.

Like staffing, directing needs special attendance to boost the effectiveness and efficiency of H.H.E.S workers in Gauteng Province.

Work seems never to get directed the way it was designed. The level of achievement, in relation to directing function of the management techniques, is very low. Great help is needed to change the revealed line graph.

4.3.5 *Controlling techniques*

From the line graph, the controlling function of the management techniques, seems to occupy the most straight ascending line graph which is even better than that of organizing.

Like, the organizing and planning functions, the controlling function has the greatest percentage of workers applying and experiencing control over their work or managerial techniques. The controlling function seems to occupy the highest rank, in terms of regularity (often). For sure, this is also revealed in the

way management sends the monthly bulletin to field workers and how field workers send reports to the management every month.

The control function is experiencing very satisfactory performance according to the designed standards. So workers control and get controlled satisfactorily in H.H.E.S management techniques.

CHAPTER FIVE

5.0 STUDY SUMMARY, RECOMMENDATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY.

5.1 Summary

In terms of regularity, H.H.E.S exercises control more than any other function of management techniques. In order of revealed performance, from best to worst, they better can be presented as:

Controlling, Planning, Organizing, staffing and Directing. In other words, the H.H.E.S is controlling the work more than it plans, organizes, staffs and directs. The worst part that needs more attention is the directing aspect of management techniques in H.H.E.S.

5.1.1 *Planning techniques*

While 87% of work force plans, there is need to encourage workers to pay special attention to the issues of evaluation, goal setting and programming of both personal and organizational work during the planning phase of management techniques in H.H.E.S in Gauteng Province. Generally, there is good planning going on in the H.H.E.S in Gauteng Province.

The evaluation study has revealed that H.H.E.S is engaged in planning for quality service delivery, thus promoting effectiveness and efficiency among members of staff.

The planning function is in line with the standard revealed in the related literature (chapter 2) of this research study.

5.1.2 *Organizing techniques*

Approximately 70% of workers are engaged in the organizing function of the management techniques in H.H.E.S in Gauteng Province.

The organization is cautioned to pay special attention to techniques of how creating position description affects the organization adversely, though not very bad, according to the findings of this research in chapter 4. The study has revealed that the H.H.E.S is organized as expected, at least there is higher adherence to the expected norm revealed in the related literature.

5.1.3 *STAFFING TECHNIQUES*

According to this evaluation research, there are some irregularities in staffing; for more workers in H.H.E.S work force are concentrated in those classes of those who recruit sometimes (not regularly), and those that never recruit. This is contrary to what the literature review reveals, especially where

the organization was supposed to workshop the staff members and the study has revealed that 60% of staff members never get workshopped. This staffing technique of workshopping is quite unsatisfactory.

However, the percentage of those who sometimes recruit and those who regularly recruit and experience other staffing techniques amount to at least 60% of workforce, but training is sufficient for quality service delivery in H.H.E.S in Gauteng Province.

In terms of regularity, staffing function is second last from the worst portion (directing) of the functions of management techniques in H.H.E.S in Gauteng Province.

5.1.4 *Directing techniques*

As observed from chapter 4 of this research study, the directing function of management technique is the lowest in terms of regularity in H.H.E.S in Gauteng Province. For at least 44% of the members of staff do neither direct their work nor get directed on how it is to be done in H.H.E.S in Gauteng Province.

Some weaknesses such as delegation of responsibility and differences between work mates not solved, are issues of great gravity. If these and a few others could be improved on, then directing function of management techniques would improve for the better.

The issue of directing is crucial if the organization is to achieve the intended objective. As it is revealed in this research study, much has to be done to promote even the worker retention capacity and organizational personnel expansion.

5.1.5 *Controlling techniques*

The evaluation of the above stated set of management techniques has revealed that the organization is very healthy in terms of communication network. It seems, the organization is doing very well in the techniques of controlling except in the law of reinforcement or rewarding due to work done which, in itself, is not far from the normal line of performance. Those who don't control work or don't get controlled constitute 51%, while those who do make up for 47%. The difference is quite insignificant, but since it is dependent data parametric tests may not be advised to carry out.

If marks of excellency were given, the control function of management techniques would receive the highest score.

5.2 Recommendations

5.2.1 *Responses*

Home Health Education Service workers should be encouraged to give responses to researchers, because extraction of information is important for remedial purposes, especially during the action research.

5.2.2 *Work Shopping*

Field workers should be encouraged to attend management programmes, workshops, or any other educational programme that may enhance effectiveness, efficiency, productivity, and service delivery.

5.2.3 *School*

Connected to the above paragraph, is the idea of establishing some school of some kind; this can be mobile, distance education, or normal boarding college for development's sake.

5.2.4 *Extra Research*

Much research is still necessary to investigate some-things that need to be attended for success' sake, thus researchers should be encouraged to work with Home Health Education Service for development with time's sake.

5.3 Study limitations

While the study was very exciting, there were some limitations to the completion of it as expected. The following were some of the observed limitations:-

5.3.1 *Fear of the unknown*

Some respondents feared to give the information regardless of the assurance from the researcher. The fear doesn't seem to find root in any known source other than that which can not be established.

5.3.2 *Finance*

The researcher thought the National Research Council (NRF) would come to his aid, but to no avail. However, little resources helped here and there, but the scarcity of financial resources delayed the whole process.

5.3.3 ***Distance***

The fact that the research was on the Gauteng Province while the researcher was in North-West Province, delayed the process to a great extent.

5.3.4 ***Language***

As observed from the responses of the questionnaire, some respondents could hardly pick on the meaning of the question; for some were pro-Afrikaans, pro-Zulu, pro-Tswana, and any other language that would act as an inhibitor. Due to the above factor, the information could not be as clearly as expected; for this reason, the researcher had to be going to some members of the public for translation from one particular language to English.

5.3.5 ***Observed Findings***

The observed findings of the Gauteng based workers could not hundred percent be generalized to all the 192 workers in South Africa due to differences in personal back grounds.

5.4 Suggestions for further study

Since this paper was restricted to only the Evaluation of Management Techniques in Home Health Education Service, there is need for someone else to re-evaluate the system, and study some other characteristics such as how can a Home Health Education Service Worker remain in the profession until

retirement Age? Much is still left for research in the Department of Home Health Education Service.

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ANNEXURE 1

QUESTIONNAIRE FOR H.H.E.S FIELD WORKERS

3. 1. 4. 1: GUIDE:

Please give your responses as requested below. On each item, there is a piece of advice on how to respond to it. There are three sections in this paper, so read each question or item very carefully and attend to each. Where the item demands your explanations, please be brief and simple.

3. 1. 4. 2: SECURITY:

This questionnaire is only for academic purposes, so attend to each item with as much freedom as you have. All your responses are kept confidential.

3. 1. 4. 3: IDENTITY:

Do not write your name on the paper, just answer the questions.

3. 1. 4. 4:

SECTION A:

Tick () either "Yes" or "No" as suitably as possible.

YES NO

3. 1. 4. 4. 1: I have been a worker in Home Health Education

Service for five (5) years or more.

3. 1. 4. 4. 2: My leader usually comes to either my home or office

so as to help me plan my work.

YES NO

3. 1. 4. 4. 3: I usually have a day when I sit by my table in my office

and write down my work on a piece of paper and come
out with a written time-table to follow.

3. 1. 4. 4. 4: I usually make some predictions, and put them on paper
concerning what I want to achieve in H.H.E.S, by a
given time.

3. 1.4. 4. 5: I usually set objectives as goals to be realised within a
given time.

3. 1. 4. 4. 6: Strategizing has become a routine in my life.

3. 1. 4. 4. 7: I have a written programme for each day on a piece of
paper.

3. 1. 4. 4. 8: I have either a long-term or short-term budget.

3. 1. 4. 4. 9: At the end of each day I examine my work done if it
was done according to the plan put forth.

3. 1. 4. 4. 10: Whenever, the day comes to an end, I usually sit down

and add new objectives since some old ones were achieved.

3. 1. 4. 4. 11: To each objective I make some plan so that certain activities may be done to achieve the said objectives.

3. 1. 4. 4. 12: After the objectives and activities have been designed, I usually put to practice what I have planned to do.

YES NO

3. 1. 4. 4. 13: Often I sit down to consider whether I'm moving according to a well written plan.

3. 1. 4. 4. 14: In my trying to solve some of my problems encountered, I put the procedures of how to arrive at solutions to the challenges I have.

3. 1.4. 4. 15: Due to events that seem to repeat themselves at the expense of my work, I usually put up a policy that is of advantage to both my organisation and the clients.

3. 1. 4. 4. 16: Usually, I develop a framework or organisational structure to indicate how personnel and materials should be employed to achieve the goals.

3. 1. 4. 4. 17: When employing some people in my office, I usually establish position qualifications.

3. 1. 4. 4. 18: I have been a member of the Seventh-Day Adventist Church for more than five (5) years.

3. 1. 4. 4. 19: Usually, I direct my members of staff or those who help me put up what I need for success' sake.

3. 1. 4. 4. 20: I usually put controls on my system of work such that I always reach my goal according to the plan.

3. 1. 4. 5

SECTION B

Answer all questions in this section. Write either "O" for Often, "S" for Sometimes, or "N" for Never. Choose only one (1) out of the three (3) options. Tick () in an appropriate box

- | | O | S | N |
|---|--------------------------|--------------------------|--------------------------|
| 3. 1. 4. 5. 1: In my recruitment process, good address, tact and foresight have always been a priority. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 2: During the selection process of my canvassers, I have always picked on those of best talent and ability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 3: Religious experience of youths joining H.H.E.S, has always been a priority. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 4: During recruitment of new canvassers, morality and quality degree of conversion is a priority. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 5: In selection of workers for H.H.E.S, well informed or education is concerned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 6: If I am to develop, I have always tried to find out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

more about my efficiency and consecration.

- | | | | | |
|-----------------|---|--------------------------|--------------------------|--------------------------|
| 3. 1. 4. 5. 7: | I have considered initiative as part of what H.H.E.S requires for qualifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 8: | My leader usually organises work in such a way that I get my services regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Q | S | N |
| 3. 1. 4. 5. 9: | I measure my success by a number of literature distributed into the homes of the clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 10: | The Church Pastor is usually my associate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 11: | I write down in my report pad daily. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5.12: | How many times have I received training, in a year, from my supervisor? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 13: | If my report is not sent to my leader, the leader, the leader contacts me within two weeks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 14: | I put consideration to my geographical area of operation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 15: | I have taken time to examine our organisation structure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 16: | My director usually comes whenever I'm promoting H.H.E.S. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 17: | Those that come to join the work (H.H.E.S), I have always put them in. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 1. 4. 5. 18: | Do you conduct interviews for prospective | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

H.H.E.S?

3. 1. 4. 5. 19: Were you short-listed when you joined the work?
3. 1. 4. 5. 20: How many times do you receive information concerning your work, about how to do it in this age of computer literacy in a year?
O S N
3. 1. 4. 5. 21: How many times do you receive lessons on how to do your work in a year by your leader?
3. 1. 4. 5. 22: How many times in a year have you ever been sent to another organisation for workshop or training?
3. 1. 4. 5. 23: In this computer age, how often have you been exposed to some new forms of education, such as how to make your own sales talk, in a year, by your leader?
3. 1. 4. 5. 24: Do you sometimes feel that you are being directed by your top official?
3. 1. 4. 5. 25: Have you ever been given responsibility to run or even chair a meeting in H.H.E.S?
3. 1. 4. 5. 26: My behaviour is usually channelled towards goal realisation.
3. 1. 4. 5. 27: How often do you get in touch with other workers of H.H.E.S, in a year?
3. 1. 4. 5. 28: How many times have you received help

from someone from the leadership, due to
differences between yourself and another
worker?

Q S N

3. 1. 4. 5. 29: How often do you report to the leadership in
a month?

3. 1. 4. 5. 30: How often do you receive your news bulletin
from S.P.A?

3. 1. 4. 5. 31: How often have been corrected in a year?

3. 1. 4. 5. 32: How often have you been rewarded, in a
year, because of your good work?

3. 1. 4. 6:

SECTION C

Answer the following questions as expressively as your language can carry you.

3. 1. 4. 6. 1: State any of the five (5) things that come to your mind when you hear something to do with management techniques in Home Health Education Service?

3. 1. 4. 6. 2: Since each H.H.E.S worker is, to some extent, a manager, what things or principles do you consider before the training of recruits?

3. 1. 4. 6. 3: Given a chance to make some changes in the H.H.E.S organisation, what things would you do to enhance quality productivity, which is both effective and efficient in the organisation of H.H.E.S?

Thank you very much for your contribution.

NOTE: Send the questionnaire back to the following address, after answering the questions.

This questionnaire is needed urgently:-

ANAKOKA M. MUFUNGULWA

P.O. BOX 3794

MMABATHO

2735.

ANNEXURE 2

QUESTIONNAIRE FOR THE LEADERS

1. How long have you been working as Home Health Education Service Agent or Leader?

.....

2. How often do you visit each of your subordinates in a year?

.....

3. When you visit them, do you find them, or they find you at the spot of appointment?

.....

4. Do you ask for appointment, or they do?

.....

5. Do your subordinates invite you for a planning session of their work, or you make a programme to visit them so as to help them plan their work?

.....

6. When it comes to doing the actual field work, how often have you been requested by a subordinate to attend his organising session of work?

.....

7. Given a chance to modify the character of your subordinates, what would you like them to do, which they are not doing now, in order to succeed?

.....

.....
.....

8. When the word "management" comes to your hearing, what comes to your mind for success' sake?

.....
.....

9. Programming is an essential element if work has to be realistic. What things do you consider when programming your work?

.....
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.....
.....

10. Given a chance to amend the S.P.A policy, what would you like to change on the part of (i) yourself (ii) S.P.A., so as to realise the HHES objectives and goals? You may list and explain.

.....
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.....

11. Briefly describe the procedure you are using in recruiting the HHES field workers?

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.....
.....

12. From your personal experience, what would you like to see changing in the lives of the Literature Evangelists in Gauteng, and probably elsewhere?

.....
.....
.....

13.(a) Do church Pastors work together with Literature Evangelists?

(b) How do you try to bring together a Literature Evangelist and Church Pastor so that work can turn out to be a success?

.....
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.....

14. How do you retrain your staff in relation to financial management and otherwise?

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15. When a Literature Evangelist has not submitted his report for at least three months, what do you do with him?

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.....

16. When one of your staff members has failed to attend the institute, or any other important meeting for work purposes, what do you do?

.....
.....
.....
.....
.....

LITERATURE EVANGELIST WEEKLY REPORT

Contract Numbers

Name											Date (Dd/Mm/Yy) Week ending						
Address											PLANS FOR NEXT WEEK						
											Number of appointments made						
											Area you plan to work in						
LE Number						Code					Sales Target		R		C		
	Hours	Calls	Appointments	Demos	Numbers of orders	Retail Value of Orders		Retail Value of Deliveries		Book Purchases at the Depot (LE Cost Incl. VAT)		Free Literature	V.O.P.	Prayers	Bible Studies	Baptisms	
Sunday																	
Monday																	
Tuesday																	
Wednesday																	
Thursday																	
Friday																	
Saturday																	
TOTAL																	

ANNEXURE 3

The following table presents data collected to the effect that H.H.E.S field workers perceive the application of management techniques, stating whether there is or there isn't any application of the said management technique was the response to section A of the questionnaire to the field workers.

ANNEXURE 4

Item	Item Description	Y	N	ABS	Total	%Y	%N	%ABS	%Total
3.1.4.4.1	I have been a worker in Home Health Education Service for five (5) years or more.	28	17	0	45	62.2	37.8	00,00	100
3.1.4.4.2	My leader usually comes to either my home or office so as to help me plan my work.	13	32	0	45	28.9	71.1	00,00	100
3.1.4.4.3	I usually have a day when I sit by my table in my office and write down my work on a piece of paper and come out with a written time-table to follow.	24	21	0	45	53.3	46.7	00,00	100
3.1.4.4.4	I usually make some predictions, and put them on paper concerning what I want to achieve in H.H.E.S, by a given time.	33	12	0	45	73.3	26.7	00,00	100
3.1.4.4.5	I usually set objectives as goals to be realised within a given time.	36	9	0	45	80.0	20.0	00,00	100
3.1.4.4.6	Strategizing has become a routine in my life.	28	17	0	45	62.2	37.8	00,00	100
3.1.4.4.7	I have a written programme for each day on a piece of paper.	18	27	0	45	40.0	60.0	00,00	100
3.1.4.4.8	I have either a long-term or short-term budget.	35	10	0	45	77.0	23.0	00,00	100
3.1.4.4.9	At the end of each day I examine my work done if it was done according to the plan put forth.	24	21	0	45	53.3	46.7	00,00	100
3.1.4.4.10	Whenever, the day comes to an end, I usually sit down and add new objectives since some old ones were achieved.	20	25	0	45	44.4	55.6	00,00	100
3.1.4.4.11	To each objective I make some plan so that certain activities may be done to achieve the said objectives.	32	12	1	45	71.1	26.7	02,22	100
3.1.4.4.12	After the objectives and activities have been designed, I usually put to practice what I have planned to do.	33	11	1	45	73.3	24.5	02,22	100
3.1.4.4.13	Often I sit down to consider whether I'm moving according to a well written plan.	26	18	1	45	57.8	40.0	02,22	100
3.1.4.4.14	In my trying to solve some of my problems encountered, I put the procedures of how to arrive at solutions to the challenges I have.	32	12	1	45	71.1	26.7	02,22	100
3.1.4.4.15	Due to events that seem to repeat themselves at the expense of my work, I usually put up a policy that is of advantage to both my organisation and the clients.	27	17	1	45	60.0	37.8	02,22	100
3.1.4.4.16	Usually, I develop a framework or organisational structure to indicate how personnel and materials should be employed to achieve the goals.	22	22	1	45	48.9	48.9	02,22	100
3.1.4.4.17	When employing some people in my office, I usually establish position qualifications.	12	32	1	45	26.7	71.1	02,22	100
3.1.4.4.18	I have been a member of the Seventh-Day Adventist Church for more than five (5) years.	41	3	1	45	91.1	6.7	02,22	100
3.1.4.4.19	Usually, I direct my members of staff or those who help me put up what I need for success' sake.	23	20	2	45	51.1	44.5	04,44	100
3.1.4.4.20	I usually put controls on my system of work such that I always reach my goal according to the plan.	30	14	1	45	66.7	31.1	02,22	100
KEY : Y=Yes, N=No, ABS=Abstained									

ANNAXURE 5

Raw data made of responses to section **B** of the questionnaire to field

workers (H.H.E.S).

Item	Item Description	O	S	N	ABS	Total	%O	%S	%N	%ABS	Total%
3.1.4.5.1	In my recruitment process, good address, tact and foresight have always been a priority.	21	13	9	2	45	46.67	28.89	20	4.44	100
3.1.4.5.2	During the selection process of my canvassers, I have always picked on those of best talent and ability.	10	15	17	3	45	22.22	33.33	37.78	6.67	100
3.1.4.5.3	Religious experience of youths joining H.H.E.S, has always been a priority.	23	12	8	2	45	51.11	26.67	17.78	4.44	100
3.1.4.5.4	During recruitment of new canvassers, morality and quality degree of conversion is a priority.	21	14	7	3	45	46.67	31.11	15.56	6.66	100
3.1.4.5.5	In selection of workers for H.H.E.S, well informed or education is concerned.	10	17	15	3	45	22.22	37.78	33.33	6.67	100
3.1.4.5.6	If I am to develop, I have always tried to find more about my efficiency and consecration.	31	8	5	1	45	68.89	17.78	11.11	2.22	100
3.1.4.5.7	I have considered initiative as part of what H.H.E.S requires for qualifications.	21	15	8	1	45	46.67	33.33	17.77	2.23	100
3.1.4.5.8	My leader usually organises work in such a way that I get my services regularly.	16	11	17	1	45	35.56	24.44	37.78	2.26	100
3.1.4.5.9	I measure my success by a number of literature distributed into the homes of the clients.	19	18	6	2	45	42.22	40	13.33	4.45	100
3.1.4.5.10	The Church Pastor is usually my associate.	11	14	19	1	45	24.44	31.11	42.22	2.23	100
3.1.4.5.11	I write down in my report pad daily.	17	22	5	1	45	37.78	48.89	11.11	2.22	100
3.1.4.5.12	How many times have I received training, in a year, from my supervisor?	9	24	11	1	45	20	53.33	24.44	2.23	100
3.1.4.5.13	If my report is not sent to my leader, the leader, the leader contacts me within two weeks.	13	13	18	1	45	28.89	28.89	40	2.22	100
3.1.4.5.14	I put consideration to my geographical area of operation.	21	22	2	0	45	46.87	48.89	4.44	0	100
3.1.4.5.15	I have taken time to examine our organisation structure.	12	22	10	1	45	26.67	48.89	22.22	2.22	100
3.1.4.5.16	My director usually comes whenever I'm promoting H.H.E.S.	6	19	18	2	45	13.33	42.22	40	4.45	100
3.1.4.5.17	Those that come to join the work (H.H.E.S), I have always put them in.	11	23	10	1	45	24.44	51.11	22.22	2.22	100
3.1.4.5.18	Do you conduct interviews for prospective H.H.E.S?	8	17	20	0	45	17.78	37.78	44.44	0	100
3.1.4.5.19	Were you short-listed when you joined the work?	9	10	24	2	45	20	22.22	53.33	4.45	100
3.1.4.5.20	How many times do you receive information concerning your work, about how to do it in this age of computer literacy in a year?	11	17	15	2	45	24.44	37.78	33.33	4.45	100
3.1.4.5.21	How many times do you receive lessons on how to do your work in a year by your leader?	14	21	10	0	45	31.11	46.67	22.22	0	100
3.1.4.5.22	How many times in a year have you ever been sent to another organisation for workshop or training?	5	12	27	1	45	15.11	26.67	60	2.22	100
3.1.4.5.23	In this computer age, how often have you been exposed to some new forms of education, such as how to make your own sales talk, in a year, by your leader?	5	21	18	1	45	11.11	46.67	40	2.22	100
3.1.4.5.24	Do you sometimes feel that you are being directed by your top official?	8	21	15	1	45	17.78	46.67	33.33	2.22	100
3.1.4.5.25	Have you ever been given responsibility to run or even chair a meeting in H.H.E.S?	6	13	25	1	45	13.33	28.89	55.56	2.22	100
3.1.4.5.26	My behaviour is usually channelled towards goal realisation.	25	17	1	2	45	55.56	37.78	2.22	4.43	100
3.1.4.5.27	How often do you get in touch with other workers of H.H.E.S, in a year?	18	24	2	1	45	40	53.33	4.44	2.23	100
3.1.4.5.28	How many times have you received help from someone from the leadership, due to differences between yourself and another worker?	4	9	30	2	45	8.89	20	66.67	4.44	100
3.1.4.5.29	How often do you report to the leadership in a month?	23	19	1	2	45	51.11	42.22	2.22	4.45	100
3.1.4.5.30	How often do you receive your news bulletin from S.P.A?	31	9	3	2	45	68.89	20	6.67	4.44	100
3.1.4.5.31	How often have been corrected in a year?	22	12	9	2	45	48.89	26.67	20	4.44	100
3.1.4.5.32	How often have you been rewarded, in a year, because of your good work?	10	11	23	1	45	22.22	24.44	51.11	2.23	100

KEY : O = Often , S = Sometimes, N = Never, ABS = Abstained