

**The transition from social worker to
Non-Profit Organization manager:
a challenge to grow**

By

Benita S Nel

**North-West University: Potchefstroom Campus
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Co-Promoter: Dr E.H. Ryke
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“Managing professionalism in a way that allows organizations to reap their benefits, without having spontaneity and life checked out of them by its rigidifying force, is likely to be one of the greatest challenges that volunteer managers will face in the coming years” (Ilsley, 1990).

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DECLARATION

Declaration by student

I, **Benita S Nel** declare herewith that the thesis entitled, **The transition from social worker to non-Profit Organisation manager: a challenge to grow**, which I herewith submit to the North-West University as completion of the requirements set for the **Philosophiae Doctor in Social Work degree**, is my own work, has been text edited and has not already been submitted to any other university. I understand and accept that the copies that are submitted for examination are the property of the University.

Signature of student: _____ University-number: _____

Signed at _____ this _____ day of _____ 2011.

OPSOMMING

Sleutelterminologie: Beheer, bestuur, beherende liggaam, Nie-Winsgewende Organisasie, transisie en maatskaplike werker.

Kundige bestuur is 'n hedendaagse begrip wat beskou word as die rede waarom sommige organisasies net funksioneer en ander uitstekend presteer. Die eise wat aan bestuurders van besighede en Nie-Winsgewende Organisasies (NWOs) se bestuursmilieu gestel word, is uiters hoog en vereis vaardigheid, kennis en ondervinding. Die bestuur van NWOs behoort goed ingelig te wees ten opsigte van die bestuursvaardighede waaroor hul eweknieë in die sakesektor beskik. Opleiding in maatskaplike werk in Suid-Afrika is goed ontwikkel en het in die afgelope 20 jaar in verskeie spesialisvelde binne die vakgebied ontvou. Maatskaplikewerk-dienslewering fasiliteer die groei en ontwikkeling van maatskaplike werkers, wat daartoe aanleiding gee dat hulle in so 'n mate vorder dat hulle hul kort voor lank in bestuursposisies bevind. 'n Wye kennisbasis rakende bestuursdinamiek word vereis om die oorgang van maatskaplike werker na bestuurder te kan maak en sodoende doeltreffend as bestuurder te kan funksioneer. Bestuursopleiding deur maatskaplikewerk-opleidingsinstansies in Suid-Afrika bied nie tans spesifieke bestuursopleiding in die NWO-konteks aan nie. Ondersoek is deur hierdie studie ingestel om 'n model te ontwikkel om bogenoemde aan te spreek.

Hoofstuk 1 fokus op die formulering van die navorsingsonderwerp en gee die sentrale strategiese agument en doel met doelwitte. **Hoofstuk 2** beskryf die navorsingsmetodologie wat gebruik is in die studie.

Hoofstuk 3 vervat 'n literatuurstudie wat handel oor die huidige funksionering van NWOs in Suid-Afrika. Daar word gefokus op die bestuursprosesse en rolspelers binne 'n NWO, die sosiale, politieke en ekonomiese faktore wat die funksionering van NWOs beïnvloed, bestuursmodelle en -teorieë, leierskap en die oorgang van maatskaplike werker na NWO-maatskaplikewerkbestuurder. Hierdie inligting bied die agtergrond waarteen die funksionering van NWO-bestuurders in Mpumalanga, Gauteng, Vrystaat en Noord-Kaap gekontekstualiseer kan word.

In **Hoofstuk 4** word die data wat vanuit die situasie analise met die NWO-bestuurders in Mpumalanga terugontvang is, verwerk en gerapporteer. 'n Profiel word verskaf ten opsigte van die NWOs in Mpumalanga asook die bestuursrolspelers en -prosesse wat geïmplementeer is. Daarna word die profiel van NWO-bestuurders in Mpumalanga voorgehou met spesifieke fokus op bestuurskennis en -vaardighede van NWO-bestuurders in Mpumalanga. Die opleidingsbehoefte van NWO-bestuurders word opgesom en geprioritiseer. Die beskikbaarheid van bestuursopleidingsprogrammes in Suid-Afrikaanse maatskaplikewerkopleidingsinstansies word daarna weergegee.

Hoofstuk 5 gee 'n oorsig van die heersende situasie in Suid-Afrikaanse NWOs vanuit data wat verkry is uit fokusgroeptesprekings met maatskaplike werkers wat as NWO-bestuurders in Gauteng, Vrystaat en die Noord-Kaap werk. Klem word gelê op die fokusgroeptes se persoonlike ervarings van hul oorgang van maatskaplike werker na NWO-bestuurder binne die huidige funksionering van NWOs. Die spesifieke bestuursprosesse en rolspelers in NWOs betrokke by die fasilitering van die oorgang, soos deur NWO-bestuurders geïdentifiseer, word uitgelig.

In **hoofstuk 6** word 'n model vir die fasilitering van die oorgangsproses vir bestuurders voorgestel en met die geïdentifiseerde opleidingsbehoefte geïntegreer.

Hoofstuk 7 bestaan uit die gevolgtrekkings en samevattinge wat gemaak is uit die studie. Ten slotte word aanbevelings rakende die fasilitering van die oorgangsproses van maatskaplike werkers na bestuurders van NWOs gemaak.

SUMMARY

Key terms: Governance, management, governing board, Non-Profit Organisation; transition and social worker.

Expert management is a present-day concept which is viewed as the reason why some organisations merely function while others excel. The demands on managers of businesses and Non-Profit Organizations (NPOs) in the current management milieu are very high and require knowledge, skills and experience. The management structure of NPOs should be well informed of the management skills possessed by their counterparts in the business sector. Social work training in South Africa has come a long way and has, in the past 20 years, developed into various specialities within the field. Social work service delivery facilitates the growth and development of social workers to the extent that their rapid progress places them in the spotlight for managerial positions. A broader knowledge base regarding the dynamics of management is required for a smooth transition from social worker to efficient manager. Social work training institutions that offer management training in South Africa do not currently provide this training with particular reference to the NPO context.

Chapter 1 focuses on the formulation of the research topic and the research design that was implemented in this study. The central strategic arguments as well as the goals and objectives of the study are presented to the reader. **Chapter 2** describes the research methodology utilised in this study.

Chapter 3 is composed of a literature study regarding the current functioning of NPOs in South Africa. The focus is on management and governance processes and role players within NPOs, the social, political and economic factors influencing the functioning of NPOs,

management models and theories, leadership, and the transition from social worker to social work manager. This information provides a background against which the functioning of NPOs in Mpumalanga, Gauteng, Free State and the Northern Cape can be contextualised.

In **Chapter 4** the data received from the situational analysis with NPO managers in Mpumalanga is processed and reported. An overview is presented regarding NPOs in Mpumalanga, including the management processes and role players. Thereafter a profile of NPO managers in Mpumalanga is presented with specific focus on the management knowledge and skills of these officials. The training needs of NPO managers are summarised and prioritised. Lastly, the availability of management training programmes in social work training institutions in South Africa is presented.

Chapter 5 describes the current situation within South African NPOs as per data received from focus group discussions with social workers functioning as managers of NPOs in Gauteng, Free State and Northern Cape provinces. Emphasis is placed on the personal experiences participants underwent during their transition from social worker to NPO manager. The specific management processes and role players indicated by participants as involved in facilitating the transition from social worker to NPO manager are emphasised.

In **Chapter 6** a model is presented to potentially facilitate the process of transition for managers. Specific training needs are also incorporated into this model.

Chapter 7 consists of the conclusions and summary of this study. Recommendations are finally made regarding the facilitation of the transition from social worker to NPO manager.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	II
DECLARATION	III
OPSOMMING	IV
SUMMARY	VII
CHAPTER 1 INTRODUCTION, PROBLEM FORMULATION AND OBJECTIVES	1
1. BACKGROUND TO THE STUDY	1
2. PROBLEM STATEMENT	1
3. RESEARCH GOALS AND OBJECTIVES	8
4. CENTRAL THEORETICAL ARGUMENT	9
5. DESCRIPTION OF CONCEPTS	9
6. METHOD OF INVESTIGATION.....	13
6.1 <i>Analysis of literature</i>	13
6.2 <i>Empirical investigation</i>	14
6.2.1 Research Design	15
6.2.2 Participants	16
6.2.3 Data collection instruments	16
6.2.4 Ethical aspects.....	17
6.2.5 Data analysis	18
7. RESEARCH LIMITATIONS.....	18
8. FORMAT OF THE RESEARCH REPORT	20
CHAPTER 2 RESEARCH METHODOLOGY	22
1. INTRODUCTION	22
2. THE RESEARCH DESIGN.....	23
3. SITUATIONAL ANALYSIS	26
4. DATA COLLECTION.....	27
4.1 <i>Literature study and knowledge of experts</i>	27
4.2 <i>Self-administered email questionnaires</i>	28
4.3 <i>Focus group discussions</i>	32
5. IDENTIFICATION OF RESPONDENTS AND THE SAMPLING PLAN	34
6. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS.....	38
6.1 <i>Data from the situational analysis</i>	39
6.2 <i>Data from questionnaires in the research process</i>	39
6.3 <i>Data from focus group discussions</i>	40
7. PUBLIC DISSEMINATION OF RESULTS	43
8. CONCLUSION	43
CHAPTER 3 A LITERATURE OVERVIEW OF NON-PROFIT ORGANISATION MANAGEMENT IN SOUTH AFRICA	44
1. INTRODUCTION	44
2. OVERVIEW OF NPOs IN SOUTH AFRICA.....	45
3. THE GOVERNANCE OF AN NPO	46
4. POLICIES AND LEGISLATION RELATED TO NPO MANAGEMENT IN SOUTH AFRICA	49
5. SOCIAL POLITICAL AND ECONOMIC CHALLENGES OF NPO MANAGEMENT.....	51
5.1 <i>Funding (Securing funds necessary to fulfil the NPO's mission)</i>	52
5.2 <i>Resources (Raising public awareness regarding the mission and work of the organisation)</i>	53
5.3 <i>Qualified staff (Motivating directors to do the work of the organisation and recruiting volunteers to accept the responsibility as governing board for the leadership in the organisation)</i>	57
6. SCHOOLS OF THOUGHT (THEORIES) ON MANAGEMENT	58
7. LEADERSHIP IN NPO MANAGEMENT	63

7.1	<i>What is leadership</i>	63
7.2	<i>Leadership skills</i>	64
7.3	<i>Perspectives on leadership</i>	66
7.4	<i>Integrating leadership into social work NPO management</i>	67
8.	THE TRANSITION FROM GENERIC SOCIAL WORKER TO NPO MANAGER.....	71
8.1	<i>Description of the transition process</i>	71
8.2	<i>The stages of the transition process</i>	71
8.3	<i>Implications of the transition process for the social work manager</i>	73
9.	CONCLUSION AND RECOMMENDATIONS	75
CHAPTER 4 RESULTS FROM THE SITUATIONAL ANALYSIS		77
1.	INTRODUCTION	77
2.	BACKGROUND AND APPROACH TO THE SITUATIONAL ANALYSIS	77
2.1	<i>NPO managers in Mpumalanga</i>	77
2.1.1	Methodology.....	78
2.1.2	Sampling.....	79
2.1.3	Instruments.....	80
2.1.4	Analysis	81
3.	DATA FROM THE SITUATIONAL ANALYSIS	81
3.1	<i>Profile of NPOs in Mpumalanga</i>	81
3.2	<i>Training needs of NPO managers in Mpumalanga</i>	84
3.2.1	Preparation and training managers had before taking on the responsibilities of managing an NPO	85
3.2.2	The need for additional training.....	87
3.2.3	Training needs and priorities of NPO managers.....	89
3.2.4	Suggested methods to be used in management training of social workers.....	91
3.2.5	Possible training providers for social work management training	92
3.2.6	Support structures needed by social work managers	94
3.3	FEEDBACK REGARDING MANAGEMENT TRAINING AVAILABLE IN SOUTH AFRICAN SOCIAL WORK TRAINING INSTITUTIONS	97
3.3.1	Profile of respondents.....	97
3.3.2	Graduate training provided by social work training institutions.....	97
3.3.3	Postgraduate training provided by social work training institutions.....	100
3.3.5	Topics of importance for social work management training.....	103
3.3.6	Rating of methods to enhance training of social work managers in NPOs.....	104
4.	TRAINING TOWARDS A SPECIALITY	107
5.	CONCLUSION AND RECOMMENDATIONS	109
CHAPTER 5 THE TRANSITIONAL NEEDS OF SOCIAL WORK NPO MANAGERS IN GAUTENG, THE FREE STATE, AND NORTHERN CAPE PROVINCES		111
1.	INTRODUCTION	111
2.	AIM OF THE STUDY	111
3.	RESEARCH METHODOLOGY	111
3.1	<i>Self-administered email questionnaire</i>	112
3.2	<i>Focus groups</i>	113
3.2.1	The selection of focus group members	113
3.2.2	Overview of the composition of the three focus groups.....	114
3.2.3	Structure and practical arrangements for focus group discussions	114
3.2.4	Definition of transition	116
3.2.5	Methodology for collecting data when conducting focus groups	116
3.2.6	Data Analysis	117
4.	RESULTS FROM THE FOCUS GROUP SESSIONS.....	119
4.1	<i>Biographical information of participants</i>	119
4.2	<i>Results from the focus group discussions</i>	120
4.2.1	Emerging Theme 1: Transition through understanding the need for transition	121
4.2.2	Emerging Theme 2: Transition through capacity building and training	131
4.2.3	Emerging Theme 3: Transition through the integration of business and governance	139
5.	THE FOCUS GROUP RESULTS: SUMMARY AND CONCLUSIONS	147

CHAPTER 6 A PROPOSED MODEL TO FACILITATE THE TRANSITION FROM SOCIAL WORKER TO NPO MANAGER 150

1.	INTRODUCTION	150
2.	MODEL DESIGN.....	151
3.	MODEL PROCESSES.....	153
3.1	<i>Facilitation</i>	153
3.1.1	Definition of facilitation	153
3.1.2	Facilitation process.....	154
3.1.3	Phases in facilitation	156
3.1.4	Facilitators.....	160
3.2	<i>Transition</i>	161
3.2.1	Definition of transition	161
3.2.2	The process of transition.....	161
4.	MODEL ACTIVITIES.....	163
4.1	<i>Academic Development</i>	164
4.1.1	The rationale behind training social work managers of NPOs	164
4.1.2	Training content	166
4.2	<i>Experiential Development</i>	169
4.2.1	Opportunities to support growth	169
4.2.2	Workplace learning	170
4.3	<i>Psychosocial Development</i>	172
4.3.1	Management mindsets	172
4.3.2	Personal emotional transition	173
5.	MODEL EVALUATION.....	178
5.1	<i>Level 1: Reaction</i>	179
5.2	<i>Level 2: Learning</i>	180
5.3	<i>Level 3: Behaviour / Performance</i>	180
5.4	<i>Level 4: Results</i>	181
6.	THE PROPOSED MODEL	182
6.1	<i>Who? Facilitators in the transition process</i>	184
6.2	<i>What? Processes facilitating the transition</i>	184
6.2.1	Development of a transition plan	184
6.2.2	Implementation of the transition plan	185
6.2.3	Continuous evaluation of the transition plan.....	186
6.3	<i>How? Structure and guiding principles influencing the transition</i>	186
6.3.1	Social work and management training and accreditation.....	187
6.3.2	Government and community guidelines	187
6.3.3	Funding guidelines	188
6.3.4	Legislation and governance.....	188
6.4	<i>Why? Shared objectives as outcome of the transition.</i>	189
6.4.1	NPO and governing board objectives.....	190
6.4.2	NPO manager and peer group objectives	190
7.	CONCLUSION AND RECOMMENDATIONS	191

CHAPTER 7 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 194

1.	INTRODUCTION	194
2.	SUMMARY OF FINDINGS AND CONCLUSIONS	194
3.	RESEARCH METHODOLOGY	195
4.	SUMMARY OF THE STUDY AND MAIN CONCLUSIONS	196
4.1	<i>Summary of the study</i>	197
4.2	<i>Conclusions regarding the objectives</i>	198
4.2.1	Conclusions regarding objective 1.....	198
4.2.2	Conclusions regarding objective 2.....	198
4.2.3	Conclusions regarding objective 3.....	199
4.2.4	Conclusions regarding objective 4.....	199
4.2.5	Conclusions regarding objective 5.....	200
4.3	<i>Conclusion regarding the research goal</i>	201
4.4	<i>Conclusion regarding the central theoretical argument</i>	201

5.	RECOMMENDATIONS	202
5.1	<i>Recommendations for NPO management training</i>	202
5.2	<i>Recommendations for NPO management and governance</i>	204
5.3	<i>Recommendations for future research.</i>	205
6.	SUMMARY STATEMENT.....	205
	LIST OF ADDENDUMS	206
	LIST OF REFERENCES.....	238

LIST OF FIGURES

FIGURE 1 THE RESEARCH PROCESS FOLLOWED IN THIS STUDY.....	23
FIGURE 2 ILLUSTRATION : TRIANGULATION OF DATA	42
FIGURE 3 CHARACTERISTICS OF AN NPO.....	47
FIGURE 4 SOCIAL WORK LEADERSHIP SKILLS	65
FIGURE 5 HUMAN SERVICE MANAGEMENT – INTERACTION BETWEEN MANAGEMENT AND THE GOVERNING BOARD	69
FIGURE 6 TRAINING NEEDS AND PRIORITIES IN NPO MANAGEMENT.....	90
FIGURE 7 POSSIBLE SERVICE PROVIDERS FOR SOCIAL WORK MANAGEMENT TRAINING	93
FIGURE 8 METHODS TO ENHANCE TRAINING OF SOCIAL WORK MANAGERS.....	105
FIGURE 9 SCHEMATIC STRUCTURE FOR THE DEVELOPMENT OF A MODEL FOR THE TRANSITION FROM SOCIAL WORKER TO NPO MANAGER	152
FIGURE 10 ORIENTATION THEMES THAT NEED TO BE FACILITATED	155
FIGURE 11 THE PROCESS OF PERSONAL TRANSITION	174
FIGURE 12 KIRKPATRICK’S EVALUATION MODEL	179
FIGURE 13 SUMMARY OF THE PROPOSED MODEL.....	183

LIST OF TABLES

TABLE 1 COMPARISON BETWEEN THE GOALS OF EXPLORATORY AND DESCRIPTIVE RESEARCH	25
TABLE 2 ADVANTAGES AND LIMITATIONS OF FOCUS GROUPS	34
TABLE 3 SOCIAL WORK TRAINING INSTITUTIONS IN SOUTH AFRICA	36
TABLE 4 PHASES FOLLOWED IN THE CODING OF DATA	40
TABLE 5 OVERVIEW OF NON-PROFIT SECTOR LEGISLATION	50
TABLE 6 SCHOOLS OF MANAGEMENT THOUGHT - SUMMARY	59
TABLE 7 MINDSETS OF MANAGERS – INFLUENCING LEADERSHIP	68
TABLE 8 STAGES OF THE TRANSITIONAL PROCESS OF CAREER PROGRESSION	72
TABLE 9 PROFILE OF RESPONDENTS	82
TABLE 10 PREPARATION AND TRAINING OF MANAGERS	85
TABLE 11 SOCIAL WORK MANAGEMENT CHALLENGES AND EXPECTATIONS – RATING OF STATEMENTS	87
TABLE 12 SUGGESTED TRAINING METHODS	92
TABLE 13 SUPPORT STRUCTURES NEEDED BY SOCIAL WORK MANAGERS	95
TABLE 14 MANAGEMENT TRAINING AT GRADUATE LEVEL IN SOCIAL WORK TRAINING INSTITUTIONS	98
TABLE 15 MANAGEMENT TRAINING AT POSTGRADUATE LEVEL IN SOCIAL WORK TRAINING INSTITUTIONS	101
TABLE 16 COMPARISON IN RATING OF MANAGEMENT TRAINING METHODS BY NPO MANAGERS AND TRAINING INSTITUTIONS	106
TABLE 17 BIOGRAPHICAL INFORMATION OF FOCUS GROUP PARTICIPANTS ..	120
TABLE 18 EMERGING THEME 1 - UNDERSTANDING THE NEED FOR TRANSITION	121
TABLE 19 EMERGING THEME 2 – CAPACITY BUILDING AND TRAINING	131
TABLE 20 EMERGING THEME 3 – INTEGRATING BUSINESS AND GOVERNANCE	139
TABLE 21 PHASES IN THE PROCESS OF FACILITATING THE TRANSITION	156
TABLE 22 POTENTIAL FACILITATORS AND THEIR ROLES	160
TABLE 23 TYPES OF WORKPLACE LEARNING	171
TABLE 24 EMOTIONAL TRANSITION	174

LIST OF ADDENDUMS

ADDENDUM 1: ETHICAL PERMISSION FROM NWU TO CONDUCT THE STUDY.....	207
ADDENDUM 2: LETTER OF SUPPORT NWU – TERTIARY INSTITUTIONS SURVEY.....	208
ADDENDUM 3: PERMISSION FROM MPUMALANGA WELFARE FORUM.....	209
ADDENDUM 4: SITUATIONAL ANALYSIS QUESTIONNAIRE	210
ADDENDUM 5: LIST OF PARTICIPANTS ASASWEI.....	218
ADDENDUM 6: SITUATIONAL ANALYSIS QUESTIONNAIRE SOCIAL WORK TERTIARY TRAINING INSTITUTIONS IN SA.....	221
ADDENDUM 7: DATABASE REQUEST SACSSP.....	225
ADDENDUM 8: SELF-ADMINISTERED QUESTIONNAIRE – GAUTENG, FREE STATE, NORTHERN CAPE.....	226
ADDENDUM 9: INVITATION TO FOCUS GROUPS DISCUSSION.....	231
ADDENDUM 10: CONSENT TO FOCUS GROUPS DISCUSSION.....	232
ADDENDUM 11: CONTACT INFORMATION OF FOCUS GROUP PARTICIPANTS.....	233
ADDENDUM 12: GUIDELINE TO FOCUS GROUP DISCUSSION.....	234
ADDENDUM 13: EXAMPLE OF A FOCUS GROUP JOURNEY MAP.....	237
ADDENDUM 14: CERTIFICATE FOR LANGUAGE EDITING	238

LIST OF ABBREVIATIONS:

ACVV – Afrikaanse Christelike Vroue Vereeniging

AIDS – Acquired Immune Deficiency Syndrome

ASASWEI – Association of South African Social Work Education Institutions

ASTD - American Society for Training and Development

CBO – Community Based Organisation

CEO – Chief Executive Officer

CGP – Code of Good Practice

DSD – Department of Social Development

HIV – Human Immunodeficiency Virus

MANCO – Management committee

NGO – Non-Governmental Organisation

NPO – Non-Profit Organisation

NWU – North-West University

SACSSP – South African Council for Social Service Professions

SAQA - South African Qualifications Authority

SGB - Standards Generating Body

UCT – University of Cape Town

UNISA – University of South Africa

WANGO – World Association of Non-Government Organisation

CHAPTER 1

INTRODUCTION, PROBLEM FORMULATION AND OBJECTIVES

1. BACKGROUND TO THE STUDY

When the researcher was appointed as director of a non-profit organisation (NPO) in Mpumalanga after a number of years in generic social work practice, various challenges were posed in terms of managing an NPO. During this time, the researcher came to the realization that she was not properly prepared for taking on this new venture and started to consult with colleagues in the Mpumalanga Welfare Forum. It became evident that other social workers experienced similar realizations. This resulted in a situational analysis launched in Mpumalanga with the purpose of doing a skills audit and needs assessment among social workers managing NPOs. The study was later broadened to include the provinces of Gauteng, the Free State and the Northern Cape. Against this background the study strived to explore the realities, challenges, opportunities and weaknesses associated with an NPO manager; the aim would be to suggest a model that could facilitate the transition from generic social worker to social work manager of an NPO.

This chapter serves as introduction to the study by focusing on the problem statement; the research questions; the goal and objectives of the study; the definition of relevant terms; a short overview of the research methodology, and a short description of the specific chapters of the research report.

2. PROBLEM STATEMENT

NPOs in South Africa are civil society organisations delivering, amongst others, community-based social services to people in South Africa on a *not for profit* basis - Department of Social Development (DSD, 2009:5).

South Africa, as a developing country, is experiencing a growth in the number of new NPOs established in an attempt to deal with the country's socio-economic development and the effect of the HIV and AIDS pandemic (Patel, 2005:108-109). According to the Department of Social Development (DSD, 2010:3), a total of 10,309 new NPOs were registered with the NPO Directorate during 2009-2010, leaving the NPO sector with an annual growth of about 15%. The Department of Social Development serves as the custodian of the Non-Profit Organisations (71/1997) and is "... mandated to encourage NPOs to maintain adequate standards of governance, transparency and accountability". The Department issued the Code of Good Practice (CGP) in 2001 (DSD, 2009:7) to assist non-profit organisations to maintain such standards. In spite of the CGP, managing an NPO in a constantly-changing society remains a challenge for both the state and the NPO sector.

The managers of NPOs interact with the changing landscape in communities in South Africa on a daily basis. According to Devenish (2009:1), the NPO sector has experienced dynamic change and development since the first democratic elections in 1994. Against the background of democratic transformation in South Africa, a number of NPO's has had to redefine its role as activist to that of role player in development and working in collaboration with government services (Devenish, 2009:1). The researcher is of the opinion that it was a challenge to NPOs to start providing services to all populations in the country, particularly in rural areas with limited infrastructure and restricted resources.

Devenish (2009:1) and Rapoo (2010:1) confirm that NPOs have become an integral part of the country's policy-making and service-delivery landscape and are faced with challenges like the loss of qualified, experienced staff to the government sector, a lack of funding, and poor staff salaries.

Cooperation between the NPO and government sectors is of the utmost importance. Rapoo (2010:3) for instance points out that government cannot possibly meet all the needs of the poor, and therefore needs civil society (NPOs) to assist in this process. Patel (1998:113-114) further elaborates that there is no doubt that the NPO sector is an extremely significant resource in providing social and economic development in South Africa, but points out that “...NGOs are under threat for a variety of reasons such as the funding crisis; loss of staff to government and industry; lack of an enabling environment for NGOs, including difficulties in accessing services provided by government. Other problems are related to the efficient functioning of NGOs themselves”.

With reference to the efficient functioning within NPOs, Coulshed and Mullender (2006:7-8) point out that NPO management needs to be flexible in terms of adapting to change in organisational structures, leaving a lot of scope for the creativity and people skills in which social work has always excelled. It is clear that the social work manager in an NPO is faced with unique challenges and opportunities which require specific knowledge and skills.

The social work profession is based on clear guidelines in terms of the required knowledge, skills and attitudes in delivering comprehensive social work services. With reference to management, social workers are generally well prepared for practice management and social work administration during graduate training. However, the social worker managing an NPO needs specific skills, knowledge and competencies to be able to expand the work focus to managing social work service delivery, funding and finances.

In line with the guidance provided, NPO management should ideally be structured according to the Codes of Good Practice (DSD, 2009: 7) and executed within the applicable legislation, often in close cooperation with volunteers and with shared management responsibilities within the realm of board governance. Weinbach (2003:11) emphasizes that all of these often happen in a work environment characterized by limited resources and both internal and external pressures such as paying the bills and showing compassion for clients and staff. It is clear that becoming an NPO manager holds a number of challenges for the social worker.

One of the challenges faced by social work managers of NPOs internationally is making the transition from generic social worker to NPO manager, often without specific training or orientation in this regard, as explored by Coulshed and Mullender (2006:13) and Lawler and Hearn (1997:195-196). The need to understand the transition of social workers into managers was explored by Lawler and Hearn (1997:195), who stated that “...*there is very little known about who exactly social work managers are, what kind of people occupies these jobs or how their background relates to their present responsibilities*”. The transition process was briefly described by Coulshed and Mullender (2006:13), but no focused research on the transition process could be located. It has been the experience of the researcher, as social work manager of an NPO, that there are various training opportunities available with regard to management skills, but very limited content regarding the application of management within the NPO context. Coulshed and Mullender (2006:14) identified an overlap of skills when a social worker becomes a manager, as particular skills from practice methods and models of social work can be transferred to management. This confirms that a social worker could be a successful NPO manager, but needs assistance in toning the skills transferred from generic social work into the NPO managerial context.

Well-integrated management knowledge and skills will directly influence service delivery and sustainable development of NPOs. Menefee and Thompson (1994:22) emphasise that *“... the need to develop a body of knowledge regarding social work management at this level of analysis is critical to both practice and social work education. Without such knowledge-base, social work management will remain more of an impressionistic art form than an applied science.”*

Upgrading the basic social work managerial skills of social workers promoted to management positions is critical to the success of the organisation's service delivery. Coulshed and Mullender (2006:19) are of the opinion that the specific tasks of management and broader perspective that is required for social work management are not part of everyone's equipment. According to Menefee and Thompson (1994:1), the social work manager is described as: *“... a generalist performing a wide range of complex technical and interpersonal skills”*. Focused managerial skills and the structured process of transitioning from social worker to manager are in many instances a dire need during the developmental process of social workers. This is confirmed by Coulshed and Mullender (2006:17) in the following statement: *“It could fairly be pointed out that being a manager consists of more than undertaking managerially dictated duties; there are specific tasks involved, not least enabling others to get work done and carrying forward the overall aims of the organization”*.

The researcher would have to agree with Menefee and Thompson (1994:22) that *“...over the last decade, substantive changes have taken place in the competencies and skills performed by social work managers”*. This is confirmed by Coulshed and Mullender (2006:2), when they state that *“...typical career pathways lead many social workers out of direct practice and ‘in at the deep end’ of supervising others or managing teams”*.

A broader knowledge base is needed to be effective as a manager of an NPO. There needs to be some kind of orientation process to assist social workers to make the transition to become manager of an NPO. The inclusion of aspects like changes, growth opportunities, and the expectations of the social worker, the NPO sector and current South African legislation into this orientation programmes should be explored. When moving into the role of NPO manager, the social worker has to focus on governance and strategic management, communication and information sharing in the organisation, managing external relationships as well as the finances, material resources and the workload of the organisation, without losing the staff doing the work in the process (Adirondack, 2006:3).

The reality is that social work in NPO management faces challenges requiring that social work management becomes a specialized field of service. Menefee and Thompson (1994:1) mention that “...*various schools have argued that managers of human science agencies require distinctively different skills and competencies than these in private for-profit settings*”. According to Lewis, Packard and Lewis (2007:xv) “... *effective management is what makes it possible for organizations to transform their broad, humane vision into day-to-day reality*”. From literature and practice experience it is clear that social workers are not necessarily trained during their basic graduate years to cope with specialized management tasks and responsibilities that come with being the manager of an NPO. Still it is expected of these organisations and their management and leadership, to deliver quality services despite the lack of focused research and training available within the South African context that focuses on integrating management of an NPO with social work.

A recent study by the DSD on the development of good governance practices within the South African NPO sector (DSD, 2009:7) could be seen as a valuable starting point in revising and developing the management of NPOs in South Africa. One of the conclusions from this study was that South Africa will have to follow the global move towards professionalising the NPO sector. To achieve this, the above mentioned DSD study suggested that accredited training in good governance should be introduced; that the leadership capacity of NPOs should be built through proper needs assessments and skills audits; that the capacity of provincial officials in the NPO sector should be built, and that monitoring procedures should be improved (DSD, 2009:17-20). Various aspects of these recommendations are reflected in the proposed model to facilitate the transition from social worker to NPO manager in Chapter 6 of this study.

One of the options that could contribute towards some of the aforementioned recommendations is a specific orientation programmes for newly appointed social work managers in NPOs. A clear orientation process is required to ensure that managers are able to integrate into the organisational culture, and have the capacity to effectively manage an NPO. Lussier (2003:246) indicates that employees tend to stay on the job longer and have improved attitudes and performances when they go through orientation. It is the researcher's opinion that this can be applied to the appointment of new social work managers in NPOs, even if the person is promoted from a subordinate position to manager in the NPO. The orientation of newly-appointed managers may contribute towards a positive attitude, improved performance, and reduced turnover. Swanepoel, Erasmus and Schenk, (2008:298) are of the opinion that it is essential for newly-appointed staff members to be orientated towards the organisation, fellow employees, and their particular job description.

Such orientation allows them to settle down in becoming a productive part of the organisation. This, however, gives rise to the questions of what should be included in an orientation programmes facilitating the transition from social worker to manager of an NPO, and how such an orientation programmes should be implemented in the NPO sector.

In response to the aforementioned research problem, this study attempted to answer the following research questions:

- What do NPO governance and management entail for a social worker making the transition from generic social worker to NPO manager in South Africa?
- What are the profiles of NPOs and social work NPO managers in Mpumalanga with regard to management knowledge and skills in relation to current available training for social work NPO managers in SA?
- What does the process of transition entail for social workers to become social work NPO managers in Gauteng, the Free State and Northern Cape?
- What should be included in an orientation model that could assist social workers to make the transition to NPO managers?

3. RESEARCH GOALS AND OBJECTIVES

The goal of this study was to explore and describe the transition from social worker to NPO manager in order to develop an orientation model to facilitate this transition.

The specific objectives towards achieving this aim included:

- Objective 1: To conduct a literature study to contextualize social work management and NPO governance with reference to the transition from social worker to NPO manager.
- Objective 2: To conduct an assessment of training needs amongst NPO managers in Mpumalanga.

- Objective 3: To conduct an assessment of NPO management training currently available from social work training institutions in South Africa.
- Objective 4: To explore the transition from social worker to social work manager within the NPO context in Gauteng, Free State and Northern Cape provinces in South Africa.
- Objective 5: To develop an orientation model that could assist social workers to make the transition to NPO managers.

4. CENTRAL THEORETICAL ARGUMENT

The transition of social workers to NPO managers should be sufficiently supported by proper orientation and training in terms of NPO-specific management and governance.

5. DESCRIPTION OF CONCEPTS

The following definitions of key concepts guided this study:

- **Governance**

“...concerns such issues as the organizations’ mission, values or direction; its long-term performance; the conversion and expansion of institutional assets; the process used to identify, discuss and decide matters of strategic or symbolic significance” (Camay, 2005:14).

According to DSD (2009:42), governance entails a group of people (like the governing board of an NPO) that oversees the organisation; making sure it fulfils its mission, lives up to its values, and, ultimately, that it is able to sustain itself in the long run. This is achieved by setting up a variety of systems to control and monitor the activities of the organisation and by providing an enabling environment through clear, executive decision making.

For purposes of this study, governance is therefore defined as a process of monitoring and guidance that focuses on the management of the NPO's services regarding the overall mission and vision, and the use and development of various assets of the NPO with the aim to identify and decide on the strategic footprint of the NPO to reach the goals and objectives of the NPO.

- **Governing board**

"...is responsible for ensuring good internal governance within an NPO. It sets policy direction and is the final decision maker in an organization. The board is the legal link between the organization and society" (Camay, 2005:1), and

"The groups of NPOs constituency representatives who are elected or invited to voluntary serve as the constituted leadership of an NPO. The governing board can be given the title of, amongst others: board, governing board, Trustees, Council or Steering Committee" (DSD, 2001:9).

In conclusion, the governing board is a group of individuals elected from the community served by the NPO, who voluntarily avail themselves to cooperate with the appointed NPO manager in the strategic management of the NPO.

- **Model**

De Vos and Strydom (2011:36) states that... *"a social science model is one that consists mainly of words, a description of a social phenomenon, abstracting the main features of the phenomenon without an attempt to explain it or predict anything from the description"*.

Bless, Highson-Smith and Kagee (2006:15) mean that in a model, “...*certain properties of the object have been singled out, represented in their pure, simplified form and studied in the absence of the actual object*”. Kühne (2005:2) describes a process of projection of feature in a model and then focusing on the pragmatic use of the model where the model is about information on something (content and meaning), created by someone (sender), for somebody (receiver) for some purpose (usage context).

In this study the social phenomenon or object of social work management in NPOs, will be described by the researcher, according to its main features - focussing on the transition process from social worker to NPO manager, to present a model of this transition process to social work managers and NPOs with the aim of positively influencing this transition process in future.

- **Non-Profit Organisation (NPO)**

“This is a collection of people who come together for common purpose, and agree to formalize a programmes to fulfil this purpose. They conduct their activities towards this purpose, and should there be excess income after expenditure (‘profit’) this excess is made available to the benefit of the purpose” (DSD, 2001:9).

Camay and Gordon (1997:1) define NPOs as “...*Non-Profit, privately run organizations which operate independently of government.*” In many cases, NPO activities are based on volunteer efforts and they depend on voluntary contributions in terms of labour and materials as well as financial assistance. NPOs usually include a wide range of groupings of different sizes, working in a variety of service fields.

- **Orientation**

Orientation is “... *the process of introducing new employees to the organisation and their jobs. It is learning the ropes and rules of the game*” (Lussier, 2003:246). According to Swanepoel *et al.* (2008:289) an orientation programmes is a formal attempt aimed at changing a potential threat into an opportunity for better human resource utilisation.

It implies that the orientation process is aimed at influencing the new social work manager’s performance by empowering the newly appointed person with information regarding the NPO.

- **Social work management**

“...*can be defined rather simply as the process of (1) making a plan to achieve some end, (2) organizing the people and resources needed to carry out the plan, (3) encouraging the helping workers who will be asked to perform the component tasks, (4) evaluating the results, and then (5) revising plans based on this evaluation*” (Lewis *et al.*, 2007:3).

Management further “...*concerns the short term disposition of programmes, products, services, and deployment of human, financial and physical resources. The management issues are the responsibility primarily of the executive director and the staff. The executive director and staff are however, accountable to the board for all actions taken*” (Camay, 2005:14), and

“...*certain functions performed by social workers at all administrative levels within human service organizations which are designed to facilitate the accomplishment of organizational goals*” (Weinbach, 2003:5).

For purposes of this study, social work management refers to the process where a social worker, in collaboration with other individuals, teams, or governing board, takes on the responsibility of ensuring that the vision and mission of the NPO are served, that the organisational goals are accomplished, and that the available resources are utilized in the best interest of the community it serves.

- **Transition**

“...change, alteration, conversions, development, passage, transformation, turning point, upheaval...” (Thesaurus.com, 2010). Within the context of a social worker transitioning towards becoming an NPO manager, it could be viewed as the process of moving towards or developing into a new role. Harmse (1999:91) refers to transition as change that is somewhat threatening, occurs over a period of time, and requires abandoning the present ways of operating and introducing new ways.

The term transition therefore refers to a process of change where there is a definite move from one role to another through a specific process over a period of time.

6. METHOD OF INVESTIGATION

To achieve the objectives of this study, a combination of qualitative and quantitative methods were used for data gathering.

6.1 Analysis of literature

It is the researcher’s opinion that research does not only measure, it also informs. A literature study was conducted, aimed at contributing towards a better understanding of the nature and meaning of the problem that is being researched (Fouche and De Vos, 2011:89).

Through the process of studying already-existing information on social work management and NPO functioning, a substantially better insight was gained into the dimensions and complexity of combining NPOs, social work, and management. The following main themes were explored through the study of applicable text books, journals, and completed research projects:

- Relevant legislation and the governance of NPOs
- Social service functioning, funding, and the diverse needs of people in South Africa
- Knowledge and skills needed in NPO management
- The value of proper orientation of newly appointed staff, including managers.

To ensure a focused investigation of data, EBSCO Host, Academic Search Premier, ERIC, PsychINFO, Social Sciences Index and SA Media were utilized. National and international literature in the form of books, scientific journals, theses and research encompassing the broader concept of NPO management (consisting of various service fields) were consulted, and sources focussing on social work as service field in NPOs and the management thereof were subsequently incorporated to further clarify the research topic.

6.2 Empirical investigation

To achieve the aims of this study, the research was conducted from a mixed-methods approach (Neuman, 2006:13, 151). This study involved a survey and focus groups, applying both the descriptive and exploratory research designs (Alston and Bowles, 2003:32-33; De Vaus, 2001:2-3) with the purpose of describing, exploring, familiarising with and investigating the transition of social workers towards becoming NPO managers in South Africa (Babbie, 2004:87-88).

The empirical investigation for this study was divided into four phases. The aim of the first phase of this study was to do a literature study to contextualize the field of social work management in relation to NPOs, with reference to the transition from social worker to NPO manager. This was followed by a second phase which included a situational analysis – consisting of a management and training needs assessment of social work managers in NPOs in Mpumalanga, as well as the exploration of social work management training available in South African tertiary institutions. The aim of the situational analysis was to determine the relevance and feasibility of this study.

Thirdly, the study attempted to explore how social workers from the Gauteng, Free State and Northern Cape provinces in South Africa experienced their transitions from generic social workers to NPO managers. These provinces were selected purposively to represent social workers with different levels of access to training facilities, as Gauteng has access to four South African tertiary institutions in the province, Free State has access to one South African tertiary institution in the province and Northern Cape has no access to South African tertiary institutions in the province.

In the fourth phase, an orientation model was proposed to support the transition of a social worker entering the position of NPO manager.

6.2.1 Research Design

Following the aim and objectives of this study, a combination of the descriptive and exploratory research designs was followed to structure this study (Alston and Bowles, 2003: 34-35; De Vaus, 2001:1-3).

These designs allowed a description of NPO management in the South African context and an exploration of how social workers experienced the transition from generic social worker to NPO manager.

6.2.2 Participants

The study was conducted with three groups of participants. Firstly, the managers of NPOs in Mpumalanga were involved to collect data for the situational analysis. Secondly, as part of the situational analysis, the social work training institutions in South Africa were invited to participate in a survey on available social work management training opportunities and, thirdly, social workers managing NPOs in Gauteng, Free State and Northern Cape were included to complete an email questionnaire as well as participate in focus group discussions. Participants from all the above mentioned groups were selected by means of availability sampling (Strydom, 2011b:232; Bless and Higson-Smith 2006:105) from the database of the South African Council for Social Service Professions (SACSSP).

6.2.3 Data collection instruments

Quantitative data was collected by means of a survey consisting of three self-administered email questionnaires (Addendums 4, 6 and 8). These questionnaires were developed in collaboration with the Statistical Consultation Services of the North-West University, Potchefstroom Campus. Delpont and Roestenburg (2011:186) are of the opinion that a questionnaire is used to obtain facts and opinions concerning a phenomenon from people who are informed on the particular issue.

The questionnaires were further refined through a study of the literature on social work and management and the consultation with experts in the field of NPO management to cover the following aspects:

- Biographic information;
- Overview of NPOs;
- Governance processes;
- The responsibilities, functions and knowledge of an NPO manager;
- Overview of NPO managers' qualifications and skills; and
- Orientation and training needs.

Measuring instruments (Addendum 4 and 6) were utilised during the situational analysis which allowed the researcher to orientate herself to the research topic and the feasibility of the study. The qualitative data was collected by means of focus group interviews (Addendum 9, 10, 11, 12 and 13) with social workers managing NPOs in the Gauteng, Northern Cape and Free State provinces of South Africa.

6.2.4 Ethical aspects

Permission for the implementation of this study was obtained from the Ethical Committee of the North-West University, Potchefstroom Campus and ethical approval number NWU-00053-07-S1 (Addendum 1) was allocated to this study. The principle of written, informed consent (Brynard and Hanekom, 2006:86; Monette *et al.*, 2002:55) was applied. The respondents participated on a voluntary basis in both the survey and the focus groups (Babbie, 2004:28). There was no harm to participants as confidentiality was maintained throughout the study and no information provided by any participant that could be linked back to that specific person was disclosed (Babbie, 2004:29; Monette *et al.*, 2002:60; Strydom, 2011a:115-121).

After data was received, it was handed to the Statistical Consultation Services of the North-West University, Potchefstroom Campus, where data was collated and the researcher assisted with analysis and interpretation. Data was not changed or altered (Brynard and Hanekom, 2006:85; Monette *et al.*, 2002:65) and the raw data was filed and will be stored by the researcher for 5 years.

6.2.5 Data analysis

Data collected from the survey as well as the focus groups were interpreted and presented in applicable format in this study. All quantitative data from the survey was analysed by the Statistical Consultation Services of the North-West University (Potchefstroom Campus) using the SAS system (SAS Institute, 2005). Qualitative data was analysed and coded to form descriptions and broad themes, following Tesch's approach (Creswell, 2005:237-239).

7. RESEARCH LIMITATIONS

The following research limitations were identified after completing the study:

- Using the **same questionnaire for social work and non-social work managers** in the situational analysis **did not indicate a variance in skills or knowledge levels** between the two types of NPO managers. Most of the non-social work managers preferred not to participate as it was perceived as a social work study; they indicated that they did not feel equipped to complete some of the sections in the questionnaire, since they were not social workers. The researcher should have indicated clearly when questions were only relevant to social workers and could be left open by non-social work managers. This would have allowed the researcher to better include non-social workers in the study. Unfortunately, the data was influenced by the reluctance of non-social work managers to participate.

- Using **questionnaires as measuring instrument was frustrating and slow**, as feedback was very limited and several follow-ups were made to receive back completed questionnaires.
- The **extremely low response** from social workers in Gauteng, Free State and Northern Cape **on the emailed self-administered questionnaire** (Addendum 8) could not be foreseen, or controlled by the researcher. Limited data from this survey was included in the final report.
- **Data obtained from this study is very specific to social work tertiary training institutions.** The inclusion of information from business management training bodies would have provided a more holistic overview of management training available for social workers. This information could indicate where training partnerships / collaboration could facilitate the transition from social worker to NPO manager.
- **Response by the social work tertiary institutions** to complete and return the email questionnaire (Addendum 6) **was poor**. An additional study of the websites of institutions whose questionnaires were not received back was conducted in order to access more information on available training, but proved to be a challenge as there is no uniformity or standard on information available on websites, and data was open to the interpretation of the researcher.
- **Volunteerism was not an element of the study, but plays an integral role in various NPOs.** It is recommended that the role of volunteers should also form part of NPO manager's training, as the governing board is composed of elected volunteers from the community, and volunteerism in the South African Labour legislation could also influence management.

- The **role of the governing board was a theme that came up repeatedly** in terms of the transition from social worker to NPO manager. This group was **not included** in the research, and there was no input from governing board members about the proposed transition model.

8. FORMAT OF THE RESEARCH REPORT

This research report is the final feedback based on research conducted in this study (Babbie, 2004:485). The goal of this study was to explore and describe information regarding the transition from social worker to NPO manager. An attempt was then made to assist the development of an orientation model that would facilitate this transition.

The report consists of seven chapters to cover the following content:

- The orientation towards this study is presented in **Chapter 1** with focus on the overarching aims, methods of investigation, literature analysis and empirical investigation. The chapter concludes with limitations experienced during the study.
- **Chapter 2** provides information with regards to the research methodology that was followed during this study. The research design and procedures which guided the study are highlighted.
- In **Chapter 3** the focus is on identifying and outlining management, governance and challenges of NPOs in South Africa. This chapter consists mainly of a comprehensive literature study and the contextualization of social work management.
- **Chapter 4** reports on the situational analysis which explored the management profile of NPOs in Mpumalanga and the availability of social work management training within social work training institutions in South Africa.

- **Chapter 5** consists of the results from a survey among and focus group discussions with social workers managing NPOs in Gauteng, the Free State and Northern Cape Province.
- In **Chapter 6** the researcher proposes an orientation and transition model through which social workers could be assisted toward becoming NPO managers.
- **Chapter 7** completes this study and consists of a summary, conclusions and recommendations.

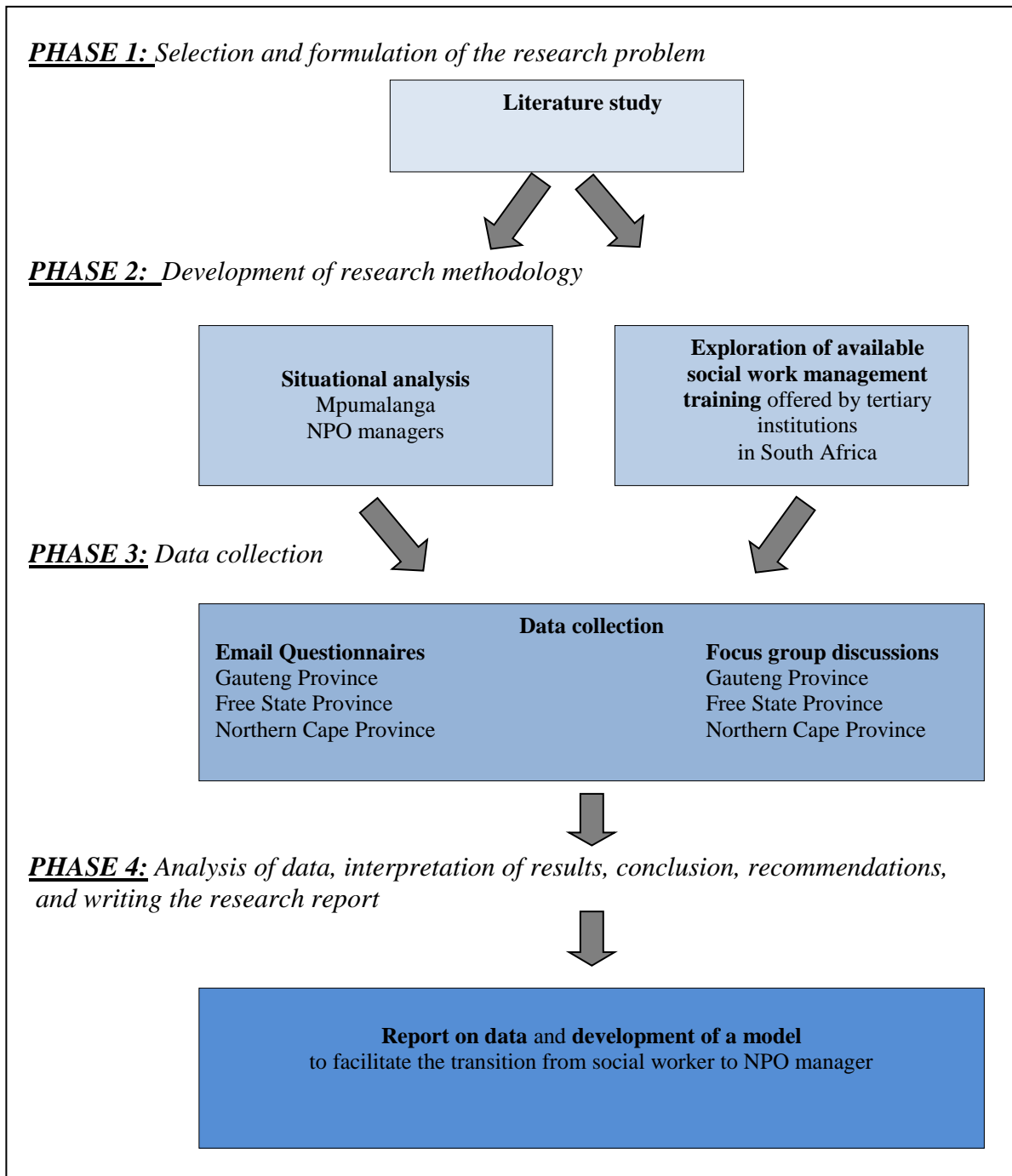
CHAPTER 2 RESEARCH METHODOLOGY

1. INTRODUCTION

The purpose of this chapter is to describe the research methodology that was followed in this study. This study was conducted from a qualitative as well as quantitative approach and was both explorative and descriptive in nature (Alston and Bowles, 2003:35; De Vaus, 2001:1-3). Johnson, Onwuegbuzie and Turner (2007:3) refer to this combination as a mixed method approach: *"...an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions and standpoints (always including the standpoints of qualitative and quantitative research)"*. The overarching aim of the study was to explore and describe information regarding the transition from social worker to NPO manager. Furthermore, an attempt was made to develop a suggested model to facilitate this transition.

The study consisted of four phases. The first phase included a literature study where the roles and tasks expected from a social work manager within the NPO milieu were contextualised. The second phase explored the feasibility of this study by means of a situational analysis in Mpumalanga, as well as a survey on available social work management training programmes offered by tertiary institutions in South Africa. Thirdly, a combination of qualitative and quantitative methods were used to gather data from social work NPO managers in three provinces in South Africa (Gauteng, Free State and Northern Cape) to determine their experiences and needs regarding their transition from social worker to NPO manager. In the fourth phase, the collected data was summarized to develop and design an orientation and training model to facilitate the transformation of social workers to NPO managers. Figure 1 summarizes the process that was followed in this study.

FIGURE 1
THE RESEARCH PROCESS FOLLOWED IN THIS STUDY



2. THE RESEARCH DESIGN

Selecting an appropriate research design is essential for any study as it provides the map as well as different paths to follow during the research (Creswell, 2005:281). Both the exploratory and the descriptive research designs were used in this study.

Bless *et al.* (2006:47) are of the opinion that the purpose of exploratory research is to gain a broad understanding of a situation, phenomenon, community or person. In an attempt to understand the transition from social worker to social work manager, the researcher had to explore this theme to understand the needs of social workers in terms of orientation and training. The exploratory research design provided the platform from which to gather qualitative information regarding the transition from social worker to NPO manager through facilitating focus group discussions.

Limited information on social work management within an NPO milieu was available in literature. Information from a business management context was applied for this study to enable an exploration of how it could be applied to the theme of social work management in an NPO context. This included the exploration of the applicable legislation on welfare organisations and the NPO background in South Africa, as well as the social worker's needs and experiences in terms of managing an NPO. Fouche and De Vos (2011:95) refer to Neuman, who points out that exploratory research may be the first stage in a sequence of studies. In this study the exploration of the milieu in which social workers become NPO managers was completed as the first sequence of the study, to be followed by the exploration of the transitional needs of social work managers and the aspects to be included in an orientation model for NPO managers.

Descriptive research was used in combination with the exploratory design to complement the process by describing the results of the study as gathered from different sources. The combined use of the exploratory and descriptive research designs was very useful. The designs complimented each other, and focused the data collection in terms of exploring and describing the transition from social worker to NPO manager.

Fouche and De Vos (2011:96) indicate that descriptive research can have a basic or applied goal that could be qualitative or quantitative in nature. In this study the descriptive research design was applied in a quantitative way. Neuman (2003:30) describes descriptive research as presenting a picture of the specific details of a situation, social setting, or relationship. The details as described in this study focus on the setting within an NPO where social workers become the NPO managers, and how the transition from social worker to NPO manager can be facilitated. The goals of exploratory and descriptive research are summarised in Table 1.

TABLE 1
COMPARISON BETWEEN THE GOALS OF EXPLORATORY AND DESCRIPTIVE RESEARCH

EXPLORATORY RESEARCH GOALS	DESCRIPTIVE RESEARCH GOALS
<ul style="list-style-type: none"> • Become familiar with the basic facts, settings and concerns about NPO management within the social work context • Create a general mental picture of the situation when a social worker is appointed as NPO manager • Formulate and focus questions for research regarding orientation of social work managers in NPOs • Generate new ideas, conjectures and hypotheses with regard to a possible model to facilitate the transformation from social worker to NPO manager • Determine the feasibility of conducting research on social work management within the NPO sector • Develop self-administered email questionnaires and a guideline to facilitate focus group discussion for measuring and locating data regarding social work NPO management 	<ul style="list-style-type: none"> • Provide a detailed, highly accurate picture with regard to the transition from social worker to NPO manager • Locate new data regarding social work management and contradict / supplement past data • Create a set of categories or classify types – understanding what social work transition to NPO manager entails • Clarify a sequences of steps or stages in the research process by: developing data collection tools, identifying possible respondents to the study, implementing the study, collating and analysing the collected data and writing a report on the findings from the study

Source: Neuman (2003:29)

Although explanatory and descriptive research differs in many respects, both rely on particular forms of data collection – the case study and the survey, as pointed out by Bless *et al.* (2006:47).

3. SITUATIONAL ANALYSIS

The situational analysis was used to explore the context of the research topic and lay a foundation for the further development of the study, (Weyers, 2001:69). Through the situational analysis a systematic collection and evaluation of data, aimed at identification of internal and external forces that may influence the social workers' management performance and choice of strategies; and the assessment of avenues to influence management development in NPO's, were conducted. For purposes of this study, the situational analysis was conducted through self-administered questionnaires (Addendum 4) distributed to NPO managers in the Mpumalanga Province to establish what the perceived challenges regarding the process of transformation from social worker to NPO manager were. This information would contribute to the understanding of transition and to inform the development of a model to facilitate the transition from social worker to NPO manager.

According to the World Health Organization (2009:11) the following description explains the concept situation analysis: "*The study of a situation which may require improvement.*" This begins with a definition of the problem and an assessment or measurement of its extent, severity, causes, and impact upon the community (in this case social workers and the transition to NPO managers).

Jason, Keys, Suarez-Balcazar, Taylor and Davis (2004:41) define this situation analysis' main goal as: "to determine the specific community's holistic phenomena and the impact thereof".

Smart (2003:54) suggests that the results of this situation analysis will contribute to community mobilisation. It is envisioned that social workers will therefore use results of this study to mobilise their transition from social worker to NPO managers in future.

As described in Chapter 4, the situational analysis was implemented amongst social work and non- social work NPO managers. Information received indicated that the focus should be social work specific and applied to the NPO milieu.

4. DATA COLLECTION

A combination of qualitative and quantitative methods of data accumulation was followed during this study. According to Creswell (2005:17-20) a researcher could use quantitative research methods, qualitative research methods and a mixed method research approach. This complies with Neuman (2003:310) who has the opinion that descriptive researchers use most data-gathering techniques (surveys, field research, content analysis, and historical-comparative studies). This study was conducted through a mixed-method's approach. Empirical data was gathered by use of self-administered email questionnaires as well as focus group discussions (Creswell, 2005:20; Neuman, 2006:13, 151).

4.1 Literature study and knowledge of experts

A comprehensive literature study was conducted regarding social work, management and non-profit organisations (see Chapter 3).

The following experts in both the NPO and management fields were consulted to explore the need for a transition process when a social worker is appointed as NPO manager:

- Prof Rachel van Biljon (retired lecturer in Social Work with over 25 years involvement in management training for 3rd and 4th year level students as well as master's degree social work students at UNISA. She also trained in management at UNISA Management School) – interviewed telephonically on 12 May 2008;
- Mrs Sarie Brummer (Acting Director Restorative Services, Mpumalanga Department of Social Development and manager of all NPO support and subsidies for the province; qualified social worker in the field since 1984) – personal interview on 16 September 2009; and
- Mrs Joan van Niekerk (qualified social worker with over 20 years' experience as provincial and national NPO manager, currently stepping down as Director and CEO of Childline SA and in the process of succession planning with the aim of retiring) – personal interview on 19 November 2010.

These interviews were transcribed and referred to during the study.

Overviews regarding programmes presented at other academic institutions like the Gibbs University, the Foundation for People Development, and various Business Schools were done to understand the available training for management candidates in the business sector in order to apply it to the NPO sector.

4.2 Self-administered email questionnaires

This research study continued by using methods with closed-ended measures (self-administered questionnaires) and open-ended observations (focus group discussions).

Self-administered email questionnaires, according to Creswell (2005:361), are a form of electronic questionnaire increasingly used due to accessibility through the internet.

This data-collection method was selected for this study as the contact information of members of the chosen population was readily available from the database of the South African Council for Social Service Professions (SACSSP), and access to the internet was established through respondents having individual email addresses in their profile with the SACSSP (Addendum 7).

Information regarding the available management training at social work training institutions was collected via self-administered email questionnaires sent to tertiary institutions registered with the Association for South African Social Work Education Institutions (ASASWEI) (see Addendum 5 for a list of ASASWEI members, and Addendum 8 for the self-administered email questionnaire).

The researcher worked from the understanding that the same principles can be used to construct various forms of questionnaires. The following **principles of good question writing**, as specified by Neuman (2003:268-272), and Delport and Roestenburg (2011:192) were identified and applied to this research process:

- Avoid jargon, slang, and abbreviations: sentences should be brief and clear in the vocabulary and style understandable to respondents. Focus on management language familiar to the social work sector, and basic management and NPO terms that are generally known.
- Avoid emotional language and prestige bias: questions should be clear and not reflect the bias of the researcher. Focus on the functions of management throughout the questionnaire without involving feelings about this position.
- Avoid asking questions that are beyond the respondent's capabilities: the researcher should not take for granted that the respondent will have knowledge about the subject.

Do not include technical and very specific management content questions as not all respondents may have the same background in this field.

- Avoid false premises, or loaded questions that suggest a certain response: do not assume all social workers view specific management training in the field as important or needed.
- Avoid asking about future intentions: focus on the current experience as manager, as the research is used to find ways of making recommendations for the future.
- Avoid overlapping or unbalanced response categories, make it easy to remember and see that it offer a real range of alternatives: create a scale that makes sense and allows the respondent to rate the response as it is perceived at the time.
- Sequence in which the questions are presented should aim to present general, non-threatening questions first and more sensitive, personal questions later. Start with questions on general education and experience and then move on to views and opinions regarding social work management.
- Carefully consider the length of questions, giving preference to shorter questions: do not confuse / tire respondents with questions that are too long and have too many concepts regarding management to integrate at once.

The **types of questions** used in this questionnaire were selected to generate specific data that would contribute to the development of the orientation and training model designed to facilitate the transition from social worker to NPO manager.

The following types of questions, as referred to by Delport and Roestenburg (2011:196-201), were included and used in the construction of this questionnaire:

- Open questions: allowed the respondent to write any comments regarding statements and a final recommendation regarding NPO management as they perceive it in the open space.

- Dichotomous questions: these questions had only two responses, yes or no, and were used to establish if there was any current orientation regarding management in the respondent's NPO.
- Closed questions: allowed the respondent to select one or more of the answers provided for the question on the various methods used to orientate / train a social worker into NPO management.
- Multiple-choice questions: these questions offered three or more answer options to the respondent, usually including "not applicable", and was used to understand the level of qualification and period of experience of respondents.
- Scaled questions: this type of multiple choice questions required the respondent to mark a point on a scale in an attempt to quantify non-exact and more subjective aspects such as, in this instance, the ranking of leadership skills.
- Statements: data of a subjective nature was mainly obtained through these types of questions, where a variety of statements regarding NPO management was presented and responses were scaled.
- Follow-up questions: more information was obtained regarding management orientation model in NPOs.

The type of questions included into the research questionnaires as described above, were influenced by the feedback from the questionnaire used in the situational analysis. Answers received in the situational analysis indicated the necessity for matrix-type questions to be scaled down. Open-ended questions were reduced to one only and statements regarding management were used to determine respondents' experiences of transitioning from social worker to manager.

The results of the situational analysis are discussed in Chapter 4. Feedback from this study was incorporated into the designed self-administered questionnaire and a final questionnaire (Addendum 8) was developed and used for the data collection in Gauteng, Free State and Northern Cape Provinces. The second method of data collection used was focus group discussions. The process and method used to facilitate focus groups will be highlighted next.

4.3 Focus group discussions

A focus group is a special qualitative research technique where respondents are informally interviewed in a group setting (Neuman, 2003:396). Data collection in this study was complemented with three focus group discussions: one each in Gauteng, in the Free State, and in the Northern Cape.

NPOs, with social workers as managers, were identified in each province and a total of ten participants per province were invited to the focus group discussions (Addendum 9). The participants represented various sectors in the NPO service field. Each participant's consent was obtained for voice recordings to be made of the sessions, and for their opinions to be reflected in reports on the focus groups (Addendum 10). Contact information was requested from each participant in order for feedback to be provided to them at the end of the study (Addendum 11). The process of the focus groups was explained and participation was voluntary and all participants agreed to treat this process confidential (Addendum 10).

Greeff (2011:360) states that focus groups are fundamentally set up to listen to people and learn from them, thus creating a three-part process of communication:

- The researcher decides what should be heard from the respondents;
- The focus group creates conversation among respondents around these topics;
- The researcher summarises what was learned from the respondents.

Krueger and Casey (2000:24-25) discuss a range of outcomes ideally suited to focus group discussions. This study resounded with the following:

- When looking for a range of ideas or feelings that people have about the process of transition that takes place when a social worker becomes an NPO manager;
- When trying to understand differences between groups and categories of people such as the difference in the skills knowledge and experience of a generic social worker versus that of an NPO manager;
- To uncover factors that influence opinions, behaviours or motivations, such as the factors that influence the transition from social worker to NPO manager and the opinions, behaviours and motivations of participants in the focus groups regarding this process;
- To have new ideas emerge from the group that could lead to the development of an orientation model that will facilitate the transition from social worker to NPO manager;
- To pilot test ideas, material, plans or policies found in literature on the orientation and transition of a social worker to NPO manager, with participants of the focus groups;
- To help collect information that will shed light on quantitative data already collected on this transition process.

Pre-constructed empirical questions, based on four themes, were asked during these group sessions. Groups consisted of about 10 social work respondents each (7 Gauteng; 10 Free State; 5 Northern Cape), all of whom were specifically employed in a managerial capacity in the NPO sector. The focus group setting allowed some interaction between the researcher and respondents, but was concluded in a non-directive manner and facilitated free, open discussion by all group members. Neuman (2003:296) compares the advantages and limitations of focus groups as summarised in Table 2.

TABLE 2
ADVANTAGES AND LIMITATIONS OF FOCUS GROUPS

Advantages	Limitations
<ul style="list-style-type: none"> Natural setting allows people to express opinions/ideas freely. 	<ul style="list-style-type: none"> A “polarization effect” exists (attitudes become more extreme after group discussions).
<ul style="list-style-type: none"> Open expression amongst members of marginalized social groups is encouraged. 	<ul style="list-style-type: none"> Only one or a few topics can be discussed in a focus group session.
<ul style="list-style-type: none"> People tend to feel empowered, especially in action-orientated research projects. 	<ul style="list-style-type: none"> A moderator may unknowingly limit open, free expression of group members.
<ul style="list-style-type: none"> Survey researchers provide a window on how people talk about topics. 	<ul style="list-style-type: none"> Focus group respondents produce fewer ideas than in individual interviews.
<ul style="list-style-type: none"> The interpretation of quality survey results is facilitated. 	<ul style="list-style-type: none"> Focus group studies rarely report all the details of a study design / procedure.
<ul style="list-style-type: none"> Respondents may query one another and explain their answers to each other. 	<ul style="list-style-type: none"> Researchers cannot reconcile the differences that arise between individuals and focus group regarding context responses.

Source: Neuman (2003:296)

The abovementioned advantages and limitations provided an excellent guideline when the focus group was planned, to assure that pitfalls were avoided and specific data was collected during this process. The researcher agrees with Cresswell (2006:215) that focus groups can be used to collect shared understandings from several randomly selected individuals as well as to get the understanding and interpretation of a specific topic from specifically identified people. In this case the aim was to collect the opinions of specifically identified people - social workers, who are involved in managing NPOs, on the process of transition required to become a manager.

5. IDENTIFICATION OF RESPONDENTS AND THE SAMPLING PLAN

As discussed previously, the following groups of respondents were included in this study:

- Forty NPO managers in Mpumalanga were included as respondents by completing the self-administered questionnaire used in the situational analysis (Addendum 4).

- The social workers registered with the SACSSP in Gauteng, Free State and Northern Cape Provinces were subsequently contacted to respond by completing a self-administered email questionnaire (Addendum 8) regarding social work NPO management.
- Tertiary social work training institutions were asked to complete a self-administered email questionnaire (Addendum 6) on available social work management programmes.
- Focus groups consisting of NPO managers who are also qualified social workers were facilitated in Gauteng, the Free State, and Northern Cape.

To understand the concept of transition from social worker to NPO manager, the availability of managerial training for social workers in South Africa was explored. The total number of South African Tertiary Institutions providing social work training was identified through ASASWEI. This data was used to conduct a sample of the total population. Creswell (2003:359) highlights that “*a sample is the group of respondents in a study selected from the target population from which the researcher generalizes to the target population*”.

According to the database (Addendum 5) of the ASASWEI (2010:1-4) there are seventeen South African training institutions registered with this association. In addition to these, the SACSSP and Botswana University are also registered as affiliates.

Using the availability of social work training institutions registered with ASASWEI, per province in South Africa, the following summary (Table 3) provided a framework of three groupings of provinces from which to select a representative sample:

TABLE 3
SOCIAL WORK TRAINING INSTITUTIONS IN SOUTH AFRICA

Province	Social Work Training institutions
Group One: 3 - 4 Institutions	
Western Cape Province <i>4 Institutions</i>	<ol style="list-style-type: none"> 1. UCT - Cape town 2. Huguenot College – Wellington 3. Stellenbosch University – Stellenbosch 4. University of Western Cape – Cape Town
Gauteng Province <i>4 Institutions</i>	<ol style="list-style-type: none"> 1. University of Pretoria 2. UNISA - Pretoria 3. University of Witwatersrand - Johannesburg 4. University of Johannesburg 5. 5. North-West University, Vaal Triangle Campus
Eastern Cape Province <i>3 Institutions</i>	<ol style="list-style-type: none"> 1. Walter Sisulu University - Umtata 2. Fort Hare University - Alice 3. Nelson Mandela Metropolitan University – Port Elisabeth
Group Two: 1 – 2 Institutions	
KwaZulu-Natal <i>2 Institutions</i>	<ol style="list-style-type: none"> 1. University of KwaZulu-Natal – Durban 2. University of Zululand – Kwadlangezwa
Limpopo Province <i>2 Institutions</i>	<ol style="list-style-type: none"> 1. University of Limpopo – Polokwane 2. University of Venda – Thohoyandou
North West Province <i>1 Institution</i>	<ol style="list-style-type: none"> 1. North-West University – Potchefstroom and Mafikeng Campuses
Free State Province <i>1 Institution</i>	<ol style="list-style-type: none"> 1. University of the Free State – Bloemfontein
Group Three: No Institutions	
Northern Cape Province <i>No Institutions</i>	
Mpumalanga Province <i>No Institutions</i>	
17 Institutions in total	

There seems to be a varied distribution of social work training institutions in South Africa. As illustrated in Table 3, the first group (Western Cape, Gauteng and Eastern Cape Provinces) has 3-4 social work training institutions available in the geographical area; the second group (KwaZulu-Natal, Limpopo, North-West and Free State Provinces) has 1-2 social work training institutions available; and the third group (Northern Cape and Mpumalanga Provinces) has no training institutions available at all. All seventeen (17) tertiary institutions were included in the survey regarding available management training for social workers in South Africa. Seven (7) completed emailed questionnaires (Addendum 6) were received back from tertiary institutions offering social work training.

To ensure representation of all the identified groups in the data collection process, one province per identified group in Table 3 was selected to be included in a survey of emailed questionnaires and focus group discussions: Gauteng Province, Free State Province and Northern Cape Province. It was the researcher's opinion that these three provinces would provide a collective representation of social work managers in South Africa.

All social workers registered with the SACSSP in these provinces were included as individual respondents from the selected provinces. The SACSSP was contacted to provide the researcher with a database of all social workers registered with the SACSSP in Gauteng, the Free State and the Northern Cape (Addendum 7). The response from the SACSSP included email addresses for the following number of social workers as registered with the SACSSP at the time of the study:

- Free State = 174 social workers,
- Northern Cape = 56 social workers,
- Gauteng = 879 social workers.

This came to a total of 1109 possible respondents registered as social workers who has email addresses. Self-administered email questionnaires were sent to these 1109 respondents by email.

Thirty (30) self-administered questionnaires (Addendum 8) were completed and returned to the researcher.

Respondents from the focus group discussions were selected and included as follows:

- Ten NPO-managing social workers from each of the three identified provinces were invited to voluntarily participate in focus group discussions. Invitations were based upon an availability sample;
- Respondents had to be qualified social workers;
- Respondents ranged from middle to top management in an NPO.

Focus groups were facilitated in:

- Gauteng on 21 April 2011, with seven respondents;
- Free State on 19 April 2011, with ten respondents; and
- Northern Cape on 20 April 2011 with five respondents.

The processing, analysis and interpretation of data will be described subsequently.

6. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

Data gathered through the various planned research activities was processed, analysed and an interpretation of the data was presented.

6.1 Data from the situational analysis

- Self-administered email questionnaires were sent to NPO managers in Mpumalanga (Addendum 4).

During the situational analysis 40 questionnaires were completed and returned to the researcher.

The data from completed questionnaires was captured and analysed by the Statistical Consultation Services of the North-West University, Potchefstroom Campus. Interpretation and findings were done using the SAS System (SAS Institute Inc., 2003; SAS Institute Inc., 2005).

- Self-administered email questionnaires to seventeen (17) social work training institutions in South Africa (Addendum 6)

The questionnaire was intended to provide an overview of current training available in respect of social work management. Questions included an assessment of available undergraduate and postgraduate courses. The content of management training and methods of training were also assessed. Seven (7) questionnaires were received back. Data was grouped according to methods used in training and the content of each training course.

6.2 Data from questionnaires in the research process

Self-administered email questionnaires (Addendum 8) were sent to 1109 registered social workers in Gauteng, the Free State, and Northern Cape Provinces. As result of this part of the study thirty (30) questionnaires were completed and returned to the researcher. Data was once again captured but due to the low response rate it was not reported on in the study.

6.3 Data from focus group discussions

Three focus groups were facilitated and a total of 22 respondents participated. To complement notes taken during these sessions, responses during focus group discussions were recorded via data voice recorder.

Data was interpreted and analysed by a thematic analytical process (Braun and Clarke, 2006:79). Creswell (2005:237) describes the coding of data as a process of segmentation and labelling text form descriptions and broad themes in the data. Although there are usually no set guidelines for coding, Creswell (2005:238-239) refers to Tesch's analytical process and describes a number of steps in the process for narrowing data into broad themes. These steps were combined with the six phases of data analysis according to themes as described by Braun and Clarke (2006:87). Analysed and coded data was included in the report.

The phases used to code data, as applied in this study, are summarized in Table 4. Feedback on this process and its results is discussed in the report in Chapter 5.

TABLE 4
PHASES FOLLOWED IN THE CODING OF DATA

Steps in coding data
<ul style="list-style-type: none"> • <i>Phase 1: Being familiarised with the data.</i> Get a sense of the whole. Read all collected data as collected in the focus groups and make notes as it comes to mind. • <i>Phase 2: Generating initial codes.</i> Choose one document (script / field note): choose the most interesting, shortest or just the one on top of the pile, read through it, decide what it is all about. Make a note on the side with a box around it. • <i>Phase 3: Searching for themes.</i> Begin coding, identify text segments and assign a code word/phrase to it that best describes the content. Codes can address many different topics. Do not code every sentence, but look for general, overall meaning of phrases.

Steps in coding data

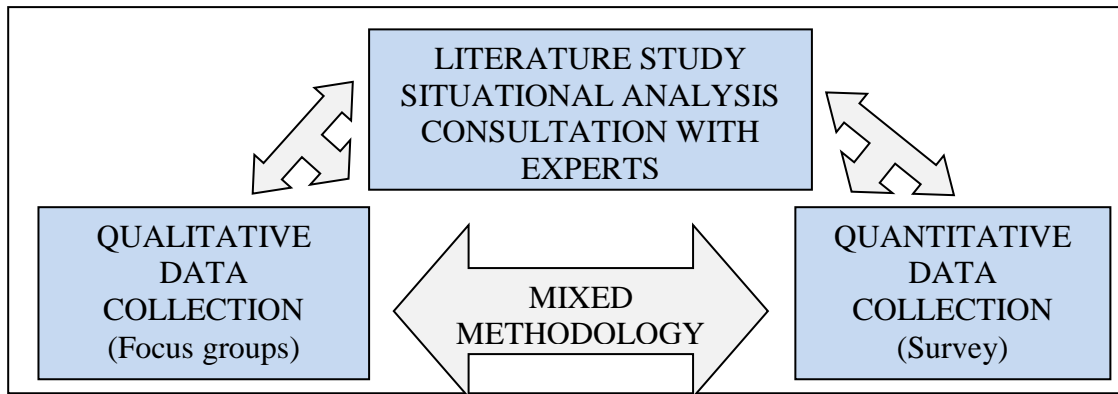
- *Phase 4: Review and refinement of themes.* After coding an entire text, make a list of code words. Group similar codes together. Identify redundant codes and eliminate. Try to make the list of codes smaller (25-30 codes).
- *Phase 5: Defining and naming themes.* Review data with this list and see if new codes emerge.
- *Phase 6: Production of the report.* Reduce the list to 5-7 codes / themes that best describe the content of the data. This can be done by looking at themes most commonly discussed by respondents, most surprising themes, most evidence to support a theme, or themes most generally correlating with literature.

The codes/data from this process enabled the writing of a qualitative report providing detailed information on specific themes rather than general information on many themes: in this instance the themes were management, NPOs and social work.

Source: Braun and Clarke (2006:87)

Findings from the focus group discussions were crosschecked and compared by triangulating the information from the self-administered questionnaires and focus group discussions; and information gleaned from consultation with experts with the literature that was studied in the initial phase of the study. Creswell (2005:252) explains that triangulation is the process of corroborating evidence from different types of data sources in a qualitative study. According to Delport and Fouche (2011:442), when using a combination of research procedures, a researcher can more easily crosscheck and validate findings by using triangulation. Figure 2 illustrates the process of data triangulation.

FIGURE 2
ILLUSTRATION : TRIANGULATION OF DATA



Source: Dr AG Herbst – NWU

As is depicted in Figure 2, the literature study, situational analysis and consultation with experts lead to the collection of quantitative and qualitative data. The data that was gathered as result of the research in three provinces was reflected against the literature study data as well as with data received from experts. There was a continuous process of checking and crosschecking data to identify where information was confirmed and where there were differences in information gathered.

Jicks, as referred to by Johnson *et al.* (2007:5), mentions the following advantages of triangulation of data:

- It allows the researcher to be more confident of the results;
- It stimulates the development of creative ways of collecting data;
- It can lead to thicker, richer data;
- It can lead to the synthesis or integration of theories;
- It can uncover contradictions;
- By virtue of its comprehensiveness, it may serve as the litmus test for competing theories.

In this study the process of triangulation resulted in data that enabled the drafting of a proposed model for orientating new social workers to the transition into NPO managers.

7. PUBLIC DISSEMINATION OF RESULTS

Potential journals for publication:

- An article will be written on the management of NPOs by social workers and submitted to Social Work / Maatskaplike Werk
- An article on guidelines for the transition from social worker to NPO manager will be written and submitted to The Social Work Practitioner Researcher / Maatskaplike Werk Navorsers Praktisyn.

8. CONCLUSION

This study is exploratory and descriptive in nature and strives to place key issues regarding social work and NPO management in perspective. Information regarding the transition from social worker to NPO manager was explored and described in order to assess the development of an orientation model that would facilitate this transformation process.

A situational analysis in Mpumalanga conducted among NPO managers guided the development of a self-administered questionnaire for social work NPO managers in Gauteng, the Free State, and Northern Cape. The availability of management training in tertiary social work training institutions was explored. Focus group discussions with social work managers of NPOs from Gauteng, the Free State, and Northern Cape were conducted to supplement data from the self-administered questionnaires.

The next chapter will focus on feedback from the literature study and how this information further guided the process of research for this study.

CHAPTER 3

A LITERATURE OVERVIEW OF NON-PROFIT ORGANISATION MANAGEMENT IN SOUTH AFRICA

1. INTRODUCTION

This chapter provides a literature overview on the management of NPOs with specific reference to applicable management theories, policies and legislation as well as the governance structure of NPOs; the leadership skills of social work managers as a background for discussing the transition from generic social worker to social work manager.

Management in social work is not a new concept. In as early as the 1920s Mary Parker Follett, a settlement house social work and management theorist, gained international recognition for her teachings in this field (Selber and Austin 1997:1). The field of social work management has a rich and strong history of development since Follett's first writings in 1896 (Selber and Austin, 1997:3-4) that confirms its place in social work as a profession.

When social workers in NPOs in South Africa are promoted to become managers of NPOs, they have to face the vast and ever-increasing challenges facing NPOs. As Patel (1998:112) emphasizes, NPOs continue to play a significant role in poverty alleviation, in service delivery through development programmes, and in building a democratic culture. Healy and Pine (2007:81) warn that the increasing complexity of management and leadership roles means that social work managers often face competing obligations, and must be able to weigh multiple options when making moral choices. In addition, a manager has to create a climate for ethical decision-making to ensure that the NPO values are aligned with social work professional ethics.

The researcher is of the opinion that it is a challenge for social work managers of NPOs, to make the transition from generic social worker to NPO manager. Therefore, the extent of the challenges faced by a social worker becoming a manager of an NPO will be focused on next by focusing on an overview of NPOs in South Africa and the characteristics and legislation related to NPO management.

2. OVERVIEW OF NPOs IN SOUTH AFRICA

Since the South African colonial period, civil society has organized itself into different forms of community-based organisations (CBOs) in an attempt to address the social needs of communities where social needs were very high (DSD, 2005a:7; NGO Handbook 2009:1). According to the DSD (2005a:7), NPOs played a significant role in challenging the injustices of apartheid and addressing the needs of vulnerable communities. The Non-Profit Organisations Act (71/1997) was enacted by the South African Government to help create an enabling administrative and regulatory environment for the non-profit sector to function in. The Non-Profit Organisations Act (71/1997), came into operation on 1 September, 1998. This legislation provided for the voluntary registration of non-profit organisations (NPOs).

In a study conducted on the assessment of the NPO Act (DSD, 2005a:21) it is stated that NPOs and community-based organisations (CBOs) are viewed to be strategically located in communities and to have greater access to communities. Government, donors and the community at large expect NPOs to have the credibility to fulfil the needs of their communities. NPOs are often religiously or culturally biased and in the past, this could have resulted in the exclusion of certain groups from service delivery (NGO Handbook, 2009:3).

Civil society, through the services of NPOs and CBOs, have an important role to play in filling the gaps in social services left by government, as they have the flexibility and capacity to identify developmental alternatives.

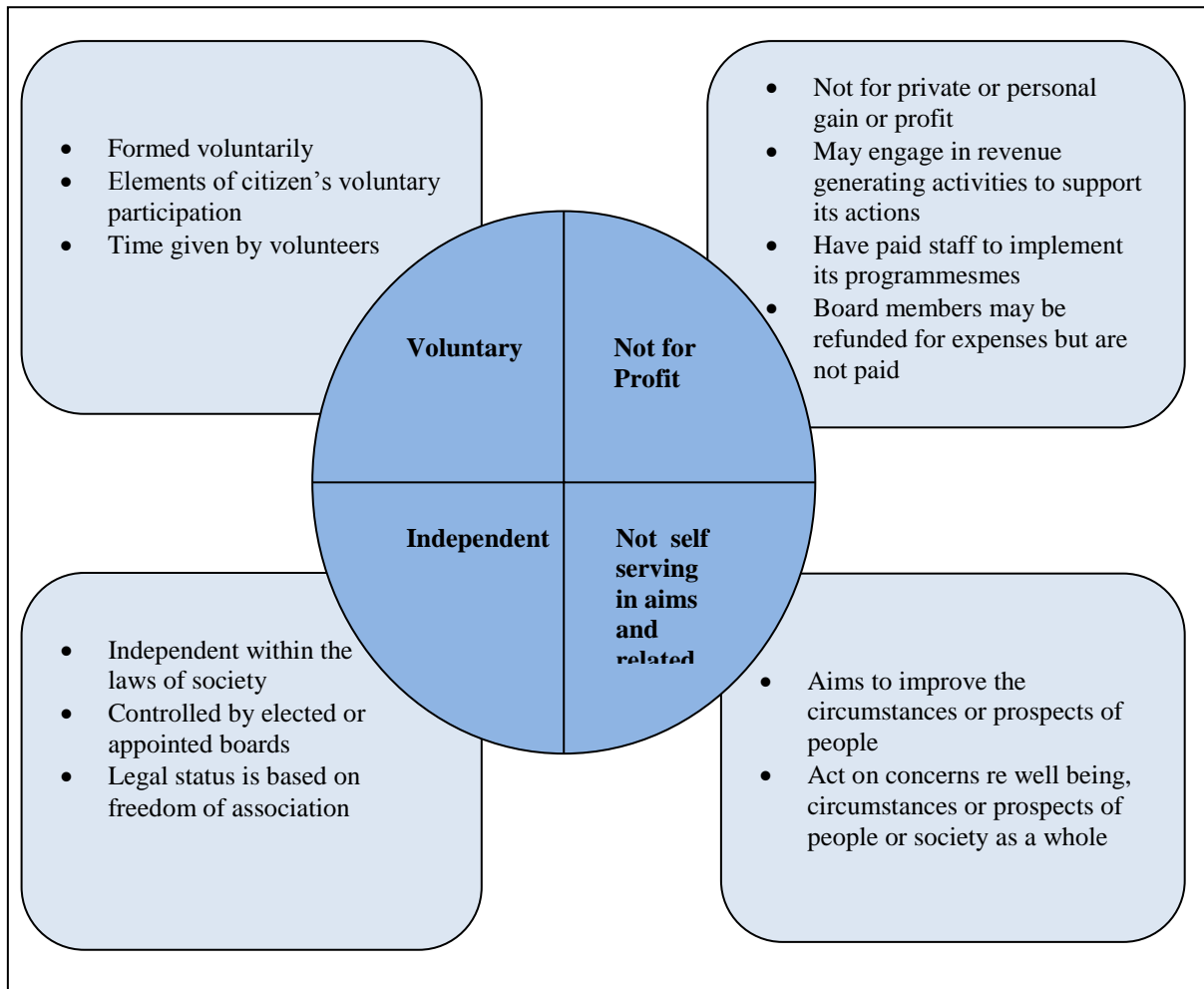
This ability makes them the missing link in many of the government's development ventures (DSD, 2005a:21). The World Association of Non-Governmental Organisations (WANGO), (2009) states that the legislation introduced created a policy framework and institutional environment within which services could be rendered through the work of NPOs in various communities in South Africa. Although the activities of NPOs are focused on various areas of perceived needs where a social response from the community is needed (from global warming to dealing with the nutrition and emotional needs of mankind), for purposes of this study, the management of NPOs working within the social service field will be examined.

3. THE GOVERNANCE OF AN NPO

Various actions and activities exist in communities where people come together and form an organised group based on shared religion, community interest, culture and various other reasons to address an identified need or goal. An NPO however develops when a more formal process takes place through the following steps: the appointment of a controlling body (governing board), the writing of a constitution, the opening of a bank account, voluntary registration under the Non-Profit Organisations Act (71/1997) and optionally registering as a Section 21, Not-for-gain Company under the Companies Act. Although most newly-appointed social work managers would not be part of the process of opening an NPO, it is important to understand these underlying dynamics for when the manager does form part of the governing board.

According to the Commonwealth Foundation (1995:23), an organisation may be correctly labelled as an NPO if it complies with the four characteristics summarized in Figure 3.

FIGURE 3
CHARACTERISTICS OF AN NPO



(Developed from information of the Commonwealth Foundation, 1995).

The basic characteristics of an NPO include, according to Figure 3, a voluntary action between citizens, that is taking place without making any profit and is functioning independent (under guidance of a elected governing board) for the benefit of identified groups of people, or the society as a whole.

A governing board is responsible for ensuring good internal governance within an NPO. It sets policy direction and is the final decision maker in the organisation. The governing board is the link between the organisation and the society.

This body consists of a group of people who have been appointed or elected by the organisation and community in which it functions (Dane, 2010:1-2).

The responsibilities of an NPO governing board are defined by Camay (2005:3-5) as:

- Keeping the focus on the organisation's mission, values and objectives
- Selecting the key executive personnel
- Supporting and reviewing of decisions and actions of the key managers
- Doing organisational planning
- Overseeing financial and human resources, do adequate budgeting, receiving regular reports and monitoring progress of programmes, facilitating an annual audit
- Monitoring the organisation's programmes and services
- Building the image of the organisation
- Being the final decision maker regarding policy and all technical, financial and policy matters
- Assessing and evaluating the board's performance.

The governing board has to appoint a Chief Executive Officer (CEO) (often a social worker in the employment of the NPO) who is responsible for appointing all programmes-related staff and running the day-to-day activities of the organisation.

The CEO is expected to provide regular reports to the governing board regarding the progress of the organisation activities, fundraising attempts, administrative and financial management processes, and future planning regarding programmes implementation. The CEO represents the organisation in all its networking and interaction, and takes responsibility for the human resource management of the organisation. He/she needs the moral and concrete support and advice of the governing board (DSD, 2001:15).

It is the researcher's opinion that there should be a well-founded relationship and good communication between the CEO and the governing board, to ensure the effective functioning of the NPO.

4. POLICIES AND LEGISLATION RELATED TO NPO MANAGEMENT IN SOUTH AFRICA

Although NPOs stem from a community's response to observed needs among its members, it is important for its efforts to be regulated. Funds to support the activities of the NPO are raised through public donations, and this function must be regulated and managed through legislation and regulatory policies. NPO services rendered to specific target groups, for example children, people with disabilities and the aged, must be in line with the policy and implementation plan of the government: this is to ensure that the NPO contributes to the collective national objectives of services in public, and also to ensure they qualify to receive funding from government or international funders.

A social worker in process of becoming a manager may be ill-informed regarding the legal processes within an NPO. The NPO sector in South Africa has been regulated by various new legislative documents since the dawn of the country's new, democratic dispensation. A brief overview of legislation, as outlined by Wyngaard (2007:2) summarizes the different legislative documentation that a social work manager needs to become acquainted with when managing an NPO. Table 5 provides a summary of this legislation.

TABLE 5
OVERVIEW OF NON-PROFIT SECTOR LEGISLATION

AREA COVERED	APPLICABLE LEGISLATION
Entity/ Establishment / Registration	<ul style="list-style-type: none"> • Non-Profit Organisations Act, No. 71 of 1997 • Communal Property Associations Act, No. 28 of 1996 • The Co-operatives Act, No 14 of 2005 • Labour Relations Act, No 66 of 1995 • Electoral Commissions Act, No 51 of 1996
Funding / Cooperation for NPOs	<ul style="list-style-type: none"> • Development Bank of Southern Africa Act, No. 13 of 1997 • Lotteries Act, No. 57 of 1997 • National Research Foundation Act, No. 23 of 1998 • National Development Agency Act, No. 108 of 1998 • South African Social Security Agency Act, No. 9 of 2004
Taxation Laws	<ul style="list-style-type: none"> • Income Tax Act, no. 58 of 1962 • Value Added Tax Act, No. 89 of 1991 • Transfer Duty Act, no. 9 of 1949 • Local Government: Municipal Property Rates Act, No. 6 of 2004
Legislation promoting Dialogue and Interaction	<ul style="list-style-type: none"> • National Economic Development and Labour Council Act, No. 35 of 1994 • Advisory board on Social Development Act, no. 3 of 2001 • Local Government: Municipal Systems Act, No. 55 of 1997 • National Advisory Council on Innovation Act, No. 55 of 1997
General Compliance	<ul style="list-style-type: none"> • Promotion of Access to Information Act, No. 2 of 2000 • Promotion of Equality and Prevention of Unfair Discrimination Act, No. 4 of 2000 • Financial Inelegance centre Act, No. 38 of 2001 • Prevention of Organized Crime Act, No. 121 of 1998 • Prevention and combating of Corrupt Activities Act, No. 12 of 2004 • Local Government Management Finance Act, No. 56 of 2003

AREA COVERED	APPLICABLE LEGISLATION
NPOs as Employers	<ul style="list-style-type: none"> • Income Tax Act, No. 58 of 1962 • Labour Relations Act, No. 66 of 1995 • Basic Conditions of Employment Act, No. 75 of 1997 • Compensation for Occupational Injuries and Diseases Act, No. 130 of 1993 • Employment Equity Act, No. 58 of 1998 • Skills Development Levy Act, No. 0 of 1999 • Skills Development Act, No. 97 of 1998 • Employment insurance Contribution Act, No. 4 of 2002
Legislation Prior to 1990	<ul style="list-style-type: none"> • National Welfare Act, No. 100 of 1978 • Trust Property Control Act, No, 57 of 1988 • Companies Act, No. 61 of 1973 • Heraldry Act, No. 18 of 1962 • Friendly Societies Act, No. 25 of 1956

Source: Wyngaard (2007)

The list in Table 5 gives a comprehensive layout of all legislation related to NPOs and will have to form part of the social work manager's orientation. The framework focuses on the governance of an NPO and does not include service-specific legislation, for instance the Social Service Professions Act, Children's Act and others. With the legal aspects affecting NPOs in mind, it is important to take a deeper look into the social, political and economical aspects of NPO management.

5. SOCIAL POLITICAL AND ECONOMIC CHALLENGES OF NPO MANAGEMENT

Rippon (2002:6) make a very controversial statement that in South Africa, managing an NPO in a businesslike manner can optimise the results of the organisation. NPOs are in essence not a profit driven business but rather delivering a service. It is the researcher's opinion that the social, political and economic challenges faced by social work managers in NPOs could be better addressed by following a businesslike managerial approach that is integrated into the essence of the NPO without altering the core business of the NPO.

According to Dane (2010:1), the three top challenges facing non-profit organisations are funding, resources and qualified staff. The primary focus will next be on these three challenges.

5.1 Funding (Securing funds necessary to fulfil the NPO's mission)

The ability to produce reports to funding agencies is a challenge to the NPO (and social work manager), as smaller NPOs often do not have the capacity to capture data for comprehensive report writing. NPOs are then forced into a “day-to-day survival” existence and experience many financial crises in the process, according to Ryke and Jacobs (2003:164). The importance of financial management as well as fundraising abilities of the social work manager is therefore critical to the existence of the NPO.

Fundraising ensures the sustainability of this newly-created service in the community. However, fundraising alone is not enough and NPOs require access to more structured funding opportunities. The access to structured funding (like international and government funding) is only possible by achieving credibility, which is acquired by developing a formal institution such as an NPO. The NGO Handbook (2009:1) adds to this that many NPOs were formed as part of the state/civil society relationship that developed in the 1980s when political liberalization took place, and, as part of this process, a hostile legal and financial environment developed towards NGOs. As a result, there has been a rise in informal CBOs attempting to meet the needs of marginalized populations.

Terblanche (1999:388) mentions that the number of NPOs is on the rise due to a response to newer phenomena like HIV and Aids, and therefore need to market them more aggressively to obtain funding for their activities.

It is the researcher's opinion that in this climate of increased response by groups in the community to address social needs, there is a disparity regarding developmental levels amongst NPOs, and it impacts negatively on the standard of service delivery.

Some communities respond to needs for care without having any formal training (like home-based care groups), whilst formal social work (like therapy, rehabilitation, family care, etcetera) is also provided in the same community by trained professionals. Both groups often compete for the same funding opportunities. This implied that NPOs had to plan strategic changes in their service-delivery in order to include previously disadvantaged areas. Without these changes, there was always the possibility of funding being altered or even revoked. The implementation of the NPO Act (71/1997) was an attempt to create an enabling environment for NPOs to assist the government in delivering services to South Africa in a better co-ordinated, more responsible way.

5.2 Resources (Raising public awareness regarding the mission and work of the organisation).

NPOs often originate from an individual or group that identifies a need in that community, and does something to address this need – often as a voluntary group in an informal, unstructured way. As the voluntary group's actions become sustainable, an organisation develops. In its annual general reports various NPOs providing services to civil society state that these difficulties are caused by their functioning on shoestring budgets and not being able to retain staff due to the financial inability to offer competitive remuneration packages.

The DSD (2001:11) confirm the above with the view that the non-profit sector suffers from global isolation, restrictions, limited resources, and unsatisfactory relationships with other sectors.

South Africa, as a developing country, is experiencing an increase in the number of new NPOs which are founded in an attempt to deal with the country's socio-economic development and the HIV and Aids pandemic (Patel, 2005:108-109). After the democratic liberalization of South Africa, NPOs faced a process of transition to respond to the changing community in which they operated. The NGO Handbook (2009:1) mentions that the political transition in South Africa has led to economic liberalization – benefiting the upper classes throughout society but devastating many more poor families.

Dealing with the plight of vulnerable groups in communities in South Africa cannot be done by government in isolation. To ensure collaboration in this field, the NPO functioning and operations are guided in accordance with legislation set out to ensure quality functioning and services to communities served. The DSD (2005a:30) indicates two central themes from previous studies on NPOs in South Africa: a clear divide (as discussed above) between the better resourced and developed NPOs and poor community-based organisations (CBOs), deprived of resources and usually less formally structured; and that all formal processes of registration are likely to benefit the well-organized structures rather than the more informal structures.

The attempts by government to create an enabling environment for all NPOs (formal and informal) in South Africa, pose specific management challenges.

The researcher maintains that a response to the needs of the community within the framework of human rights in South Africa should be from an empowering perspective, asking the more richly-resourced NPOs to support and develop the poor, under-resourced NPOs. Rankin (1997:186-187) discusses the redevelopment of the welfare system from the position of focusing on being a welfare-focused service to becoming a development-focused service.

Government will have to support the efforts made to upgrade the structures of less-developed NPOs to ensure a more equal distribution of service delivery.

The situation mentioned above poses to be one of the dilemmas facing NPOs in South Africa. There also seems to have been a brain drain during 1994-1996, during which many NPO leaders left the sector to take up positions in the new government and private sector. The new dispensation caused many government professionals to work abroad, since a total of 853 social workers left South Africa between 2000 and 2005 (Department of Home Affairs, 2009:1). The high staff turnover and demand for development put stress on NPO management. Simultaneously, there was an increase in the demands of these NPOs to adjust fundraising skills and financial management. Jacobs (2001:130) comes to the conclusion that it is basically impossible to do effective fundraising without a process of management that includes strategic planning with a focus on fundraising.

Kruger and Schreuder (1999:333) confirm that government considers volunteers as a significant human resource and instituted a Human Resource Development Programmes as response to retaining this valuable resource. In the researcher's experience training and development provided to volunteers often impact positively on unemployment, as trained volunteers have a better chance to find employment within government and the business sector.

There will thus always be some form of training function within NPOs to build capacity for volunteer services. The researcher agrees with Lombard and Modise (2002:12) that volunteers, when managed properly, can contribute a great deal towards nation building. Social work managers need the necessary knowledge of volunteerism within an NPO to manage volunteers effectively.

In order to be able to guide and steer the organisation managed, a strategic business plan must be developed. This plan should focus on the organisation, its key mission and strategies, and the unique services that are provided and could result in the organisation meeting its goals. According to Van Breda (2000:3), the business plan should identify and highlight an organisation's core competence. The business plan should be located within the welfare strategy of the field or region targeted by this organisation.

Van Breda (2000:13) suggests that social workers who are familiar with and seek to execute the organisation's strategy, enjoy their job and have more energy and motivation for work, feel more committed to work and perceive clients to be more satisfied with their services. The researcher holds an opinion that this suggestion includes the social work manager who has to manage an NPO. The social work manager must be able to take all the above mentioned social, political, and other challenges into consideration when doing strategic planning and writing business plans. However, he/she should still focus on the ability of the NPO's staff members to be involved in this process and stay motivated and loyal to the core goals of the NPO, despite challenges and obstacles.

5.3 Qualified staff (Motivating directors to do the work of the organisation and recruiting volunteers to accept the responsibility as governing board for the leadership in the organisation).

It is indeed true that volunteers are the cornerstones in the development of welfare services (Lombard and Modise, 2002:1). Working with volunteers often forms a part of the challenge faced by social work managers, as NPOs often lack funding for salaries and utilize volunteers from the community to assist in service delivery.

According to Lombard and Modise (2002:4) clear guidelines and job descriptions for volunteers do not always exist in NPOs, and this may create unhappiness in the relationship between paid staff and volunteers in the NPO. The DSD (2001:10), stipulates that three distinct groups of organisations have an important impact on community life in the South African democracy.

These groups include (1) the State or Government – which creates a way for society to express its political life, is voted into power, performs services in the community and is funded by taxes; (2) Private Enterprise or Business Sector – which provides goods or services directed at the needs of the community at a price (which is voluntarily paid by the community upon delivery) and in the process, this group makes a profit; and (3) Non-Profit Organisation Sector – which is made up of organisations that are established when community members agree to act together for a common purpose; these NPOs receive financial support from funders and donors, and use volunteers to support service delivery. Due to the voluntary nature of the Non-Profit Sector, creating a formally structured system within which to function could have an impact on the efficient functioning of NPOs. The researcher holds the view that the management training, or lack thereof, in the NPO management structure could also be a threat to the quality of service delivery in this sector.

With the aforementioned social, political and economic challenges of NPO management in mind, it is necessary to explore the different schools of management which can assist social work managers in dealing with these challenges.

6. SCHOOLS OF THOUGHT (THEORIES) ON MANAGEMENT

Since the late 19th century, different managers have developed different theoretical frameworks to explain management principles.

These principles were part of creating a managerial framework in the factories and focused on production and processes. It was, however, the start of formalised management and provided the background for the management theories known and implemented today also in the NPO sector.

For purposes of this study, the focus will be on five major perspectives on management that have evolved over the years: (1) the **classical** perspective (1875), (2) the **behavioural** perspective (1925), (3) the **quantitative** perspective (1950), (4) the **systems** perspective (1960) (5) the **contingency** perspective (1975). The researcher included (6) the empowerment model for social work management as management model to be noted in NPO management.

Each perspective is based on different assumptions regarding organisational objectives and human behaviour (Goodman, Fandt, Michlitsch and Lewis, 2007:29). This implies that management knowledge and skills are required to steer NPO services effectively to where the need is highest. These theories are summarized in Table 6.

TABLE 6
SCHOOLS OF MANAGEMENT THOUGHT - SUMMARY

Perspective	Short summary
<p>(1) Classical perspective:</p>	<p>This perspective comprises three main approaches:</p> <p>Classical Administrative Management, evolving from writings of Henry Fayol (1841-1925). Fayol developed fourteen management principles and believed that good management could be taught. He also listed five managerial functions that are still included in current literature (planning, organizing, commanding, coordinating and controlling) and seen as an important contribution to management theory. He observed that management could not be confined to the workplace and forms a part of life through all human activities. Some criticism against Fayol is that his principles are too rigid (Coulshed and Mullender, 2006:24-25; Goodman <i>et al.</i>, 2007: 32; Knights and Willmott, 2007:202; Lewis <i>et al.</i>, 2007:71; Smit and Cronje, 1996:17; Weinbach, 2003:51).</p> <p>Scientific management was developed by F.W. Taylor (1856 – 1915) as an analytic approach to problems of organisations emphasizing the codification of routine tasks. Taylor believed that managers must take full responsibility for planning, organizing and supervising work, based on the reduction of people’s tasks into rules, laws and formulae. He analyzed each job, broke it into components and designed the quickest and best way to do the job. Through this he managed to determine the expected outcome of productivity from employees with the equipment they have (Coulshed and Mullender, 2006:24-25; Goodman <i>et al.</i>, 2007:30; Hannagan, 2005:569; Knights and Willmott, 2007: 203; Lewis <i>et al.</i>, 2007:71; Smit and Cronje, 1996:17; Weinbach, 2003:50).</p> <p>Bureaucratic management as described by Max Weber (1864-1920). This theory focuses on the organisational system and is based on firm rules, policies and procedures; a fixed hierarchy and a clear division of labour. The bureaucratic system defined roles and authority in an impersonal and rational way. The formal rules, structure and written records will allow the organisation to operate as it has in the past and any future employees of the organisation to function within these rules (Coulshed and Mullender, 2006:29; Goodman <i>et al.</i>, 2007:33; Hannagan, 2005:661; Lewis <i>et al.</i>, 2007:71; Weinbach, 2003:55).</p>
<p>(2) Behavioural Perspective</p>	<p>In this perspective the importance of human behaviour patterns were highlighted in shaping the managerial styles in organisations. Important contributors to the approach were:</p>

Perspective	Short summary
	<p>The Human Relations Approach, explained by Elton Mayo (1920s), as understanding how the norms and values of a group can exert a stronger influence on workers' identity and behaviour than the rules and incentives imposed by managers was proposed by this approach. There is a need for training managers in interpersonal and leadership skills to enable them to deal with the complexity of the workplace. If the complex and diverse character, interest and motivations of workers are recognized and met, workers feel more appreciated, grow in confidence and self-esteem and become more cooperative and productive (Coulshed and Mullender, 2006:37; Goodman <i>et al.</i>, 2007:35-36; Hannagan, 2005:662; Knights and Willmott, 2007:273; Lewis <i>et al.</i>, 2007:73; Smit and Cronje, 1996:18).</p> <p>Mary Parker Follett (1868-1933) – Focused on human problems and working them out was based on contributions of observations of managers in their job performance and highlighted the importance of coordination to be a successful manager. Follett developed four principles of coordination to promote effective work: Coordination requires people to be in indirect contact with each other; coordination is essential during the initial stages of any endeavour; coordination must address all factors and phases of all endeavours and coordination is a continuous and ongoing process (Coulshed and Mullender, 2006:36; Goodman <i>et al.</i>, 2007:35; Lewis <i>et al.</i>, 2007:74).</p> <p>Theory X and Theory Y (McGregor 1960) proposed that there are two opposed views or theories of human nature and people's attitudes towards work. According to Theory X, managers can have a set of negative assumptions about employees' attitudes and capabilities. People are passive and need to be persuaded, rewarded, punished and controlled if they are to focus their effort to the goals and objectives of the organisation. According to Theory Y, management has a set of positive assumptions about employees.</p> <p>People are cooperative, able to take responsibility and set their own goals if managers provide the conditions in the workplace to do this (Coulshed and Mullender, 2006:39; Goodman <i>et al.</i>, 2007:36; Hannagan, 2005:57; Lewis <i>et al.</i>, 2007:75; Roberts, 2007:47-48;).</p>
(3) Quantitative Perspective	<p>The Quantitative Perspective has its initial beginnings in the scientific management approaches and is characterized by its use of mathematics, statistics and quantitative techniques for management decision making and problem solving. This is often referred to as operations research. It has four basic characteristics: Decision making focus – primary focus on some problem or situation that requires direct action and or decision by management; Measurable criteria – decision making requires alternative courses of action in the process of decision making; Quantitative model – assessing the possible impact of each alternative requires the establishment of a quantitative model; Computers – to prevent time consuming manual processes, computers are used in problem solving.</p>

Perspective	Short summary
	The contribution of the perspective is mainly the development of models to manage complex processes and to develop statistical systems that could influence planning in management (Goodman <i>et al.</i> , 2007:38; Smit and Cronje, 1996:19).
(4) Systems Perspective	The Systems Perspective was developed in the 1950s. The systems perspective focuses on analyzing the system and breaking it up into constituent elements, namely inputs, transition and outputs. Since any system is a collection of interrelated parts, the nature and interrelationship between parts can be identified and help to simplify understanding of the system. There could be a closed system or an open system. The synergy in which the whole is greater than the sum of each part is central to the approach. It allows management to maintain a balance between the various components of the enterprise as well as between the enterprise and its environment (Goodman <i>et al.</i> , 2007:39-40; Lewis <i>et al.</i> , 2007:78; Smit and Cronje, 1996:19).
(5) Contingency Perspective	The Contingency Perspective proposes that there is no best approach to management. Different management styles vary according to the situation. Managers need to assess which management approach will be best suited and most effective in a given situation. This requires, firstly, identifying key contingencies or variables, in the given organisational situation. The contingency perspective proposes that managerial styles are situation specific. Joan Woodward, who was a pioneer in the development of this perspective in the 1960s, described three different types of technology that could guide the choice of management style according to the activities of the organisation: small batch technology, mass-production technology and continuous process technology. The functioning and operation of these technologies pose different management challenges to managers that would influence the management style in the situation. Important factors that also influence the situation that should be included are environment, organisational size and organisational culture, when implementing a management style (Goodman <i>et al.</i> , 2007:40-41; Lewis <i>et al.</i> , 2007:87; Smit and Cronje, 1996:19).
(6) Empowerment Model for social work management	Within the current NPO sector in South Africa, Cronje (1998:104) describes the Empowerment Model for social work management, and indicates that the two most important components of social work intervention within welfare agencies and non-governmental agencies are empowerment and capacity building. This model describes a process by means of which the power of the organisation is transferred to the workforce. The workers should be managed to use their own judgment rather than blindly follow instructions, and thus accept a higher degree of responsibility for their actions, and also for helping to accomplish the organisation's mission.

Perspective	Short summery
	Management of the NPO (in this instance the social work manager) has a special responsibility to encourage and promote staff development, but also includes the client base to be involved in decision making regarding service delivery and planning. The effective management of the organisation in the current climate of limited resources in South Africa is of utmost importance to ensure that the most needy and underprivileged in our communities are served (Cronje, 1998:104 -107).

(Summary from various sources by researcher)

The underlying management perspective of a manager will determine the way in which an organisation is managed. Weinbach (2003:47) concludes that earlier conceptualisations of social work and of the role of managers continue to have an unmistakable imprint on the way managers of human service organisations are conducting themselves. Hence being aware of the underlying management theories influencing the behaviour of managers is very important. Coulshed and Mullender (2006:220-221) point out that the business world strongly influences management and brings a strong sense of competition and profit values with it. There is, however, a choice of which managerial styles to adopt. Coulshed and Mullender (2006:221) clearly state that management theory and social work practice need not be in opposition, but should be informed by a common understanding of individual and group behaviour.

Mary Parker Follett, known for her pioneering work on management, looked to approach organizations as group networks rather than as hierarchical structures, and attended to the influence of human relations within the group. In terms of current debates around management such a perspective is hardly revolutionary - but then its radicalism and 'soft' orientation stood well outside mainstream. It is the researcher's opinion that these principles of collaboration and shared power, will work more effectively as business strategy within the NPO milieu.

There is no best way to manage, but the challenge to learn and become the best manager will always be there. Weinbach (2003:315) concludes that the best managers are lifelong learners. When managing a social work service to the community, the person in charge of this service must be aware of the challenges and skills required for this management process. There must be an underlying understanding of the impact and effect of management styles on the process of service delivery within a social work context.

It is important for social work managers to be well acquainted with the needs of the organisation, clients and community in which a service is provided, to ensure that the most appropriate management style is applied in each situation of service delivery.

In this case, the researcher is of the opinion that the empowerment management model would be most applicable in the NPO context. New knowledge and skills will constantly be required of the manager, and the author is of opinion that this fact makes taking leadership in NPOs as a social work manager an exciting prospect.

7. LEADERSHIP IN NPO MANAGEMENT

Motivating a diverse team (often consisting of professionals and volunteers) to collaborate and to perform seems to be another challenge for a social worker transitioning to NPO manager.

7.1 What is leadership

Management and leadership are often used interchangeably and their meanings change in accordance with circumstances and fashion.

In a study conducted amongst South African NPOs in 2009, DSD (2009:11) found that leadership in an NPO is no less challenging than leading a corporate or government agency. The researcher strongly agrees that leadership in the context of limited resources, uncertain revenue, demanding stakeholders and public interest obligations requires extraordinary leadership, DSD (2009:11). Leadership involves taking the lead to bridge the disparity between formulating plans and reaching objectives. Smit and Cronje (1996:333) view leadership as a somewhat elusive concept that is difficult to define, but concludes that leadership is the activity that infuses energy into the enterprise to activate its members and resources to get things moving and keep them moving.

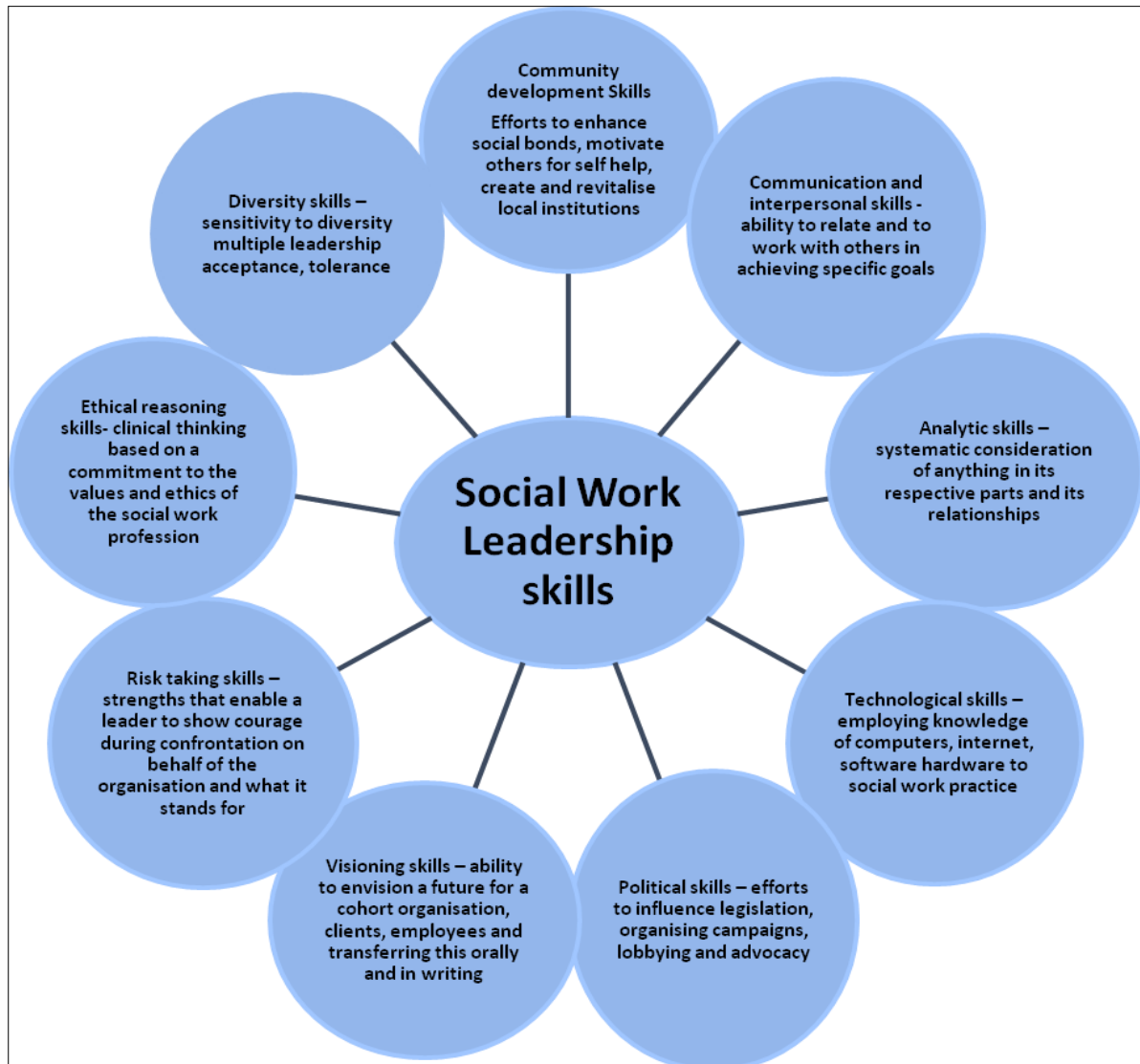
7.2 Leadership skills

Understanding that leadership skills need to be strongly developed when appointing a social worker as NPO manager, is one of the transitional aspects faced by the NPO and its management. Lawler and Bilson (2010:89) state that managers have the role of providing strategic leadership to articulate the organisation's strategic vision and to motivate staff.

Management can be seen as a discipline of modern society, an organisational function and in some situations as a privileged social group, whereas leadership is either seen as an individual attribute or as a style appropriate to particular contingencies or contexts. The alleged difference between a manager and a leader is that managers develop action plans and leaders inspire vision (Bratton and Gold, 2003:60). Leadership is not a position, title or privilege; it is a responsibility and a process. It is an observable, understandable, learnable set of skills and practices available to everyone, anywhere in the organisation (Goodman *et al.*, 2007:275). Lewis *et al.* (2007:247) describes the aforementioned as the skills approach.

Managers differ and have different leadership skills. Rank and Hutchison (2000:495-496) conducted a study into the analysis of leadership in the social work profession and identified the following essential leadership skills for 21st century social work.

FIGURE 4
SOCIAL WORK LEADERSHIP SKILLS



(Diagram developed from information by Rank and Hutchison, 2000)

Figure 4 projects the leadership skills social work identified as being essential for 21st century social work leaders. The social work manager leading an NPO in South Africa could find it useful to include these leadership skills to broaden their managerial skills and leadership. The way an NPO is managed by the social work manager will be affected by the leadership skills used by the manager.

The manager needs to have clarity about the leadership style he/she functions in most comfortably, as well as the impact it will have on staff and colleagues to ensure that the objectives of the organisation are reached.

Key features attributed to leadership, according to Knights and Willmott (2007:281), include a clear and compelling sense of vision, admiration and/or respect from followers, ability to communicate and persuade, capacity to provide and stimulate creativity and innovations, clear linking of strategies to vision, and engendering of confidence and optimism. The conclusion is that the function of leadership, whether undertaken individually or collectively, involves not only the achievement of tasks but also the maintenance of group processes. The challenges put to the manager of an NPO include the achievement of goals but, in the process, the NPO needs to be maintained and sustained to ensure service delivery, often under trying circumstances. This could be a challenging prospect to achieve for any social work manager and will need some process of skill enhancement or transition.

7.3 Perspectives on leadership

Different perspectives on leadership exist that require further discussion.

Firstly, the classical approaches perceive leadership to be an attribute of the individual (a trait) based on the assumption that some people are born with certain physical characteristics, aspects of personality and attitudes that allow them to be leaders by **inspiring** the people they lead to achieve the common goals they have.

The second perspective on leadership focuses on behaviour and it examines the **influence** a leader's behaviour has on followers.

The third perspective focuses on the leader's ability to **marshal** human, informational or material resources to achieve the set goals (Coulshed and Mullender, 2006:99-100; Goodman *et al.*, 2007:291; Lewis *et al.*, 2007:247).

It is important to distinguish between transformational and transactional leadership. Transformational leadership imply leaders who stimulate and inspire others to achieve extraordinary outcomes through empowering them and allowing them to grow through aligning their skills with the organisation's needs. Transactional leadership however, implies leadership through social exchange - relationship between leader and followers e.g. offer financial rewards for performance or withhold rewards for lack of performance, (Bass and Riggio, 2006:3). Both forms of leadership are relevant for social workers managing an NPO, but the researcher is of the opinion that transformational leadership will be the best approach in the NPO milieu. The service range of an organisation could be focused on one specific target group, for example youth care, but five different programmes presented to youth would be implemented to reach different objectives. The NPO manager would have to be able to accommodate all the combined and personal agendas, the governing board, staff and volunteers for these services to manage the overall process, and achieve the planned objectives.

7.4 Integrating leadership into social work NPO management

It is important for all managers to understand their influence as leaders on the team. Social work managers who manage an NPO also need to develop leadership skills and acquire knowledge to make an impact on the environment they manage. Gosling and Mintzberg (2003:1-7) identify five mind-sets of a manager necessary to improve his/her leadership.

The researcher applies these mind-sets, as summarized in Table 7, to the social worker managing an NPO.

TABLE 7
MINDSETS OF MANAGERS – INFLUENCING LEADERSHIP

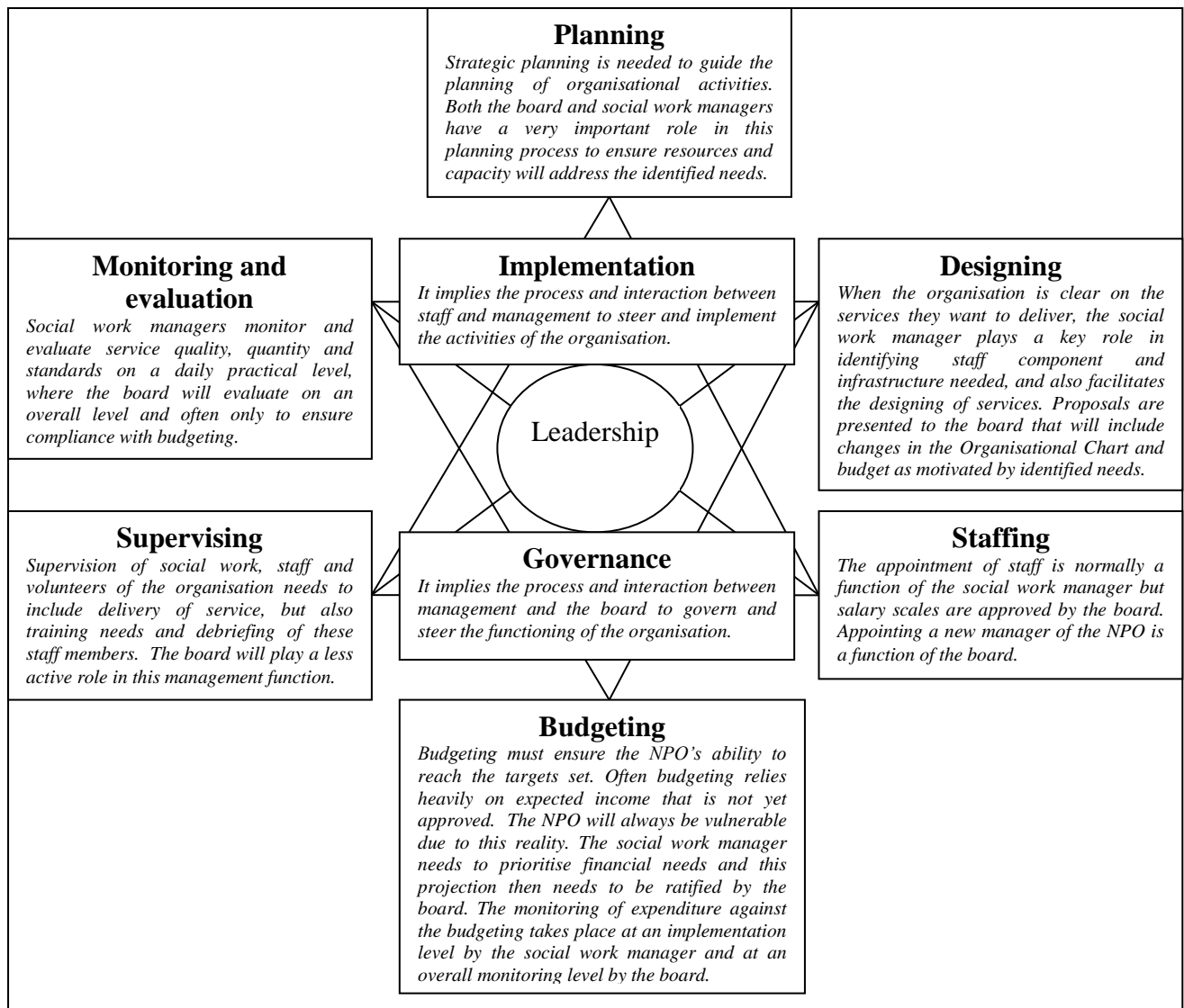
Mind-set	Application to social work management in NPOs
Managing self: the reflective mind-set	<ul style="list-style-type: none"> • The social work manager in the NPO has insight into his/her personal skills and knowledge concerning the requirements of leading the organisation. • There must be a transition from being a social worker to NPO manager and a process of growth towards stronger managerial skills and knowledge.
Managing organisations: the analytic mind-set	<ul style="list-style-type: none"> • The social work manager analyses and think strategically about the services of the NPO, the financial and human resources needed by the organisation to deliver the service, the needs of the clients base, and limited resources available to be utilized creatively to provide the service.
Managing context: the worldly mind-set	<ul style="list-style-type: none"> • The social work manager is knowledgeable about the trends, services and most recent tendencies in the local, national and international areas of service delivery. • Knowledge concerning the availability of funding on local, national and international levels to fund services of the NPO is extremely important.
Managing relationships: the collaborative mind-set	<ul style="list-style-type: none"> • The social work manager have the skills and ability to identify, network and form partnerships with various role-players in the field of service delivery to ensure effective service delivery to the community served and also the future existence of the organisation.
Managing change: the action mind-set	<ul style="list-style-type: none"> • The social work manager is able to facilitate the evaluation, planning and actions to promote and advocate for change – especially in South Africa where there are still many people living without basic services.

(Developed from information in Gosling and Mintzberg, 2003)

The mind-sets summarised in Table 7 cover a wide spectrum of processes in personal development and growth that takes place within a social worker becoming a NPO manager. The identification of the skills and abilities needed to fill expectations as discussed in each mind-set, provides a guideline to social workers to identify areas of personal growth and development to work on in their transition process, and add value to the final process outcome.

The following conceptual framework from Lewis *et al.* (2007:281) was adapted to illustrate the social work manager's leadership within the structure of an NPO Governing Board.

FIGURE 5
HUMAN SERVICE MANAGEMENT – INTERACTION BETWEEN MANAGEMENT AND THE GOVERNING BOARD



(Figure adapted from Lewis *et al.* (2007:281) to include a description of each function and include governance and implementation)

Figure 5 emphasizes that leadership in NPOs is shared between the governing board and the social work manager. Interactive functions that comprise the role of leadership include planning, designing, staffing, budgeting, supervising, monitoring and evaluating. These functions cannot be executed independently and need to interact with each other and influence each other.

Parallel with this is the realization that NPO management happens at two levels – **governance** by the governing board and **implementation** by the social work manager. Both parties need to utilize a process of consultation and negotiation that strategically evaluates and monitors the functioning and financial expenditure of the organisation according to strategic objectives and budgets.

Four models of governance were identified in the literature. These models highlight various common approaches to governance in NPOs, and they are used in South Africa for the governance of both national non-profit bodies and national networking organisations (DSD, 2010: 67):

- The **policy governance model** proposes a separation of powers and functions between the board and the staff of NPOs.
- In the **constituent/representative board model**, the board normally acts for the constituencies or communities that the members represent, allowing constituents to take part in governance.
- The **entrepreneurial board model** has a strong focus on entrepreneurship and market orientation and allows for the organisation's growing competition in the business market, relying more heavily on the sale of goods and services than on donations.
- The **emergent cellular (networking) model** typically emerges when a number of organisations come together to pursue a shared purpose in a combination of independence and interdependence.

The important influence of governance in the management of an NPO can never be underestimated and should be well understood by social workers when becoming NPO managers.

8. THE TRANSITION FROM GENERIC SOCIAL WORKER TO NPO MANAGER

8.1 Description of the transition process

The transition of social workers into NPO managers must be respected as a process during which the required business management skills are mastered by the social worker on route to becoming a manager. The process does not happen suddenly when a social worker is promoted. However, it is necessary for the social worker to make the choice to transform into a manager and to realize the need for acquiring new knowledge and skills.

The transition from social worker to NPO manager, as outlined by Van Biljon (1999:358) needs managers to prove more than ever that their organisations can help their clients significantly. Knowledge, competence and skills required of managers are different from those required of social workers who deliver direct social work services, and their education and training should also be different (Van Biljon, 1999:358). There must be a new process of thought concentrated on the expectations and responsibilities the new management position requires.

The professional must move from the position of being non-judgmental with clients to one of being an evaluator of workers; from playing a motivational role for clients taking responsibility for their own lives to being a motivator, urging fellow service providers to take responsibility for mutually accepted goals and objectives (Lewis *et al.*, 2007:149).

8.2 The stages of the transition process

According to Hannagan (2005:653), management careers tend to evolve through a series of stages. These stages are summarized in Table 8 and are applied to the NPO situation.

TABLE 8
STAGES OF THE TRANSITIONAL PROCESS OF CAREER PROGRESSION

Stage	Description	Application in NPO
1. Exploration stage	Beginning of the career, characterized by self-analysis and exploration of different types of available jobs. Late teens early 20s.	This may be when a person starts working at an NPO as social worker.
2. Establishment stage	Career path is established. Middle 20s – middle 30s. Jobs establish a pattern where experiences from stage one are put into practice and each job is seen to be a progression of the previous job. Promotion is sought in the same company or can be in different companies. A pattern is being established.	The social worker in an NPO may become a supervisor and turns expert in a field of service, such as child and family care.
3. Maintenance and growth stage	The established career pattern is maintained and nurtured. The manager's career may grow and even stagnate. Mid 30s to 40s onward. Career may reach a plateau where there is little further development. Possible sense of fulfilment.	Social workers in NPOs may in this stage be appointed as managers and often are in this position for the rest of their careers.
4. Decline stage	This stage usually occurs near retirement – from the 60s onward. Due to age or loss of interest in the job, managers may not be able to maintain performance levels. Retirement and reflection on the career takes place.	Social workers lack knowledge of the latest trends in the field and feel that they are ready to retire or move on. Succession planning is necessary to ensure the NPO's future functioning.

Adapted from Hannagan (2005:653)

Table 8 describes the process of career transition through using four identified stages. The initial stage describes the exploration of the current and preferred future state, contributing to insights of the social worker. The process then moves on to the second stage focussing on establishment. The social worker identifies a professional passion in terms of career exposure is and how to develop as professional person.

This process is then maintained and growth added to the professional development of the individual, until reaching a stabilised career, and new skills are developed as needed.

The final stage describes retirement and the end on the NPO manager's career. This process allows reflecting on positive and negative experiences and adding these to a process of succession planning that will contribute to future manager's development, thus providing feedback regarding lessons learned.

8.3 Implications of the transition process for the social work manager

Social workers who perform well in their generic workload are recognised in their field, and in time find themselves being promoted to supervisors and often into social work management positions. This might be middle or senior management positions. Kadushin and Harkness (2002:297) states that the demands on social work supervisors (and managers) differ from those of a social worker. It demands the mobilization of a set of skills not so directly required for generic social work service delivery. This implies a transition process.

Coulshed and Mullender (2006:13) state that, in the transition from social worker to manager, the person may be faced with mixed feelings – while looking forward to the new skills and knowledge/challenges of management, there may also be a fear of losing touch with direct practice, and maybe even of becoming deskilled in doing clinical social work.

According to Kadushin (1992:294-297) the social worker who becomes a supervisor needs to be aware of his/her motive for change, focus on the preparation for change, and change within themselves and their professional identity to facilitate the transition process. According to the researcher, this is also applicable when there is promotion to a managerial position.

The researcher further holds the view that any social worker who is appointed in or promoted to a managerial position must be aware of the new boundaries he/she will be required to function in. Lewis *et al.* (2007:149-150) identify three focus areas in this transition process: (1) assuming greater authority and responsibility for policy formation within the organisation, (2) implementing administrative tasks, and (3) moving away from direct therapeutic intervention.

The NPO manager needs to understand the conflict and complementing relationship between continuing to do generic social work and focusing on management as appointed. This might not always be possible in the South African context, as social workers are a scarce resource, and the case loads of many NPOs require the manager to continue doing some direct social work practice work as well as to manage. The researcher holds the view that a manager, when managing, needs to bear in mind a bigger picture of the organisation as a whole. This could form part of the transition in the attitude of the newly-appointed manager. The service delivery of all the programmes and projects of the organisation will be his/her responsibility, along with the financial and human relations management. The skills of the social worker who becomes a manager need to grow and develop into specific managerial skills and knowledge.

There must be strategic thought regarding the best interest of all groups involved in the organisation. The transfer of management skills will empower social work managers to think more strategically about the services their organisation (NPO) delivers.

9. CONCLUSION AND RECOMMENDATIONS

Social work as a profession will be a dynamic and ever-changing discipline as long as it involves service to people with diverse needs. This service can be direct or indirect, as in the case of an NPO manager whose establishment serves the needs of people by means of proper management. This chapter explored and described the NPO environment by means of a comprehensive literature study. The unique demands, challenges and opportunities that could be included in developing an orientation programmes for newly-appointed NPO managers were highlighted. Incorporating the following aspects as highlighted through the literature study, into an orientation model will facilitate the transition from social worker to NPO manager:

- The historic background of the development of NPOs in South Africa that has created a specific dynamic environment in which an imbalance in service delivery often complicated the NPOs functioning. Specific knowledge and skills are needed to plan and implement service delivery as NPO managers within this environment.
- Management processes in NPOs in South Africa are mostly based on governance. This process describes how responsibility for the management of the NPO is shared between the elected governing board and the appointed manager of the NPO.
- Specific policies and legislation exist within the South African context to guide and regulate the development and management of NPOs. It is imperative that the NPO manager takes note of these to be able to take the lead in the NPO.
- NPOs in South Africa are facing specific social, political and economic factors that put pressure on the NPO and, in the process, the manager of the NPO.
- Specific management schools of thought and theories are available to guide the management of NPOs and allow managers to develop a own personal management style.

- Facilitation of the development of strong leadership skills is needed to enable dealing with the challenges specific to the NPO milieu.
- The challenges and priorities of service delivery within an NPO framework require social workers who are entering the field of NPO management to make a transition to become NPO managers. An orientation process, that should form part of governance of an NPO, should equip the new manager with specific skills and knowledge.

It is therefore recommended that the specific management training and development needs of NPO managers be explored and reported, to enable the development of an orientation model that would assist social workers to make the transition from social worker to NPO manager. This would empower the new manager with knowledge and skills that will enable him/her to lead the NPO within the framework described in this study.

Chapter 4 will describe the situational analysis of NPOs in Mpumalanga being investigated in terms of their structure and general management. This situational analysis was done to gather information on NPO management and transition in order to influence the development of the final research process.

CHAPTER 4

RESULTS FROM THE SITUATIONAL ANALYSIS

1. INTRODUCTION

This chapter reports the findings of the situational analysis, which explored the feasibility of conducting a skills and knowledge assessment among social workers and non-social workers who manage NPOs. The purpose of these evaluations was to inform the development of a model that would facilitate the transition from social worker to NPO manager.

2. BACKGROUND AND APPROACH TO THE SITUATIONAL ANALYSIS

The situational analysis followed a dual approach in order to gather as much information as possible to guide the research process.

The first approach focused on the inclusion of all NPO managers in Mpumalanga: both social workers and non-social workers. Both groups in Mpumalanga were requested to participate in the situational analysis by completing the self-administered questionnaire.

The second approach focused on current management training available in tertiary institutions that offer social work training, and its relevance to this study. This was done via an emailed questionnaire sent to all the heads of social work departments at tertiary institutions in South Africa.

2.1 NPO managers in Mpumalanga

The researcher is a member of the Mpumalanga Welfare Forum and obtained permission to use the members of the forum for data-collection purposes during the situational analysis.

2.1.1 Methodology

The Management Committee of the Mpumalanga Welfare Forum provincial body (MANCO), which represents 8 municipal sub-groups, was requested to allow their district and regional offices to participate in this study. MANCO represents a large number of NPOs in the province at various levels (rural, urban, local, and provincial).

The Mpumalanga Welfare Forum provided the researcher with a list of 43 names of organisational representatives, and they were included in the study. Self-administered questionnaires (Addendum 4) were forwarded to them. The provincial NPO offices were telephonically requested to forward the questionnaire to the regional offices. Questionnaires were distributed to participants via emails and faxes as far as possible. It was found that not all small, rural areas had access to landline telephones, internet or fax facilities, and thus these offices could not be reached to be included in the study. Most of the non-social work managers preferred not to participate in the situational analysis, as it was perceived as a social work study and they did not feel equipped to complete some of the sections in the questionnaire. This feedback was significant for aligning the final research process and influenced the development of the study to only include managers that were qualified social workers in the main study. The feasibility of the main study was strengthened by this feedback.

A literature study was conducted at the beginning of this project to understand the functioning of NPOs in South Africa. Areas of interest reviewed in the literature study included the following: the governance structure of NPOs, policies and legislation related to NPO management, social, political and economic factors that influence NPOs, management theories, leadership, and the transition of social workers to social work managers.

This literature study served as a background for interpreting the functioning of social work managers of NPOs in Mpumalanga. The literature study provided an overview of the current situation of the NPO sector in South Africa, and information from the literature study was incorporated into developing a questionnaire to conduct a situational analysis among social workers employed by NPOs in Mpumalanga.

The experiences of experts of NPO management were probed through interviews with various individuals in this field. The feedback and guidance provided was included in the main study.

2.1.2 Sampling

Participants were selected by means of a purposive sample (Strydom, 2011b:232). The inclusion criteria were the following:

- NPOs who are members of the Management Committee (MANCO) of the Mpumalanga Welfare Forum
- Sub-offices of MANCO NPOs who volunteered to participate in the study (limited snowball sampling effect)

As not all NPO managers are qualified social workers and the objective was to find as much as possible information to guide the main study, this sampling frame was very suitable to the situational analysis. The targeted population in Mpumalanga province thus included all NPO managers. As this study was conducted from a social work perspective, the expected non-response rate/percentage was high.

The feedbacks from the situational analysis lead the main study to focus on social workers managing larger offices on provincial level. Social workers managing so-called “one man offices” would therefore not be able to participate in focus groups and must base responses for the questionnaire on their observation of senior management at provincial level.

2.1.3 Instruments

Self-administered questionnaires (Addendum 4) were developed in collaboration with the Statistical Consultation Service of the North-West University, Potchefstroom Campus. Using the same questionnaire for social work and non-social work managers did not indicate a variance in level of skills and knowledge between social work and non-social work NPO managers, as only 20% of non-social work managers participated in this survey.

Two small group discussions were facilitated as part of the situational analysis – one with a group of social work managers in Nelspruit and the other with a group of directors from a national NPO: this served as a supplementary source of data regarding the construction of the focus group guideline. Information from these two groups was incorporated into the design and structure of the focus group guideline.

This process allowed the initial testing and adaptation of the information needed through the measuring instrument (questionnaire). It also indicated that a questionnaire combined with focus group discussions were suitable procedures of data collection for this process. All research procedures were facilitated by the researcher and there was no training of field workers.

2.1.4 Analysis

During the situational analysis a total of fifty questionnaires were completed and received back from respondents in Mpumalanga (66% response rate). Ten (10) questionnaires were incomplete where 5 or more questions were left blank. These incomplete data sheets could not be included in the results of the situational analysis. A total of forty questionnaires (53%) were completed in full by managers and were used to provide guidance as part of the situational analysis. All the respondents who participated in this study were managers of NPOs from different fields of social service in Mpumalanga. Many of the members of the Mpumalanga Welfare Forum had no social workers in their NPOs, for example home-based care groups and early childhood development centres. These members requested feedback training after completion of the study to inform them about possible future management training for their managers. This was meaningful in terms of the respondents' perceived lack of management knowledge and skills.

Data collected via the questionnaires was captured by the Statistical Consultation Service of the North-West University, Potchefstroom Campus. Interpretation and analysis was done using the SAS System sustainability of interview schedule or questionnaire (SAS Institute Inc., 2005). The number of codes per question and captured participants' responses was determined through this process.

3. DATA FROM THE SITUATIONAL ANALYSIS

3.1 Profile of NPOs in Mpumalanga

NPOs have been role players in addressing the requirements of vulnerable communities since civil society began responding to these needs through various religious, cultural, and welfare community-based groups during the colonial period (NGO Handbook, 2009:1).

In recognising the role of NPOs in service delivery, the South African Government enacted the Non-Profit Organisations Act (71/1997) as an initiative to create an enabling environment for the non-profit sector (DSD, 2001:7). This process entailed the creation of administrative and regulatory frameworks in which NPOs can function.

The situational analysis results indicated that 40 respondents completed the questionnaire, of whom 32 were social workers and 8 were non-social workers. Data analysis did not indicate a significant difference between the responses from these two groups. More details on the profile of the respondents are summarized in Table 9.

TABLE 9
PROFILE OF RESPONDENTS

Area	Profile
• The manager's job title	Among respondents the job title of NPO managers seems to be mainly directors (33%) and office managers (23%). The rest of the job titles range from CEO to project manager.
• The number of employees managed	60% of participating NPOs indicated the staff component as being between 6 and 15 staff members, while 18% has a staff of 1-5 people and 22% has more than 15 staff members.
• Years in operation	According to indications by participants, 48% of the NPOs had been in existence between 1 and 50 years and 38% of them between 50 and 110 years. 14% did not indicate how long their organisation had been in existence.
• NPOs organisational registration	95 % indicated voluntary registration as NPO with the NPO directorate, and 15% were also registered as Section 21 organisations with the registrar of companies.
• Fields of service	Service delivery within participating NPOs was indicated to be evenly distributed across all the fields of human services (the aged, family care, child protection, women and victim empowerment, disabilities, substance abuse, youth development, crèches, and HIV and Aids).
• Key role players in NPO management	Role players identified as most involved in the governance of NPOs were boards of directors and management of the NPO directors.
• Management processes	Processes followed to manage NPOs mostly included board meetings overseeing organisational functioning and directors taking responsibility for day-to-day management of the office.

Area	Profile
<ul style="list-style-type: none"> • Training 	32 respondents (80%) were social workers. 5 respondents (12.5%) indicated training in teaching, nursing, MBA, and clinical psychology, and 3 respondents (7.5%) refrained from indicating their qualification.
<ul style="list-style-type: none"> • Years of experience 	Experience as managers were evenly distributed: 50% had 1-10 years of experience as managers and 50% had 11 years and more. Of the latter group, 43% had more than 16 years of experience.
<ul style="list-style-type: none"> • Management knowledge and skills of respondents indicated 	<ul style="list-style-type: none"> ○ Management by objective was identified as the main management theory underlying management style ○ Monitoring, evaluation, and liaising between staff and board members were identified as the main responsibilities of management ○ Planning, organisation and leadership were identified as main management functions ○ Achieving the objectives of the organisation, budgeting for annual expense, effective use of time, evaluation, and planning were the management skills participants rated highest

Judging by the responses summarized in Table 9, NPOs in Mpumalanga have a definite management structure, but no uniformity in terms of job titles for managers. Not all NPO managers are social workers, since respondents trained in other service fields have also been appointed as NPO managers. The appointed managers seemed to have different management experience: 50% had more than 10 years and 50% had less than 10 years' experience as managers. The main role players in the NPOs are the Board of Directors and directors (employed manager).

Services provided in NPOs in Mpumalanga are mostly registered with the Directorate for NPO registration and some also registered as Section 21 companies and cover the spectrum of the human services fields. 38 % of respondents indicated that some of these services had been provided for approximately 100 years, indicating a rich history of service to the communities.

However, 48% of NPOs are younger than 50 years and are also providing services in their communities. The size of NPOs vary: 60% have between 6-15 staff members, 18% have less than 5 staff members, while 22% have more than 15 staff members.

The management of different size NPOs is influenced by the management style, which was primarily indicated as management by objective. This is supplemented by the skills and knowledge of managers, which the data showed to be important. Based on participant responses, managers seemed to be generally aware of management-specific skills and knowledge. This profile will, however, be supplemented with the specific requirement for management training as indicated in the data below.

3.2 Training needs of NPO managers in Mpumalanga

Payne (2002:223) holds the view that “... *what we mean in management, what it means to be a manager in social work and what it means to incorporate a concern for management within social work raise complex issues*”. Pitse and Taute (2005:17) state that one of the most significant resources in management is training, and that training is an ongoing process that enables managers to understand, develop, maintain and upgrade human resources.

The researcher holds the opinion that understanding the training needs and existing knowledge and skills of NPO managers will add to the orientation process required to ensure that social workers make the transition to NPO managers. Lawler and Hearn (1997:195) conclude that very little is known about who exactly social work managers are, what kind of people occupy these jobs, and how their backgrounds relate to their present responsibilities.

To contextualise these complex issues, the preparation, previous training, challenges, and desire for training and preferred methods of social work training were investigated in NPOs in Mpumalanga.

3.2.1 Preparation and training managers had before taking on the responsibilities of managing an NPO

There must be a process of transformation in the functioning of social work managers which requires substantive changes in the scope, complexity and priority of their competencies and required skills (Preston, 2004:84). This implies that social workers are forced to move their focus from the psychosocial functioning of clients to the external and internal environment of the organisation they have been appointed to manage. The process of orientation or preparation for the management position appointed for was probed through an open-ended question. Respondents provided feedback (Addendum 4, question 5.1) on the orientation that helped to prepare them for the appointment as managers. The responses were processed into the following themes as structured in Table 10:

TABLE 10
PREPARATION AND TRAINING OF MANAGERS

Identified theme	Responses relating to the theme
Orientation at NPO	Orientation on appointment regarding job description and organisational structure, and working under the guidance of a social worker manager
Courses attended	<p>Various courses were attended, including:</p> <ul style="list-style-type: none"> • Business Management • Financial accounting and financial management • Evaluation • Conflict management • Human resource management • Project management • Disciplinary action and labour relations management • Fleet management • Intercultural management • Facilitation • Leadership

Identified theme	Responses relating to the theme
Informal training	In-service training, peer group consultation at local, provincial and national levels, consultation and guidance from the board of directors, practical experience, observation, self-empowerment through reading, and implementing new knowledge.
Social work supervision training	Attendance of various supervision workshops and training courses
Social work training	Management module included in social work graduate training and management modules included in post graduate training .
Management experience (mostly answered by non-social work managers)	Respondents who were not social workers had experience in the commercial business sector, teaching, community volunteer work and in the government sector.

From the total of 40 respondents, 4 respondents did not complete this question. The 36 respondents who completed the question consisted of 30 (80%) social workers and 6 (20%) non-social workers.

The abovementioned data clearly indicates various sources respondents identified as having supplied them with preparation and/or training for their role as NGO managers. Informal support and advice from peers as well as the board of directors seems to be a very valuable support structure for managers.

Only one respondent indicated orientation as part of the preparation to be the manager of an NPO. No respondents reported a specific preparation or training programme to prepare them for management responsibilities. This correlates with a finding by Van Biljon (1999:352) which reports that social workers receive absolute minimal training to prepare them for the managerial work ahead. It is the researcher's view that the response to this question shows limited and fragmented preparation for taking on the responsibilities of NGO management.

Limited management training and preparation could be due to a lack of relevant training opportunities for NPO managers, lack of funding to support the preparation and development of an NPO manager, lack of time due to high workloads, or else lack of insight into the necessity for management training, and no motivation to attend available training.

3.2.2 *The need for additional training*

A literature review revealed that even though there is information on the perceptions and knowledge surrounding management as a specific skill in social work, limited information is available that pertains specifically to social work knowledge of NPO management in the South African context. As part of the survey conducted, respondents were shown a set of statements to rate on a four-point scale (where 1 = not at all; and 4 = to a large extent) according to its perceived relevance to NPO management (Questionnaire 1 question 5.2 – See Addendum 4). There were 5 respondents (12%) who did not complete this question - indicating that they were not qualified social workers and the statements were social work specific. Thirty five respondents (88%) completed the question. The interpreted data procured from the rated statements are provided in Table 11.

TABLE 11
SOCIAL WORK MANAGEMENT CHALLENGES AND EXPECTATIONS – RATING OF STATEMENTS

STATEMENT	1 Not at all	2 To a small extent	3 Moderately	4 To a large extent
Social work experience in case management prepares someone sufficiently to manage an organisation	20.6%	38.2%	26.5%	14.7%
With the current shortage of social workers, it is more effective to employ business-trained managers to run NPOs and allow the social worker to function in the social work field of service	27.3%	36.4%	21.2%	15.1%
Social workers should stick to doing what they do and not be managing organisations	59.4%	15.6%	15.6%	9.4%

The data received indicated that respondents gave varying ratings in response to the statement “*Social work experience in case management prepares one sufficiently to manage an organisation*” where the majority of respondents (38.2%) were of the opinion that social work case management has a limited impact to prepare them as managers, but there was a significant number (14.7%) of respondents who indicated that casework management does empower them to become managers.

The data projected that 27.3% of respondents totally disagreed with the statement, “*With the current shortage of social workers, it is more effective to employ business-trained managers to run NPOs and allow the social worker to function in the social work field of service*”. The rest of the respondents indicated their agreement at various levels. This could be an indication of the frustration NPO social work managers experience in relation to their own skills and knowledge of management. The reaction to the statement, “*Social workers should stick to doing what they do and not be managing organisations*”, however, indicated that social workers are resistant to being restricted to only social work, since more than half of the respondents (59.4%) did by no means agree with the statement.

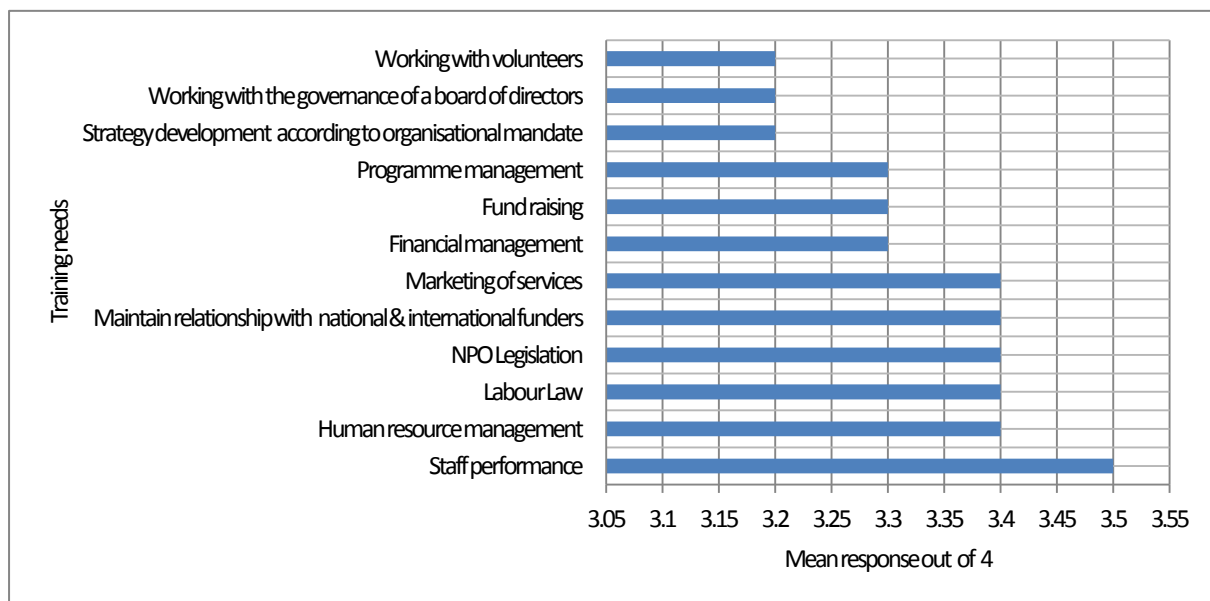
This creates the impression that social work managers would be able to manage NPOs if equipped with the necessary management training. The responses mentioned above leads one to conclude that social workers are currently becoming managers of NPOs without proper training, and the use of specialist managers without social work backgrounds is not seen as a solution to the managerial shortage in NPOs.

3.2.3 Training needs and priorities of NPO managers

For NPO managers to improve their knowledge and skills, to equip themselves to work more effectively, and to further improve their employment situation, NPO management training should to be in accordance with the educational requirements of the managers. A collection of training needs and challenges was identified in literature (Adirondack, 2000; Coulshed and Mullender, 2006; Lewis *et al.*, 2007; and Weinbach, 2003) and, in consultation with managers, compiled into a list.

Respondents were requested to rate their training needs on a four-point scale ranging from 1 (not important at all) to 4 (important to a large extent) (Addendum 4, question 5.5). Interpreted data was produced by scoring each statement with a mean rating out of four. Respondents were provided with an option to name other training needs to which one respondent added “crisis management” and another identified the “application of legislation regarding children”. Responses to the list of training needs are illustrated in Figure 6.

FIGURE 6
TRAINING NEEDS AND PRIORITIES IN NPO MANAGEMENT



It is noted that all the needs was rated above 3 out of 4, thus at least moderately important.

From these results four areas of training needs could be prioritised:

- Staff performance (rated 3.5 out of 4), labour law (rated 3.4 out of 4), and human resource management (rated 3.4 out of 4) were combined to form the primary field of training needs and challenges (focus on staff management).
- NPO legislation (rated 3.4 out of 4), including marketing (rated 3.4 out of 4), and maintaining relationships with international and national funders (rated 3.4 out of 4) could be combined as the second area prioritised for training needs and challenges (with the focus falling on NPO-specific aspects, including marketing and funding).
- Programme management (rated 3.3 out of 4), fundraising (rated 3.3 out of 4), and financial management (rated 3.3 out of 4) could be combined as the third area of training needs and challenges (focusing on the implementation of programmes) prioritised by respondents.

- Developing programmes strategy within the company mandate (rated 3.2 out of 4), working with volunteers (rated 3.2 out of 4), and cooperating with the governance of the board of directors, (rated 3.2 out of 4) could be combined as the final area of training needs and challenges (focusing on the volunteering aspect of the NPO).

Data portrayed in Figure 6 indicates that respondents viewed training on management relationships between management and staff within the as priority training need NPO (staff performance was clearly the highest ranked). Responses suggested that participants felt sufficiently knowledgeable about working with volunteers and developing a strategy for the organisation, as these were ranked lowest in terms of learning requirements. The training of managers should complement existing knowledge of direct social work services to ensure effective management of NPOs.

3.2.4 Suggested methods to be used in management training of social workers

In the questionnaire (Addendum 4, question 5.3) respondents rated methods of training (where 1 = not important at all and 4 = important to a large extent) they considered most suitable to prepare managers for the role of supervising an NPO. The data analysis and interpretation yielded a mean rating out of four that was allocated to each statement. The results are presented in Table 4.

TABLE 12
SUGGESTED TRAINING METHODS

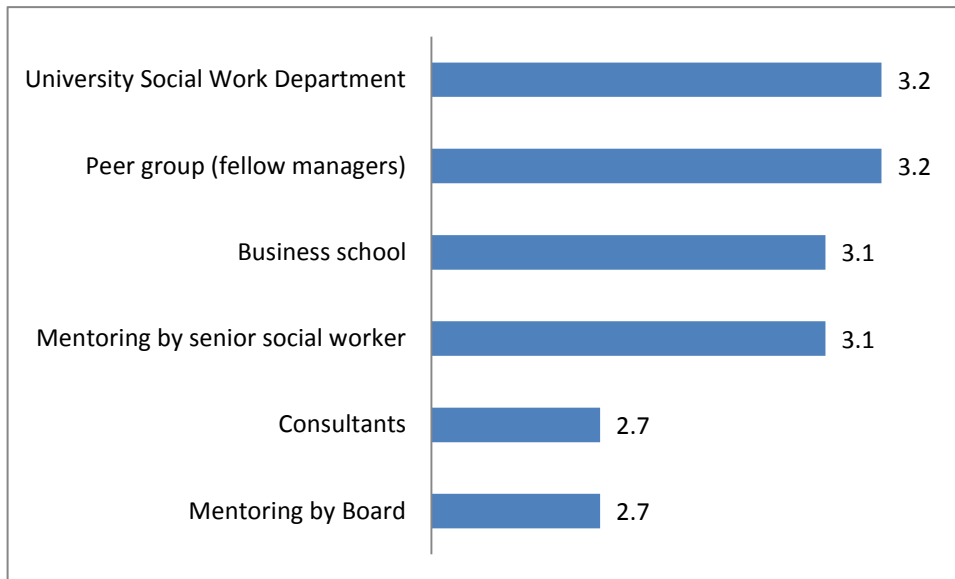
	Not important at all =1	Important to a small extent =2	Moderately important =3	Important To a large extent =4	Average rating out of 4
Short course in management	0	3%	15.2%	81.8%	3.8
Workshop on management	0	6%	12.1%	81.8%	3.8
Conference on management	0	12.9%	35.9%	51.6%	3.3
One year management qualification	5.9%	23.5%	17.7%	52.9%	3.2
No additional training needed	48.3%	0	10.3%	41.4%	2.6
Master's degree in management	21.4%	32.1%	17.9%	28.6%	2.5

There seems to be a preference for the shorter methods of training such as a short course or a workshop on management (81.8% of respondents preferred these methods). This might be due to the limited time social workers in management positions have. They would thus have to attend training while trying to be an effective manager at the same time. A conference on management (which 51.6% of respondents rated as important to a large extent) and a one-year qualification in management (which 52.9% of respondents rated as important to a large extent) also appeared to be the preference of respondents. Previous findings by Van Biljon (1999:365) were confirmed by the indications above, as it also stated that there seems to be a need for a one-year certificate programmes in management training.

3.2.5 Possible training providers for social work management training

The training offered to managers of NPOs should be of a high standard and in accordance to acceptable academic standards. The NPO environment is unique and puts forward its own demands to the manager. Patel (1998:116) states that NPOs and social workers must undergo drastic changes to accommodate transformation, and university curricula should be adapted to meet this challenge. The questionnaire (Addendum 4, question 5.4) explores the respondents' views on possible training providers to be consulted for the training of social work managers. This information is refined in Figure 7.

FIGURE 7
POSSIBLE SERVICE PROVIDERS FOR SOCIAL WORK MANAGEMENT TRAINING



There seems to be a necessity for a combination of academic and experienced peer group training providers among respondents. Respondents indicated a preference for university social work departments (rated 3.2 out of 4) as well as peer groups (fellow social work managers) (rated 3.2 out of 4) as training providers for NPO managers. This could be a result of the specific want for focused social work management training. The inclusion of business schools (rated 3.1 out of 4) and mentoring by seniors (rated 3.1 out of 4) confirmed the abovementioned pattern of response concentrated on academic and peer group training standards. The responses pertaining to the use of consultants (rated 2.7 out of 4) and mentoring by the governing board (rated 2.7 out of 4) are on the same level. Respondents clearly valued the established resource of knowledge and experience on offer by consultants and governing boards can offer NPO managers in terms of training and mentoring.

This is in line with the corporate learning approach described by the University of Cape Town Graduate School of Business (UCT GSB, 2009:2), which indicates that adult learning is a social activity, and new knowledge cannot be assimilated without a structure already developed from previous knowledge and experience. Values and the relevance of learning must be explicit as managers pursue what they value and consider relevant.

3.2.6 Support structures needed by social work managers

Managers, who aim to move up in an organisation's hierarchy, must change the way they see their role, the organisation and the world (UCT GSB, 2009:1). This implies the "unlearning" of old ways to make way for new thoughts and behaviour, and the "reorganizing" of existing knowledge and experience to enable managers to function on a managerial performance curve. Fulfilling the requirement for management training must be supplemented with support and guidance accessible to social work managers. According to the UCT GSB (2009:3), management development is an active process and takes place in a real management context. The same source adds that adults learn by doing; learning is obtained through experience.

The researcher is of the opinion that training a social work manager without providing any support structures for the individual to consult and benchmark with, is an academically-focused process that would fail to stimulate practical managerial development. Support structures often provide an environment where the newly-trained manager can practically apply the skills acquired during management training. In this context, support structures fulfil the role of peer counselling and mentoring. Among other challenges, social work managers are responsible for establishing, maintaining and managing an organisation tasked with providing quality services to a varied clientele within an unstable financial environment.

This often goes along with reconciling potentially conflicting family and employment responsibilities. Time management can be a major stressor to social work managers (Narayan, 2005:3). The researcher holds the opinion that this is especially applicable to the NPO context. The survival of the NPO often depends on the ability to provide quality services that are financially supported by the community serviced as well as the ability to respond timeously to any funding opportunity nationally and internationally. The manager has to attend to these matters while managing the organisation, ensuring service delivery, consulting with the community serviced, reporting on services, and ensuring that services are in line with the specifications set by the government.

Social work managers require support structures and strategies to ensure that the organisation continues delivering services of a high standard despite challenges that might occur from time to time. The themes summarised in Table 13 were identified from respondents' feedback on an open-ended question (Addendum 4, question 5.7) regarding the support structures necessary for social work managers to perform their duties.

TABLE 13
SUPPORT STRUCTURES NEEDED BY SOCIAL WORK MANAGERS

Support structure	Activities of support
Board of Directors	<ul style="list-style-type: none"> • Support and guidance from board of directors • Responsible, reliable members that participate in organisational governance • Respect and recognition from board of directors • Mentoring from board members • Openness to needs and challenges of the manager • Debriefing and improved remuneration packages for managers
Networking with other NPO managers	<ul style="list-style-type: none"> • Mentoring programmes through manager's forums at local, provincial and national levels • Internship with established manager • Peer supervision, biannual meetings to share experiences, networking inside and outside the organisation.

Support structure	Activities of support
Organisational infrastructure	Reliable structures inside the organisation in the following areas: <ul style="list-style-type: none"> • Governance structure • Marketing strategy and team • Financial and budgetary system and implementation team (including fundraising) • Human Resource Management policy and administrative system • Employers Assistance programmes • Consultation on all legislative aspects with regard to NPO and services of the NPO • Extended, sufficient staff to reach organisational objectives
Training	<ul style="list-style-type: none"> • Biannual courses in management training • Courses in planning, leading, organisational skills, financial management, strategic thinking, policy development
Clear boundaries	<ul style="list-style-type: none"> • Clear job description and key performance areas as per management position • Clear communication channels including decision making, constitution, policies, job descriptions of staff, performance appraisals and feedback • Mentorship and embracing errors in learning
Personal attributes	<ul style="list-style-type: none"> • Management style • Teamwork / team spirit • Family and marriage support • Balanced lifestyle

This study did not probe the availability of support structures for the social work manager, but merely inquired about the preferred support structures of the respondents. There seems to be a fair distribution of expected support from boards of directors, peer groups, office infrastructure, training, and then more personal areas of support. Although mentoring by senior social workers was not rated very highly as method of training, respondents in this study indicated mentoring as an important support structure. Narayan (2005:11) indicates that social work managers in her study reported very limited support structures. This is very concerning, since social work managers could experience burnout and this will have a direct effect on the services they manage. Table 13 contains areas social work managers could use as strategic information when positioning themselves as managers to ensure their support.

3.3 FEEDBACK REGARDING MANAGEMENT TRAINING AVAILABLE IN SOUTH AFRICAN SOCIAL WORK TRAINING INSTITUTIONS

3.3.1 Profile of respondents

To assess current training institutions and programmes available for social work managers in South Africa, a questionnaire (Addendum 6) was developed. This instrument was aimed at gathering comprehensive information about programmes offered from the target group – social work training institutions in South Africa. According to the database of the ASASWEI, there are 17 South African social work training institutions. Three (3) respondents (18%) on the ASASWEI database could not be reached and were not included in this research.

Fourteen (14) training institutions were included in this study. Seven (50%) of the remaining respondents completed the questionnaire (Addendum 6, questions 1.1 - 1.3), and the remaining 7 (seven) respondents (50%) were contacted telephonically but did not provide information according to the questionnaire and could not be included in the feedback. Data from seven (7) (50%) respondents who completed the questionnaire are provided below, yielding a response of 50% for this research. The data presented indicate a call for management training amongst NPO managers. These same results indicate that the inclusion of management training in graduate courses may be sufficient for implementation in generic social work, but not for social workers who are appointed as NPO managers. Hence the inclusion of management training at graduate and postgraduate level was further examined in this study.

3.3.2 Graduate training provided by social work training institutions

Management training seems to form part of social work training from graduate level, and there are indications of available postgraduate courses in social work focusing more specifically on management.

Table 14 reflects data of graduate training available at social work training institutions in South Africa with regard to management. (See Addendum 6, Question 1.3.)

TABLE 14
MANAGEMENT TRAINING AT GRADUATE LEVEL IN SOCIAL WORK TRAINING INSTITUTIONS

Institution	Management training at graduate level
University A	One module with the following topics: <ul style="list-style-type: none"> • Understanding theoretical underpinnings of management • Management and supervision • Knowledge and skills for managers and an appreciation for the roles and functions of managers • Leadership strengths • Coping strategies to deal with stress and burnout
University B	One of 4 modules at final-year level: <ul style="list-style-type: none"> • Rationale of supervision in social work • Functions of supervision • Phases of supervision • Social work management and administration • Social work management functions • Management styles in social work practice • Strategic management process
University C	Does not offer management as part of graduate-level training
University D	One module with following exit-level outcomes: <ul style="list-style-type: none"> • Theoretical perspectives underpinning modern management principles and characteristics of management and administration • Skills and roles of managers • Writing business plans
University E	Upon completion of the module included in training, the student should be able to manage work and a caseload in a professional and accountable manner
University F	One module at 4 th -year level <ul style="list-style-type: none"> • To understand the basic functions, principles and characteristics of management and administration • Social service delivery with respect to planning, organizing, leading, controlling and budgeting development of human resources (Understanding of interdependence between these)

Institution	Management training at graduate level
University G	Module on management in 4 th year <ul style="list-style-type: none"> • Comprehend and describe different theoretical perspectives underpinning modern management • Understand and describe principles and characteristics of management and administration • Identify and understand various tasks and functional areas of management and administration • Understand and describe skills and roles of social work manager and administrator • Comprehend the role of office bearers and meeting procedures • Theoretical perspectives underpinning modern management • Critical thinking skills within the context of management in social work • Formulating a business plan to fund social services • Ethical and professional behaviour in the management context • Respect for social justice and diversity • Non-judgmental behaviour in this context

Six respondents indicated that they provide management training as part of social work programmes at graduate level. One respondent indicated that management training is currently provided by the Economic and Management Sciences Department of the particular institution. The majority of respondents have modules on management in their graduate courses. Management training is included in most of the graduate courses, but is limited to one module in most cases. This leads to questions about the level of detail management topics include. It also does not seem to include the specific place of management in an NPO milieu.

Legislation stipulates that the scope of training in the graduate courses must be generic, and both students and lecturers must comply with training priorities as prescribed by the curriculum. The social work qualification is developed by the Standards Generating Body (SGB) for Social Work, which is a division of the South African Qualifications Authority (SAQA). According to SAQA (2003:1) the qualification is registered as NSB 09, Health Sciences and Social Services in the Government Notice no 191 (Government Gazette, 2003).

This document formulates a number of exit-level outcomes which can be directly linked to social work management and administration at graduate level. These outcomes include the following:

- Demonstrate an understanding of the roles, functions, knowledge and skills required for effective social work supervision and consultation;
- Demonstrate an understanding of roles, functions, principles and characteristics of management and administration within social service delivery; and
- Formulate a business plan for the funding of social services.

The inclusion of management modules built around these outcomes provides a standardized attempt to address the call for management training in social work. According to the data received from social work training institutions, this is currently the case regarding the inclusion of management training at graduate level. However, as Skidmore (1995:33-34) states, most social work graduate schools include classes or units on administration (management) in their curricula; this ensures that all students acquire fundamental concepts, principles and skills related to management and leadership. In the researcher's experience, becoming an NPO manager requires additional specialized training in management.

3.3.3 Postgraduate training provided by social work training institutions

Questions 2.1 - 2.4 (see Addendum 6) explored the availability of postgraduate management training in South African social work training institutions. A summary of postgraduate training offered by social work training institutions is supplied in Table 15.

TABLE 15
MANAGEMENT TRAINING AT POSTGRADUATE LEVEL IN SOCIAL WORK TRAINING
INSTITUTIONS

Institution	Management training at postgraduate level
University A	<ul style="list-style-type: none"> No postgraduate training regarding social work management
University B	<p>Two SAQA-accredited short courses on social work management offered:</p> <ul style="list-style-type: none"> Supervision in helping professions – 20 hours including 2-hour exam focusing on definition of supervision, methods of supervision, functions of supervision, facilitating supervision sessions to reach formulated objectives. Management and Administration in social service professions – 20 hours, including 2-hour written exam focusing on effective supervision, staff management according to task readiness, writing an analysis report effectively and managing finances according to basic principles relevant to financial management.
University C	<ul style="list-style-type: none"> No postgraduate training on social work management
University D	<ul style="list-style-type: none"> Masters degree in welfare programmes management with the main outcome to equip students to act effectively as managers and supervisors
University E	<ul style="list-style-type: none"> SAQA-accredited social work management and administration short course – 40 hours of contact training and 40 hours of assignments focusing on describing and discussing the nature of social work management in terms of applicable theories, management concepts and organisational climate and culture, implementing basic management functions and practising, management skills and strategies to facilitate achievement of the goals of the organisation MA Social Work Degree – generic programmes with one module on social work management, integrating management and social work theory, practice methods and professional skills as they relate to management in welfare organisations. Theories for social work management and functions and skills required for competent management of social work services are applied in the South African context. Management of change and diversity, leadership, mentoring and supervision is also included in training.
University F	<ul style="list-style-type: none"> Postgraduate module on management and administration of human service organisations focusing on theoretical knowledge regarding planning, organizing, directing, leading, decision making, controlling and evaluation, budgeting and development of both physical and human resources with the view of realizing the organisation's objectives in an economic manner within the context of a dynamic environment.
University G	<ul style="list-style-type: none"> No postgraduate training on social work management

The findings portrayed in Table 10 confirm that, as training subject, social work management tends to be integrated with other postgraduate courses on offer. This is alarming, since social workers promoted to managers have limited opportunities to empower themselves and develop new knowledge and skills through additional specialist training.

Three (3) respondents indicated that they did not offer any postgraduate training in management. The response indicated that two (2) institutions offer short courses in management; one institution offers an accredited short course consisting of 40 hours of contact training and 40 hours of practical work, and another institution offers a training programme of more than 20 hours including a 2-hour exam. Both these courses are accredited with SAQA. Three (3) respondents indicated in questions 2.3-2.4 (Addendum 6) that it offered other postgraduate training in social work management (module on management and administration in Human Service Organisations; generic master's degree in social work with a module on management; and a postgraduate module on welfare programmes management).

Van Biljon (1999:359) and Kasiram (2000:263) confirm the availability of various courses in social work at postgraduate level that includes management as a module at South African tertiary institutions. It seems that training dedicated to social work management is limited, but that modules on social work management are included in various master's degree programmes. Patti (2003:6) strongly emphasizes that “...*social work educators will not have credibility in providing training for managers until there is a demonstration that they know how that knowledge significantly builds on the already available information from the traditional management source*”.

When social workers with postgraduate degrees in social work are promoted within the organisation, they have the structure and support in the organisation to guide them. However, training is still essential for facilitating the transformation from social worker to social work manager (Austin, 1989:56). This statement is confirmed by Menefee and Thomson (1994:14) and Preston (2004:84).

These authors maintain that the transformation of a social worker into a manager requires substantive changes in the scope, complexity, and priority of the competencies and skills necessitated to become a manager. Hence it is necessary to stimulate the development of specialist management training programmes within social work training institutions to include specific management modules and also to focus on the unique environment of managing an NPO in South Africa.

3.3.5 Topics of importance for social work management training

When developing a social work management training programmes, including the most applicable topics is a major challenge. Various literature sources cite different content areas to be included in such a programmes (Adirondack, 2000; Coulshed and Mullender, 2006; Lewis *et al.*, 2007 and Weinbach, 2003). A list of the most common topics in management training was compiled in question 2.5 (Addendum 6). A total of 7 respondents completed this question by selecting predetermined topics from a list. This list included:

- Time management;
- What is management;
- Transition from social worker to manager;
- Supervising;
- Programmes design;
- Planning;
- Design of an organisation;
- Monitoring and evaluation;
- Information management systems;
- Management ethics;
- Leading and leadership;

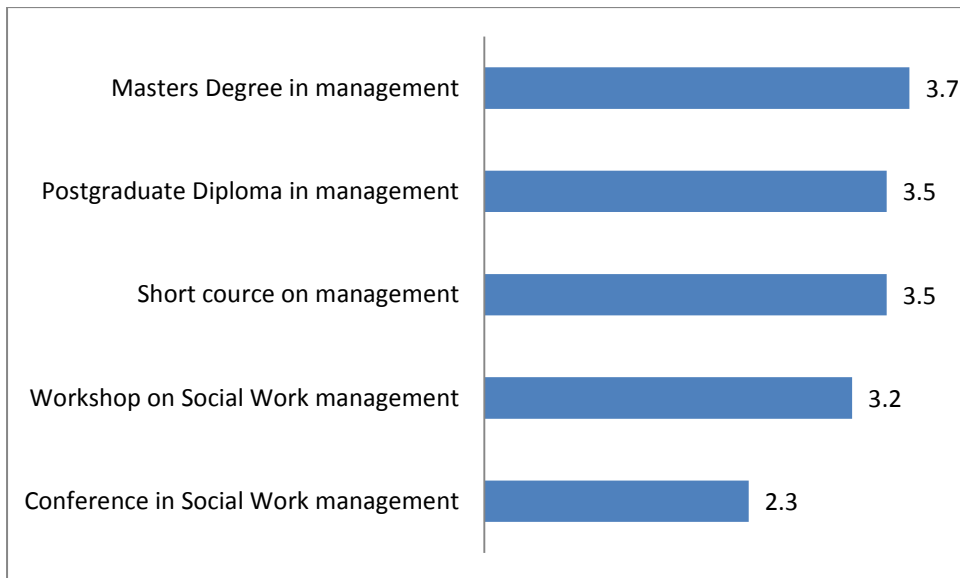
- Human resource / staff management;
- Financial management;
- Context of human services management; and
- Management theories and styles.

The majority of the topics included (excluding time management) were marked as important in management training by all seven the respondents. There was only one respondent who added additional information indicating that quality management should be included in training programmes. The statement by Lewis *et al.* (2007:292) that managerial excellence requires not only technical mastery of the management functions but also the ability to address social, cultural and political dimensions, illustrates that no curriculum for managers could ever be complete: the environment with its beliefs, ethics, values, tradition and customs will never be complete and will always influence the manager's decisions and actions. Curricula regarding management training will therefore always be open and lenient to allow effective and relevant training of managers in an era of welfare services.

3.3.6 Rating of methods to enhance training of social work managers in NPOs

The methods used to train managers could differ from one institution to another. The inclusion of management training in social work training programmes should be based on a design that aims to provide necessary advanced expertise, knowledge and skills in social work to the newly-trained manager. The methods that would optimise social work management training, was rated by respondents on a 4-point scale (1 = not effective in facilitating learning on this subject at all, and 4 = highly effective in facilitating learning on this subject) (Addendum 6, question 2.6). Results from this part of the study are illustrated in Figure 8.

FIGURE 8
METHODS TO ENHANCE TRAINING OF SOCIAL WORK MANAGERS



There seems to be an emphasis on a master's degree as training method in social work management (rated 3.7 out of 4). Training managers through a postgraduate diploma in management (rated 3.5 out of 4) and short courses on social work management (rated 3.5 out of 4) were all rated higher by respondents. The training methods indicated in Table 12 are all academically based and fit in with the academic environment of training institutions. Workshops on social work management (rated 3.2 out of 4) seem to be accepted by training institutions as facilitating management training, but was not rated high, and conferences in social work management (rated 2.3 out of 4) was the lowest rated training method.

This data seems to differ from the assessment done with NPO managers in Mpumalanga regarding the preferred methods of training for managers (Addendum 4, question 5.3). The respondents were requested to rate the methods of training on a four-point scale and a mean rating out of four was provided. These are now compared in Table 16.

TABLE 16
COMPARISON IN RATING OF MANAGEMENT TRAINING METHODS BY NPO MANAGERS
AND TRAINING INSTITUTIONS

Method of training	Mean rating by social work managers	Mean rating by training institutions
Short courses on social work management	3.8	3.5
Workshops on social work management	3.8	3.2
Conferences on social work management	3.3	2.3
Postgraduate diploma in social work management	3.2	3.5
Master's degree in social work management	2.5	3.7

There is a varied response between training institutions and NPO managers about the preferred method for training managers. Training institutions rated a **master's degree** (3.7 out of 4) highest as preferred method of management training while NPO managers rated it lowest (rated 2.5 out of 4). Training institutions indicated that **short courses** on management (rated 3.5 out of 4) are also preferred in training social work managers, while it was rated highest (3.8 out of 4) by social work managers. The short courses seem to fit both groups of respondents, since training institutions maintain academic integrity for the training through standardized SAQA accreditation and social work managers have to spend only a short period of time away from the office to be better qualified in management.

A **postgraduate diploma** in management as training method (rated 3.5 out of 4 by training institutions) was not rated high by social work managers (3.2 out of 4). A **workshop** on social work management was the preferred training method of social work managers (rated 3.8 out of 4), while training institutions gave this method a rating of 3.2 out of 4. The two responding groups indicated opposite responses to a conference on social work management: social workers rated it with 3.3 out of 4 and training institutions gave it a rating of 2.3 out of 4.

The data indicates a preference for training methods occupying a shorter time frame among social work managers. This could be because of time constraints, since all of the respondents are currently employed managers and would have limited time available to attend an extended management training programmes. It could also be interpreted that management is never a saturated topic and managers should always upgrade their skills and knowledge, and a shorter type of training method would be sufficient to achieve this.

When the methods of training rated highest by both groups of respondents, namely short courses, workshops, and a postgraduate diploma in social work management (all rated 3.8 out of 4) are critically viewed it seems that short-term, structured, academically-based training methods are favoured.

4. Training towards a speciality

The South African Council for Social Service Professions provides for the establishment of speciality fields in social work in South Africa. However, the social work management and administration domain is currently not registered as a speciality field (SAQA, 2008: 4). There is also no indication of processes in progress of registering management as speciality in social work. Registration as speciality field requires a particular field of practice in social work (e.g. management) where specific activities take place for which additional knowledge, skills, and expertise are required. Lombard (1999: 98) states that the transition of social work training should be contextualised in order to understand specific meaning in social work training. When contemplating training in social work management, it is therefore necessary to contextualise management within social work, and for this study, within the framework of NPOs.

In order to establish a speciality field in social work, four criteria of SAQA, (2008:1-2) must be complied with. These are:

- It should be a specific, identifiable and definable professional field of practice;
- It should not be regarded as a mode of intervention;
- The professional field of practice should be the domain of social work, distinct to the social work profession and not form part of the service field of other professions, which may be the case with the different modes of intervention; and
- Additional knowledge, skills and expertise are required over and above the general knowledge and skills obtained to practice general social work.

Upon evaluation of the abovementioned criteria, the researcher concluded that social work management complies with the first two requirements stipulated above. Although management as a professional field of practice is part of the domain of social work, it is **not** distinct to the social work profession. Nevertheless, additional knowledge, skills and expertise are necessary over and above general knowledge and skills obtained in generic social work practice.

It seems therefore that management as a speciality in social work only qualifies for three of the abovementioned four criteria as it is not specific to the social work domain. However, the outcomes as stated above could be placed within two overlapping fields in social work management, namely **social service** and **management and administration**, which contains the supplementary skill of writing a business plan. In addition, the researcher would suggest the inclusion of demonstrating and understanding the roles, functions, knowledge and skills of a manager within the NPO sector as part of the registration as specialised management training.

The inclusion of social work management as speciality in social work will establish the basis for managers of social work/welfare/non-profit organisations to develop knowledge skills, values and ethics that will empower them as managers and provide scientifically- based practices in which management in the social welfare sector could be implemented.

In addition, the researcher suggests the inclusion of demonstrating and understanding the roles, functions, knowledge and skills of a manager within the NPO sector as part of the registration as management speciality training. The inclusion of social work management as speciality in social work will establish the basis for managers of social work/welfare/non-profit organisations to develop knowledge skills, values and ethics that will empower them as managers and provide scientifically-based practices in which management in the social welfare sector could be implemented.

5. CONCLUSION AND RECOMMENDATIONS

This situational analysis was done in an attempt to understand the NPO sector in Mpumalanga in terms of its structure, governance and manager profile including the level of management knowledge and skills. The training needs of NPO managers as well as the availability of social work management training in South Africa were also investigated.

Participation in this study was very difficult to obtain. Social work managers who formed part of bigger, well-developed NPOs were the primary participants in this study. The researcher made a commitment to return findings from this study to and share management knowledge with the Welfare Forum of Mpumalanga.

With regards to the feasibility of the study, it was clear that social workers could do with an orientation/training programmes to facilitate the transition from social worker to NPO manager. The structure, content and method of this transition process was explored in the main study undertaken in Gauteng, Free State and Northern Cape, which focused on social work participants only.

The planned use of self-administered questionnaires and focus group discussions seemed to be in line with the data that the researcher had aimed to gather through this research.

The feedback from the situational analysis questionnaire was incorporated into the questionnaire developed and themes specifically formulated for use during focus group discussions. Only qualified social work managers on the top level of management in the NPO were invited to participate in the focus groups.

The situational analysis supplied necessary feedback regarding the scope and feasibility of the planned research, which allowed the researcher to conduct a meaningful study in Gauteng, Free State and Northern Cape. This study provided new information and guidance on the individual's transition from social worker to NPO manager. Chapter 5 provide feedback on the focus group implementation and the data collection from the discussions.

CHAPTER 5

THE TRANSITIONAL NEEDS OF SOCIAL WORK NPO MANAGERS IN GAUTENG, THE FREE STATE, AND NORTHERN CAPE PROVINCES

1. INTRODUCTION

Honouring the mandate of an NPO and ensuring that set objectives are met, are two of the main challenges an NPO manager is faced with. What knowledge and skills are needed to take on the position of NPO manager? During the research process, focus group sessions were facilitated with social work managers in Gauteng, the Free State, and Northern Cape to explore the transition from being operationally involved in generic social work practice to becoming the strategic manager of an NPO.

In this chapter the transitional needs and experiences of social work managers working in NPOs in Gauteng, the Free State, and Northern Cape are reported and discussed. Specific emphasis will be placed on the needs pertaining to transition, orientation and specific training.

2. AIM OF THE STUDY

The aim of this part of the study was to determine the experiences and transitional needs of social work managers of NPOs in Gauteng, the Free State, and Northern Cape provinces.

3. RESEARCH METHODOLOGY

A combination of qualitative and quantitative methods of data collection was followed during this study. Data was gathered by means of self-administered email questionnaires as well as focus group discussions (Neuman, 2006:13,151).

3.1 Self-administered email questionnaire

A self-administered email questionnaire (Addendum 4) was compiled from the information gathered during the literature study and the data from the situational analysis in Mpumalanga. Self-administered email questionnaires were used because it is economic and time efficient. The aim of this questionnaire was to establish the transitional and training needs of social workers managing NPOs.

As described in Chapter 2, the SACSSP was contacted to provide the researcher with a database of all social workers registered with the SACSSP in Gauteng, the Free State and the Northern Cape. The database supplied by the SACSSP included email addresses for a total of 1109 possible participants who had email addresses. The self-administered questionnaire was sent via email to 174 social workers in the Free State, 56 in the Northern Cape, and 879 in Gauteng. The response rate however, was very poor. Only five completed questionnaires were received from the Free State respondents (3% response rate); another five from the Northern Cape (9% response rate); and 19 from Gauteng (2% response rate). The overall response rate was 3%. Questionnaires were re-sent to respondents when a limited response was observed, but it did not have an effect on the response rate from social workers.

Even though using mailed questionnaires (and in this instance email questionnaires) is cost effective and allows a high level of freedom for participants to complete the questionnaires, Delpont and Roestenburg (2011:186) warns that there might be a high level of non-response to mailed questionnaires. Bless *et al.* (2006:121) confirm this and state that very often only 20%-30% of mailed questionnaires are returned. This could be due to contributing factors like poor mail delivery, lack of interest or misplacement of the questionnaire.

The non-response rate of email questionnaires in this study was very high. It seems that SACSSP data on email addresses had not been updated. Various emails with the questionnaire attached were returned to the sender as undeliverable. Additional steps were taken to distribute email questionnaires to social workers, including telephonic contact with potential respondents and personal requests during meetings with known NPOs in the selected provinces. Bless *et al.* (2006:121) warn that such a low response rate has negative consequences in terms of the quality of the research. Sivo, Saunders, Chang and Jiang (2006:2) add to this by emphasizing that a response rate lower than 20-30% is rarely accepted. These opinions were kept in mind when the researcher consulted with the Statistical Consultation Services of the NWU and a decision was made not to include the data from the email questionnaires in this study.

3.2 Focus groups

The researcher approached the Childline provincial head offices in the three provinces included in this study with a request to assist the researcher in the identification of potential participants to participate in a series of focus group discussions (See Addendum 9).

3.2.1 The selection of focus group members

Participants in the focus group discussion were selected according to availability (accidental) sampling – where the sample is composed of respondents that are most conveniently available (Strydom, 2011b:232). According to Bless and Higson-Smith *et al.* (2006:105) respondent are included until the desired sample size is reached. The provincial managers of a National NPO were requested by the researcher to identify and invite respondents in their provinces who had to meet the following requirements:

- Six to ten social workers per province, *managing an NPO* in the specific province

- Participants had to be from *different NPOs*
- Participants had to be *qualified social workers*
- Participants had to be managers on the *middle to top levels* of the NPO

Participation by focus group members were determined by their availability for the focus groups.

3.2.2 Overview of the composition of the three focus groups

- **Focus group 1 - Free State group**

This group included ten participants comprising of eight participants who were directors of provincial NPOs and two participants who were mid-level managers.

- **Focus group 2 - Northern Cape group**

Although sixteen potential participants were invited to participate, only five participants could actually participate. All participants were senior managers of provincial NPOs.

- **Focus group 3 - Gauteng group**

A total of seven participants participated in this focus group discussion. Four participants were senior managers of NPOs and three participants were managers on the middle level.

3.2.3 Structure and practical arrangements for focus group discussions

Arrangements were made for the researcher to travel to all three provinces to conduct the focus group discussions. Dates were agreed upon with all participants, invitations were sent out, and attendance was confirmed with participants. During the focus groups discussions, the following practical arrangements were made:

- It was agreed that both Afrikaans and English could be used during focus group discussions.

- All participants completed and signed a consent form (Addendum 10) certifying that they participated voluntarily and that the data from the discussions could be used anonymously in the research report.
- Biographical information regarding participants and their previous experience was completed by participants as part of the attendance register (as summarised in 4.2).
- Ethical aspects like confidentiality of the research process were discussed with participants.
- The ground rules for the discussions were agreed upon as set out in the focus group guideline that was handed to each participant (Addendum 12).
- The purpose and boundaries of the focus group was confirmed and the baseline definitions of management and transition were clarified to ensure that both researcher and participants had the same theoretical point of departure in this regard.
- Permission to do audio recording of the focus groups discussions was obtained, as all discussions were audio recorded and transcribed with the aim of data collection and analysis.

Focus groups were structured according to a focus group guideline (See Addendum 12) that was developed by using the literature study and feedback from the situational analysis. The structure included the following:

- Biographical information
- Introduction – “Journey of the transition-map” (participants freely draw a map of their management development– Addendum 13).
- Description of relevant concepts.
- Question 1: How did you experience your own transition from social worker to NPO manager?
- Question 2: What prepared you for the job/position of NPO manager?
- Question 3: What should NPOs do to facilitate this transition?

- Question 4: What should be included in a model to facilitate this transition?
- Summary and closure.

3.2.4 Definition of transition

For the purpose of this study **transition** is understood as: “...*change, alteration, conversions, development, passage, transformation, turning point, upheaval...*” (Thesaurus.com, 2010).

Within the context of a social worker transitioning into an NPO manager, it could be viewed as the process of moving/developing into a new role.

Transition can also be described as “*the passage from one form, state, style or place to another*”, as defined by the American Heritage Dictionary (2011:1). Webster’s New World College Dictionary (2010:1) defines it as “*A passing from one condition, form, stage, activity, place etc. to another and the period of such passing*”. Harmse (1999:91) refers to transition as change that is somewhat threatening, occurs over a period of time, and which requires abandoning the present ways of operating and introducing new ways. The term **transition** therefore refers to a process of change where there is a definite move from one situation to another through a process over a time period.

3.2.5 Methodology for collecting data when conducting focus groups

The structure and process followed after introduction of each group member as described above, was to guide the discussion along four predetermined questions as set out in the focus group guideline (Addendum 12).

3.2.6 Data Analysis

Feedback from the three provincial focus groups was integrated and summarised using thematic analysis. Braun and Clarke (2006:79) state that thematic analysis is used for identifying, analysing and reporting patterns as it is found in the data. In this way, the meaning constructed by participants regarding specific phenomena is captured (Niewenhuis, 2007:102). According to Braun and Clarke (2006:83), it further aims to minimally organise and describe data, providing a rich and detailed, but also complex account of data.

Many novice researchers prefer qualitative content analysis, as it is easy to access and focuses on the level of meaning (Henning, 2004:95). It involves a process of constantly moving back and forward in data sets (Braun and Clarke, 2007:86). This forms a key part of data analysis, as it implies an intertwined process of data collection, process analysis and reporting instead of a mere succession of steps (Niewenhuis, 2007:105). Braun and Clarke (2006:87) identify six phases in the process of data analysis, and these steps were combined with Tesch's analytical process (Creswell; 2005:238-239) in this study to assure data quality and trustworthiness remains intact as far as possible during the process. Threats to trustworthiness like respondents' biases were taken into account in this process as data was constantly compared from the three different focus groups for consistence or differences and reported as such. The phases of data analysis implemented in this study were:

- **Phase one: Being familiarised with the data** – all sessions with focus groups was voice recorded and typed afterwards. Data was then read to allow the researcher to be familiarised with the content of transcripts and to have a broad overview of all the information contained in the data.

- **Phase two: Generating initial codes** – during this phase, the three transcribed sets of data as collected from Gauteng, the Free State and Northern Cape was analysed and every identified concept was coded.
- **Phase three: Searching for themes** – reviewing all three sets of data for concepts pertaining to the transition from social worker to NPO manager, allowed for the identification of generalised themes from the data of all three provinces.
- **Phase four: Review and refinement of themes** – during this phase the data sets from all three provinces were combined into one set of data per refined code.
- **Phase five: Defining and naming themes** – the essence of each refined theme in the data set was identified and the theme was fit into the overall broad theory of transition.
- **Phase six: Production of the report** – the data was organised into a logical structure to provide feedback of the information collected.

The analysis of interview transcripts and field notes was based on an inductive approach geared to identifying patterns in the data by means of thematic codes. *“Inductive analysis means that the patterns, themes, and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis”* (Patton, 1980:306)

Data were analysed using the constant comparative method (Glaser and Strauss, 1967; Strauss and Corbin, 1990) whereby line, sentence, and paragraph segments of the transcribed interviews and field notes were reviewed to decide what codes fit the concepts suggested by the data. The focus group data were given more weight in the analysis than were the non-participant observation and the document reviews. Each code was constantly compared to all other codes to identify similarities, differences, and general patterns.

Data were reduced and analysed by means of thematic codes through the phases described above. Themes gradually emerged as a result of the combined process of becoming intimate with the data, making logical associations with the interview questions, and considering what was learned during the initial review of the literature.

The results from these focus group discussions will be portrayed next.

4. RESULTS FROM THE FOCUS GROUP SESSIONS

The results portrayed in this section were identified from data collected during focus group discussions with NPO managers. These participants are all qualified social workers in three provinces in South Africa – the Free State, Northern Cape and Gauteng. Results are presented in table format according to the themes that emerged from data gathered with the focus group guideline (Addendum 12). In order to identify the main themes generated by the focus groups, data from the situational analysis questionnaire, literature study, and interviews with experts was compared with focus group discussions. These themes would be used to construct a model by which the transition from social worker to NPO–manager could be facilitated. Information on the focus group participants is presented next.

4.1 Biographical information of participants

Participants were invited to voluntarily take part in discussions held during the three focus groups in the three provinces identified. The following biographical information was received from participants who attended these focus group discussions and completed the attendance register (Addendum 11).

TABLE 17
BIOGRAPHICAL INFORMATION OF FOCUS GROUP PARTICIPANTS

Indicator	Total				
	Gender	Male		Female	
3		19			
Race	White	Coloured	Black	Asian	
	15	2	4	1	
Age	21-30	31-40	41-50	51-60	61+
	1	3	8	7	3
Years as manager	0-5 yrs	6-10 yrs	11-15 yrs	16 + yrs	
	6	7	5	4	
Service Sector	<ul style="list-style-type: none"> • Child and family care • Care of older persons • Mental health care • Substance abuse rehabilitation 				

The majority of participants were white females, although all genders and races were represented in the focus groups. Fifteen of the managers (68%) were between 41 and 60 years old, indicating that they were well advanced and experienced in their careers. Eighteen participants (82%) indicated that they had more than five years' experience as managers. The participants were from various sectors delivering social work services in NPOs.

4.2 Results from the focus group discussions

Upon deeper analysis the data collected from the focus groups yielded three recurring themes, namely (1) Understanding the need for transition; (2) capacity building and training; and (3) transition through integrating business and governance. The focus was on the transition from social worker to NPO manager and the aim of further data analysis was to provide more feedback by defining and naming the main themes and categories (Braun and Clarke, 2006:87). These main themes would then be included into a model that could facilitate the transition from social worker to NPO manager.

The data analysis process and subsequent results can be seen in Tables 14 -16. After each table the findings, their correlation with literature, examples from participants as recorded during the focus groups as well as possible parallels with expert opinions, will be presented. Remarks from participants are provided as said during focus groups and were not language edited.

4.2.1 Emerging Theme 1: Transition through understanding the need for transition

When exploring what NPOs should do to facilitate the process of transitioning from social worker to NPO manager, participants indicated that understanding the importance of the transition was one of the first steps in facilitating the process.

Table 18 provides a summary of the feedback received from participants. The feedback is presented in five categories with subcategories.

**TABLE 18
EMERGING THEME 1 - UNDERSTANDING THE NEED FOR TRANSITION**

<i>Subcategory</i>	<i>Categories</i>	<i>Emerging theme</i>
<ul style="list-style-type: none"> • Self-awareness and growth – personality • Managers as role models • Choice to make the transition to management in NPO environment • Previous personal life experience • Realising the need for additional management training to become an NPO manager 	<ul style="list-style-type: none"> • Personal situation 	Emerging Theme 1- Understanding the need for
<ul style="list-style-type: none"> • Parenting, marriage, extended family and culture • Migration • Balance between home and work 	<ul style="list-style-type: none"> • Family Situation 	

<i>Subcategory</i>	<i>Categories</i>	<i>Emerging theme</i>
<ul style="list-style-type: none"> • Personal financial position • Career progression – increase in income • NPO limited/lack of funding • NPO sectors salary scales 	<ul style="list-style-type: none"> • Financial situation 	
<ul style="list-style-type: none"> • Values, morals, ethics, trust and respect within the social work and NPO environment (personally and professionally) in the hardships of the social work profession • Natural progression from social worker to NPO manager • Previous exposure to different management styles – positive and negative • Experience with national NPO structures • Ability to multitask, deal with a high work load and prevent burnout 	<ul style="list-style-type: none"> • Previous work experiences 	
<ul style="list-style-type: none"> • Political transformation process in South Africa • Racism • Gender discrimination 	<ul style="list-style-type: none"> • Political Situation 	

Each of the identified categories will be further discussed next.

Personal situation

Most participants reported their personal situation as having a very strong influence on their development as managers. Participants added to this that the level of **self-awareness and growth**, thus the **personality** of the social worker, were very important: the transition to NPO manager was more effective when they knew who they were, understood where their careers were heading, and knew what responsibilities they were taking on as NPO manager.

This implies that experiences in the manager's life added to develop and sculpt the manager's ability to deal with the additional responsibility that forms a part of the NPO management process. One participant illustrated this point in her response: *“And then I decided to apply to be a social worker. I had a lot of problems in my family. There was a lot of alcohol abuse; there were a lot of family problems. So I enrolled for social work and I went to Wits University in 1990”* (Respondent Q, Black female - 44 years).

Understanding violence and alcohol abuse from personal experience build the character of the participant and motivated her to become involved in social work and have an impact on the prevention of violence and alcohol abuse.

Having had **managers as positive role models** also served as inspiration to become an NPO manager: *“The role that the national director and different departments played to equip us was really my first step to becoming a real manager”*; *“I would always say - wow I want to be like that someday. And I used to see her and say - someday I'll have your job”* (Respondent S, Black female - 36 years).

According to Coulshed and Mullender (2006:3) social workers seem resistant to doing administrative work – a key responsibility of management. Social workers often argue that these are distractions from the “real work”. Participants were of the opinion that it should be the social worker's **choice to make the transition to management in an NPO environment**. The researcher concurs with focus group participants that this “mind change” or “choice” is a crucial step towards becoming an NPO manager.

The influence of a **previous personal life experience** (like being pregnant in the 1970s and having to resign for four months, resulting in an interrupted service record) was prominently pointed out by participants.

They felt that events like these affect how social workers experience their individual development and ability to endure, step up, innovate, and become managers.

According to participants, when social workers **realise the need for additional management training**, they start making the transition into managers. One of the participants was the manager of an NPO with various international funders and had to develop systems and write reports for all the activities the NPO implemented. Technical people from Australia and Nairobi came to visit to check on the progress of the organisation: *“It was difficult times, administration and long hours. I asked colleagues who had more knowledge than me regarding the management aspects and read a lot, but reading only goes so far...I had to learn about being a manager”* (Respondent I, White female - 42 years).

This particular aspect was confirmed by another participant: *“I made many, many mistakes, and unfortunately management skills are not easy to come by, experience from my mistakes taught me a lot about management”* (Respondent L, White female - 64 years).

The influence of personal experience on the process of transition from social worker to NPO manager is therefore in many ways the basis of personal and professional experience providing the ability to make this transition.

Family situation

One participant identified being part of an extended family and personal circumstances as influential in her transition to NPO manager: *“So it was a lot of things that I had to juggle around being a mother and also studying”* (Respondent P, Asian female - 46 years).

Having the responsibility of **parenting and married life** also affected the ability to take on management responsibilities. Another participant reported that being part of an **extended family and different cultures** affected the ability to evolve into a manager: *“So my aunt, who knew nothing about children, because she never had one of her own, took me in. In the family there was family conflict and I took my child to the family that I came from. So in June I took the child to the boyfriend’s family. And then I had to leave, I needed to go back”* (Respondent R, Black female - 27 years). Losing loved ones and having to move back “home” to provide for the extended family placed limitations and unforeseen additional responsibilities on participants. The **Migration** of social workers as a result of having to move or being transferred because of family movements play a direct role in the development and transition from social worker to NPO manager.

Cultural practices influencing the level of authority at home to be lower than that of a manager at work, also created a situation where the NPO manager have to find a balance in both environments (**between home and work**) to cope with the challenges posed by both situations. *“...but you had to make decisions that suited your family as well”* (Respondent H, White male - 55 years).

As family life is a crucial part of any individual's development, the influence of family, culture, gender and race cannot be underestimated as an influence in the transition from social worker to NPO manager.

Financial situation

Personal financial position and responsibility, such as being the sole provider of the family, motivated some individuals in the focus groups to move into managerial positions: *"I had two children in the time I stayed home. Also financially demands were getting greater on us. You just can't manage on person's salary and it was getting a bit difficult"* (Respondent B, White female - 66 years). **Career progression and an increase in income** were voiced as definite influences in the transition from social worker to NPO manager: *"Nobody becomes a manager by accident. You may not have planned to become a manager when you started out as a social worker but somewhere along the line an offer was made to you and you chose to take it. Now live with it"* (Respondent H, White male - 55 years).

Participants also reported that they experienced their transition from social worker to NPO manager as a natural process on their career path. It was, however, clear that the move was not always well thought out before it was made: *"I used to work in a clinic... it does not exist anymore... it had me crazy, I left the profession because I just could not deal with it anymore"* (Respondent M, White female - 50 years).

NPOs have a history of limited funding that leads to job uncertainty among social workers and managers.

One participant shared: *“We moved to Queenstown Child Welfare (the post was not subsidized). I was unemployed within one and a half year, and had to work in Volkskas as bank teller for a few months before I could get a job as social worker again”* (Respondent V, Coloured female - 47 years). **NPO salary scales** were found not to be competitive with the government scale and other job opportunities in the business sector.

The responsibility to provide for family as well as recognition from the employer in terms of monetary compensation is thus crucial in motivating the social worker to make the transition from social worker to NPO manager.

Previous work experience

Participants felt that the integration of both professional and personal **values, morals, ethics, trust and respect** helped them when facing hardships in the social work and NPO environment, and this played a major role in their ability to be a manager: *“I was appointed as manager and there was nothing in that office, I sat and cried for a few days until I could get hold of my predecessor who guided me to manage that office”* (Respondent N, White female - 63 years).

This feedback corresponds with a statement by Weinbach (2003:299): *“Some new managers have approached their new jobs with totally unrealistic expectations. They have subsequently been miserable and finally they have to quit, disillusioned and determined to never repeat their mistake”*.

Participants indicated that becoming a manager was a **natural process over time**; one step leads to the next. Within the social work environment, social workers use acquired skills and transfer those skills to gain management experience and practical skills: *“So I started at the bottom, although you transfer your skills, you literally started in a tiny box for an office, and then moved all the way up, which is really rewarding for a social worker to eventually become a manager”* (Respondent P, Asian female - 46 years). Also, management needed to be a field of interest for social workers moving into managerial positions.

Previous exposure to different management styles assisted to equip social workers to become NPO managers: *“You need to grow a thicker skin as a manager, especially when you become manager in the same organisation where you always worked. People treat you differently”* (Respondent E, White male - 56 years). Various participants shared the opinion that social workers who have experience and background knowledge on NPOs are best suited to manage NPOs. This echoes the following statement by Patti (2003:9): *“I do believe that intellectual leadership for human service management theory should come from social work. I know to a certainty that the viability of social work itself is tied to the professions’ ability to give leadership in the human services”*.

Experience with well-defined national NPO structures serving as good role models was viewed as very important during focus group sessions. A participant reported: *“The exposure I had during my work as social worker especially in government (South African National Defence Force) and in national, well-established NPOs was wonderful and served as role model to me to define how I wanted to manage and could grow in this process”* (Respondent H, White male - 55 years).

Personal skills and characteristics of the manager were once again identified as some of the main influences that played a role in the preparation to becoming an NPO manager: *“The partnership process that I was exposed to when I started at the ACVV was absolutely contributing to my development. My regional manager at the time absolutely formed me as manager”* (Respondent N, White female - 63 years).

The ability to do multitasking, deal with a high work load and prevent burnout was an important consideration raised by members of the focus groups. Participants reported that sharing a caseload with managerial responsibilities increased the workload to such an extent that it lead to burnout and de-motivated managers: *“I was so tired by then...”; “NPOs work you to death, and if you can get through that, you can get through everything”* (Respondent D, Black female - 60 years).

From the above discussion the conclusion can be made that previous work experience definitely provides management skills to social workers who was exposed to positive managerial situations, but bad previous experiences with management situation impact negatively on the social worker’s ability to make the transition to NPO manager.

Political situation

The challenges in South Africa due to the changes in the political situation, was identified by participants as a direct influence on both the opportunities to be appointed as NPO managers as well as the services needed by communities in South Africa.

The political transformation process in South Africa had its impact on service delivery: *“I was offered the post to open the children’s home but due to transformation I was informed it would only be a two-year contract and then would become an affirmative action post”* (Respondent E, White male - 56 years).

Race quotas at universities influenced the development of social work managers: *“Well, I am an UNISA graduate. And the reason for that is Wits also used to take a quota. If you were a person of colour you didn’t just get in”* (Respondent P, - Asian female – 46 years).

Racial and gender discrimination in the workplace added to the obstacles faced by potential NPO managers. Being able to navigate the challenges in management due to politics in South Africa is therefore significant in the transition process.

These categories and subcategories clearly indicate that the personal experiences of social workers build their character and personality, and influence their ability to manage effectively. The underlying assumption can be made that the social worker’s personal life and family dynamics, financial responsibilities, culture, race and gender, workload and role modelling provided by NPO national structures exposed them to experiences that directly influenced the way they view management. The implication of this is that managers are built through experiences.

Previous experiences of former NPO managers would influence the way a particular individual approaches management. Social workers need to be able to internalise their experiences and grow as a result to understand who and what they are and why they chose to become managers of NPOs.

4.2.2 *Emerging Theme 2: Transition through capacity building and training*

During the course of the discussion groups, participants were lead to re-evaluate and analyse their own experiences in their careers thus far, and to become aware of the influences of specific experiences on their development as managers. The responses from participants indicated capacity building and training as themes of the transition process. This theme is categorised with subcategories and is reflected in Table 19.

TABLE 19
EMERGING THEME 2 – CAPACITY BUILDING AND TRAINING

<i>Subcategory</i>	<i>Categories</i>	<i>Emerging theme</i>
<ul style="list-style-type: none"> • University – graduate and postgraduate level • Business Schools – management programmes • Governing Board and NPO • Peer groups 	<ul style="list-style-type: none"> • Capacity building role players 	Emerging Theme 2: Transition through capacity building and training
<ul style="list-style-type: none"> • NPO specialist management training combining governance process with the management role • Differentiate between management and leadership - strategic thinking, vision and mission • Specific training on: Management information systems; Leadership; Strategic thinking; Consumer Protection Act; Social work-specific legislation; Finance and taxation legislation; Labour law and services-specific legislation 	<ul style="list-style-type: none"> • Capacity building curriculum 	
<ul style="list-style-type: none"> • Include management into 4th year social work curriculum • The review of CPD accreditation with the SACSSP for attending training in management 	<ul style="list-style-type: none"> • Capacity building processes 	

<i>Subcategory</i>	<i>Categories</i>	<i>Emerging theme</i>
<ul style="list-style-type: none"> • Short courses in social work management • Opportunities for implementation and practical experience of NPO management • Specialised management training opportunities 		

Next, participants highlighted the need for additional training and the opportunities to be exposed to management training.

Capacity building role players

Van Biljon (2008) declares during an interview that a period of transition from being a social worker to becoming an NPO manager is much needed, but it does not just happen: the process requires a particular time and place. The social worker would need to get some additional training from somewhere. This process should already start during undergraduate training and then be built upon during the career of the social worker.

Participants confirmed this during focus groups and were unanimous that the first place capacity building should start is during **university training**. During a telephonic interview, Van Biljon (2008) alluded to the necessity of management training: “*Social workers cannot do social work without having management skills, especially in one-man offices*”. Postgraduate programmes can stimulate the social worker’s ability to see a macro perspective in the NPO and experience a change in frame of reference.

As Van Niekerk (2010) expresses: *“Very little prepares a social worker to become a manager, a lot of what we are taught is focused on academically understanding and practically doing social work. It seems as if those in academic environments do not understand the need for especially social workers in an NPO environment to develop skills in management.”*

Business schools’ management programmes were identified by various participants as a way to enhance their ability to make the transition from social worker to NPO manager: *“Especially through exposure to programmes at GIBBS Business School which I fully enjoyed and where I am still doing developmental programmes, I developed a strong interest in governance, I got an interest to develop what is within social work and what needs to ensure that we use corporate principals and business principles in terms of creating opportunities for people and facilitating enrichment for people”* (Respondent U, Coloured female - 47 years). Participants maintained that the current situation, where specialised training in NPO management is limited, social workers attend management training from different professional fields and have to apply this knowledge to the NPO milieu without proper guidance or structure.

Participants pointed out that it is a crucial responsibility of the **governing board and NPO** to play a stronger role in preparing social workers for the transition into management through an orientation process. This process assists new managers to differentiate between management - operational implementation of the services of the NPO and leadership - strategic thinking, vision and mission.

Expectations about the management position must be clear to both parties: *“I went through a week-long orientation programmes that focused on responsibilities, job description, expectations, how to implement the policies and procedure practically, the framework of the NPO and its mission and vision. This was early in my career and I think it saved me. I am still referring back to these notes even though I have moved a couple of times since then”* (Respondent C, White male - 50 years). This orientation should be strategically influenced by the governing board, the community served, and the social work training institutions attended by students. According to participants, the governing board needs to develop a clear succession plan where the boundaries and expectations of the NPO manager, as well as that of the NPO as governed by the governing board, are outlined.

Peer groups (welfare forums and multidisciplinary teams) offered participants an opportunity to develop managerial skills: *“I feel that most of my growth and development happened at this organisation. The work was more developmental”* (Respondent T, White female - 54 years).

Participants experienced lots of opportunities to go for different courses within multidisciplinary teams, and reported that it was a very good environment to develop and grow as a professional: *“You had a lot of management opportunities in small organisations, so you had to multitask a lot”* (Respondent A, White female - 51 years). The role players in the capacity building of NPO managers are according to the discussion above, extremely important - especially in realising the impact they have in developing the social workers capacity to become NPO managers.

Capacity building curriculum

Participants expressed the view that there should be **NPO specialist management training** that combines the governance process with the management role. Social welfare managers today must master strategic as well as interpersonal and technical skills. Participants identified the following topics to be included in specific NPO management training: management information systems; leadership; strategic thinking; the Consumer Protection Act; social work-specific legislation; finance and taxation legislation; labour law, and services-specific legislation.

The broader managerial skills required for social workers to make the transition to NPO managers should definitely include financial matters. The ability to report to funders is the lifeblood of NPOs and one of the primary responsibilities of the manager. During a personal interview Brummer (2009) noted that: *“Social workers should definitely upgrade management skills regarding financial controls and monitoring. Lessons can be learned from auditing firms regarding these management skills and will ensure the trustworthiness of NPOs receiving funding for their services”*.

Covering both the management and NPO spectrums in the curriculum for management training will ensure the application of these business principles in NPO management, as the social worker will be empowered to make the transition to NPO manager.

Capacity building processes

Include management into 4th year social work curricula. Management is a concept that is too wide to conceptualise in a short space of time and orientation should be part of a process over a time period.

Patti (2003:7) is of the opinion that: *“There is simply too much to teach and learn about management. There is the process of socialising students to management careers that become nearly impossible if a faculty is not clear about the kind of practitioner it is trying to shape”*. However, the current 4th-year social work curriculum could be reviewed to include more modules focusing on management. The implication is that additional training in management information and skills are definitely needed when a social work career path takes a turn towards management.

Participants recommend that the **CPD accreditation with the SACSSP for attending training in management be review**. Opportunities for management training were mainly explored and created by participants themselves to facilitate their own transition to NPO managers. However, participants indicated that additional managerial training is not easily recognized for continuous professional development (CPD) accreditation with the SACSSP. According to the SACSSP Policy on CPD (SACSSP, 2003:3) a social worker who has completed additional training – in this instance for management – must provide a full programmes of the training and submit a portfolio of evidence as well as a motivation on how this training is relevant to the social work environment.

Participants expressed the need to advocate for accreditation prerequisites to be adjusted in order to motivate more social workers to train themselves in managerial skills.

Participants displayed very little knowledge concerning the availability of additional **social work management** training in the form of **short courses**: *“There isn’t a tailor-made institute for training social work managers and there is a shortage of social workers. You have to trust your initiative, your common sense. The majority of decisions made in management positions is about human decency and common sense and linked to the service you are trying to offer”* (Respondent P, Asian female - 46 years).

Create and utilise **opportunities for implementation and practical experience of NPO management**. In-service training and capacity building was recommended by most participants, and should include practical training opportunities (peer support, mentoring and coaching). Benefitting from the generosity of peers was reported by participants to be one of the most valued contributions to the transition from social worker to NPO manager: *“...people that I could pick up the phone and ask and many people would come and train and do and share”* (Respondent T, White female - 54 years). This support, coaching, and role modelling impacted directly on participants’ development as managers: *“That’s where we should have this annual kind of workshops for this level not for the implementing staff of the acts but the managers, so that you could take away the important things from the acts and know, listen we need to at least align our business plan in terms of our target to do this and this, and this is what we need to remember so we each one must be able to really align properly but from an informed kind of vision”* (Respondent U, Coloured female - 47 years).

Van Biljon (2008) holds the opinion that: *“Ideally the solution would be short-term training programmes with a mentor in the field. Mentoring should be clearly defined in this respect; who should be the mentor of an NPO manager and what should he look like? That would facilitate the transition from social worker to becoming an NPO manager”*.

Capacity building within the practical environment is crucial and participants made repeated references to **peer groups** as role players sharing practical and experiential implementation of NPO management.

Participants stated that theoretical training and knowledge of management without guidance and support for the practical implementation leads to repeated mistakes and feelings of inadequacy: *“We have to admit that even though we are social workers in an NPO social work environment, social work is not the primary focus of our work anymore and we need an opportunity to learn to become managers”* (Respondent U, Coloured female - 47 years).

Social workers have often taken their own initiative to attend **specialised management training opportunities** and apply this knowledge to the NPO environment in an attempt to better deal with the unique challenges and difficulties found in managing an NPO: *“I recommend that you do a mini-MBA through an accredited management course to take you through all the aspects of management, because then you will have a wide vision on management to integrate into social work skills and knowledge”* (Respondent P, Asian female - 46 years).

Preston (2004:91) confirms the need for management training and has the opinion that managerial effectiveness in the new practice environment calls for a broader and more comprehensive set of skills and competencies.

From the abovementioned set of topics, one can conclude that social work training is a very solid basis to build on in the quest to becoming an NPO manager.

Social workers who become NPO managers need support structures and processes to make the transition to NPO manager. The data received from the focus groups leads one to the conclusion that NPO managers need to work within various complex and specialised fields of service. Receiving supervision, mentoring and having peer group support from fellow social work NPO managers will provide additional information to help deal with the challenges in this environment. It provides guidelines and role modelling as to how this new work environment can be applied in learning alternative methods of dealing with challenges in the NPO milieu.

4.2.3 Emerging Theme 3: Transition through the integration of business and governance

In the discussion groups, participants identified the integration of business skills and the governance process as a specific influence on the transition from social worker to NPO manager. This theme is categorised with subcategories and is reflected in Table 20.

TABLE 20
EMERGING THEME 3 – INTEGRATING BUSINESS AND GOVERNANCE

<i>Subcategory</i>	<i>Categories</i>	<i>Emerging theme</i>
<ul style="list-style-type: none"> • Governance process and strategic thinking • Empowering the social worker as an NPO manager (respect, building confidence, trust) • Financial provision/ support for training social workers in managerial skills. • NPO Management as a partnership • Succession planning as part of the transition process. 	<ul style="list-style-type: none"> • Governance 	Emerging Theme 3: Transition through integrating business and governance
<ul style="list-style-type: none"> • Minimum requirements for the appointment of an NPO manager, selection and appointment process • Boundaries and guidelines for NPO manager performance. 	<ul style="list-style-type: none"> • Provide guidelines for management coordination 	

<i>Subcategory</i>	<i>Categories</i>	<i>Emerging theme</i>
<ul style="list-style-type: none"> • NPO's to develop/ refine managerial infrastructure (policies and procedures) 		
<ul style="list-style-type: none"> • NPO manager should be a social worker (skills, values, moral and ethical aspects of service delivery require a background in social work). • Business skills as well as service specific knowledge and skills are needed to facilitate NPO management • Governing board members needs a background regarding NPO services to complement background to business (integrate the two) 	<ul style="list-style-type: none"> • Integration of business skills with NPO management 	

Governance

The **governance process and strategic thinking** within an NPO form part of the driving process of the NPO. According to participants, the main responsibility for the facilitation of the transition process is shared by the social worker, the organisation itself, and the governing board of the NPO. This perception is shared by Van Niekerk (2010) who states that there should be a process of “*transition of the heart*” for groups and individuals involved in the management transition (governing board, staff, and new manager). This transition is needed to adjust and accommodate the new managerial environment. Decision making and power within the NPO is at the core of this transition: “*NPOs are very action orientate compared to government. It has a flat structure opposed to the hierarchal structure of government where decisions take a long time. In NPOs things happen very, very quickly*”, (Respondent D, Black female - 60 years).

The role of the governing board in **empowering the social worker as an NPO manager** was appreciated by some participants: “*If it wasn't for the guidance of a board member I would have packed up and left*” (Respondent L, Black female - 64 years).

Board members are also reported by some participants to be influential business people from a business background with nothing to contribute to the ethical voice of the organisation, thus making the transition from social worker to NPO very challenging: *“And I am going to be very honest here in terms of my board situation and the business men that sit there. You know they don’t have the respect that I think they should have for social workers. And I have often questioned how they sit on that board knowing that they don’t really believe in this profession”* (Respondent P, Black female - 46 years).

Participants motivated that governing bodies have a responsibility to make **financial provisions or provide support for training social workers in managerial skills**: *“I think we need to know who we are working with. You need that recognised qualification to be able to hold your own”* (Respondent U, Coloured female - 47 years).

NPO Management is a partnership: *“It’s not about control and wanting power but also being able to yield power - in civil society it’s something different, it’s about development, it’s about empowerment, it’s about giving people the opportunity to try and make mistakes in consultation with the rest of the organisation and learn to do things better”* (Respondent T, White female - 54 years).

Succession planning is part of the transition process. According to participants, the governing board has a huge responsibility to do succession planning in an NPO.

The importance of this process was confirmed by all: *“So when somebody leaves the organisation you don’t have such a huge gap that it is difficult to fill. You need succession planning”* (Respondent L, White female - 64 years).

The above discussion revealed the importance of governance as process in managing the NPO. Without empowering the social worker to be an active part on governance as NPO manager, the transition to NPO manager will be a challenge.

Provide guidelines for management coordination

Participants identified a need for governing boards to identify **the minimum requirements a potential NPO manager would have to comply with:** *“Managers and service deliverers certainly work towards the enhancement of human development in many ways and many settings, but their shared focus on human development brings with it a common outlook, a common set of problems, and the need for an approach to management that may differ from the business models in the profit-making environment”* (Lewis et al., 2007:2).

The implication is that a clear **selection and appointment process** is necessary in each NPO. This process should include assessing and identifying potential managers amongst social work staff and developing management skills. Participants also indicated that psychometric testing is needed as part of the selection and appointment process. A new NPO manager should be well prepared regarding the expectations of the NPO and having a personal cognitive and emotional adjustment toward these expectations.

The governing board needs to **provide boundaries and guidelines for the NPO manager’s performance.**

There should be a handover process between incoming and outgoing managers to ensure both sides contract to the change: *“What would have worked better was that the previous director had to work with me for a while, because to be coached for one morning only and then expected to manage the NPO is not possible”* (Respondent M, White female - 50 years).

Van Niekerk (2010) makes a very strong point regarding a model for the transition from social worker to NPO manager: *“Transition should be a well-planned process, not an ad hoc process. Both the new manager and governing board need to be involved. Staff members need to be well prepared regarding the transition of managers. Deal with their uncertainty. Unpack issues and clear up threads to ensure collaboration with the new manager”*.

Participants indicated that without the development and refining of **managerial infrastructure (policies and procedures)** the transition from social worker to NPO manager is seriously hampered. If there are no policies, procedures or infrastructure, it is impossible to manage the team and report to funders.

Individuals maintained that the influence of organisational structure, policies and procedures in the management of an NPO was a key factor in facilitating the transition from social worker to NPO manager: *“If the NPO structure is in place, it will be far easier to get the new manager in place. There are so many dynamics, it is sometimes overwhelming”* (Respondent P, Asian female - 46 years).

“... but where I found is the biggest gap, is what we have been talking about, all the legislation, and the requirements and policies going with it. Yes, and even how to establish a policy, and the reason why you establish a policy. And job descriptions, performance evaluations, because you know the organisation you are coming into may be sitting with their old performance appraisals and you look at it and it’s no longer relevant” (Respondent U, Coloured female - 47 years). Absence of managerial infrastructure can, according to participants, lead to resistance to management.

Creating and maintaining a well-developed management infrastructure in an NPO will enable a social worker to make the transition to NPO manager with more ease.

Integration of business skills with NPO management

Participants strongly recommended that an **NPO manager in this context should be a social worker** (skills, values, moral and ethical aspects of service delivery require a background in social work): *“I strongly believe the NPO manager should be a social worker - and for many reasons, not only because of the management aspect but also in terms of good service delivery”* (Respondent P, Asian female - 46 years). Participants mentioned that social workers are used to having to adapt and explore before implementation. Social workers use skills and resources that had been built on for so many years, adding value to the NPO: *“Social work services are also based on solid values and often when people come from business or corporate there is no value and it is all about money”* (Respondent T, White female - 54 years). Social workers bring a morality and ethic to service delivery that is completely different. What participants found to be of value over years was the fact that supervising an NPO it is not like running a business. There is no benchmark for NPOs in the business sector.

Social workers apply business principles that are viewed as useful in the NPO environment to be able to manage. **Business skills as well as service-specific knowledge and skills are needed to facilitate NPO management.** Various participants reported that their ability to understand service-specific aspects of the NPO allowed them to make decisions in line with the vision and mission of the organisation. The challenge is to move from the social worker role into management. According to participants, the support from and mutual understanding with the chairperson and members of the governing board on governance and operational management and how it should be implemented, assisted in this transition: *“We got a chairperson who was a retired regional manager from Sanlam who called me in and said it is time for me to stop being a social worker and become a manager. That really opened my eyes to how I should manage the NPO”* (Respondent F, White female - 54 years). Participants finally added that the King III report and its distinction between governance and management created an environment where the NPO manager could plan, implement and report on activities while the governing board took on an overseeing role that worked well within the NPO milieu.

Governing board members need a background in NPO services to complement their business experience. A phenomenon that was observed by various participants was that governing board members with qualifications in business did not always have sufficient background and knowledge in the NPO milieu. This resulted in a rigid application of business skills in the NPO system and this caused a lot of misunderstandings and conflict. Participants held the opinion that the members of the governing board should also acknowledge and respect the social worker’s knowledge and skills.

This mutually respectful relationship affects the ability of the social worker to be integrated into the governance process: *“Where you have people on your governing board for many, many years and you know you can bring the best reports to them and do training with them, but to change their attitudes and mind-set is going to be difficult. You need to have their respect and trust and they need to be able to say –you know if she says this then we are able to trust her judgement on this”* (Respondent P, Asian female - 46 years). Preston (2004:85) points out that, unlike the private sector, public sector outcomes are dependent on interagency partnerships, often not easily quantifiable and slow to develop. Business management is built upon a set of economic assumptions, which, when placed inside the socio-political environment of public management, are difficult to maintain. It is the opinion of the researcher that this reality should be part of the relationship between social worker and governing board to make a transition possible.

“Business overstepped its boundaries regarding managing NPOs, cannot apply business principles as is in an NPO, need to adjust and have background on the audiences involved in provision and receiving of service” (Respondent U, Coloured female - 47 years). This seems to be a situation that is observed in various NPO settings, according to Lewis *et al.* (2007:3): *“Many human service workers are being forced to choose either to participate actively in the administration of their own programmes or to leave leadership in the hands of others who may have little understanding of the helping process”*. Participants recommended that board members be trained and orientated to address this situation.

Combining management and governance as part of the transition to NPO manager will ensure better understanding and collaboration between the NPO manager and governing board. The NPO top-level management is governed by an elected governing board.

Infrastructure and direction in terms of the mission and vision of the NPO need to serve as boundaries for the NPO manager within which to operate. The support and guidance of the governing board or lack thereof, was reported to have an impact on the experience of participants in making the transition to managers. The support by some governing boards to attend management training, as well as the skills in business management brought to the governance process by governing board members, was reported to be very valuable in the transition from social worker to NPO manager. The implication is that, in order to continue in the set frame of reference, training in NPO background will provide sustainability when new governing board members are elected. The conclusion can be made that a well-developed NPO will definitely assist a person during the transition from social worker to NPO manager. This would entail that governance structures are in place. The guidelines and a set of minimum requirements for appointing a new NPO manager as part of a succession planning process should be developed and available. To have infrastructure to work in, the policies and procedures regarding the business of the NPO is developed and implemented.

5. THE FOCUS GROUP RESULTS: SUMMARY AND CONCLUSIONS

The three focus groups that were conducted were used as a main source for the data gathered in this study due to the low response rate of the self-administered email questionnaires. Information from the literature study, feedback from interviews with experts, and results from the situational analysis conducted in Mpumalanga were integrated with results from the focus group discussions.

The focus groups were facilitated according to focus group guidelines and provided an opportunity for participants, who were all qualified social workers currently in management positions, to reflect on their experiences of the transition from social worker to NPO manager. This included their identifying those aspects or influences that prepared them to become managers. Participants explored what an NPO could do to facilitate the transition from social worker to NPO manager and what should be included in a model to facilitate the transition. A central concept that was identified by participants in all three focus groups, was the important role that the governing board play as a facilitator in the process of the transition from social worker to NPO manager

Data was analysed and reported upon and also checked against literature and expert opinions.

Three main themes were finally identified:

- Understanding the need for transition – the insight of social workers regarding their personal development throughout their career was very important. The influences of family dynamics, finances, previous work experiences and politics were also highlighted as aspects that influenced the transition from social worker to NPO manager.
- Capacity building and training – there should be a gradual exposure to management training (from 4th-year level) to stimulate the development of managerial skills. The training should be planned within a time frame to facilitate the transition process. Training should encompass both academic knowledge on various topics and legislation within the NPO milieu. It should support the practical application of that knowledge with a mentor to reinforce this process. Processes to advocate for the acknowledgment of management training in the CPD accreditation with the SACSSP are recommended. Orientation as a form of training in the transition process will facilitate social workers to develop a wider, bigger new frame of reference.

Orientation should be planned programmes over a time period and should cover all operations of the NPO. The balance between business ethics as applied within the NPO should be facilitated. The influence of business skills and its implementation in the NPO service delivery should be acknowledged as part of training. The continued support through informal processes like peer group support, mentoring, coaching and supervision from national NPO structures was identified as important factors influencing NPO management.

- Integrating business and governance – the importance of the governance role shared between the NPO manager and the governing board was outlined in focus groups. Added to this, the governing board was seen to be responsible for influencing the strategic direction of the NPO and ratifying the creation of infrastructure – including succession planning for management in the NPO. Formal support through the governance process of the governing board is needed to facilitate the transformation from social worker to NPO manager. The governing board also adds to the management of the NPO by bringing business skills into the management process. Mutual trust and respect between the manager and governing board was advocated.

The data received from participants in the focus groups and various other sources enabled valuable feedback that will be used to develop a model to facilitate the transition from social worker to NPO manager. This model is introduced in Chapter 6.

CHAPTER 6

A PROPOSED MODEL TO FACILITATE THE TRANSITION FROM SOCIAL WORKER TO NPO MANAGER

1. INTRODUCTION

Social workers, internationally, have to make the transition from generic social worker to NPO manager to be effective in the position of managing an NPO. The social worker becoming an NPO manager must develop additional skills and knowledge to be able to fulfil their roles and expectations as manager. When appointed as manager of an NPO (after gaining experience in generic social work practice) the social worker faces various challenges in terms of managing an NPO; past experience must now be integrated to become relevant to the new position. Managing an NPO as a business is not advisable as business is profit driven and NPOs operate mainly on donations and funding. The researcher is of the opinion that applying business principles rigidly to the NPO milieu will deform the character and focus of NPO services. However, integrating specialised business management skills into the unique environment of the NPO is possible and will allow the NPO manager to utilise “the best of both worlds”.

NPO management should ideally be structured and executed within the applicable legislation, often in close cooperation with volunteers and with shared management responsibilities within the realm of board governance. Transition Works (2011:1) is of the opinion that NPOs are often in a situation where leadership transitions go by as underdeveloped opportunities to strengthen the organisation. Transition Works (2011:1) further recommends that founders and visionary leaders should approach the transition process as an opportunity to add capacity and strength, to be able to anticipate the strategic challenges that impact on the staff, board, and community stakeholders during the change in leadership.

This study strived to explore the realities, challenges, opportunities and growth associated with NPO management; the aim was to suggest a model that could facilitate the transition from generic social worker to NPO manager. Based on information and feedback from the literature study, situational analysis and focus groups, as well as feedback from individuals consulted as specialists, this chapter will focus on the development of a model to facilitate this transition.

2. MODEL DESIGN

The development of a model to address the transition from social worker to NPO manager was based on comprehensive information that was gathered on the aforementioned topic. Kühne (2005:1) states that there are many interpretations of the word “model”. For purposes of this study Steimillar’s definition of a model, as cited by Kühne (2005:1-2), was used to define and describe the concept model. This definition was summarised and applied to this study by describing a model as:

- information on something /content and meaning – *social work and management of NPOs;*
- created by someone – *researcher;*
- for somebody – *current and future social workers and NPO structures; and*
- for some purpose – *assistance in the facilitation of the transition from social worker to NPO manager.*

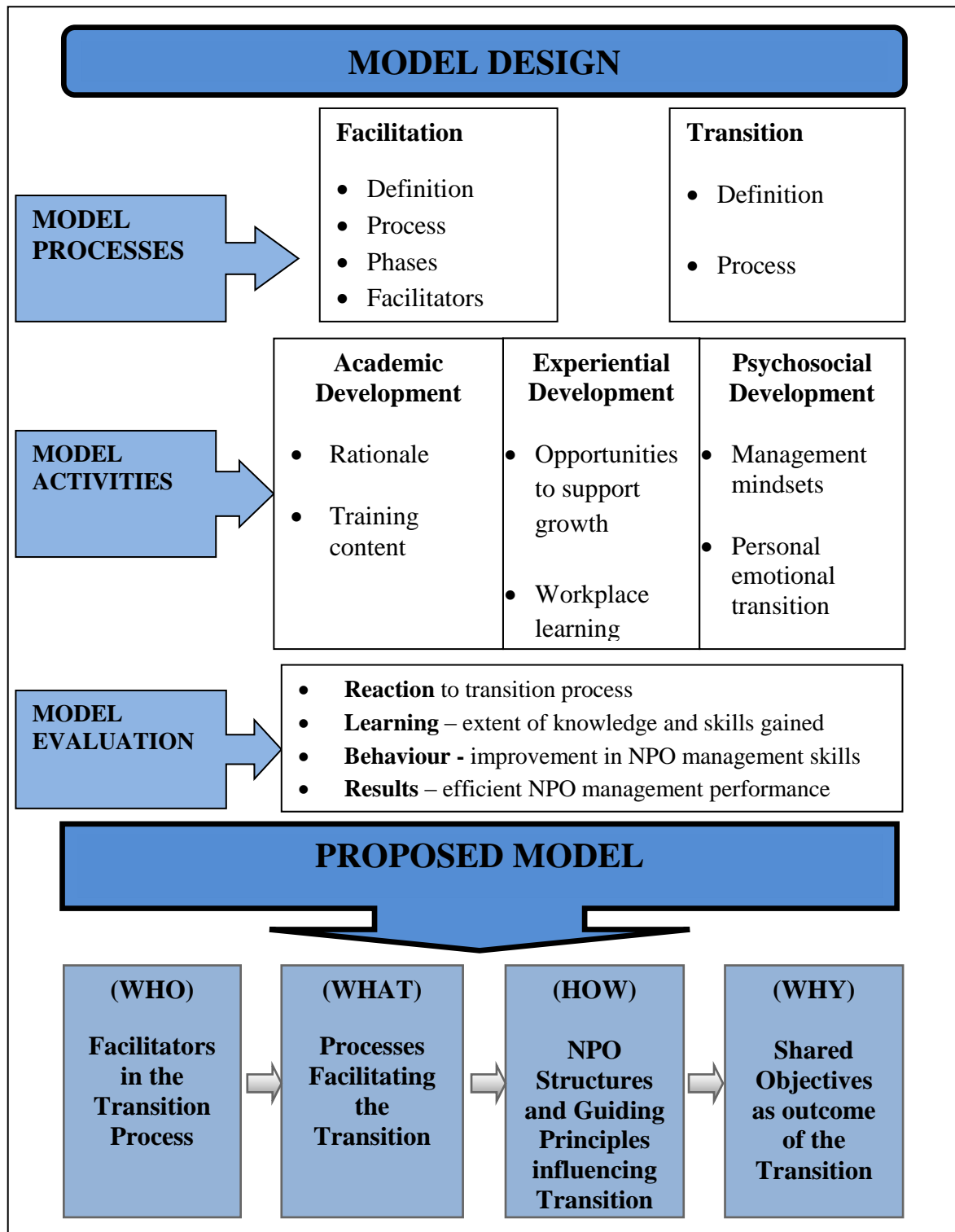
The information collected though this research was structured in Figure 9 to assist the researcher in creating boundaries to develop a model that would facilitate the transition from social worker to NPO manager.

These boundaries consist of three components:

- Model processes;

- Model activities; and
- Model evaluation.

FIGURE 9
SCHEMATIC STRUCTURE FOR THE DEVELOPMENT OF A MODEL FOR THE TRANSITION FROM SOCIAL WORKER TO NPO MANAGER



Source: Developed by researcher

As illustrated in Figure 6, the two concepts **facilitation** and **transition** are focused on as main processes in the design of the model. The information and insights gathered through this research lead to the identification of **academic** development, **experiential** development and **psychosocial** development as activities to be incorporated into the model when it is implemented. To provide feedback regarding the impact of these processes and activities on the transition from social worker to NPO manager, an element of **evaluation** was identified to be included within the model boundaries. Finally, all the above mentioned information was incorporated into a model proposed for facilitating the transition process from social worker to NPO manager.

3. MODEL PROCESSES

As this study focuses on facilitating the transition from social worker to NPO manager, the two most prominent processes involved are facilitation and transition. These two processes will be explored in more detail to explain the dynamics at play when applying them in the context of this study.

3.1 Facilitation

The process of facilitation is explored and described in the next section as the proposed process in the transition from social worker to NPO manager.

3.1.1 Definition of facilitation

According to Sechrest (2003:1) David Sibbet defines facilitation as "*...the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity from all involved*". Facilitation is broadly described by Wikipedia (2011:1) as any activity which makes tasks easy for others.

In the context of this study, facilitation is:

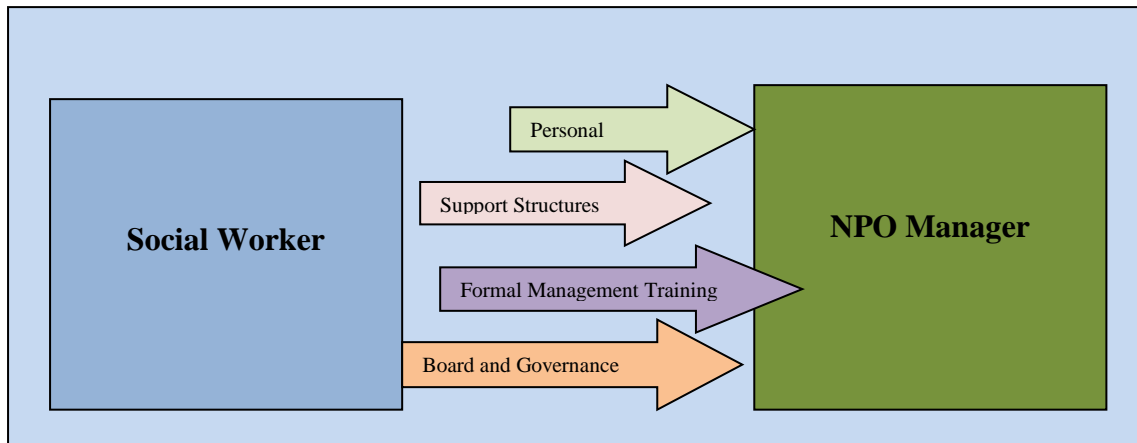
- the art of leading various stakeholders (social work manager, NPO staff and governance board);
- through processes (selection, orientation, training, coaching, mentoring, supervision, support, governance, etc.);
- towards an agreed-upon objective (well-rounded manager in an effectively functioning NPO); and
- in such a way that all participants enjoy ownership and have input into the process that makes the transition from social worker to NPO manager easier.

The outcome of using facilitation as a process in this study would therefore be to achieve synergy within the NPO with its new social work manager.

3.1.2 Facilitation process

Various themes for orientation were identified by participants in the focus groups and gathered from the literature study. These themes were interpreted as influences affecting the facilitation of the social worker's change into an NPO manager. In turn, this change would lead to a new synergy in the NPO. Four main topics were highlighted from all the information available. Figure 10 provides a schematic representation of these four themes and how they influence the process.

FIGURE 10
ORIENTATION THEMES THAT NEED TO BE FACILITATED



Source: Developed by researcher

A social worker's personal experience, growth and development begin when the individual is born. During the course of a lifetime, knowledge, skills, ethics, views, attitudes and opinions develop as result of life experiences. Together, these form a unique personal contribution to a person's career. Training builds on existing knowledge and skills and must be based on the current level of knowledge and skills as well as the perceived need for future additional knowledge and skills.

During the NPO manager's development the governing board and support structures in place will all contribute towards the transition into the NPO manager. Based on an assessment of all the discussed themes, an orientation process can be developed to introduce the social worker to the NPO that will be managed.

Identified phases (as structured by respondents from research processes as well as information gathered from experts and literature) regarding the facilitation of the transition from social worker to NPO manager is discussed next.

3.1.3 Phases in facilitation

When the transition from social worker to NPO managers is facilitated, a transition plan need to be developed based on the unique needs and expectations of the social worker as well as NPO. The following phases as listed in Table 21 can be considered to be included in the transition planning process:

TABLE 21
PHASES IN THE PROCESS OF FACILITATING THE TRANSITION

Phase
Developing a transition plan (scope, cost, deliverables and timeline).
Recruitment (apply minimum requirements for new managers) and selection process of new manager.
Assess new manager's level of knowledge and skills, management style and ability to lead.
Orientation
Clarify expectations
Integration of previous experiences of the social work manager
Development and support processes with the governing board and peers

Source: Developed by researcher based on focus groups feedback

- **Developing a transition plan (scope, cost, deliverables and timeline).**

The transition plan should be developed by the governing board once the NPO manager resigns in order to have a strategy in place that will address the transition of the business management of the NPO to its successors. This includes planning for a change in ownership, management or management structure. Development of a transition plan also involves personal, financial, family, business, and legal issues. Transition planning focuses on identifying and qualifying the right people to take over important roles in the NPO as it becomes vacant. One of the important aspects of a transition plan is succession planning.

According to Business Transition Consulting (2011:1) the process typically entails identifying and then developing promising candidates for promotion, thereby maximize the likelihood of a smooth and successful transition.

- **Recruitment (apply minimum requirements for new managers) and selection process of new manager.**

Data from the research show a recommendation made by participants to include psychometric testing in this selection process. Brueggemann (2002:86) states that business corporations choose persons for managerial positions who seem capable of using informational, economic and material resources, including human components, to reach its goal. Managing an NPO requires a person to be knowledgeable and experienced in the fields described above, but he/she would also need some knowledge about the NPO milieu.

- **Assess new manager's level of knowledge and skills, management style and ability to lead.**

When a social worker is appointed as NPO manager, the level of skills and knowledge regarding the NPO environment and management, as well as the management style and leadership of the social worker must be matched with the requirements of the NPO. It is stipulated by Swanepoel *et al.* (2008:451) that a needs assessment should address three key areas, namely the organisation, the job and the individual.

The researcher is of the opinion that these three areas should also be assessed when facilitating the transition from social worker to NPO manager. Lewis *et al.* (2007:283) suggest that, based on an individual's profile, strategies can be developed to develop and build identified strengths in NPO managers. Planning of additional management training should be conducted based on a needs assessment with the NPO manager.

As Pitse (2002:13) explains, training is a process of empowering people with information and enhancing already existing knowledge to enable better role performance. Social work management training is the process in which social workers are empowered to become managers.

- **Orientation**

According to Lussier (2003:246) orientation is the process of introducing new employees to the organisation and their job. Swanepoel *et al.* (2008:298-299) confirm this and also indicate the importance of developing an orientation programmes for the staff members (in this instance the new NPO manager) that focus on a structured process which will allow the NPO manager to feel at ease and become secure in the new work environment and thus facilitate productiveness. The feedback from the focus groups conducted in this study confirmed these opinions but also indicated that orientation should happen over a period of time and not be rushed. The researcher is of the opinion that sharing information during the orientation process is the cornerstone of building the new NPO manager understands of the tasks ahead. Lussier (2003:246) identifies five important elements that should be included in the orientation programmes: (i) Organisation and department functions, (ii) job tasks and responsibilities, (iii) standing plans, (iv) tours, and (v) introduction to co-workers. If this process is well-developed, it will allow the new appointee to place her/himself within the boundaries of the organisation.

- **Clarify expectations**

Weinbach (2003:12) stipulates that management is not the primary responsibility of a senior person or group of individuals.

There is an indication that it is a responsibility shared by various role players. As interpreted by the researcher, in an NPO environment, management is shared between the NPO manager and the governing board. The NPO manager is responsible for the daily operations of the NPO whilst the governing board needs to govern the affairs of the NPO. The sharing of expectations in management should be continuous and regular. An NPO is a dynamic environment and expectations cannot be set in stone. According to Lewis *et al.* (2007:285) the facilitation of a group process between the new manager and team will contribute towards having a successful work environment in an NPO. This will ensure that management forms part of the whole organisation but is controlled by the appointed NPO manager.

- **Integration of previous experiences of the social work manager**

There should be a process that allows the social worker to integrate skills regarding service delivery and interaction with others to develop into management skills. The previous experiences and possible role model the social worker had within the NPO milieu may influence the transition from social worker to NPO manager. Understanding the impact of these previous experiences will allow social workers to grow and apply this knowledge in their new role as NPO manager.

- **Development and support processes with the governing board and peers**

The development of the newly appointed NPO manager can be supported through a combination of various opportunities amongst the governing board and peer group (mentoring; coaching; training and consultation with experts)

The transition from social worker to NPO manager can be facilitated by implementing the phases as discussed above. These processes are based on information from the research conducted in this study, and provide practical guidelines toward this transition process.

3.1.4 Facilitators

The facilitators or role players in the facilitation process need to be clearly identified. According to American Society for Training and Development (ASTD) (2007:1), a facilitator guides the learning destination of adults and equips the learners for self-development and continuous learning. A facilitator is described as “*one who contributes structure and process to interactions so that groups are able to function effectively...*” (Wikipedia, 2011:3). In the context of transitioning from social worker to NPO manager, the following facilitators were identified by reviewing the data collected in this study and are summarised in Table 22.

TABLE 22
POTENTIAL FACILITATORS AND THEIR ROLES

Facilitator	Discussion of Facilitation Roles
The social worker (new manager)	The social worker/new manager must apply his/her mind and actively participate in personal development processes as manager.
The organisation (NPO)	The NPO has an organisational culture, history, existing relationships and networks, as well as staff that play a role in facilitating the transition from social worker to NPO manager.
The Governing Board	The elected governing board is responsible for the selection and appointment of the NPO manager as well as governance of the organisation and has a vast influence on the transition of the social worker to NPO manager
Training institutions/ structures	Provide formal training opportunities within the social work milieu as well as from other management training sectors to develop the skills and knowledge required to manage an NPO
Peer group (NPO environment).	The support and experience of colleagues and peers in the NPO environment and the influence of benchmarking plays a role in facilitating the management transition process.

Source: Developed by researcher based on focus groups feedback

The researcher wants to point out that not all facilitator's are involved in the transition process at the same time; the level of involvement and contribution of each of the identified facilitators may also differ from facilitator to facilitator.

3.2 Transition

Transition, as one of the primary process involved in this model development and design will be discussed in terms of definitions and the phases involved in this process in the next section.

3.2.1 Definition of transition

According to YourDictionary.com (2011:2) transition can be defined as “*a passing from one condition, stage, activity, place etc. to another and the period of such passing*”. Ibarra (2004:10) refers to the following two writers, namely Levison's definition of transition as “*the process of simultaneously leaving one thing – a role or identity, for example – without having fully left it, while at the same time, entering another, without being fully a part*”, and Louis who refers to career transition as “*... the period during which an individual is changing orientation to a role already held, suggesting a process of change and the period during which the change is taking place*”. From these definitions the conclusion can be drawn that transition implies a change in situation which requires the person making the transition to change his/her orientation during a specific period of time.

3.2.2 The process of transition

Bakken (2006:1) points out that the process of adapting to a new role in management takes time. It is the researcher's submission that the process of transition in management implies increased responsibilities and change in the relationship with co-workers.

Bakken (2006:1) claims that priorities, concerns, worries and goals change as a manager adjusts to the new role. Understanding the challenges ahead will ease the way. This statement was confirmed by comments from participants during focus group discussions; they agreed that “understanding the challenges” would ease the transition of the social worker to NPO manager.

Ibarra (2004:10) describes transition as a “rite of passage” with three phases, namely separation, transition, and incorporation. Alternatively, a model consisting of endings, a neutral zone (in between) and beginnings are presented as transition process. The researcher is of the opinion that these phases can be applied to the transition process examined in this study.

The researcher summarised the phases of the transition process described by Ibarra (2004:10). This summary is subsequently presented and applied to the transition from social worker to NPO manager:

- Separation Phase - (Ending)

When the social worker makes the choice to move on to an NPO management position, the separation (ending) phase is entered. The social worker starts thinking of possible career alternatives, in this instance within an NPO and in the management milieu. Some degree of preparation and orientation within “the self” is needed to become a credible candidate in this newly anticipated career environment.

- Transition Phase - (Neutral zone: in between)

The social worker begins to take on the identity, attitude and relationships of the next role (NPO manager). Transition periods have unique characteristics and time frames based on the experience and personality of the social worker, as well as the needs and functioning of the NPO where he/she will be the new manager. One foot is in the “old” social work position and the other in the “new” management position.

- Incorporation Phase - (Beginnings)

This entails the extent to which the person and the organisation engage in mutual adjustment. The new NPO manager is orientated regarding the expectations and boundaries of the NPO as determined by the governing board. The process of taking on and assuming the role and responsibility of NPO manager is implemented. Mutual integration and adaptation between NPO manager, governing board and the organisation itself is taking place.

Understanding the process that forms part of the transition from social worker to NPO manager allows individuals to identify their own process of transition. As this transition has been described as a process over time, it is important to notice that the pace of each individual to completion of the process will be different. However, being able to position a social worker in this process as he/she enters a new career will assist him/her in developing insight and taking personal ownership of the process.

4. MODEL ACTIVITIES

In order to facilitate the transition from social worker to NPO manager, three activities were identified for implementation of the process, namely:

- Academic development;

- Experiential development; and
- Psychosocial development.

These three activities will be applied to assist as developmental processes and tools in the transition from social worker to NPO manager.

4.1 Academic Development

One of the processes that was highly emphasised throughout this study was the training of social workers, as well as the creation of opportunities for specialised NPO and business management skills training. The researcher holds the opinion that training is a crucial underlying factor to the total transitioning process from social worker to NPO manager, and therefore training in the social work sphere will be focussed on next.

Understanding the rationale behind training, the theoretical foundation of training, the learning process, and what to include in the training process will allow the contextualisation of training as part of the transition from social worker to NPO manager.

4.1.1 The rationale behind training social work managers of NPOs

According to Coulshed and Mullender (2006:13) the relevance of managerial studies for social work managers lies in helping them to see when systems are at fault and when standards are not good enough and need improvement. Specialized management training for social workers in NPOs is therefore necessary and should focus on the unique NPO environment.

Patti (2003:5) states that much of the fundamental knowledge in management is found in the business and public administration fields.

To capitalise on the available knowledge, a process of learning is essential for enabling managers to build and develop management skills on existing personal and technical skills acquired by social workers. The application of management skills to the NPO environment is therefore crucial.

Social work NPO training should take place on a continuous basis – not as an isolated event. The SACSSP (2003:2) supports the provision of quality services to individuals, families, groups, and communities, on a continuous basis and through the process of continuing professional development (CPD).

CPD is an international and national means of ensuring that professions keep pace with developments and advances in their field and discipline (SACSSP, 2003:2). The CPD process enables professionals to become aware of new challenges regarding knowledge, skills and competencies, which enables them to respond to the dynamic developments and needs in the community. The CPD accreditation in South Africa is currently a compulsory system with the SACSSP (2003:1) and the social work NPO management training proposed in this study might be suitable for CPD accreditation.

Social work NPO management training programmes will have to be adapted continuously to keep up with the training needs of social workers in this field. Social workers in managerial positions are people who have acquired a previous qualification, gained some experience in practice and life, and need to integrate all this with new knowledge and experience as managers. Training can be seen as a way of communicating knowledge and experiences.

Pitso (2002:39) states that training, like daily living, increases our knowledge and understanding of the people and things that surround us.

Training aims to communicate new knowledge, skills acquisition, and changing attitudes and should take the following aspects in consideration when it is conceptualised and planned (Healthlink Worldwide, 2009:1):

- The rationale behind the training;
- The assessment of training needs;
- Decisions on who should be trained and who should be the trainer;
- Selecting different training methods;
- Developing or choosing training content and materials; and
- Evaluation, follow-up and support.

According to information gleaned from the research, the training of social work managers requires a starting point that focuses on the principle of adult teaching that results in practiced-based learning. This implies that all learners have previous knowledge and practical experiences that form valuable contributions to any training programmes or process. The researcher is of the opinion that a training programme should acknowledge the previous experiences in management and should serve as a basis upon which new learning is planned and facilitated. The training content that needs to form part of this process will be explored next.

4.1.2 Training content

The training required to expand an NPO manager's skills and knowledge regarding the NPO environment will be an individual process for everyone. However, as explored in Chapter 3 during the literature study, the work of Mary Parker Follett (a pioneer social worker who influenced management) was highlighted.

Follett described the approach of the organisation as hierarchical and included the influence of human relationships in this hierarchy as important. The researcher supports the application of the human relationship principle within the NPO hierarchy (governing board, NPO manager, NPO staff and volunteers).

Cronje (1998:104) describes the Empowerment Model for social work management as it exists within the current NPO sector in South Africa. The two most important components of social work intervention in welfare agencies and non-governmental agencies identified in this model are empowerment and capacity building. According to this model, the manager of the NPO (in this instance the social work manager) has a special responsibility to encourage and promote staff development, but should also involve the client base in decisions on service delivery and planning (Cronje, 1998:104 -107).

When viewing the Empowerment Management model within the principles of hierarchy and human influence, as described by Follett, it should definitely include elements of management principles and various management schools of thought in the content of social work management training. As each NPO is unique in its focus and the services it provides, it should build its learning content on the needs of the NPO. The influences of human relationships in the NPO structure should be acknowledged when selecting the training content to suit a social worker transitioning into an NPO manager.

Governing boards, executive directors and managers at all levels have to better understand the practical value of a healthy social service and organisational culture as a means not only to achieving higher employee satisfaction and morale, but also fulfilling their promise of a better community.

From the research conducted in the situational analysis and focus groups, the capacity-building curriculum (Chapter 5) indicated three main areas as important in training content:

- NPO specialist management training combining the governance process with the management role;
- Differentiating management and leadership – strategic thinking, vision and mission, and
- Specific training (information systems, Consumer Protection Act, social work specific legislation, finance and taxation law, labour law, services-specific laws, time management, supervision, programmes design and management, planning, monitoring, evaluation and reporting, management ethics and management theories and styles).

The content cited above forms part of a more holistic representation on management training. When planning or selecting training for assisting and facilitating the transition from social worker to NPO manager, the inclusion of these topics is recommended.

The statement by Lewis *et al.* (2007:292) that managerial excellence requires not only technical mastery of the management functions but also the ability to address social, cultural and political dimensions, illustrates that no curriculum for managers could ever be complete; the environment with its beliefs, ethics, values, tradition and customs will never be complete and will always influence the manager's decisions and actions. Curricula on management training will therefore always be open and lenient to allow effective and relevant training of managers in an era of welfare services. The practical application of the knowledge gained from attending training will lead to the development of skills and self-confidence as a manager.

Having guidance during the process of developing management skills will enhance this process of growth. The experiential development that forms part of the transition process will be explored in the following paragraphs.

4.2 Experiential Development

While the importance of building the academic capacity of an NPO manager cannot be overlooked, there must be a process that integrates practical experience and implementation of newly-acquired knowledge into the context of NPO management. The research participants identified various activities like guidance, coaching, teaching, mentoring and counselling as possible ways to provide practical opportunities for skills development in the transition from social worker to NPO manager.

4.2.1 Opportunities to support growth

The researcher is of the opinion that implementing the knowledge gained on a topic through academic training will allow for specialised skills to develop and grow. As reported from focus groups and questionnaires, there are various ways to provide these opportunities to NPO managers in order to develop and grow management skills. Robert Dilts (2003:179, 237) provides a comprehensive differentiation of the opportunities for supporting growth and development in individuals. These opportunities are highlighted and applied to the NPO management milieu below:

- **Guidance:** the process of directing an individual or a group along the path leading from the present state to a desired state (*from being a social worker to becoming an NPO manager*);

- **Coaching:** helping another person to improve awareness, to set and achieve goals in order to improve a particular behavioural performance (*specifically in the NPO environment as NPO manager*);
- **Teaching:** helping an individual or group develop cognitive skills and capabilities (*related to management in the NPO milieu*);
- **Mentoring:** helping to shape an individual's beliefs and values in a positive way; often a longer-term career relationship from someone who has 'done it before' (*peer group support – Welfare Forums*); and
- **Counselling:** helping an individual to improve performance by resolving situations from the past (*integrating previous experiences in the NPO milieu*).

The development suggested above can be used in addition or in place of training. The learning process has the option of being intentional and planned to focus on a specific learning area or unintentional and unplanned where an opportunity presents itself to grow and is utilised by the NPO manager.

4.2.2 Workplace learning

Apart from the supportive processes that can be implemented to create opportunities for skills development and growth, there are also opportunities that present themselves in the workplace on a daily basis, providing experiences to learn from. The types of workplace learning, as described by Colley and Malcolm (2011:18), are displayed and explained in Table 26.

TABLE 23
TYPES OF WORKPLACE LEARNING

	Intentional or planned learning	Unintentional or unplanned learning
Learning which is already known to others	Planned learning of that which others know	Socialisation into an existing community of practice
Development of existing capability	Planned / intended learning to refine existing capability	Unplanned improvement of on-going practice
Learning that which is new in the workplace (or treated as such)	Planned / intended learning to do that which has not been done before	Unplanned learning of something not previously done.

Source: Colley and Malcom (2011:18)

According to the information above there are three levels of knowledge acquisition and experience in the workplace.

The first level includes the situation of learning information which is already known to others in the NPO. Examples of this information may include the governance process and governing board, experiences from other NPO managers (peer group) and service-specific information that government departments are well-acquainted with. This learning could be planned and intentional like attending a workshop, or social, as during networking events and meetings.

Secondly there is an opportunity to develop existing capabilities. The social worker has existing capabilities that can be expanded and developed into the management and NPO milieu. Attending specific management training will be the result of a planned learning process. However, the toning of skills while implementing management provides an informal situation where learning can take place.

Finally, learning that which is new in the workplace (or treated as such) also provides opportunities for formal and informal learning within the NPO management field. Understanding how mentoring, coaching, training and consulting compare to each other will provide the social worker with the opportunity to select the most appropriate support process to best facilitate the transition from social worker to NPO manager.

4.3 Psychosocial Development

Becoming an NPO manager does not happen by chance. Respondents from focus groups stated that it was a choice made by the social worker to become an NPO manager. This choice is only the first step in the emotional development that forms part of the transition from social worker to NPO manager. A “mind change” is required to transform from therapist, generic social worker, community developer, colleague, supervisor, etcetera, to becoming the “boss”; taking full responsibility for all aspects of NPO operations and shared governance of the NPO.

4.3.1 Management mind-sets

As described in Chapter 3, Gosling and Mintzberg (2003:1-7) identified five mind-sets that influence leadership, namely:

- Managing yourself – the reflective mind-set;
- Managing organisations – the analytical mind-set;
- Managing context – the worldly mind-set;
- Managing relationships – the collaborative mind-set; and
- Managing change – the action mind-set.

Becoming aware of these different areas of functioning (mind-sets), forms part of the transition from social worker to NPO manager.

Feedback from focus groups indicated that becoming an NPO manager is a gradual process of emotional adjustment and change based on previous experiences. In an attempt to define the emotional processes involved in these mind-sets, the process of emotional transition is presented next.

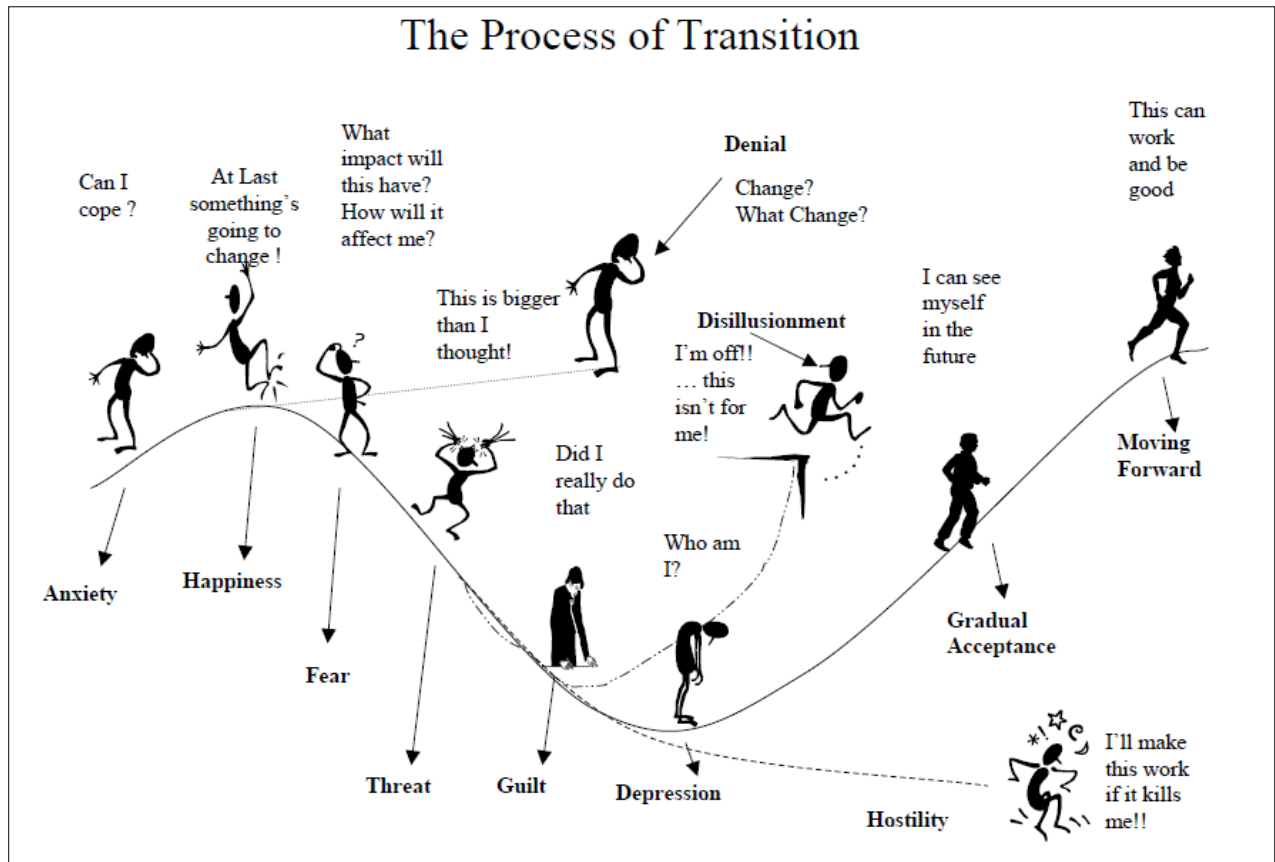
4.3.2 Personal emotional transition

Fisher (2003:1) describes the emotional processes experienced in transition and the researcher is of the opinion that this psychosocial process can be applied to the transition as experienced by a social worker when becoming an NPO manager.

According to Fisher (2003:1) the rate of transition depends on the social worker's self-perception, locus of control, and other past experiences and how these factors combine to help social workers create future expectations as NPO managers.

It is the researcher's opinion that a lot of the processes of personal transition happens subconsciously. The emotional processes as illustrated in Figure 13 and discussed by Fisher (2003:3-7) will be the focus of the next section. The researcher will apply this process to the transition of the social worker/NPO manager.

FIGURE 11
THE PROCESS OF PERSONAL TRANSITION



© John Fisher's Transition Curve 2003. Diagrams and personal change theory from www.businessballs.com. (Source: Fisher 2003: 1).

The transition curve above provides a graphic impression of the process that forms part of the emotional transition of the NPO manager. The process from Fisherman above is discussed in reference to the social worker making the transition to NPO manager.

TABLE 24
EMOTIONAL TRANSITION

Phase	Researchers application to transition from social worker to NPO managers
<ul style="list-style-type: none"> Anxiety –"Can I cope?" 	The awareness of the promotion from social worker to manager can lead to anxiety when the individual realises the new NPO management position is outside one's range of understanding or control. This could be due to not having enough information to anticipate being a manager within the NPO. Social workers are unsure of how to behave in the new position.

Phase	Researchers application to transition from social worker to NPO managers
	Focus group feedback concurred with this opinion and indicated a need to be able to adjust from doing therapy to becoming managers.
<ul style="list-style-type: none"> Happiness – “At last something is going to change!” 	<p>The newly appointed social worker realises that others share his/her need for additional orientation and training and experiences feelings of relief and happiness. The impact of this realisation is two-fold. At the basic level there is a feeling of relief that change will happen due to influences from the governing board, training and peers; on a strategic level there is an empowerment process allowing the social worker to become a part of the NPO and be able to manage it.</p> <p>Social workers expect and anticipate a bright future, placing their own value system into the change and seeing themselves succeeding. The organisation needs to manage this phase and ensure unrealistic expectations are managed and redefined in the organisation’s terms without alienating the individual. If the social worker does not grow through this process, denial will follow.</p>
<ul style="list-style-type: none"> Denial – “Change? What change?” 	<p>When there is no insight into the need for additional management training and orientation in the NPO environment, the social worker is in denial. This is defined by the failure to accept any change and denial of any possible impact on the social worker. Social workers keep acting as if the change has not happened, using old practices and processes and ignoring evidence or information contrary to their belief systems.</p> <p>The transition curve clearly shows that it is important for a social worker to understand the impact the change will have on their own personal values and believes systems; once they realise the implications for their self-perception, the transition to NPO manager can begin.</p>
<ul style="list-style-type: none"> Fear – “What impact will this have? How will this affect me?” 	<p>The awareness of an imminent change in one's core behavioural system leads to fear. Social workers appointed as NPO managers will need to behave in a different manner and this will have an impact on both their self-perception and how others (like staff) see them.</p>
<ul style="list-style-type: none"> Threat – “This is bigger than I thought!” 	<p>When the total transition about to happen is understood by the social worker, it results in fear of the unknown.</p>

Phase	Researchers application to transition from social worker to NPO managers
	This involves the awareness of an imminent comprehensive change in the social worker's core behavioural structures (generic social work / therapy to management). This includes perceiving a major lifestyle change, one that will radically alter the social worker's future choices and other people's perception of them. Social workers (new managers) are unsure as to how they will be able to act/react in what is, potentially, a totally new environment.
<ul style="list-style-type: none"> • Guilt – “Did I really do that?” 	Feeling guilty is the result of the awareness of dislodgement of self from one's core self-perception. The researcher is of the opinion that often loyalty to the social work profession is acutely experienced and making the transition to NPO management results in guilt. Once the new NPO managers begin exploring their self-perception – how they acted/reacted in the past and looking at alternative interpretations – they begin to re-define their sense of self. This, generally, involves identifying what their core beliefs are and how this are changing and adapting (e.g. treating co-workers as employees).
<ul style="list-style-type: none"> • Disillusionment – “I’m off! ...this isn’t for me!” 	If the social worker cannot make the transition from social worker to NPO management it creates a sense of disillusionment. The awareness that values, beliefs and goals are incompatible with those of the NPO or management milieu will result in a situation where a social worker must make a decision regarding their future. The pitfalls associated with disillusionment are that the NPO manager becomes unmotivated, unfocused and increasingly dissatisfied. He/she gradually withdraws his/her labour, either mentally (by just "going through the motions", doing the bare minimum, or actively undermining the change by criticising/complaining) or physically by resigning.
<ul style="list-style-type: none"> • Depression – “Who am I?” 	This experience is characterised by a general lack of motivation and confusion. NPO managers are uncertain as to what the future holds and how they can fit into the future "world".
<ul style="list-style-type: none"> • Hostility – “I’ll make this work if it kills me!!” 	Hostility is the result of a continued effort to validate social predictions that have already proved to be a failure. The problem here is that NPO managers continue to operate processes that have repeatedly failed to achieve a successful outcome and are no longer part of the new process.

Phase	Researchers application to transition from social worker to NPO managers
	During the focus group discussions hostility was observed towards changes implemented by government regarding various service provisions (e.g. “they are only creating more paperwork for us”). Hostility towards being a manager was also displayed in the expressed preference to continue with therapeutic work instead of the managerial tasks assigned to an NPO manager. As a result of promotion/salary increase the social worker is “trapped” into management.
<ul style="list-style-type: none"> • Gradual acceptance – “I can see myself in the future.” 	Being able to experience a process where the transition from social worker to NPO manager leads to the gradual acceptance of this role. The social worker has grown and developed skills in management and becomes more confident in the role of NPO manager.
<ul style="list-style-type: none"> • Moving forward – “This can work and be good.” 	When the process of transition is completed and the social worker has grown into becoming a well-rounded, confident NPO manager, the individual regains the ability to see the future as positive.

Source: Application of focus groups feedback based on Fisher (2003: 1)

To understand the emotional transition as described above and how it is motivated within the social work/NPO management milieu provides a process of personal growth and development for the social worker/NPO manager. The individual is now able to make the transition from social worker to NPO manager. The phenomena described in Table 27 do not necessarily apply to all managers: it is merely a projection of emotional processes that occur during transition. The aim of these descriptions is to assist in identifying each person’s “emotional road” to becoming an NPO manager. However, the NPO manager cannot understand and interpret the growth and development taking place without evaluating and measuring the level of influence the transition process. The implementation of an evaluation process will be discussed next.

5. MODEL EVALUATION

In order to monitor the transition from social worker to NPO manager in terms of management skills, development, personal adaptation and performance, a process of evaluation is needed.

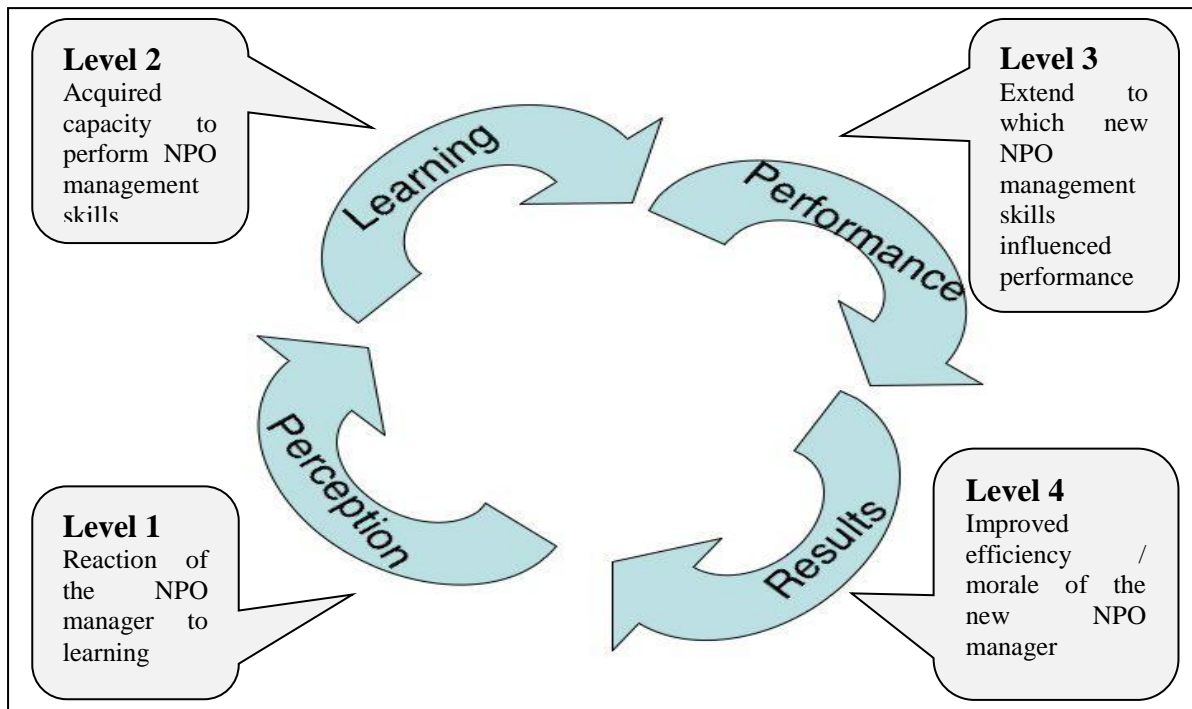
This evaluation process should be structured to include specific measuring criteria and a set time frame. Such criteria could be developed by a consultant on an *ad hoc*-basis, or by the governing board and NPO manager. The social work manager should also do a formal evaluation of any kind of training he/she attends.

The researcher suggests that evaluation processes in this context be kept simple but focussed, and motivates that the process be based on Kirkpatrick's four-level evaluations as described by Clark (2011:1). These levels are:

- Level 1 – Reaction (*of the NPO manager to the learning process*);
- Level 2 – Learning (*capacity to perform learned skills while in the position*);
- Level 3 – Behaviour/performance (*the extent to which the new NPO manager gained knowledge and skills*); and
- Level 4 – Result or impact (*efficiency / morale of new NPO manager*).

This process of evaluation will provide feedback on the manager's progress during the transition phase as well as assist in identifying the areas where additional support and training is required. Clark (2011:1) describes the interactive feedback process, consisting of four levels, in Donald L. Kirkpatrick's evaluation model, as illustrated in Figure 12.

FIGURE 12
KIRKPATRICK'S EVALUATION MODEL



Source: Researcher applied NPO information to figure from Clark (2011:1)

The interrelated feedback process will be highlighted next.

5.1 Level 1: Reaction

As identified in Chapter 5, participants indicated that existing knowledge and experience should form part of the evaluation for training needed in NPO management. Based on previous experience, and in consultation with the social worker, a training programme is developed to address training needs. Evaluation, as suggested in Figure 14, measures how the social worker/NPO manager reacts to the management training. This level is often measured with attitude questionnaires and tests one thing: the social worker/NPO manager's perception (reaction) to the process. Social workers /NPO managers are often keenly aware of what they need to know to accomplish the task of developing in management. If the training programme fails to satisfy their needs, a determination should be made as to whether it's the fault of the transition programmes design or the way it was presented.

If a learning package is of sound purpose and design, then it should support the social worker/NPO manager in bridging a performance gap.

5.2 Level 2: Learning

This refers to the extent to which the social worker/NPO manager has changed in terms of attitude, improved management knowledge, and increased management skills as a result of participating in the learning process. It addresses the question: *Did the participants learn anything?* Measuring the learning that takes place in a training programme is important in order to validate the learning objectives. Evaluating the learning that has already taken place typically focuses on such questions as:

- What knowledge was acquired?
- What skills were developed or enhanced?
- What attitudes were changed?

5.3 Level 3: Behaviour / Performance

This evaluation involves testing the social worker's capabilities to perform learned skills while on the job (managing the NPO), rather than in the classroom. Level three evaluations can be performed formally (testing) or informally (observation). It determines whether the correct performance is now occurring by answering the question, "Do people use their newly acquired learning on the job?" In Kirkpatrick's original four levels of evaluation, this level is labelled "behaviour". However, behaviour is the action that is performed, while the final result of the behaviour is the performance.

It is important to measure performance because the primary purpose of training is to improve results by having the social worker/NPO manager learn new skills and knowledge and then actually applying them to the management position. Learning new skills and knowledge is no good to an organisation unless the social worker/NPO manager actually uses them in their work activities. Since level three measurements must take place after the social worker/NPO manager has attended training and returned to work, the actual level three measurements will typically involve someone closely involved with the learner, such as the governing board.

5.4 Level 4: Results

This refers to the final results that occur. It measures the effectiveness of the transition model, that is, “What has the transition model achieved?”. These impacts can include such items as monetary, efficiency, moral and teamwork impacts. On level four the evaluation process becomes more difficult and time-consuming, as it includes the impact of the transition from social worker to NPO manager.

This process would follow after the transition phase has been completed over time. The researcher would suggest that this level of evaluation be conducted by an objective party (e.g. consultant). The higher levels of evaluation provide information that is of increasingly significant value.

As level one is the easiest to measure, it might be the type of measurement most frequently used by NPOs, although it provides the least valuable data. Measuring results that affect the organisation (such as the transition of its manager) is often considerably more difficult, and therefore it would probably be conducted less frequently.

The researcher motivates that the governing board and NPO manager should plan and implement level 4 evaluations, as it yields the most valuable information on the transition process. The outcome of a level 4 evaluation could potentially have a huge impact on assisting the social worker with the transition to becoming an NPO manager.

6. THE PROPOSED MODEL

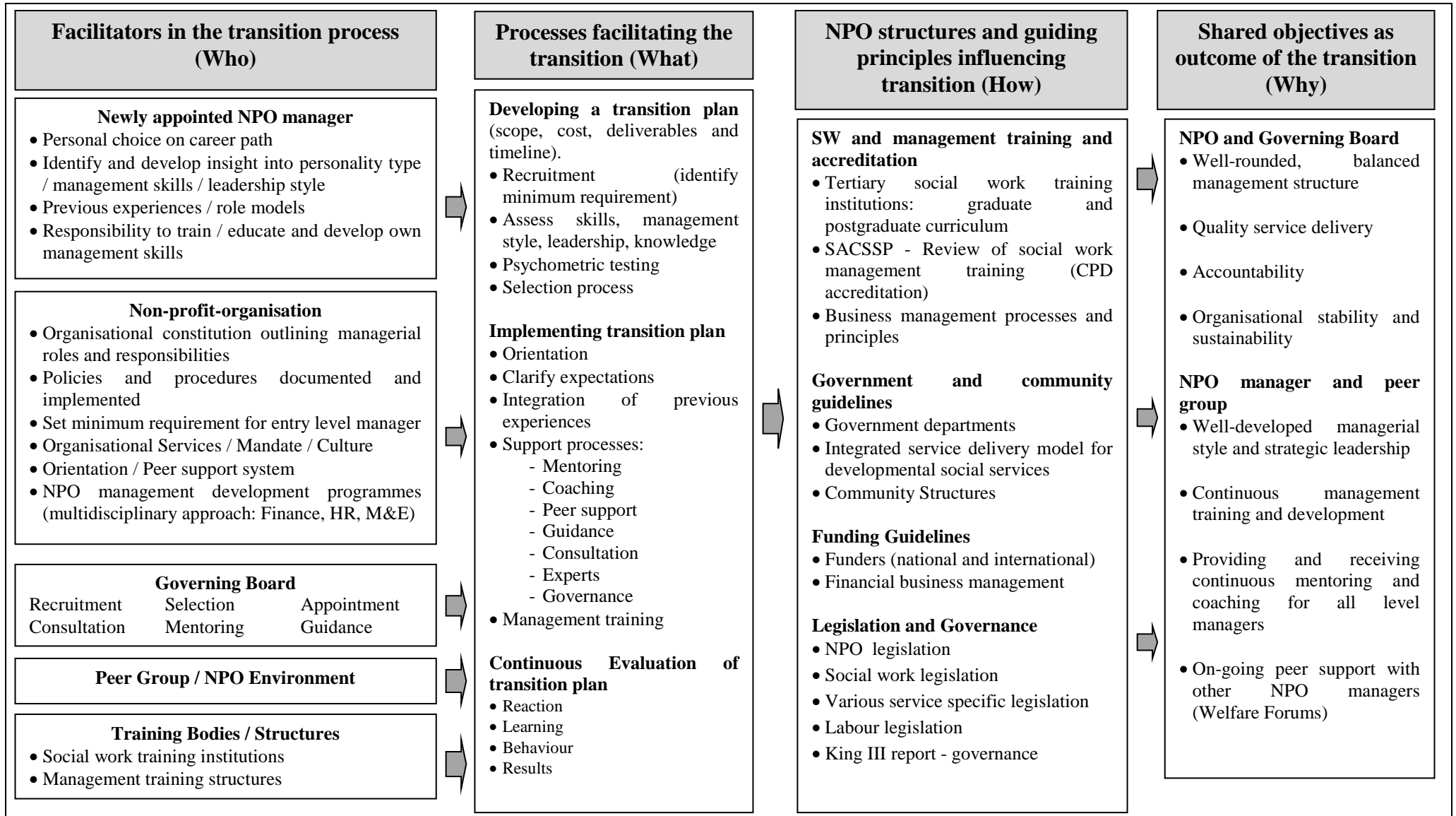
The main goal of this study was to explore the existence of orientation and training programmes to facilitate the transition from social worker to NPO manager with the aim of developing a model to facilitate this transition. In Figure 9 the information gathered throughout this study was combined into a schematic structure defining the boundaries of the transition model to reach the goal of this study. Based on the structure in figure 9, a model for the transition from social worker to NPO manager was developed.

The proposed model is based on the following concepts:

- Who? Facilitators in the transition process
- What? Processes facilitating the transition
- How? NPO structure and guiding principles influencing the transition
- Why? Shared objectives as outcome of the transition

The proposed model is portrayed in Figure 15, and a systematic discussion of all the aspects included in this model will then follow.

FIGURE 13
SUMMARY OF THE PROPOSED MODEL



The research information from this study was summarised to be included in the proposed model. A summary discussion of the model follows.

6.1 Who? Facilitators in the transition process

A range of five possible groups of facilitators were identified from research information in the transition model:

- the newly appointed NPO manager;
- **non profit-organisation** where the social worker is appointed as manager;
- the **governing board** who is appointing the new NPO manager;
- the **peer group / NPO environment**; and
- **training bodies/structures**.

These facilitators do not all have to be a part of the process to assure a successful transition. Involvement of facilitators will be based upon the identified developmental needs of the social worker as well as the organisational development.

6.2 What? Processes facilitating the transition

The second aspect that was identified as part of the transition model was the processes that facilitated the transition. These processes include the development, implementation and evaluation of the transition plan.

6.2.1 Development of a transition plan

- Based upon the identified needs of each individual social worker's development as well as processes as set out in the model, a **transition plan** must be developed for the NPO manager to facilitate the transition.

- The governing board is the role player who will **recruit and appoint** a new NPO manager.
- Understanding the importance of **minimum requirements** for the position as part of the recruitment process cannot be underestimated. This is the first building block for the preparation of the transition from social worker to NPO manager. Having unclear expectations and appointing someone who does not fit into the NPO management milieu will impact negatively on the transition process.
- The governing board will determine the extent to which a **selection process** will be implemented (**assessment of skills, management style, leadership and knowledge**).
- The use of **psychometric testing** was suggested from the research process to assist with matching the candidate within the unique character and culture of the NPO.

6.2.2 Implementation of the transition plan

- An **orientation programmes** provides the first information to the new NPO manager and was cited in the research to be a crucial process during the transition. This orientation programmes needs to not only inform the new manager but also provide opportunities to meet staff, role players and stakeholders in the service delivery of the NPO.
- Enough time should be allowed for the NPO manager to take all the information in and to request the repetition of information. Mutual **expectations** between the governing board and NPO manager must be clarified.
- The **previous experiences** that the new manager brings to the NPO can be integrated and appreciated as part of the transition process.

- The process of transition cannot take place without support and guidance, and the research identified **mentoring, coaching, peer support, guidance, consultation, experts** and **governance** as methods to provide opportunities for experiential development and implementing knowledge to develop new skills.
- These training processes need to be combined with **management training** to provide specific business management skills. However, business principles do not fit into the NPO character and need to be integrated with NPO-specific practices and culture.

6.2.3 Continuous evaluation of the transition plan

Throughout the transition process, there must be **continuous evaluation** and feedback to ensure that the transition is effective and to assist in providing the necessary growth and development to the social worker/NPO manager. The four levels of evaluation are:

- Reaction of the NPO manager to the transition process;
- Learning that takes place as part of the transition process;
- Behaviour or performance that is changing due to the transition process; and
- The observed results of the implementation of newly acquired management skills and knowledge.

Feedback regarding these four levels should be provided to influence the transition plan as the needs for development and training changes during transition.

6.3 How? Structure and guiding principles influencing the transition

Within the NPO milieu, various structures and guiding principles were identified playing a determining role in the transition of a social worker to become an NPO manager. The transition to becoming a manager needs to happen within the boundaries set out by these structures to ensure the NPO and its manager comply with these important guiding principles.

6.3.1 *Social work and management training and accreditation*

- The foundation of being a social worker is laid during graduate social work training at **tertiary social work training institutions according to graduate and postgraduate curricula**. Research in this study indicated that social workers bring various skills and knowledge from the social work profession into the management arena when appointed as NPO manager.
- These basic skills need to be complemented with business management skills. The attendance of management training programmes and **CPD accreditation** of this training can be facilitated with the SACSSP (2003:3). It is an important way of developing and building on existing experience of the NPO manager.
- Integration of **business management principles** into the NPO milieu will place the NPO manager on a managerial platform that will allow professional management of NPO affairs.

6.3.2 *Government and community guidelines*

- The integration of services with the regulations of various **government departments** who work as stakeholders or partners of the NPO is essential. This is because NPO services need to be in line with the South African Governmental (SAG) structure and vision (e.g. Programmes for Orphaned and Vulnerable Children aligned to the objectives of the SA National Strategic Plan on HIV/Aids).
- As an overall guideline for NPOs the Department of Social Development has provided the **Integrated Services Delivery model for Developmental Social Services**, which provides a comprehensive guideline to all NPOs on developmental social services. Therefore the NPO manager should understand who the SAG partners are and how its policies and procedures influence the services of the NPO.

- The NPO manager's development of skills to conduct baseline studies and community needs assessments are very important, as this process allows for building partnerships and collaboration with **community structures** and engaging with communities to ensure services rendered are in line with the needs of the community.

6.3.3 Funding guidelines

- The ability to build relationships with **national and international funding** streams allows the NPO to survive. Often sustainability is only created through diversifying funding sources and this is one of the key responsibilities of the NPO manager. To be able to navigate this complex financial process and build trust relationships with various funders, there is a definite need for understanding the funding guidelines and processes as they apply to each funder. The NPO manager should invest in developing these skills as a matter of priority.
- Managing the financial affairs of the NPO is one of the shared responsibilities of NPO managers. Normally a financial person will be appointed to implement financial controls and a treasurer from the governing board will oversee the funding reporting. The NPO manager needs to have **financial business management** knowledge and skills to understand and participate in this process.

6.3.4 Legislation and governance

- Working in the NPO milieu requires specific knowledge of **NPO legislation** to be able to comply with prescribed guidelines. The NPO manager cannot provide strategic leadership to the NPO without being well-acquainted with the legislative layout in which the particular service organisation is supposed to function.

- Being a social worker making the transition to NPO manager implies that there should be a basic knowledge and understanding of **social work legislation**. However, as NPO manager responsible for the management of social workers and having to ensure that social workers as well as social auxiliary workers comply with this legislation, requires a thorough knowledge and understanding of the legislation, and regular updating on possible changes and amendments.
- NPOs provide services to various services fields (e.g. dependency, children, elderly, and disabled, HIV/Aids and others). These service fields are regulated by **various service-specific laws** that provide guidelines and boundaries to the NPO. The transition from social worker to NPO manager should include training on the legislation that specifically applies to the service field where the NPO provides services.
- Management implies working with a staff component. Within an NPO, the NPO manager will be responsible for the management of staff and should therefore be clear on labour practices and policies within South Africa. Training on **labour legislation** is therefore highly recommended.
- Sharing the responsibility of managing the NPO with the governing body is a complex partnership. Guidance regarding the implementation of this process can be obtained from the **King III report on Governance**. The revised Code of and Report on Governance Principles for South Africa (King III) were released on 1 September 2009, with an effective date of 1 March 2010.

6.4 Why? Shared objectives as outcome of the transition.

It is the researcher's opinion that the implementation of the transition process brings the objectives that were identified and set out by stakeholders in the process, within reach of both the social worker and organisation in terms of NPO-specific management and governance.

6.4.1 NPO and governing board objectives

The motivation within the NPO and governing board to engage in a programme that facilitates the transition from social worker to NPO manager, can be gained from the prospect of reaching the following objectives:

- That the transition process will result in a **well-rounded, balanced management structure** for the NPO;
- That the transition process will result in **quality service delivery** to the client structure of the NPO;
- That the transition process will result in **accountability** to various audiences of the NPO; and
- That the transition process will ensure **organisational stability and sustainability** within the NPO.

6.4.2 NPO manager and peer group objectives

The social worker who is appointed as NPO manager can be overwhelmed and unsure in this new position without the necessary support and development to make the career transition. The following objectives can be achieved by the NPO manager, organisation and governing board through entering into the transition process of a social worker becoming an NPO manager:

- Well-developed managerial skills and strategic leadership;
- Continuous management training and development;
- Providing and receiving continuous mentoring and coaching for all level managers; and
- On-going peer support from other NPO managers.

The model proposed to facilitate the transition from social worker to NPO manager has been developed from information collected by means of various research processes in this study.

This model should be implemented according to the needs of the social worker/NPO manager, and have to be flexible to integrate and adjust to feedback from the evaluation process that forms part of the transition model. The positive impact of this model on the management of an NPO holds tremendous promise.

7. CONCLUSION AND RECOMMENDATIONS

Management is an integral part of the bigger picture in human service delivery. When the manager is not equipped to fulfil the responsibility of managing an NPO, many stakeholders suffer, and the credibility of the NPO is impaired. Social work NPO managers need to be empowered to perform their management tasks to positively influence the service to people in need in communities, but also the lives of those performing the services in NPOs. The process of developing a model to facilitate the transition from social worker to NPO manager was described in this chapter. Information gathered on NPO management through this study was used to conceptualise and develop a model that would facilitate the transition from social worker to NPO manager.

The model was constructed around processes – (i) facilitation and transition, (ii) activities – academic development, experiential development and psycho social development, and finally (iii) a process of evaluation to measure and influence each newly appointed NPO managers unique transition process.

Integrating business management with the NPO environment and governance as part of the academic and experiential activities is one of the focal points of the transition process.

Planning innovative training opportunities (both formal and informal) as part of facilitating the transition from social worker to NPO manager, is a challenge that needs clarity about what is needed and what would be accepted as the management role of NPO managers.

The transition from social worker to NPO manager entails furthermore an emotional process that is subconsciously taking place in social workers appointed as NPO managers. Understanding these emotional growth processes will enhance the ability of social workers to become NPO managers.

Finally a model was presented to provide an overview of the facilitators, facilitation processes, structures and guiding principles influencing the transition and the shared objective of this transition process. This model includes variables as identified throughout this study and is based on each individual social worker and the NPO manager's needs.

Recommendations that can be put forward are:

- There is a need for understanding the impact of a proper transition plan on the performance of the NPO manager as well as service delivery by the NPO better.
- There should be a balance between attending academic trainings (in NPO aspects as well as management), and opportunities to develop skills by implementing this acquired knowledge in practice.
- Implementing a model for the facilitation of a transition process for social worker to become NPO managers is a process that will take a period of time to be complete. Each NPO manager's tempo of change should be respected.
- The governing boards of NPO's need to be made aware of their role and impact in the transition of social worker to becoming and NPO manager.

- A management training programmes should be developed for NPO managers by social work training institutions in collaboration with other relevant university faculties (such as law and public administration) as well as other identified role players.
- Forming an NPO manager's forum where the continuous learning and development of managers could be facilitated through peer education and mentoring should be explored.

The conclusions made from this study and recommendations that presented it as a result will be discussed in Chapter 7.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. INTRODUCTION

This thesis has given an account of management of NPOs in South Africa. The focal point of the research was the transition of a social worker into an NPO manager. The conclusions drawn from the research conducted in this study will be summarised and presented in this chapter. Recommendations from this study will then be formulated and presented.

2. SUMMARY OF FINDINGS AND CONCLUSIONS

This study strived to explore the realities, challenges, opportunities and processes associated with an NPO manager in the midst of a transition from social worker to NPO manager. The process of facilitating this transition was explored with the final goal of suggesting a model that could facilitate the transition from generic social worker to social work manager of an NPO.

In the context of this thesis, NPOs are perceived to be service providers in response to high levels of social needs and limited services in communities. These services happen when a structure (NPO) is formed by community members to provide services in response to needs identified in the community. NPOs often have to provide the services with limited monetary and human resources. Various NPOs employ social workers who are primarily involved with generic social work service delivery. At some point, such social workers may become the managers of NPOs; an endeavour that poses new challenges to both the social worker and the NPO. This study has shown that there is a need for facilitating the transition from social worker to NPO manager.

In response to this need, this study collected information from various sources that was analysed and structured to propose a model that could facilitate the transition from social worker to NPO manager.

3. RESEARCH METHODOLOGY

The purpose of this study was to explore the existence (if any) of orientation and training programmes to support the transition from social worker to NPO manager. From findings in the study, an attempt was made to design a model to facilitate this transition.

This study was conducted from a qualitative as well as quantitative approach and consisted of four phases:

- The first phase included a **literature study** where the roles and tasks expected from a social work manager within the NPO milieu were contextualised. The challenges NPOs in South Africa face on a daily basis were reviewed by means of the **literature study** and created a context for the research to be conducted in. Social workers are often promoted to managers of NPOs without formal management training to smooth the way.
- The second phase explored the feasibility of this study by means of a **situational analysis**. This study was conducted in Mpumalanga by means of a survey with an emailed questionnaire that was developed to determine the current knowledge, skills and experience of NPO managers and the management training needs they had identified. Social work training, focusing on NPO management, was explored via a **survey with an emailed questionnaire** that was directed to members of ASASWEI. The purpose of this step in the research was to understand what social work management training programmes are offered by tertiary institutions in South Africa.

- Thirdly, a combination of qualitative and quantitative methods was used to gather data from social work NPO managers in three provinces in South Africa (Gauteng, Free State and Northern Cape Province). This was done to determine their experiences and needs regarding their transition from social worker to NPO manager.
- A **questionnaire** was developed and distributed to social workers in the Free State, Gauteng and Northern Cape provinces to assess how the process of transition from social worker to NPO manager could be facilitated. Unfortunately, a limited response was received back from these questionnaires. Data was so limited; it was not included into the report. Finally, a **focus group discussion** on the transition from social worker to NPO manager was facilitated with NPO managers in the Free State, Gauteng and Northern Cape Province. Data was captured and analysed, after which it was integrated with **literature and expert opinions** for feedback.
- In the fourth phase, the collected data was summarized and analysed to **develop and design** an orientation and training model that would facilitate the transformation of social workers into NPO managers. As a result, a model was presented to facilitate the transition from social worker to NPO manager.

This study was exploratory and descriptive in nature and strived to place key issues regarding social work and NPO management in perspective.

4. SUMMARY OF THE STUDY AND MAIN CONCLUSIONS

The chapters included in this thesis are subsequently summarised. The main conclusions will thereafter be highlighted.

4.1 Summary of the study

The structure and content of the study is presented according to chapters in this thesis.

- In **Chapter 1** the orientation towards this study was presented. Specific literature focused on the milieu where a social worker becomes an NPO manager. The overarching aims, methods of investigation, literature analysis and empirical investigation for this study were described and explained. The definition of concepts central to this study provided a generalist departure point for the implementation of the study within the described terms. Lastly, the limitations experienced during this study concluded this chapter.
- The research design and procedures which guided this study were highlighted in **Chapter 2**. Information with regards to the research methodology that was followed was clarified, and a structure was presented to implement the study within expectable social research standards and practice.
- To understand the functioning of NPOs in South Africa, a literature study was conducted in **Chapter 3**. The literature study provided an overview of the current situation of the NPO sector in South Africa. This comprehensive literature study served as background to the contextualization of social work management and to interpret the functioning of social work managers of NPOs in Mpumalanga, Gauteng, Free State and Northern Cape provinces. The focus was on identifying and outlining management, governance and challenges of NPOs in South Africa.
- **Chapter 4** reported on the situational analysis which explored the management profile of NPOs in Mpumalanga and the availability and content of social work management training within social work training institutions in South Africa.
- **Chapter 5** consisted of the results from a survey conducted among social workers and focus group discussions with social workers managing NPOs in Gauteng, the Free State and Northern Cape provinces.

- In **Chapter 6** the researcher proposed a transition model through which social workers could be assisted in becoming NPO managers.

The main conclusions regarding the objectives of the research will be focused on next.

4.2 Conclusions regarding the objectives

The specific objectives towards achieving the aim of this study were the following:

4.2.1 Conclusions regarding objective 1

“Objective 1: To conduct a literature study to contextualize social work management and NPO governance with reference to the transition from social worker to NPO manager.”

The study succeeded in creating a background to the functioning of NPOs in South Africa through a literature study. The unique challenges to managers due to various factors in the NPO milieu placed the social worker who was appointed as NPO manager under stress. The literature study confirmed that the NPO sector in South Africa has specific legislation, operation guidelines and governance processes that an NPO manager should be well conversant with and have the ability to implement. Therefore a process of training / orientation / development is needed to assist social workers in becoming NPO managers in South Africa.

4.2.2 Conclusions regarding objective 2

“Objective 2: To conduct an assessment of training needs amongst NPO managers in Mpumalanga.”

A survey was done by distributing questionnaires in Mpumalanga Province. The respondents' information sketched a profile of the management structures and role players in Mpumalanga NPOs. Social workers in Mpumalanga were not aware of training focussed on management at tertiary social work institutions, even though the feedback from the tertiary institutions confirmed that management courses were available in South Africa.

4.2.3 Conclusions regarding objective 3

“Objective 3: To conduct an assessment of NPO management training currently available from social work training institutions in South Africa.”

It was established that management training courses were currently available within social work training institutions, but these were not directly relevant to the NPO context. Social workers indicated that they acquired management skills and knowledge by attending management training with business management training courses. The need for better marketing and awareness of social work management training amongst social workers was confirmed through the situational analysis. This would make the focussed social work management training more accessible to NPO managers.

4.2.4 Conclusions regarding objective 4

“Objective 4: To explore the transition from social worker to social work manager within the NPO context in Gauteng, Free State and Northern Cape provinces in South Africa.”

This study set out to determine the experience of the transition from social worker to NPO manager. The result of the research indicated that the transition from social worker to NPO manager included a process of understanding what was happening during the transition, how

this transition could be facilitated, who were involved in the transition and what was the desired outcome of the transition. Both the NPO manager and governing body share the responsibility to facilitate the transformation.

Various other role players, like training institutions, peer groups and the NPO itself were also identified as facilitators in the transition process. The need to evaluate the progress of transition and adjust the process as indicated was identified and added to the finding that each social worker transitioning into an NPO manager had a unique transition process based on previous experiences, knowledge, personality, management style and support structures. The transition process was confirmed to be vital for a social worker in order to become an NPO manager, and should be implemented and administered accordingly by all identified role players

4.2.5 Conclusions regarding objective 5

“Objective 5: To develop an orientation model that could assist social workers to make the transition to NPO managers.”

The results of this research supported the development of a transition model to assist social workers in becoming NPO managers. A model was developed that would facilitate the transition from social worker to NPO manager on academic, experiential and psychosocial level. The impact and importance of evaluation and feedback was included in the structure of the model. When implementing this model, allowance was made for incorporating the personal developmental needs and background of the social worker, combined with the needs of the NPO. The role and responsibility of the governing body of the NPO was a recurring theme in the data. An implication of this was the possibility that governing board members

should be orientated on the impact of the organisations' succession planning for which they were responsible when becoming a part of the NPO governance structure.

4.3 Conclusion regarding the research goal

The goal of this study was to explore and describe the transition from social worker to NPO manager in order to develop an orientation model to facilitate this transition. This goal was reached by conducting a literature study on NPO management and the governance milieu in Chapter 3. This provided a literature overview on the management of NPOs with specific reference to applicable management theories, policies and legislation, both internationally and in South Africa. The governance structure of NPOs and their leadership context was also included in the literature study to provide a comprehensive background to implement the research planned in chapters 4 and 5. The implementation of the situational analysis, as reported on in chapter 4, and focus group discussion, as reported on in chapter 5, supplied the data that enabled the development of a model to facilitate the transition from social worker to NPO manager as described in Chapter 6. The goal as set out at the onset of this study was therefore reached.

4.4 Conclusion regarding the central theoretical argument

“The transition of social workers to NPO managers should be sufficiently supported by proper orientation and training in terms of NPO-specific management and governance.”

The central theoretical argument was supported in this study, as it was established that NPO managers did have a need for social work management training that could be applied within the context of the NPO. A transition model was developed for facilitating the transition from social worker to NPO manager in South Africa.

It is now possible to state that the transition of social workers into NPO managers should be sufficiently supported by proper orientation and training in terms of NPO-specific management and governance.

5. RECOMMENDATIONS

The recommendations resulting from this study will be presented according the following focal areas.

5.1 Recommendations for NPO management training

As a result of this study, the following recommendations are made regarding NPO management training:

- Social workers do not become managers of NPOs by accident. There is a definite choice to accept the management position and this choice implies the responsibility of the social worker to ensure that he/she is equipped to take on this new challenge.

The necessity of having some previous experience within the NPO milieu as well as understanding the personal development that forms an inherent part of the transition from social worker to NPO manager is therefore crucial. It is recommended that social workers becoming NPO managers take ownership of their transition and become actively involved in the facilitation of this process.

- This study confirmed the need social workers/NPO managers have for management training within an NPO context. It is recommended that social work management training programmes presented by tertiary social work institutions should include a module focused on the NPO milieu as well as the integration of management and governance.
- The investigation of the training needs of social work NPO managers and non-social work NPO managers, with particular focus on the similarities and differences between these two management groups, will make a significant contribution to the South African NPO sector. In the current climate of transformation, it is common to encounter well-established NPOs where social workers are mainly involved in management.

This also rings true for previously disadvantaged NPOs where community members often fulfil the managerial role. Both groups generally deliver services to the same client base and may have best practices in NPO management to share. It is recommended that these two groups of NPO managers be compared in future research to improve the current knowledge and background on the structure of NPO management in South Africa.

- The process of CPD accreditation with the SACSSP is compulsory for all social workers. Social work management training is available at tertiary social work institutions but the content of training does not always provide business management skills. Various formats of business management training can be accredited as a CPD process for social workers. However, this process requires a portfolio of evidence from the social worker containing a written motivation on how the training will impact on social work service delivery, the total content and curriculum of the training, and proof of the satisfactory completion of the training. NPO managers who do not have time to follow the cumbersome process of applying for CPD accreditation of business management training, are de-motivated to attend courses in business management training.

In order to conform to the SACSSP requirement of 20 CPD points per year for social workers, training that has already been accredited is attended more regularly and much needed additional management training is often a lower priority with NPO managers.

The researcher strongly recommends advocating for the review of CPD accreditation guidelines as it pertains to NPO management training, in order to make the accreditation of business management and NPO management training more accessible to social workers.

5.2 Recommendations for NPO management and governance

- This study found that NPO managers function within NPO legislation and its code of good practice, but there is no formalised standard of performance according to which NPO managers can measure their work performance and environment. Attempts by the researcher to benchmark job descriptions and salary scales for NPO managers within the NPO sector was not successful, but acknowledged as much needed in the sector. There is a call for a set of job-specific guidelines for NPO managers. These guidelines would serve to standardise the sector and create consistent performance standards for NPO managers. The recommendation can thus be made to explore the national operational performance of NPO managers with the aim of developing a career path (job description) for NPO managers.
- The importance of the governing board's involvement in facilitating the transition from social worker to NPO manager was one of the more significant findings that emerged from this study.

- It is recommended that the integration of operational management and governance responsibility between the governing board and NPO manager be explored in an attempt to empower governing board members to fill this role as facilitator.

5.3 Recommendations for future research.

- The concept of managing volunteerism was not addressed in this study. NPOs do, however, have a large component of volunteers as part of its operations. Future research regarding the role of volunteerism in NPO management could be explored in terms of South African labour legislation and its response to volunteerism.
- Interdepartmental collaboration in tertiary institutions should be investigated with the aim of developing a training programme for NPO managers in South Africa.
- It is recommended that the inclusion of NPO management as specific field of training in social work, be explored.

6. SUMMARY STATEMENT

This study is by far not the last word to be said about social work management and the NPO sector. It was merely a probe into the current status of NPO management in South Africa in relation to the transition process it requires. As management is a very dynamic topic, it may change and develop even further in future. The drive for NPOs to survive and continue delivering services in communities is very high in South Africa. Obtaining business management skills and applying it to the South African NPO milieu is a transition process suggested by this study to ensure the continued survival of this institution. This process will empower NPO managers to ensure that the services rendered by their organisations are sustainable, accountable, accessible and available for years to come.

LIST OF ADDENDUMS**Addendum 1: Ethical Permission from NWU to conduct the study**

NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Privaatsak X6001, Potchefstroom
Suid-Afrika, 2520

Tel: (018) 299-1111/2222
Web: <http://www.nwu.ac.za>

FA 9.1: AUTHeR
Tel: (018) 299 4037
Faks: (018) 299 2464
E-pos: Annamarie.Kruger@nwu.ac.za

Me. Hannekie Botha

17 Junie 2008

Geagte Hannekie

ETIEKAANSOEK: NWU-00053-07-S1

Die aansoeker (Dr. A.G. Herbst) het die kommentaar van die beoordelaars bevredigend aangespreek. Etiese toestemming vir die projek word aanbeveel.

Vriendelike groete

Dr. A. Kruger

Addendum 2: Letter of support NWU – Tertiary Institutions survey

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
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Tel: (018) 299-4900
Web: <http://www.nwu.ac.za>

**School for Psycho-social Behavioural Sciences:
Social Work Division**

Tel: (018) 2991675
Fax (018) 2935269
Email Alida.Herbst@nwu.ac.za

INQUIRIES: DR A.G. HERBST

30 May 2008

PHD RESEARCH: MS BENITA NEL

Ms Benita Nel is a PhD student at the North West University, Potchefstroom Campus. The title of her research is:

**THE TRANSITION FROM SOCIAL WORKER TO NPO MANAGER: A
CHALLENGE TO GROW.**

A part of her research involves a survey on existing training in social work management in tertiary institutions. Attached please find further information as well as the questionnaire.

Your participation will be appreciated.

**DR AG HERBST
STUDY LEADER**

Addendum 3: Permission from Mpumalanga Welfare Forum

Mpumalanga

Welfare Social Service and Development Forum

Tel: 013-755-5008
Fax: 013 755-5008
Cell :072-093-5557
E-mail: mpumalangaforum@gmail.com

PO Box 3432
Nelspruit
1200

Me B Nel
Director Childline Mpumalanga
Suite 303, Medcen Building
Henshall Street
Nelspruit
1200

26 October 2007

Dear Ms Nel

RE: PERMISSION TO CONDUCT RESEARCH WITHIN MPUMALANGA WELFARE FORUM

Your application at the Mpumalanga Welfare Forum MANCO meeting in September 2007 to have access to the data of registered members of this forum refers.

It is with great interest that we received your application to conduct research with regard to NPO management training amongst our members. The forum would like to support your efforts and will provide you with the current database of registered members.

Please be advised that many of our members are in far rural parts of Mpumalanga and might not be assessable through internet or fax facilities. We do however suggest that you send your questionnaires out to our MANCO who would then support your efforts of distribution.

We request that you present the findings of your study to this Forum when the research process is concluded.

We wish you all the best with this project.

Kind regards

A handwritten signature in black ink, appearing to be 'TJ Mare', written in a cursive style.

TJ Mare
Chairperson

Addendum 4: Situational analysis questionnaire

Questionnaire on Management of NPO's

Social workers are briefly trained in administration during their training as social workers. The responsibility of managing a NPO, even in a one man office situation, seems to have specific demands on social workers, and could be a specific field of training for this profession to respond to these demands. Training for social work managers is however not currently widely available.

This questionnaire is part of a PHD study in Social Work at the University of the North West (NWU) and aims to investigate the current state of NPO's and management training of social workers in NPO's in Mpumalanga. The study has been approved by the ethical committee of the NWU.

Your contribution is anonymous and will be valuable to evaluate the need and content for future training of social work managers in this field. Post completed questionnaires to PO Box 40017, The Village, 1218 or Fax to (013) 755 2705.

Thank you for participating in this survey regarding the management skills of NPO social work managers.

Benita Nel (083 331 6961) / nelbenita@xsinet.co.za

Please complete the questions as indicated:

1. Background Information:

1.1 Are you the manager of a Non Profit organization?

Yes	No
-----	----

What is your job title?

CEO	1
Director	2
Office Manager	3
Other (please specify)	4

What are your highest qualifications:

Diploma in Social work	1
Degree in Social work	2
Master's degree in Social work	3
Doctoral degree in Social work	4
Other (Please specify)	5

How long have you been a social worker?

Not applicable	1
0-5 years	2
6-10 years	3
10-15 years	4
16 –years and more, please specify	5

How long have you been a manager?

0-5 years	1
6-10 years	2
10-15 years	3
16 –years and more, please specify	4

What is the theoretical model that underlines your current management style?

	Yes	No
1. Classical Administrative management (Max Weber, Henri Fayol)		
2. Scientific management (F.W. Taylor)		
3. Human Relations Approach (Elton Mayo, Roethlisberger and Dickson)		
4. Organizational Structure (Mintzberg)		
5. Theory X and Theory Y (McGregor)		
6. MBO – management by objectives (Peter Drucker)		
7. Do not know		
8. Other (Please specify)		

How many people do you manage in your office

	Yes	No
One man office		
1-5		
5-10		
10-15		
Other please specify		

2. Particulars on the NPO

2.1 What is the registration status of your organization?

Type of registration	Yes	No
1. Non-Profit Organization (NPO)		
2. Section 21		
3. Trust		
4. Other (specify)		

2.2 How long has your organization been in existence?

2.3 What is the service structure in your NPO (please tick all the applicable)

	yes	No
1. Services to older persons		
2. Services to persons with disabilities		
3. Child protection services		
4. Crèches/day care centres		
5. Services to children living and working on the street		
6. Services to Families		
7. Substance abuse services		
8. Youth development services		

9.Services to women and victim empowerment		
10.Other (please specify)		

3. NPO Governance

3.1 Who are the parties involved in managing your Organization? What role do they play – rate the level of involvement on a 1-4 scale, where 1 indicates not involved, 2 indicates slightly involved, 3 indicates involved and 4 indicate highly involved? Please tick all the applicable and motivate / explain?

	Not involved	Slightly involved	Involved	Highly involved
1.The Governing board	1	2	3	4
2.Sub-committees and working groups	1	2	3	4
3.Committee members	1	2	3	4
4.Chief executive/ director/ senior manager	1	2	3	4
5.Line Managers	1	2	3	4
6.Self management	1	2	3	4
7.Other – please explain				

3.2 Managing a NPO entails the role players involved to follow a process within a structure to ensure effective management that guides and support service delivery. What is the management process in your organization?

Process	Yes	No
1.Management Board / committee elected from the community oversee the functioning of the organization through regular meetings,		
2.Management Board / committee elected from the community oversee the functioning of the organization through having a governing responsibility		
3.Governing board delegate authority to the appointed management committees, executive committees, elected officers, sub (standing) committee and working groups		
4.Senior manager (CEO, director, General secretary, manager, coordinator) takes responsibility for all aspects of day to day management		
5.Line managers take responsibility for specific aspects of day to day management.		
6.Line managers may have direct links with elected officers, sub committees etc.		
7.Workers (employees, volunteers, others), take responsibility for managing own work		
8.Other management process in short:		

4. NPO Management and administration

4.1 To what extent do you take **responsibility** as part of managing your NPO?

Responsibilities	Not at all	To a small extent	Moderate	To a large extent
1.Administrative management of the office				
2.Doing and or facilitating fundraising				
3.Financial management				
4.Human resource management				
5.Marketing				
6.Monitoring and evaluation				
7.Project management				
8.Research				
9.Strategic planning				
10.Liaison between board and staff				
11.Any other responsibilities (please specify)				

4.2 How important would you rate the management and other **functions** that you execute in your organization? Please tick all that applies to you?

	Not important at all	Important to a small extent	Moderately important	Important To a large extent
1.Planning				
2.Organizing				
3.Leading				
4.Controlling				

5.Staffing				
6.Budgeting				
7.Any other responsibilities (please specify)				

4.3 How would you **rate the importance of knowledge** on the following management skills: (When 1 is not at all important and 5 is extremely important)

Management skill	1 Not important	2 Important	3 Very important	4 Extremely important
1.Accounting				
2.Achieving objectives of the organization				
3.Budgeting for yearly expense				
4.Community liaison in relation to services rendered				
5.Computer skills				
6.Conflict management				
7.Controlling				
8.Coordinating				
9.Counseling				
10.Creating systems for management				
11.Designing the programmes for the organization				
12.Developing Human Resources				
13.Developing policy				
14.Directing				
15.Effective use of time				
16.Evaluation				
17.Fostering team involvement				
18.Fostering teamwork				
19.Implementing policy				
20.Initiating projects				
21.Leading				
22.Managing change				
23.Managing finances up to budgeting				
24.Managing funding relationships				
25.Managing money – petty cash				
26.Managing the managers				
27.Monitoring				
28.Networking				
29.Organizing				
30.Personnel development				
31.Personnel management				
32.Personnel problems				
33.Planning				
34.Programmes evaluation				
35.Programmes execution				
36.Programmes planning				
37.Setting objectives				
38.Staffing				

39. Supervising				
40. Any other responsibilities (please specify)				

5. The Social Worker as Manager

5.1 What is the kind of training / preparation that you have undergone before taking on the responsibilities of a NPO manager?

5.2 When promoted as a social work manager, there are new challenges and expectation put to a social worker. To what extent do the following statements describe these challenges and expectations?

	Not at all	To a small extent	Moderate	To a large extent
1. Social work experience in case management prepare someone sufficiently to manage a organization				
2. Due to shortage of social workers, you are expected to sink or swim and therefore cope with being a manager out of need				
3. Preparation for management should be a process of transition where a social worker is allowed to make the mind change from generic social worker to manager				
4. Management requires someone that could think about the best interest of the organization first				
5. Social workers should stick to doing what they do and not be managing organizations				
6. Management is a scientific administrative function that needs training before it can be effectively implemented				
7. Social work managers focus to strongly on the human well being of staff to be able to do effective human resources management (including disciplinary processes)				
8. Social work managers needs to understand and implement skills like budgeting, control, monitoring and evaluation before they can implement it as managers				
9. With the current shortage of social workers, it is more effective to employ business trained managers to run NPO's and allow the social worker to function in the social work field of service.				

5.3 Please evaluate the importance of the following methods that could be used to prepare a social worker for his/her task/ position as a manager of an NPO? Please tick all applicable.

	Not important at all	Important to a small extent	Moderately important	Important To a large extent
1.No additional training needed				
2.Workshop on Management				
3.Conference on management				
4.Short course in management				
5.One year management qualification				
6.Master's degree in management				
7.Other (please specify)				

5.4 How important would you rate the involvement of the following groups in management training of social work managers?

	Not important at all	Important to a small extent	Moderately important	Important To a large extent
1.University social work department				
2.Business school				
3.Peer group (fellow managers)				
4.Consultants				
5.Mentoring by board				
6.Mentoring by senior social worker				
7.Other (please specify)				

5.5 Please prioritize your training needs / challenges in regard to management skills of NPO's?

	Not important at all	Important to a small extent	Moderately important	Important To a large extent
1.Developing clear focused strategy for programmes development according to company mandate				
2.Financial management				
3.Fund raising				
4.Human resource management				
5.Labour Law				
6.Maintaining relationships with national and international funders				
7.Marketing of services				
8.NPO Legislation				
9.Programmes management				
10.Staff performance				
11.Working with the governance of a board of directors				
12.Working with volunteers				
13.Other (please specify)				

5.6 To what extent should the following qualities be part of a social work manager?

	Not at all	To a small extent	Moderate	To a large extent
1.Crisis manager				
2.Cultural sensitivity				
3.Effective delegation				
4.Good people skills				
5.Leadership skills				
6.Management skills				
7.Objectiveness				
8.Strategist				
9.Strong administrative skills				
10.Strong monitoring and evaluation skills				
11.Visionary				
12.Integrity				
13. Other (please specify...)				

5.7 What support structures should be in place for social work managers to be able to perform their duties?

5.8 What recommendations would you make with regard to the training, recruitment and selection of social work managers?

Thank you for your participation!!!

ASASWEI

Association of South African Social Work Education Institutions

Membership and Contact Details

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Dr Blanche Pretorius	Dept. of Social Development Professions Nelson Mandela Metropolitan University PO Box 77000 PE 6031	T: (041) 504 2353 F: (041) 504 2574	blanche.pretorius@upe.ac.za
Prof Herman Strydom	School for Behavioural Sciences: Division: Social Work North West University (Potch Campus) Private Bag x6001 POTCHEFSTROOM 2520	T: (018) 299 1677	herman.strydom@nw.ac.za
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Ms Iveda Smith Ms Santie Pruis	Registrar SA Council for SS Professions Private Bag x12 Gezina 0031	T: (012) 329- 9164 F: (012) 329- 9160	mailto:jlombard@sacssp.org.za

Affiliated Members

NAME OF HOD	NAME AND POSTAL ADDRESS OF INSTITUTION	CONTACT NUMBERS	E-MAIL ADDRESS OF HOD
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Research Questionnaire

Training needs of social work managers in NPO's

Social Work has a well-developed knowledge base with clear guidelines on knowledge, skills and attitudes to be used in delivering a comprehensive social work service in South Africa. This includes the management of case loads and generic social work administration. The challenge faced by social work managers of Non-profit Organizations (NPO's) is to make the transition from generic social worker to NPO manager, often without specific training in this regard. South Africa, as a developing country, is experiencing a growth in the number of new NPO's and Faith Based Organizations (FBO's) in an attempt to deal with the country's socio-economic development and the HIV and AIDS pandemic. It is important to emphasize that not all managers of NPO's are social workers, but the focus of this study is the training needs of social workers as managers in NPO's. Well integrated management knowledge and skills will directly influence service delivery and sustainable development of NPO's.

This questionnaire is part of a PHD study in Social Work at the North West University (NWU) (Potchefstroom Campus) and entails the following aims and objectives:

Overarching aims

The aim for the first phase of this study is to do a needs assessment and skills audit with regard to the training and development of social work managers in NPO's in Mpumalanga.

In the second phase of this study the aim is to develop guidelines for a programme to facilitate the transition from social worker to NPO manager.

Specific Objectives

- To establish the training needs and skills required by social work managers of NPO's in Mpumalanga.
- To identify and clearly outline knowledge and skills needed to manage a NPO.
- To identify and explain specific areas of management that should be included in the training of social work managers that get appointed or promoted as NPO Managers.
- To develop a suggested programmes to fill the gap – if any – regarding training of social workers as managers of NPO's.

This study has been approved by the ethical committee of the NWU.

Please provide answers as you interpret it to the best of your ability. Please complete the questionnaire and return it to nelbenita@xsinet.co.za before the end of June 2008. If you have any enquiries, please feel free to contact me at 083 331 6961.

Thank you for participating in this survey regarding the management skills of NPO managers.

Regards

Benita Nel

Please complete the questions as indicated:

1. Graduate social work training information:

1.1 Does your institution train social workers

Yes	No
-----	----

1.2 Does your graduate training programmes include modules on social work management?

Yes	No
-----	----

1.3 If yes, please state the number of modules and the main outcomes of the applicable modules.

2. Post graduate training information

2.1 Does your institution offer short courses regarding social work management?

Yes	No
-----	----

2.2 If yes, please provide the following:

Name of short course		
Duration of the short course in hours		
Specify the main outcomes of the course		
Is this an accredited short course?	Yes	No
If yes, please give details of accreditation (e.g. SAQA accreditation or CPD accreditation)		

2.3 Does your institution offer any other post graduate training regarding social work management?

Yes	No
-----	----

2.4 If yes, please provide the name, qualification and main outcomes of these training programmes/s.

2.5 Please indicate which of the following topics you consider important for inclusion in social work management training:

	Yes	No
1. Management theories and styles		
2. What is Management		
3. Transition from Social Worker to Manager		
4. Functions of Management		
4.1 Planning		
4.2 Organization designing		
4.3 Programmes designing		
4.4 Supervising		
4.5 Monitoring and evaluation		
4.6 Management information systems		
4.7 Financial Management		
4.8 Time Management		
4.9 Leading		
4.10 Human Resource / Staff management		
5. Management Ethics		
6. Context of Human Services Management		
7. Other (specify)...		

2.6 Please rate the following methods to enhance the training of social work managers in NPO's Please rate each option.

	Not effective in facilitating learning on this subject at all	Limited effect in facilitating learning on this subject	Effective in facilitating learning on this subject	Highly effective in facilitating learning on this subject
1. Workshops on social work management				
2. Conferences on social work management				
3. Short courses on social work management				
4. Post graduate diploma in social work management				
5. Master's degree in social work management				
6. Other (please specify)				

Thank you for your participation!!!

Addendum 7: Database request SACSSP
--

From: Raymond Nenjelele [raymond@sacssp.co.za]
Sent: 11 February 2011 09:14 AM
To: 'SACSSP Mail'; Benita Nel
Cc: gjiyane@sacssp.co.za
Subject: Requested Data
Attachments: BNel.docx

Dear Mrs Nel

Please find attached the quote for your approval as per our conversation this morning. The stats will be as follows. Free State = 174 members extracted, Northern Cape = 56 members extracted and Gauteng is 879 members with each member charged at a cost of 50 cents each bringing the total to R554.50.

As soon as payment is made, kindly forward the proof of payment to me before I can mail the data.

Kind regards

Raymond Nenjelele

Communications and Public Relations Officer

Email: Raymond@sacssp.co.za

Tel: (012) 356 8322

Fax: (012) 329 9160

Web: www.sacssp.co.za

37 Annie Botha Ave

Riviera, Pretoria

0084

ANNUAL FEE FOR 2011/12

Already registered Social Worker: R350-00

Already registered Social Auxiliary Worker: R171-00.

Due Dates: 02 January and not than 31 MARCH 2011

BANK DETAILS:

Bank: ABSA

Branch Name: Hatfield

Branch Code: 632005

ACC. NO: 40 50 70 84 44

ACC. HOLDER: SACSSP

N.B.: This date will not be extended.

For any other payment please contact the Registration division on (012) 356 8333 or email customercare@sacssp.co.za



Please consider the environment before printing this e-mail

This email is subject to a disclaimer which, amongst other usage policies may be found on the South African Council For Social Service Professions (SACSSP) website by clicking on this link disclaimer If you would prefer, the specific email disclaimer can be e-mailed to you by clicking here

Addendum 8: Self administered questionnaire – Gauteng, Free State, Northern Cape**Social work colleague**

Ms Benita Nel is a PhD student at the North-West University, Potchefstroom Campus and she is currently busy with a study regarding the development of social workers managing an NPO.

A part of her research involves a survey on the transition from a generic social worker towards becoming a NPO manager. Attached please find a questionnaire that was compiled to collect important information for this study. For your convenience, you can complete the questionnaire electronically and send it back via e-mail.

The purpose of this questionnaire is to include your contribution regarding the training and development of social workers as managers of NPOs.

This questionnaire aims to determine: The transition process from generic social worker to social work manager of a NPO;

- Induction and or in-service training that are currently available for newly appointed social workers managing NPOs.
- Previous training that social workers utilized in developing themselves as managers;
- Courses (including content and structure) that social workers would prefer to attend in the process of developing specific skills as managers;
- Specific themes that should be included in the training of social workers managing NPOs;

You can complete the attached questionnaire anonymously and all information received will be treated as confidentially.

Your participation will be appreciated.



Ms Benita Nel
Doctorate student in Social Work NWU



Dr AG Herbst
Promoter (Subject Group Social Work)

INSTRUCTIONS:

Please read each question carefully and answer truthfully. Unless otherwise indicated, please answer each question in the provided block.

Return completed questionnaires to nelbenita@xsinet.co.za / fax (013) 755 2705 as soon as possible.

Inquiries: B Nel – 083 331 6961

1. What is your highest qualification?

Diploma in Social work		1
Degree in Social work		2
Masters degree in Social work		3
Doctoral degree in Social work		4

2. How long have you been a social worker (excluding managerial experience)?

Not applicable		1
0-5 years		2
6-10 years		3
10-15 years		4
16 –years and more, please specify		5

3. How long have you been a manager (excluding social work experience)?

0-5 years		1
6-10 years		2
10-15 years		3
16 –years and more, please specify		4

4. How would you respond to the following statements:

4.1 There should be a transition process for all generic social workers to become NPO managers.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

4.2 Social worker managers need to learn how to assume greater authority and responsibility for policy formation within the organization.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

4.3 Social work managers need to develop skills to plan and implement administrative tasks.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

4.4 Social work managers need to start moving away from a direct intervention action / process.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

- 4.5** In the transition from social worker to manager the person may be faced with mixed feelings – while looking forward to the new skills and knowledge / challenges of management, there may also be a fear of losing touch with direct practice and, maybe, becoming deskilled in doing clinical social work.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

- 4.6** Knowledge, competence and skills required for social work managers are different from those required from social workers who deliver direct social work services.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

- 4.7** There should be additional education and training available for social workers to develop into social work managers.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

- 4.8** The transition of social workers into managers of NPOs is a process comprising of various aspects to enable growth and development as managers.

Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 5

Comments:

- 5. How were you prepared to take on the responsibilities of a NPO manager? (Please tick all the options applicable).**

Preparation	Yes	No	specify length and content please
6.1 None at all	1	2	
6.2 Management focused training			
6.3 Mentoring in management skills			
6.4 Orientation by organisation			
6.5 Short course in social work management			
6.6 Conference on social work management			
6.7 Master's degree			
Other means and ways of preparation experienced			

- 6. How important is the following training needs in regard to management skills of NPO's?**

	No importance	Low Importance	Medium importance	High importance
--	---------------	----------------	-------------------	-----------------

5.1 Strategic development and vision of the NPO	1↑	2	3	4
5.2 Financial management				
5.3 Fund raising (including the maintenance of relationships with national and international funders)				
5.4 Human resource management (including staff performance)				
5.5 Marketing of services				
5.6 NPO Legislation (including labour law)				
5.7 Programmes management (focusing on quality control)				
5.8 Working with the governance of a board of directors				
5.9 Working with volunteers				
5.10 Other (please specify)				

7. How important is the following 9 leadership skills according to your experience as NPO manager (1 = no importance and 4 = high importance).

Leadership Skill	No importance	Low Importance	Medium importance	High importance
9.1 Community development skills – <i>(efforts to enhance social bodies, motivate others for self-help, create and revitalise local institutions)</i>	1↑	2	3	4
9.2 Communication and interpersonal skills – <i>(ability to relate and to work with others in achieving specific goals)</i>				
9.3 Analytic skills – <i>(systematic consideration of anything in its respective parts and its relationships)</i>				
9.4 Technical skills – <i>(employing knowledge of computers, internet, software, hardware to social work practice)</i>				
9.5 Political skills – <i>efforts to influence legislation, organising campaigns, lobbying and advocacy)</i>				
9.6 Visioning skills – <i>(ability to envision a future for a cohort of organisations, clients, employees, and transferring this orally and in writing)</i>				
9.7 Risk taking skills – <i>(strengths that enable a leader to show courage during confrontation on behalf of the organisation and what it stands for)</i>				
9.8 Ethical reasoning skills – <i>(clinical thinking based on a commitment to the values and ethics of the social work profession)</i>				
9.9 Diversity skills – <i>(sensitivity to diversity multiple leadership, acceptance, tolerance)</i>				
9.10 Other (please specify)				

8. Is there any type of orientation, induction or in service training programmes currently in your organisation or through a consultant focusing on assisting the social worker in the transition from social worker to social work manager?

Yes	1	No	2
-----	---	----	---

9. If yes please elaborate

10. In your opinion, to what degree would the following forms of training assist to develop social workers' managerial skills?

	No importance	Low Importance	Medium importance	High importance
13.1 Workshops on management	1↑	2	3	4
13.2 Conferences about management				

13.3 Short courses in management				
13.4 Post graduate diploma in management				
13.5 Master's degree in management				
13.6 Other (please specify)				

11. What recommendations would you make with regard to the training, recruitment and selection of social work managers?

Addendum 9: Invitation to focus groups discussion

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

INVITATION

Dear social work colleague

Managing a non-profit organization is a special task, shared by many social workers. Growing into the role of a manager surely is a challenge. How do we understand this transition process? Are we prepared to take on this mammoth task?

I am a PhD student at the North-West University, Potchefstroom Campus and as part of my studies and I am exploring the development of social workers managing an NPO through a survey and a number of focus group discussions with colleagues in the field.

Your knowledge and experience about making the transition from social worker to social work manager are needed.

You are invited to participate in a focus group discussion to explore the transition from social worker to NPO manager.

The focus group will be facilitated in Johannesburg on 21 April from 10:00 -13:00.

The event will be at Childline Gauteng Office 305 Memorial Institute of Child Health and Development, Joubert Street - Johannesburg

Enquiries can be directed to Benita Nel (083 331 6961).

Lunch will be served after the focus group.

Participation in this group is voluntary and all information received will be treated as confidential. Your participation will be highly appreciated.

A handwritten signature in black ink, appearing to read 'Benita Nel'.

Ms Benita Nel
Doctorate student in Social Work NWU

A handwritten signature in black ink, appearing to read 'AG Herbst'.

Dr AG Herbst
Promoter (Subject Group Social Work)

Addendum 10: Consent to focus groups discussion
--

Consent to Focus Group Discussion

1. Thank you for participating in this focus group discussion.
2. Your participation and input will enable the development of a proposed model to facilitate the transition from social worker to NPO manager.
3. Please complete and sign this **CONSENT** form to formalise your participation.
 - This focus group forms part of the research as explained in the invitation and introduction.
 - Participation in this process is voluntary. Participants may withdraw from the group at any time.
 - All discussion is confidential and information gathered will be used anonymously.
 - Participants agree that their contributions may be used in the data report for this study.

Signed on this _____ day of April 2011 in _____.

Name: _____

Signature: _____

Addendum 11: Contact information of focus group participants

CONTACT INFORMATION OF PARTICIPANTS TO FOCUS GROUP DISCUSSION – ATTENDANCE REGISTER

Venue of focus group: _____

Date of focus group: _____

Name and surname	
Gender	
Age / ID	
Service Sector	
Years in SW practice	
Years as manager	
Contact Number	
Email address	
Other details	

Addendum 12: Guideline to focus group discussion

FOCUS GROUP DISCUSSION

THE JOURNEY FROM SOCIAL WORKER TO SOCIAL WORK MANAGER
--

Thank you for your willingness to participate in this discussion. I value your time and experience. We will try to structure this discussion according to include the following:

1. Meet the fellow travellers on the journey

- Your tour guide – Benita Nel (facilitator)
- Map your journey
- Departing from.....
- **Terms and conditions of the journey:**
 - ✓ There are no right or wrong answers, only different points of view
 - ✓ Everybody's opinion is valuable - you are valued as the experts and this discussion strives to learn from you.
 - ✓ As the focus group sessions are audio recorded, you are requested to identify yourself when you speak and that only one person speaks at a time
 - ✓ An informal process is followed and participants are requested to address each other on the first name
 - ✓ You don't need to agree with others, but please listen respectfully when others share their views.
 - ✓ Cell phone should please be switched off during the session.
 - ✓ The facilitator will guide the discussion according to a number of discussion topics or themes

2. Understand what is meant by transition

Definition of Transition

"..change, alteration, conversions, development, passage, transformation, turning point, upheaval..." (Thesaurus.com2010). Within the context of a social worker transitioning into a NPO manager, it could be viewed as the process of moving /developing into a new dispensation.

"Passage from one form, state, style or place to another", American Heritage Dictionary (2011:1). "A passing from one condition, form, stage, activity, place etc. to another and the period of such passing", Webster's New World College Dictionary (2010:1). Harmse (1999:91) refer to transition as change that is somewhat threatening, occurs over a period of time and which requires abandoning the present ways of operating and introducing new ways. The term transition therefore refers to a process of change where there is a definite move from one situation to another through a process over a time period.

3. THEME 1: How did you experience your own transition from social worker to NPO manager?

Through the sharing of your personal stories on this transition, we can learn from each other's experiences.

Reflect on the following: When you applied for the NPO management post you are currently in, why did you think you were the appropriate candidate for the post?

4. THEME 2: What prepared you for the job/position of NPO manager?

- Orientation by organisation
- Management focused training
- Mentoring in management skills
- Strengths in yourself, skills and previous experiences
- What type of management training would you have preferred if you look back now?

5. THEME 3: What should NPO's do to facilitate this transition?

- **Reflect on the following:** How do managers experience the NPO milieu? What skills are needed to be a manager in this field?
- How do you think do the knowledge, competence and skills required for social work managers differ from those required for social workers who deliver generic social work services?

6. THEME 4: WHAT SHOULD BE INCLUDED IN A MODEL TO FACILITATE THIS TRANSITION?

- Please share any type of consultation service, orientation-, induction- or in-service training programmes that currently exist in your organisation to facilitate the social worker in the transition from social worker to social work manager.
- When you were appointed as manager, how were you empowered to deal with the management responsibilities you took on?
- If an orientation programmes (additional education and training) are developed for social workers to facilitate the transition towards becoming a social work manager, what should be the content of such an orientation programmes?
- What recommendations would you make with regard to the training, recruitment and selection of social work managers?
- According to you, how should a social worker be prepared to take on the responsibilities of a NPO manager? (The following are some suggestions on training methods, but feel free to make other suggestions).
 - Management focused training
 - Mentoring newly appointed social work managers to assist them in obtaining the necessary management skills

- A formal orientation programmes by the organisation
- A short course in social work management
- Attending conferences on social work management
- Applicable post graduate training in social work management
- Other

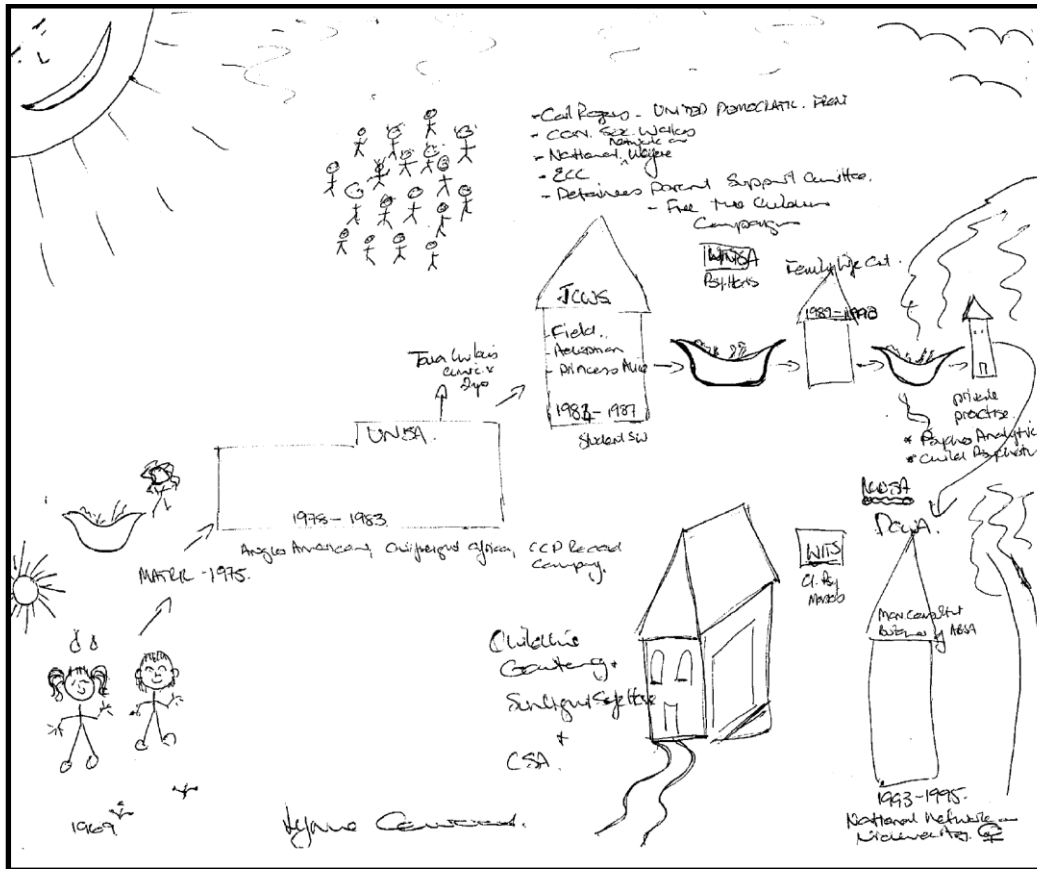
7. SUMMARY AND CLOSURE

Thank you for sharing your journey and travel notes with us. It will definitely contribute towards the journeys of our colleagues.

Please assist me to summarize what we have discussed today....

Before we depart – we can share a lunch together.

Addendum 13: Example of a focus group journey map



Addendum 14: Certificate for language editing
--

2011-11-14

Potchefstroom

Hiermee gee ek, Ina-Lize Venter, kennis dat ek die volgende verhandeling op versoek van die student, me. Benita Nel, en met die goedkeuring van haar promotor, dr. Alida Herbst, taalkundig versorg het. Die verskillende hoofstukke is met korreksies en voorstelle vir verbetering in die sorg van die student oorhandig, waarna dit haar vry gestaan het om enige voorstel/korreksie te aanvaar of verwerp.

I, Ina-Lize Venter, hereby declare that I proofread and edited the following dissertation upon the request of the student, ms Benita Nel, and with the approval of her promotor, Dr Alida Herbst. The various chapters were returned to the student still containing corrections and suggestions for improvements, which she was at liberty to accept or reject at her discretion.

TRANSITION FROM SOCIAL WORKER TO NPO MANAGER: A CHALLENGE TO GROW

Ina-Lize Venter

Ina.hulk.venter@gmail.com

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