Professional development needs of junior- and mid-level managers at a South African university

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DECLARATION BY RESEARCHER

I, Monique Koetaan, hereby declare that this dissertation titled as:

“Professional development needs of junior- and mid-level managers at a South African university”

is my own original work and that the views and opinions stated in this study are those of the author and relevant literature references as shown in the reference lists.

I further declare that the content of this research will not be submitted for any other qualification at any other tertiary institution.

Monique Koetaan **November 2019**

ABSTRACT

Professional development needs of junior- and mid-level managers at a South African university

KEYWORDS

Leadership, management, education management, mid-level managers, junior-level managers, professional development, higher education, development needs, academic profession.

Transformation of higher education in South Africa over the last two decades has been intensely shaped by post-apartheid pressures. Since 1994, the South African higher education system has seen numerous changes. The changing higher education environment poses unique challenges to educational administrators, in particular, junior- and mid-level managers. Professional development (PD) of managers is one of the crucial challenges that Higher Education is facing in these fast-changing times. PD for management has become both imperative and urgent in higher education today, as a result of global changes in education provision. Developing managers professionally is important since guidance has a direct impact on staff below the leader and on other levels, and plays a central role in developing the quality of employees and students. This study focuses on professional development for junior- and mid-level managers, as they are found in key positions and play a vital role in organisations such as universities, where this study is sited. This study aimed to answer the following research question: What are the professional development needs of junior- and mid-level managers at the North-West University (NWU)? Arising from the research problem, the aims of the study were first to determine from literature, the nature of professional development. The second aim was to establish the skills required by and responsibilities expected of junior- and mid-level managers at universities. Thirdly, this research sought to determine the professional development needs of the junior- and mid-level managers at the NWU. The fourth aim was to discover how biographical features influence the professional development needs of junior- and mid-level managers at the NWU. Finally, objective five was to develop guidelines to improve professional development of junior- and mid-level managers at the NWU.

The study was embedded in the post-positivistic paradigm, having an ontological dimension that focuses on the nature of reality. A quantitative survey design in the form of a gap-analysis was conducted in order to determine the skills needed and responsibilities required of junior- and mid-level management to execute their duties. The outcome of this survey indicated the needs experienced with regard to professional development. Furthermore, a self-constructed instrument in the form of a questionnaire was used for this study that helped the researcher to determine the PD needs experienced by junior- and mid-level managers.

Professional development is outlined as an intentional or unintentional process that includes improving, advancing and increasing the capabilities, skills and expertise of the staff. Professional development of staff is acknowledged as a strategy to sustain an organisation and guarantee its effectiveness. The more professional development opportunities provided by institutions, the greater the level of benefit that further ensures that the institution is well-informed and responsive to various managerial trends and challenges in the higher education environment. Developing managers professionally is strategically key, since receiving and providing guidance has a direct impact on employees working below and above the junior- and mid-level manager. In the literature review, four necessary skills for effective management, namely planning, organising, leading/guiding and control (POLC) were identified. The skills that are needed are informed by management tasks but in particular the sub-tasks of the four primary management tasks. Planning skills include activities such as decision-making, problem-solving, policy-making, budgeting and scheduling. Organising skills include the skill of delegation and coordination. Guiding skills include communication, networking, motivation, conflict management, negotiation, leadership and staffing. The control skills include measuring, observation and supervision, which are used to communicate policies and procedures of the institution or faculty to employees and stakeholders and to ensure the implementation of these.

The responsibilities of junior- and mid-level management were identified from the literature, the NWU's internal documentation, as well as the confirmatory analysis of the empirical data. These core responsibilities included administration, support, programme management, management of results, student support, as well as programme evaluations.

Professional development is viewed as a collaborative responsibility of all stakeholders. The recommendations made were based on various findings from the empirical part of the study. It is recommended that the NWU should develop a PD programme that focuses primarily on planning, guiding and controlling skills since those form the foundation of management skills. The nature of the PD programme or short course should be a combination of general and custom design to address individual needs of the junior- and mid-level managers regarding their skills and responsibilities.

The PD programme or course should furthermore focus on administrative skills as well as management of various programmes for which the junior- and mid-level manager is responsible. The junior- or mid-level manager should, after attending such a training opportunity, critically reflect on the programme and provide feedback that will further enhance such an opportunity in future.

OPSOMMING

Professionele ontwikkelingsbehoeftes van junior- en middelvlakbestuurders aan 'n Suid-Afrikaanse universiteit

SLEUTELWOORDE

Leierskap, bestuur, onderwysbestuur, middelvlakbestuurders, juniorvlakbestuurders, professionele ontwikkeling, hoër onderwys, ontwikkelingsbehoeftes, akademiese beroep.

Transformasie in hoër onderwys in Suid-Afrika, is die afgelope twee dekades, intens gevorm deur post-apartheid druk. Sedert 1994 is die Suid-Afrikaanse hoëronderwysstelsel aan talle veranderings blootgestel. Die veranderende omgewing in hoër onderwys stel unieke uitdagings vir onderwysadministrateurs, veral junior- en middelvlakbestuurders. Professionele ontwikkeling (PO) van bestuurders is een van die belangrikste uitdagings waarmee hoër onderwys in hierdie vinnig veranderende tye te kampe het. PO vir bestuur het noodsaaklik en dringend geword in hoër onderwys as gevolg van wêreldwye veranderinge in onderwysvoorsiening. Dit is belangrik om bestuurders professioneel te ontwikkel, aangesien leierskap 'n direkte impak het op personeel, en speel 'n sentrale rol in die ontwikkeling van werknemers en studente. Hierdie studie fokus op junior en middelvlak bestuurders, omdat hulle ’n direkte rol speel in organisasies. Die studie poog om die volgende navorsingsvraag te beantwoord: Wat is die professionele ontwikkelingsbehoeftes van junior- en middelvlakbestuurders aan die Noordwes-Universiteit (NWU)?

Voortspruitend uit die navorsingsprobleem, was die doelstellings van die studie eerstens om vanuit die literatuur te bepaal, wat die aard van professionele ontwikkeling is. Die tweede doelstelling was om die vaardighede en verantwoordelikhede te bepaal wat vereis word van junior- en middelvlakbestuurders aan universiteite. Derdens het hierdie navorsing gepoog om die professionele ontwikkelingsbehoeftes van die junior- en middelvlakbestuurders aan die NWU te bepaal. Die vierde doelwit was om vas te stel hoe biografiese veranderlikes die professionele ontwikkelingsbehoeftes van junior- en middelvlakbestuurders by die NWU beïnvloed. Laastens was doelwit vyf, was om riglyne daar te stel om die professionele ontwikkeling van junior en middelvlak vlakbestuurders aan die NWU te verbeter.

Die studie is ingebed in die post-positivistiese paradigma met 'n ontologiese dimensie wat fokus op die aard van die werklikheid. 'n Opname-ontwerp in die vorm van 'n gapingsanalise is uitgevoer om te bepaal watter vaardighede en verantwoordelikhede vereis word van junior- en middelvlakbestuurders om hul werk effektief uit te voer. Die bevindinge van hierdie opname het 'n aanduiding gegee van die behoeftes wat ervaar word met betrekking tot professionele

ontwikkeling. ’n Self-gekonstrueerde instrument in die vorm van 'n vraelys is vir hierdie studie gebruik met die doel om die behoeftes wat ervaar is deur junior- en middelvlakbestuurders te bepaal.

Professionele ontwikkeling word beskryf as 'n intensionele of onintensionele proses wat die verbetering, bevordering en verhoging van die vaardighede, bevoegdhede en kundigheid van die personeel insluit. Professionele ontwikkeling van personeel word erken as 'n strategie om 'n organisasie te onderhou en die effektiwiteit daarvan te waarborg. Hoe meer professionele ontwikkelingsgeleenthede deur instellings voorsien word, hoe groter is die vlak van voordeel, wat verder verseker dat die instelling goed ingelig is en reageer op verskillende bestuurstendense en uitdagings in die hoëronderwysomgewing. Die ontwikkeling van bestuurders is 'n strategiese sleutel, omdat die tipe begeleiding 'n direkte invloed het op werknemers wat onder en bo die junior- en middelvlakbestuurder werk. In die literatuuroorsig is vier kritiese vaardighede vir effektiewe bestuur, naamlik beplanning, organisering, leiding en beheer (BOLB)) geïdentifiseer. Die vaardighede wat benodig word, word deur bestuurstake ingelig, maar veral die sub-take van die vier primêre bestuurstake. Beplanningsvaardighede sluit aktiwiteite soos besluitneming, probleemoplossing, beleidmaking, begroting en skedulering in. Organiseringsvaardighede sluit die vaardigheid van delegering en koördinering in. Begeleidingsvaardighede sluit in kommunikasie, netwerkvorming, motivering, konflikhantering, onderhandeling, leierskap en personeelvoorsiening in. Die beheervaardighede sluit in meting, waarneming en supervisie, wat gebruik word om beleid en prosedures van die instelling of fakulteit aan werknemers en belanghebbendes te kommunikeer en die implementering daarvan te verseker.

Die verantwoordelikhede van junior-en middelvlakbestuurders is geïdentifiseer vanuit die literatuur, NWU-dokumentasie, sowel as die bevestigende ontleding van die empiriese data. Hierdie kernverantwoordelikhede sluit in: administrasie, ondersteuning, programbestuur, bestuur van uitslae, studente ondersteuning en programevaluering.

Professionele ontwikkeling word gesien as 'n samewerkende verantwoordelikheid van alle belanghebbendes. Die aanbevelings is gebaseer op verskillende bevindings uit die empiriese data van die studie. Die NWU moet 'n PO-program of kursus ontwikkel wat hoofsaaklik op beplanning, leiding en beheer van vaardighede fokus, aangesien dit die grondslag vorm van bestuursvaardighede. Die aard van ’n PO-program of kortkursus moet 'n kombinasie van algemene en pasgemaakte ontwerp wees om aan individuele behoeftes van die junior- en middelvlakbestuurders te voldoen ten opsigte van vaardighede en verantwoordelikhede.

Die PD-program of kursus moet verder fokus op administrasie, sowel as die bestuur van verskillende programme waarvoor die junior- en middelvlakbestuurder verantwoordelik is. Die junior- of middelvlakbestuurder moet dan, na die bywoning van so 'n opleidingsgeleentheid, krities oor die program nadink en terugvoer gee ten einde die opleidingsgeleentheid in die toekoms te verbeter.

LIST OF ACRONYMS

ANOVA	Analysis of Variances
BANTA	Best Alternative To a Negotiated Agreement
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
DVC: T&L	Deputy Vic-Chancellor: Teaching and Learning
EFA	Exploratory Factor Analysis
EPE	External Programme Evaluation
HE	Higher Education
HEIs	Higher Education Institution
HEQF	Higher Education Qualification Framework
HEQSF	Higher Education Qualifications Sub-Framework
HR	Human Resources
ICAS	Institutional Committee for Academic Standards
IPE	Internal Programme Evaluation
KMO	Kaiser-Meyer-Olkin
NQF	National Qualification Framework
NWU	North-West University
PD	Professional Development
P-O-L-C	Planning-Organising-Leading (Guiding)- Control
RMSEA	Root Mean Square Error of Approximation
SALA	Student Academic Lifecycle Administration
SCTL	Senate Committee for Teaching and Learning
SCAS	Senate Committee for Academic Standards
SPSS	Statistical Package for the Social Sciences
TVET	Technical Vocational Education and Training
UoT	Universities of Technology
WIL	Work-integrated learning

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CHAPTER 1: ORIENTATION

1.1 Introduction

Professional development of managers is one of the crucial challenges that Higher Education is facing in these fast-changing times. This study focuses on junior- and mid-level managers, as they are in key positions in organisations, and play a direct role in their departments and organisations (Seangaloun, 2012:1). The following section addresses the key concepts, problem statement, conceptual framework, and the research design and methodology. In doing so, a better understanding is established with regard to the professional development needs of junior- and mid-level managers.

1.2 Key concepts and clarification

Research on professional development as an aspect of management necessitates a conceptual framework. In the establishment of such a framework, it is crucial to identify and clarify relevant concepts that informed the conceptual framework. Understanding these concepts plays an integral role when doing research, as misinterpretations are likely to occur. The following section clarifies certain keywords used throughout this research, in an attempt to eliminate misconceptions.

1.2.1 Leadership

The definition of leadership varies widely, being described as a range of things from a *position* to a *function*. According to Bryman (2007:696), Bernotavicz *et al.* (2013:402), leadership as a function refers to 'the producing of excellence'. Leadership refers to both a function and a position. Leadership as a function can be defined as an instrument that is critical for the success and survival of all forms of institutions as organisations (Zvavahera, 2013:2). Leadership as a position can be viewed as a way of interacting, and more specifically of a way of communicating between a leader and his/her followers.

1.2.2 Management

Management can be described as a category of human activity that deals with systems, structures and the culture of an institution, to achieve effective and smooth day-to-day operations (Clegg & McAuley, 2005:21; Naidu *et al.*, 2008:5). Therefore, management is seen as a process that gives the necessary direction in managing an institution`s (in this study, a university`s) resources (physical and human) so that its objectives can be reached as effectively as possible (Wessie, 2004:12).

1.2.3 Education management

Education management can be defined in terms of educational operations (Naidu *et al.*, 2008:5), as it is the process of planning, organising, directing and controlling the activities of an education institution by utilising human and material resources so as to effectively accomplish functions of teaching, extension of work and research. Education management is an applied field of management (Kimani, 2015:17).

1.2.4 Mid-level managers

Mid-level managers are seen as a group of managers who give and receive direction (Stoker, 2006:32) as they are synchronically led by top management while leading subordinates. Shi *et al.* (2009:1455) argue that mid-level management is a mediator between operating-level labourers and top-level management, serving by way of a network link; they are not just passive recipients, but also active interpreters implementing strategic change. At North-West University, the definition of mid-level manager is adapted to the specific department. Since NWU has no set definition, the term mid-level manager in this study is based on their assigned managerial roles and responsibilities. For the purposes of this study, mid-level managers at the NWU are ***subject group leaders and programme leaders***, based on their roles and responsibilities.

1.2.5 Junior-level managers

Junior-level managers, also known as supervisors in some circumstances, are usually supervised by directors and senior managers. In general terms, junior-level managers encourage, monitor and reward performance of workers by creating detailed schedules and operating plans based on the plans of an organisation or institution (Cengage, 2017:7). This level consists of supervisors, superintendents, and sub-department executives; clerks, etc. Managers classified as this group carry out the work or perform the activities according to the plans of top- and middle- level management (Chand, 2019:1). Since no clear-cut definition is evident at NWU, the term 'junior-level manager' is based on assigned managerial roles and responsibilities. For the purposes of this research, junior-level managers at the NWU are **deputy subject group leaders and programme coordinators**, based on their roles and responsibilities.

1.2.6 Professional development

The concept of professional development is an umbrella term that is applicable to any career area, which includes the processes of enhancing capabilities and obtaining skills, certifications and experiences. Professional development can be seen as a continuum of lifelong learning and teachers` vital upward trajectory, which considers innovation as a continuous process (Leigh, 2016:921; Margalef & Pareja, 2008:115).

1.2.7 Higher education

Higher education, also known as tertiary or post-secondary education, is a term well established in scholarly literature and research. The Department of Higher Education (Republic of South-Africa, 1997:8) refers to higher education as all learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework as contemplated by the South African Qualifications Authority Act, 1995 (Act 58 of 1999).

1.2.8 Junior- and mid-level managers' development needs

The definition of junior- and mid-level managers was discussed in points 1.2.4 and 1.2.5, and this will be the terms of reference throughout this study. Junior- and mid-level management's professional development needs refer to a wide range of inadequacies in the skills that support them in their tasks of managing and leading (Adey & Jones, 1998:132).

1.2.9 Academic profession

According to the Oxford Dictionary (2016a), an academic refers to a person who is interested in or excelling at scholarly pursuits and activities. An academic also refers to a person appointed in a professional capacity at a university to teach and conduct research in a particular field of scholarship in which he or she is respected (Höhle & Teichler, 2013:23; Republic of South-Africa, 1997:7). Profession can be described as a type of job that needs special training or skill, especially one that needs a high level of education (Oxford Dictionary, 2016b). 'Academic profession' refers to people employed at institutions of higher education for the purpose of teaching and/or research (Teichler *et al.*, 2013:8; Wolhuter, 2007:215).

1.3 Problem statement and rationale of this study

Transformation in higher education in South Africa over the last two decades has been intensely shaped by post-apartheid pressures (Cloete, 2014:1355). According to Wolhuter (2011:96), a revolution in higher education has been playing itself out in the post-1990 era, caused by the dawn of the knowledge economy, and where national competition in a globalised world underscores the centrality of the higher education project in national and global matters. Elements of the higher education revolution' include massification and democratisation; competition and differentiation; changing relations between university and state and between university and business (industry); rising managerialism at universities; the demand for relevance; an entirely new professional working environment for academics; and renewal of teaching methods. This in itself posts unique challenges and opportunities simultaneously to managers in the global and South African higher education context. Universities have played and continue to play a fundamental role in the development of their countries – and good leadership is needed for them to fully play their role in promoting development (Mohamedbhai, 2011:xi).

Since 1994, the South African higher education system has seen numerous changes (Bush, 2006:443). The changing higher education environment poses unique challenges to educational administrators, in particular junior- and mid-level managers (Brancato, 2003:59). The challenges of the 'new dispensation' (that is, in the post-apartheid era) in terms of education, have set new demands for management practices and needs at educational institutions (Wessie, 2004:6). As the demands on junior- and mid-level managers increase, so do their development needs (Mahavong, 2014:3).

An investigation into junior- and mid-level management needs is undertaken to determine the nature of challenges experienced by junior- and mid-level managers and to establish the underlying causes and a way forward in addressing the identified needs (Rao & Shah, 2012:38; Wallace & Marchant, 2009:15). Greater emphasis should be placed on the professional development needs of junior- and mid-level managers at universities as these managers play a critical role in the success of institutions (with duties that included managing important tasks, roles, communications and problems (Brancato, 2003:61; Chatty, 2007:5; Tyrell, 2014:21). Seangaloun (2012:1) goes further by stating that junior- and mid-level managers in higher education play a vital role in ensuring quality for sustainable institutional performance. A study by Spender (2007:32) on education management found a gap in research on the significance of leadership and management, especially in higher education institutions, and that this has been the case for several centuries. Several studies conducted by various researchers confirm the importance of leadership and management in effective

institutional performance (Bassett, 2012:1; Marishane *et al.*, 2011:2; Naidu *et al.*, 2008:xv; Steyn, 2010:245). Davies (2007:21) supports this argument by viewing leadership and management as essential elements in the development of junior- and mid-level managers at universities. A study within the given context was seen as important since the junior- and mid-level managers are assigned managerial roles and responsibilities without taking into account the limitations individuals might have with professional development.

'Professional development' is a phrase that continually appears in the literature and is considered the tool that enables people in management to progress on a career pathway and to be remunerated accordingly (Forde *et al.*, 2006:124; Nicholls, 2014:9). According to Steyn (2010:245), professional development plays a big role in the success and progression of institutions such as universities, as it helps managers to ensure the effectiveness of their institutions as well as to encourage a culture of renewal and change. Professional development also requires a continuous process, as it is the driver for improvement in an institution`s development of its core business, since it develops the knowledge, expertise and competence of professionals (Davies, 2007:21; Hager, 2004:23). The skills gained enable professionals to progress in their careers by enhancing both professional and personal capabilities (Randall *et al.*, 2013:5). In addition, their experiences will enhance the managers' self-confidence and assertiveness since they will feel empowered and enabled. These qualities are seen as important aspects of junior- and mid-level management, as they enable managers to lead and develop others. Unfortunately, they are among the first that get neglected (Davies, 2007:1).

The term 'professional development' describes any number of activities that contribute towards development (Leigh, 2016:921). Nguyen (2012:310) found that a limited amount of research has been done on professional development, particularly with reference to junior- and mid-level managers. McKinney *et al.* (2013:2-3) allege that relatively little attention is being paid to the professional development of junior- and mid-level managers that will enable them to succeed in their roles. For many junior- and mid-level managers, the closest that they had come to any sort of training and professional development was learning by watching others perform the role (Adey, 2000:423; Adey & Jones, 1998:140).

Over the last few years, it has often been debated what role junior- and mid-level management plays in teaching, learning-related practices and managerial tasks within a higher education institution (Stoker, 2006:31). Although academic departments have been appointing junior- and mid-level managers for decades, inadequate limited research exists concerning exactly how those leaders contribute to departmental culture, a collaborative atmosphere, and departmental performance (Bryman, 2007:694; Bryman & Lilley, 2009:332).

For many junior- and mid-level managers' role conflict is a shared work stressor, as they simultaneously play multiple roles (e.g., superior, subordinate, peer, and sometimes organisational agent) (Han *et al.*, 2014:475; Shi *et al.*, 2009:1455). Academics promoted to junior- and mid-level management posts are now expected to have managerial experience to enable them to negotiate the world of administration (Rojas & Bernasconi, 2011:36). Therefore, a clear conflict exists between the perception of junior- and mid-level managers and how they are perceived (Adey, 2000:430). Academics, in this case lecturers, are leaders of learning in their classrooms, but priorities change when they become leaders of others (Blandford, 2006:4). Consequently, Höhle and Teichler (2013:34) state that many academics believe that, due to managerial pressures, they sacrifice academic life when becoming a manager whilst not feeling ready to act in their assigned managerial roles. Researchers have found that role conflict decreases job satisfaction and increases work-related anxiety (Han *et al.*, 2014:474). This indicates that there is a lack of clarity regarding the role of junior- and mid-level managers, which causes problems for them in understanding and developing for their roles within institutions (Seangaloun, 2012:ii).

Higher education, also known as tertiary or postsecondary education, includes what is commonly understood as academic education and also advanced vocational of professional education (UNESCO *et al.*, 2016:15). Consequently, the higher education institutions need to engage and motivate more academics to embrace management and leadership roles, as their role and responsibilities change from being an academic to being a manager (Locke & Bennion, 2007:13,43). Junior- and mid-level managers are not prepared for the role they are expected to play and for this reason it is important to conduct an investigation into the preparation of mid-level managers at universities in South Africa (Chatty, 2007:81).

Bearing in mind all the above, this research was driven by the following research question: What are the professional development needs of junior- and mid-level managers at North-West University (NWU)?

To address the main research question, the following sub-questions were formulated:

1. What is the nature of professional development of junior- and mid-level managers in Higher Education?

2. What are the skills required by, and responsibilities expected of, junior- and mid-level managers at universities?

3. What needs exist among junior- and mid-level managers regarding professional development at NWU?

4. How do biographical features influence the professional development needs of junior- and mid-level managers at NWU?

5. What guidelines can be developed to improve professional development of junior- and mid-level managers in NWU?

The purpose of this research was to identify the professional development needs experienced by junior- and mid-level managers at a university. This comprehensive purpose is broken down into the following research objectives:

1. Determine the nature of professional development of junior- and mid-level managers in Higher Education.

2. Identify the responsibilities expected and skills required of junior- and mid-level managers at universities.

3. Determine the needs among junior- and mid-level managers regarding professional development at NWU.

4. Determine how biographical features influence the professional development needs of junior- and mid-level managers at NWU.

5. Develop guidelines to improve professional development of junior- and mid-level managers at NWU.

1.4 Theoretical and Conceptual framework

In this study the theory of habitus and field as developed by a sociologist Pierre Bourdieu is employed as theoretical framework. In 1984 he developed a theory about the concepts of habitus and field. The habitus refers to the individual as a person whilst the field highlights the environment, resources and context in which an individual work or functions in. Habitus and field, as indicated by this theory, has a considerable influence on the management tasks and the management areas of the junior- and mid-level managers. Based on the aforementioned and the nature of the assigned roles and responsibilities of the participants, the management task-management area ought to be used as conceptual framework.

Thoughts, ideas and theories will not mean anything without a conceptual framework, for without that there is no ‘lens’ that the researcher looks through. A conceptual framework also allows the reader to conceptualise the study in a broader context (field of knowledge). According to Fouchè and Delport (2011:37), a conceptual framework is structured from a set

of broad ideas and theories providing reference points for discussing the literature, methodology and analysis of data. McGriff (2017) adds that a conceptual framework includes recognising a core set of connectors in an applicable field of enquiry and displaying how they fit together or are linked or connected in some way to the matter or topic at hand.

The conceptual framework needs to contain the management theory that explores to the topic under investigation. The conceptual framework is seen as one of the most important aspects of the research process that is often misunderstood (Grant & Osanloo, 2014:12). This study's conceptual framework focused on the management task/management area theory, since the study emphasised the management tasks and sub-tasks with skills and the management areas with responsibilities of managers in higher education to fulfil their work. This, however, will be unpacked into detail in the Literature review (Chapter 2).

1.5 Research design and methodology

1.5.1 Research design

All research is based on some underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) is/are appropriate for the development of knowledge in a given study.

A research design can be described as a plan, blueprint or proposal to conduct research that involves an interchange of philosophy, strategy of inquiry and specific methods (Creswell, 2009:3; Mouton, 2008:55; Punch, 2014:206). The research design, therefore, is the process of focusing the perspective for the purposes of a specific study including all the steps in the process to achieve the product anticipated (Fouchè *et al.*, 2011:143). A quantitative approach, embedded in the post-positivist paradigm, was followed in order to accomplish the desired outcome of the research. A survey design in the form of a gap-analysis was conducted in order to determine the skills needed and responsibilities required of members of junior- and mid-level management to master their work. The outcome of this survey gave an indication of the needs experienced with regard to professional development. The choice of a research design was based on the nature of the research problem or the matter that was addressed, the personal experiences of the researcher, and the participants of the study (Creswell, 2009:3). The personal understanding of a researcher, together with the norms concerning the world view, played an integral role in the research conducted.

1.5.2 Research paradigm

Punch (2014:31) defines a paradigm as a set of assumptions regarding the world, as well as the establishment of proper topics and techniques for inquiring into it. Paradigms serve as the lens or organising principles by which reality is interpreted. The lens used in this study was from a post-positivistic paradigm as it attempted to explain data, and test theories against further data (Creswell, 2009:6; Punch, 2014:12).

According to De Vos *et al.* (2011:7) post-positivists claim that reality can never be fully apprehended, only estimated. This study focused on the professional development needs of junior- and mid-level managers and the collected data are objective, which serves as a guideline to address the research questions.

1.5.3 Research methodology

Quantitative research is a process that is systematic and objective in its ways of using numerical data from a selected population to generalize the findings to the universe that is being studied (Maree & Pietersen, 2013a:145; Sukamolson, 2010:2). The conceptualisation of a quantitative approach can be seen in a variety of perceptions. The researcher relied more on deductive reasoning (moving from the general to the specific), beginning with certain theories and then drawing logical conclusions from them (Fouchè & Delport, 2011:63). A non-experimental design in the form of an online survey was followed in this research with a response rate above 55%. Understanding was obtained through measuring the level of challenge experienced with regard to views of their roles and skills in order to determine the professional development needs through using the survey design.

A survey design provides a quantitative description of the trends, attitudes or opinions of the population by studying a sample of the population or the whole population (Creswell,2009:12,145). For the purpose of this study, a “gap-analysis” was used that formed part of a type of survey design (Sukamolson, 2010:4). This instrument was divided into three sections that focused on the following:

- Section A: Biographical information of junior- and mid-level managers in NWU
- Section B: Skills required by junior- and mid-level managers in NWU
- Section C: Responsibilities of junior- and mid-level managers in NWU

The survey design used for this study indicated the gaps experienced by the academics in the identified positions with regard to expected roles and required skills to fulfil the desired responsibilities. In conclusion, the survey contributed towards determining their needs with regard to professional development.

1.5.4 Study population and sampling

The study population comprised of junior- (deputy subject group leader and programme coordinator) and mid-level (subject group leader and programme leader) academic managers across the three campuses of the NWU and within the eight faculties. Through using a structured questionnaire, this researcher was seeking to establish statistically significant conclusions that were based on the responses of the academic junior- and mid-level managers at NWU`s three campuses concerning their professional development needs. This method was considered appropriate as the anonymity allowed participants to be more candid, open and honest in the questionnaire, as it also had an influence on the quality of the results.

Creswell (2009:145), Punch (2014:244) and Maree and Pietersen (2013b:172) point out that from quality survey results, it is possible for the researcher to generalise or make claims concerning the population. According to Punch (2014:247) and Muijs (2010:15), a population is a target group which is usually large, about whom the researcher wants to develop knowledge and understanding, but which cannot be studied directly – and therefore a sample is drawn. In this research, a census was conducted as the whole population was used. It was foreseen that in total, about 300 junior- and mid-level managers across the three sites of delivery would receive the link to the online survey.

1.5.4.1 Pilot study

A pilot study was conducted and ethical clearance was obtained for this study. The purpose of the pilot study was to improve the questionnaire`s face validity and content validity. The pilot was conducted amongst subject chairs and programme leaders who had previously been in the positions at the university, but no longer were. For the purpose of this study, ten participants were identified with the assistance of the People and Culture Department (previously Human Resource Development) and individuals in faculties providing possible names of participants.

A section was included in the questionnaire that gave participants the opportunity to comment or provide recommendations with regard to questions that were unclear or confusing, or suggestions on what participants think could be formulated in a better way.

1.5.5 Data collection

This study was aimed at investigating the professional development needs experienced by junior- and mid-level managers at the NWU`s three campuses. The instrument used for this study, was a newly developed questionnaire by the researcher. The questionnaire was developed and distributed online using a web-based survey application, QuestionPro.

By using a questionnaire, this study established significant findings based on junior- and mid-level managers` professional development needs with reference to skills and responsibilities in their additional assigned role. The instrument used for this study was divided into three sections. Section A focused on the biographical information of the participants as this might play a role in the needs of junior- and mid-level managers – as may the campus they are working on together with the faculty they work in. Section B referred to the skills required of the participants to perform their job, and lastly, Section C looked at the responsibilities needed by participants to master the position of a junior- and mid-level manager. From quality results, the researcher composed claims and recommendations about the professional development needs experienced by junior- and mid-level managers so that guidelines could be compiled for the population used.

Through using a structured questionnaire, the researcher sought to establish statistically significant conclusions that are based on the responses of the academic junior- and mid-level managers at NWU`s three campuses concerning their professional development needs.

The questionnaire was conducted online, and communication accompanied by a link was sent out. Weekly follow-up communication encouraged the academics in the identified positions to complete the questionnaire. The participants were given a month to complete the questionnaire.

1.5.6 Data analysis

Collected data was analysed using different statistical techniques that included descriptive statistics, frequency analysis, and exploratory factor analysis. The gap-analysis was performed by paired t-tests and the effect of biographical variables on constructs by means of statistical tests that included t-tests, Spearman rank order correlations, and Analysis of Variance (ANOVA). The purpose of the descriptive statistical techniques was to organise, present and meaningfully analyse the captured data. Descriptive statistics were used for discussion of the results.

- Descriptive statistics: Calculation of the frequencies and percentages of the responses to the questionnaire. The following methods were used:

- Factor analysis: To determine which items could be grouped together, where responses were similar, and through that measure a common underlying factor or construct could be deduced.

- Reliability coefficients (Cronbach Alpha coefficients): To determine the internal consistency of the items of the particular instrument.

- Cluster analysis: To derive at a typology of classes of junior- and mid-level academics with different kinds of development needs.

The analysis of the data was done in cooperation with the Statistical Consultation Services of North-West University.

1.5.7 Validity

The validity of an instrument refers to the degree to which it measures what it is supposed to measure (Pietersen & Maree, 2013:216). Validity can be improved when doing quantitative research through careful sampling, appropriate instrumentation, and suitable statistical treatments of the data collected as they present truthfulness (Neuman, 2011:208). For the purpose of this study, three kinds of validity were addressed, namely face validity, content validity, and construct validity (Pietersen & Maree, 2013:215).

1.5.7.1 Face validity

According to Pietersen and Maree (2013:217), face validity refers to the extent to which an instrument looks valid. In this study, face validity was ensured by giving the questionnaire to specialists for their critical comments on the instrument. During the pilot study, the respondents were asked to comment on their understanding with reference to the items, language, and layout of the questionnaire. The participants in the pilot test further commented on a variety of aspects of the instrument, including user-friendliness of the questionnaire such as its length, clarity of items as well as the time it took to complete the questionnaire. Respondents during the pilot study were also requested to comment on their understanding of items, use of language, and the design of the questionnaire.

1.5.7.2 Content validity

Content validity is the extent to which the instrument is representative of the content area being measured (Pietersen & Maree, 2013:217). For the purpose of this study, the instrument developed and used determined the extent to which junior- and mid-level managers fulfil their roles and the skills required. This was done in order to determine their needs with regard to professional development. In order to increase the content validity of questionnaires used within this study, experts in the content field were asked to assess the questionnaire before it was finalised (Creswell, 2009:149). Before the questionnaire was submitted to the participants of the study, a pilot study was conducted with people who did not form part of the study population (Van der Vyver *et al.*, 2014:66). The comments were worked through during the completion of the questionnaire as this also served as a measure to ensure content validity. The questionnaire was compiled after a comprehensive literature review had been done.

1.5.7.3 Construct validity

Construct validity refers to the extent to which the instrument measures the construct it is supposed to measure and also how well a measure conforms to theoretical expectations (Punch, 2014:240; Yilmaz, 2013:318). The construct validity has two subtypes that include the convergent and discriminant – in other words, how well the indicators of one construct converge or how well the indicators of different constructs diverge (Neuman, 2011:213). Construct validity was determined by a factor analysis.

1.5.8 Reliability

According to Neuman (2011:214), reliability means dependability or consistency. Reliability is understood as the extent to which a measuring instrument is repeatable, and consistent when repeated (Pietersen & Maree, 2013:215). The reliability and / or internal consistency of this study was determined by calculating Cronbach Alpha coefficients.

1.5.9 Ethical aspects

Research does not take place in a vacuum and, consequently, more emphasis should be placed on the fact that researchers need to give adequate consideration to ethical issues that may occur during their research as this can enhance the quality of the study (Hesse-Bieber & Leavy, 2006:61). According to Punch (2014:39-40), ethical concerns are raised regarding the use of questionnaires in research. Furthermore, Punch points out that the questionnaire has an effect on the participant with regard to the timetable for completion,

the level of sensitivity and/or threat of the questions, as well as the possible intrusion of privacy.

In order to comply with ethical requirements and improve the quality of the research, the researcher adhered to the following guidelines stipulated by Creswell (2009:89):

- Ethical clearance was obtained from the various committees within the NWU and the Faculty of Education.
- Permission was obtained from the Registrar of the NWU, as this study focused on diverse participants from different campuses working in different faculties. Executive Deans and Deputy Deans: Teaching and Learning were asked for permission.
- Participation was voluntary, as no respondent was coerced to partake in this study.
- Informed consent of the participants was obtained and they had the right to withdraw from the study at any stage of the research. Since the study took place in an online environment, the participants signed consent forms that explained the process of the study step by step, informing them about the rationale of the study, the purpose of the study, and the shared benefits for participants as well as the researcher.
- The right to confidentiality: participants remained anonymous and all information gathered was treated as confidential.
- Safeguarding of participants from the risk of harm, as the information collected was not used to the disadvantage of participants.
- Guarding against plagiarism, with specific reference to acknowledging all sources of information from literature, as well as the field used in this study.

1.6 Contribution of the study

This study resorts under the research entity Edu-Lead and it attempted to make the following main contributions:

- Within the discipline of education management, this study specifically wanted to contribute to the understanding of professional development of junior- and mid-level managers, which is a neglected area of research.
- Clarify the roles of junior- and mid-level managers at the NWU with reference to their responsibilities and skills required;

- Develop guidelines to improve professional development of junior- and mid-level managers in Higher Education with regard to their skills and responsibilities.

1.7 Summary

This chapter introduced the problem area that this study aims to address, namely gaps in the available literature on professional development needs of junior- and mid-level managers at universities. The design and methodology of this study were also discussed in this chapter. The study was directed by a literature study and a later empirical investigation. During the empirical investigation, numerous statistical techniques were used to analyse and interpret the collected data. These were used together with the literature to clarify the roles of junior- and mid-level managers at universities with reference to skills and roles, as well as develop guidelines that could improve professional development of junior- and mid-level managers in Higher Education, focusing on their skills and responsibilities.

CHAPTER 2: MANAGEMENT TASKS/AREAS OF JUNIOR- AND MID-LEVEL MANAGERS IN HIGHER EDUCATION

2.1 Introduction

The first chapter of this dissertation provided a foundation, context, and a glimpse into the conceptual framework – and explained what the study aimed to find out. The purpose of this chapter is to give a theoretical base and further contextualise the investigation by reviewing relevant literature. The literature will be discussed under broader themes and areas. The chapter is divided into three main themes, as the focus will be on higher education, management in higher education, and professional development. In doing so, a review of available literature within the field of study is discussed to attain a better understanding of the latest professional development needs experienced by junior- and mid-level managers.

2.2 The role of the literature review in the research process

In academe, literature has become a collective noun describing a specific body of knowledge that is recognised by diverse users (Traffort & Leshem, 2009:68). There are two methods of looking at the literature review: either as a study on its own (that some prefer to call a 'literature study') or as the first part of an empirical study (Mouton, 2008: 86).

Creswell (2009:116), Maree and Van der Westhuizen (2013:26) and Maree (2016:28) explain that a literature review provides a general idea of the current and past knowledge that is applicable to the topic being researched. Furthermore, Ferreira (2012:33) outlines the literature review as a platform that provides a knowledge base for the research to be conducted, permitting the researcher to better comprehend the research problem as well as the field of study. A researcher then gets the opportunity to identify the gap between *what has been written* on a field and what has *not yet been written*, together with possible shortcomings in the literature. A literature review can also be viewed as a study that provides a framework of scholarship in a certain discipline through an exploration of trends and debates (Mouton, 2008:179). Creswell (2014:28) goes further, stating that literature reviews create a framework for establishing the significance of the study as well as a yardstick for comparing the results with other findings. A literature review is a fundamental part of any credible research and forms the foundation for further development, as it critiques the literature that analyses, synthesises and evaluates what has been done before, and then applies it to the work a researcher intends to accomplish (Lyons & Doueck, 2010:55; Marshall & Rossman, 2014:43; Traffort & Leshem, 2009:67). For the purpose of this study, a review of the central themes of the literature relating to professional development is discussed

because the professional development of managers is acknowledged as one of the key challenges confronting higher education in these changing and growing times (Mrig *et al.*, 2014:6).

According to Marshall and Rossman (2014:43), a review of literature serves four comprehensive functions. Firstly, it demonstrates fundamental traditions behind the general research questions and should display the research paradigm that undergirds the research. Mouton (2008:87) agrees that it is important to understand how other scholars have investigated and interpreted the research problem. Secondly, a literature review proves that the researcher comprehends related research and the logical traditions that surround and support the study. Thirdly, the literature review shows that the researcher has recognised and acknowledged gaps in previous research and indicates how the planned study will address these gaps conceptually, contextually and methodologically (Maree, 2016:28). Finally, the literature review improves and redefines the research questions by embedding those questions within bigger empirical traditions, to ultimately provide information that contributes towards the construction of a conceptual framework.

Marshall and Rossman (2014:45), as well as Mouton (2008:87), add that the purpose of the literature review is to establish the importance of the research for practice and policy as it provides an overview of the issues within a specific context. Based on the existing literature that is relevant, this chapter seeks to identify, elaborate and clarify existing knowledge on professional development together with the needs of junior- and mid-level managers at a South-African university. Furthermore, the purpose of the literature study is to develop measuring instruments to determine whether challenges experienced have not already been addressed by research studies, and to come up with a clearer formulation of the problem.

The following section focuses on higher education, to sketch the background of the setting in which the study was conducted.

2.3 Higher education

The following discussion focusses on higher education and reconstructs the context in which the study took place. Higher education is the workplace of the managers on which the study focused. This helps us to get a better understanding of the current state of higher education, together with its unique challenges. Firstly, the concepts of higher education, and universities (as well as the types of universities) are clarified to define the terms used in the study. Concept clarifications are followed by details of the background, nature, and current status of higher education that will help to understand the character, features and qualities of the theme.

2.3.1 Concept clarifications

Research on professional development, as an aspect of management in higher education, demands a conceptual framework. Therefore, it is essential to identify and clarify relevant concepts that inform the context in which the study will be conducted. Understanding these concepts is important, in order to prevent misinterpretations. The concepts of higher education, the university, and types of universities are further clarified below.

2.3.1.1 Higher education

Higher education, also acknowledged as tertiary education (UIS & UNESCO, 2012:83), is a well-established concept in scholarly literature and research. For the purpose of this study, the term higher education is used, since it best describes the context being investigated. The literature on higher education has highlighted numerous aspects, and reveals the complexity of the term (Norton & Cakitaki, 2016:10). Furthermore, the term academic education also includes advanced vocational or professional education, in addition to a bachelor, honours (known in South African context), masters and/ or doctoral degrees (UIS & UNESCO, 2012:83; UNESCO *et al.*, 2016:15). Furthermore, Coxhead *et al.* (2010:139) stated that higher education offers a unique opportunity for individuals to come together to share the same educational ideologies. The Department of Higher Education (Republic of South-Africa, 1997:8) defines higher education "as all learning programmes leading to qualifications higher than Grade 12 or its equivalent in terms of the National Qualifications Framework (NQF) as contemplated in the South African Qualifications Authority Act, 1995" (Act 58 of 1999). Moreover, the Council on Higher Education (CHE) (2018) is of the view that higher education should also meet the requirements of the Higher Education Qualifications Sub-Framework (HEQSF), which is a sub-framework of the NQF as contemplated in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995). The concept 'higher education' has also been used to refer to particular institutions globally, for higher education is in a unique environment offering various qualifications (Barnett, 2004:61). Higher education is not only teaching and learning but also refers to the research segment (Teichler, 2007:11). Tertiary education that builds on secondary education (NQF level 4) delivers teaching and learning events in specialised fields, as it intends for learning to perform at a high level of complexity and specialisation (CHE, 2016b:33). This level includes NQF level 5 and higher (NQF level 10).

Drawing on the definitions above, it can be understood that the term 'higher education' refers to the education structure or service offered further than secondary school. This type of education is specifically delivered by institutions that includes colleges, graduate schools,

universities, or any other form of professional institutes where graduates attend to obtain a qualification adhering to set-out requirements. For the purpose of this study, a narrower term of higher education is used, namely it refers to universities.

2.3.1.2 University

Universities are regarded as complex organisations and social actors in the institutional field of higher education where teaching, learning and research are closely linked; a cluster of organisations sharing the same perspective boundaries, characteristics, rules of membership, organisational forms, or structure designs (Austin & Jones, 2016:6; Höhle & Teichler, 2013:24; Mohamedbhai, 2011:xi). Universities in the traditional role of teaching and learning, research and community engagement, can be understood as institutions providing qualifications. These qualifications range from the three- to four-year bachelor`s degree, to doctoral-level qualification with a strong focus on postgraduate and research activities (CHE, 2016b:91). There is community engagement during research, as a collaboration between higher education institutions and the community which benefits from it (Callejo & Ode, 2013:206).

Universities in South Africa are distinguished from each other in a continuum ranging from comprehensive universities, traditional universities, or universities of technology (DHET, 2014:4). Comprehensive universities are a blend of traditional universities and a Technikon, offering qualifications from NQF level 5 (that is, a higher certificate) to NQF level 10, and doctoral levels with some related research activity (CHE, 2016b:91). This combines academic studies and vocational or career-orientated courses. In simple terms, the comprehensive university can be described as an institution offering both university and Technikon-type programmes (CHE, 2016b:169). Traditional universities can be portrayed as universities offering undergraduate and postgraduate degrees. Research universities are traditional universities with a great number of postgraduate students and with a primary emphasis on the research aspect (Fredericks, 2017:10). The traditional university category was retained although previous Technikons converted to Universities of Technology (UoT) or were combined with traditional universities in a new institutional form (CHE, 2016b:73). UoTs developed from Technikons and are vocationally-orientated as they offer mostly undergraduate certificates, diplomas and degrees, with emphasis on industrial and technological disciplines. This study was conducted at the North-West University (NWU), which has a unitary statute model, and focused on the three campuses that are recognised as comprising a traditional university. The NWU-Potchefstroom campus merged with two campuses – in Mafikeng and Vanderbijlpark – with a plan to become a research-orientated institution (North-West University, 2016:1). This is evident from the student body, as the number of postgraduate students increased from 14,575 in 2011 to an estimated 16,769 in

2017 (NWU Management Information Report, 2017:3). It is therefore clear that the NWU is established in terms of post graduate students and the quality of the research delivered (NWU Institutional Office, 2017:11).

In conclusion, 'university' refers to an institution of higher education and research that grants academic degrees in a range of subjects, and is also a corporation that provides both undergraduate and postgraduate education. Furthermore, the types of universities include comprehensive universities, traditional universities, and universities of technology. This study was conducted in a traditional university that is research-driven and a multi-campus university.

The following section focusses on higher education, with particular reference to the background, nature, and the current state of the sector, in order to reach an informed understanding.

2.3.2 Higher education landscape of South Africa

Now that the various concepts have been clarified and we have a sense of the meaning of the terms, we accordingly discuss the background of the higher education landscape to get a more informed understanding of the context.

The higher education environment is seen as a dynamic and ever-changing landscape. Transformation in the higher education sector in South Africa over the last two decades has been one of the major drivers. The theme of higher education and the inclusion of it in this study is imperative, as it provides a better perspective and understanding of the current context of the higher education environment. An informed understanding of higher education is necessary in order to study the professional development needs of managers, as that is the context in which they work. (Le Grange, 2011:2-3).

Wolhuter (2011:96) and Altbach *et al.* (2009:iii) argue that an academic revolution has taken place in higher education in the past 50 years, marked by unprecedented transformation in diversity. Features of the higher education revolution include massification and democratisation, competition and differentiation, changing relations among university and state and between university and industry, rising managerialism at universities, the demand for relevance, an entirely new professional working environment for academics, and renewal of teaching methods.

Higher education is increasingly finding itself the subject of research that is seen as an effective driver for change. Increasingly considered an effective driver for the national, regional, and global knowledge-based economy, higher education plays an important role in

the country`s cultural, educational and economic progress (Nguyen, 2012:310). This progress forms part of a process called transformation in thinking, understanding and doing. Barnett (2014:9) is of the view that the discourse of higher education implies two things. The growth of research interest in higher education is also partly a function of higher education`s enormous expansion in recent decades (Brennan & Teichler, 2008:259), as this was to ensure that the character and performance of higher education have great impact on all relations and links of society. This next section focuses on higher education as a theme, in order to understand the context in which the research was done.

2.3.3 Features of higher education in South Africa

The word 'nature' refers to the features, character or qualities of the specific subject (Oxford Dictionary, 2017c). The study was conducted in a higher education context with a central focus on management, a core part of the university. The main research question focused on the professional development needs of junior- and mid-level managers at the North-West University, as they are in key positions and play a direct role within their departments. It is necessary to examine the nature of higher education, as this study was conducted within the higher education setting.

The higher education environment has been described by many scholars as dynamic, shifting and turbulent, as it is a continuous transformation process (Austin & Jones, 2016:3). Subsequently, transformation is becoming a buzzword and is often discussed as a process that has no beginning and no end. Management should therefore be more responsive to these changes, as it is an enduring process bringing about transformation and development in all aspects of an institution (CHE, 2016a:34). The word 'responsive' is used throughout the NWU's policies. This refers to all stakeholders, from management down to the students, and sums up the type of institution it wants to be (NWU Institutional Office, 2017:2,3,7,8,15,16,69). The responsiveness refers to societal needs, the production of relevant knowledge, and producing graduates who contribute positively to the growth and development of the country. It does this through being openly accountable for the way in which it applies resources in the fulfilment of these roles (CHE, 2016b:20).

Transformation in pursuit of goals in organisational, systematic, as well as structural matters on how management and governance at institutional and system level have been affected (Webbstock, 2016:21). Despite the many advances and achievements of higher education (such as cohesiveness), the student protests of 2015 and early 2016 highlighted problems (CHE, 2016b:v). A common understanding is that inequality in the country affected the management of some HE institutions, and that new needs emerged from that situation.

Therefore, it can be understood that an interlocked set of social, demographic, economic, technological, environmental and political changes is bearing down on higher education (Scott, 2013:275). These change do not affect only the university but also management. The changes trigger new professional development needs at management level, which must be addressed.

Transformation in higher education institutions (HEIs) has been recurrent and often secured outside the structures and processes of the university, with the result that transformation has not in all cases been incorporated into institutional strategic plans as required (Ngcamu & Teferra, 2015:233). Higher education transformation can therefore be seen as a term that refers to changes that the modern university is undergoing in a rapidly globalising world. Challenges faced include nation-state issues such as access, diversity, equity and (e) quality (Le Grange, 2011:1). Du Preez *et al.* (2016:1) argue that transformation can often be loosely defined, as they understand transformation as the processes of change in physics, mathematics, linguistics, biology, personality and politics. As far as the modern university is concerned, Le Grange (2011:1) claims that three significant developments in the transformation of the university system took place over the past 20 to 30 years. These are the shift from discipline structures to global networks; the capitalisation of knowledge; and incorporation of academic labour into the knowledge economy. The above implies that institutions ought to adapt to change broadly, and that includes management. Along similar lines, the NWU interprets transformation as being the ability to adapt to an ever-changing environment, both nationally and globally. This is done through being "responsive to the needs of our country and the continent, to practice state of the art management in a globalised world, and to endlessly improve quality" (NWU, 2015:1). This will have an impact on both the internal and external success model of the university, with specific emphasis on professional development needs and creating opportunities for management. HEIs including the NWU, consequently, need to participate and inspire more academics to embrace management and leadership roles and responsibilities that vary from being an academic (lecturer) to a manager (Locke & Bennion, 2007:43). In conclusion, it can be agreed that management is a critical driver of transformation as it continuously needs to adapt to the various changes within the higher education sector. Understanding the current status of higher education is also necessary, in the context of this study.

2.3.4 Current status of higher education

Generally, higher education is in a period of transition, affected by globalisation, the dawn of mass access, changing relationships between the university and the state, and new technologies (Altbach, 2013:i). Webbstock (2016:5) focuses our attention on the 'crisis in higher education' and warns that the sector is standing on the edge of irrelevance if it does not adapt to 21st Century trends.

Issues highlighted are the origin of higher education globally (in its European origin), the fundamental changes it has endured, together with its own particular history and legacy told from several viewpoints, and the navigation of the system through the application of policy drivers to reach particular objectives for constant development (Webbstock, 2016:5). Worldwide, higher education faces a continuing period of significant change and uncertainty (Birds, 2014:91). The two core drivers of higher education transformation worldwide include massification and the global knowledge economy that continue to produce unique changes, making it even more difficult to comprehend the nature of the change and how to adjust to the changing context (Altbach, 2013:x). Diversity within the higher education context is being produced by innovative developments across the world, as universities play a fundamental role in the development of their countries (Badat, 2010:4; Barnett, 2004:62; Barnett, 2014:11; Mohamedbhai, 2011:xi). The academic changes of the late 20th and early 21st Century can be seen as more extensive due to the comprehensive nature of institutions, together with the number of people they affect, leading to social imbalances, especially in developing countries (Altbach *et al.*, 2009:iii). Added to this, Adey (2000:423) claims that a crucial challenge in higher education is that managers don't know what is expected of them in terms of professional development.

Although professional development of managers plays an immense role in the success and progression of universities, the closest some managers came to being developed, was by seeing how others do the job (Adey, 2000:423). The know-how gained during the development process empowers professionals to progress in their careers by enhancing them both personal and professionally (Randall *et al.*, 2013:5-6). Higher education is important in itself and serves as an indicator of societal content or discontent, as academics and students have the freedom to think, reflect and act (CHE, 2016b:xii). Universities have become one of the essential institutions in society and the importance of governance has been significantly intensified by the revolution within higher education (Austin & Jones, 2016:1-2).

Since 1994, the South African higher education system has seen numerous changes and the dynamic higher educational environment poses unique challenges to educational administrators (Brancato, 2003:58-59). In South Africa, considered a developing country, social imbalances are rooted and reflected in all scopes of social life, as a product of the systemic omission of blacks and women under colonialism and apartheid. The higher education system was no exception (Badat, 2010:2). Despite being almost three decades into a democracy, higher education in South Africa has never been more volatile than it is currently (CHE, 2016b:vii). Since 1994, the South African higher education system has seen many changes that have been moulded by post-apartheid pressures (Bush, 2006:443; Cloete, 2014:1355). Once the change to democracy had allowed South Africa to reunite with the international higher education community, the situation in which the higher education system had to operate inevitably involved global as well as local considerations (Boughey, 2004:3).

South Africa`s new democracy committed itself in 1994 to transforming higher education together with the inherited apartheid social and economic structures and institutionalising a new social order (Badat, 2010:3). Along similar lines, Cloete (2014:1355) argues that the transformation in higher education, particularly in South Africa, has been formed by post-apartheid pressures like academic revolutions. A number of underpinning factors which are closely related and are seen as key elements of globalisation include the knowledge society, and changes in governance structures (Knight, 2008:6). The fast-moving higher educational environment poses many challenges to educational stakeholders, in particular junior- and mid-level managers, as they rely on the key role universities should play in promoting development and good leadership. (Brancato, 2003:59; Mohamedbhai, 2011:xi).

The transformation in higher education also has an influence on the university as a workplace and on its employees, and it is therefore important that the university must transform and position itself as a unitary institution of superior academic excellence with a commitment to social justice (NWU Institutional Office, 2017:1). While transformation is a driver of change, it also poses unique challenges and opportunities for management. It demands change in the traditions of doing, being, and moving forward as an organisation. The role of management and development will be discussed and unpacked later in this study.

Transformation in higher education in South Africa was shaped by post-apartheid pressures over the last two decades, and systems remain confronted by numerous transformation issues that pointedly serve as a reminder that transformation is a continuing process (Cloete, 2014:1355; Le Grange, 2011:5). These matters narrate structural difficulties (size and shape issues), staff and student diversity, language, and access being formal and/or

philosophical. The restructuring of the public higher education system includes changes to the size and shape of institutions. Regardless of the changed shape and size of universities, the comprehensive system continues to be inefficient and, together with the slow pace of transformation with regard to staff and student demographics, this remains a challenge (Le Grange, 2011:5). The North-West University is viewed as an example of an institution which has made fairly wide-ranging changes to its organisational structures together with academic programmes in both teaching and research (Le Grange, 2011:4). In conclusion, this paragraph aimed to construct the context in which the study will take place, as this will assist in acquiring a better understanding of the state of higher education – for the context has an influence on the management. Accordingly, we will now zoom in on the management aspect that is the central theme of the study.

2.4 Management

The concept of higher education, its context and background, have been discussed, as that is the context of this study. We explored the different types of universities, and established that the North-West University (NWU), where the study will be conducted, is recognised as a comprehensive university. It is now necessary to have a discussion on management, in general and management in higher education specifically – and then to focus on junior- and mid-level management.

For the purpose of this study, the term junior-level management refers to deputy subject group leaders and programme coordinators, and mid-level management refers to subject group leaders and programme leaders within the different faculties at the NWU (NWU, 2016:15; People and Culture, 2018:1). The positions of subject group leaders, deputy subject group leaders, programme leaders as well as programme coordinators do not form another formal level of management in the faculties; they are assigned management functions to academics. These assigned management positions with managerial functions do not add additional administrative, office and clerical duties (NWU Institutional Office, 2013:2).

A programme leader refers to a specific academic staff member that is associated with the programme and appointed to perform management functions on behalf of school directors and deans with reference to teaching and learning programmes. A subject group leader refers to a specific academic staff member from a subject group that is appointed to perform the management functions under the leadership of the school director (NWU Institutional Office, 2013:1; People and Culture, 2018:1). For the purpose of this study, these positions are seen as mid-level management with regard to their assigned roles and responsibilities**.** For the purpose of this study, junior-level management, refers to deputy

subject leaders and programme coordinators, based on their assigned roles and responsibilities. Within the context of the NWU, deputy subject leader is a specific academic staff member from a subject group appointed to perform the assigned functions under the leadership of the subject leader and deputy school director and the school director, while a programme coordinator is a specific academic staff member associated with the programme, appointed to perform the assigned functions on behalf of programme leaders, deputy school directors and school directors and/or deans (People and Culture, 2018:1). It is therefore imperative for management at all levels to identify their professional development needs in order for them to keep abreast with regard to trends and developmental opportunities in higher education.

Over the last few decades, there has been growing interest in management issues in the area of education globally (Dorczak & Mazurkiewicz, 2013:6015). The transforming higher education environment poses unique challenges to educational administrators, and in particular to management (Brancato, 2003:59; Mohamedbhai, 2011:xi). The fundamental challenge for South African managers is the strengthening of the moral in the place of work (Bisschoff & Lotriet, 2012:10742). A lack of moral can be ascribed to the fact that managers don't know what are the roles and skills required of them.

For that reason, it is necessary to discuss the theme of management, particularly management in higher education, and with the main focus being on junior- and mid-level management. This study will now address the key concepts, conceptual framework, and the different levels of management that will guide us to a discussion on junior- and mid-level management in particular.

2.4.1 Key concept clarification

Concepts are seen as the only instruments we have to communicate meaning, and this plays a fundamental role during the research process because misconceptions are likely to occur during this time (Nieuwenhuis, 2016:50). Accordingly, we clarified the concepts 'management' and 'education management' used throughout the study, which was conducted in an educational setting with a specific focus on management.

2.4.1.1 Management

Numerous definitions of management are found, for managing is harder than it looks (Daft & Marcic, 2013:7). "Words such as 'executive control', 'authority', 'the application of skill or care in the conduct of an enterprise' and the administration of a group within an organisation or commercial enterprise" are used by Brown (2010:35) to define management.

The term management can be understood as the process of dealing with or directing and supervising people or things (Oxford Dictionary, 2017b). Management can be understood as being a wide-ranging process involving a number of tasks, ranging from the identification of future organisational needs to confirmation of the degree to which goals have been accomplished (Van der Bijl & Prinsloo, 2016b:41). Additionally, management is an art of getting things done through people by meeting the organisational goals set (De Beer *et al.* 2012:30). De Beer (2012:2), Erasmus *et al.* (2013:171) and Kumar and Bihar (2015:1092) views management as the process of utilising an organisation`s resources to achieve explicit and clear objectives through functions of planning, leading controlling and organising. Management can subsequently be described as a category of human existence and sense-making dealing with the culture of institutions, systems and structures for effective and smooth day-to-day-operations that lean towards becoming a fading image of control and order (Clegg & McAuley, 2005:21; Naidu *et al.*, 2008:5).

From the above argument it can be presumed that management is the administration of an organisation that involves activities of setting the strategy through the process of planning, organising, leading and controlling human and other resources to achieve the goals set by the organisation. As well as coordinating the efforts of its employees, directing the organisation to achieve the objectives through the utilisation of existing resources.

2.4.1.2 Junior- and mid-level management

Junior- and mid-level management is classified as the group of managers who provide and receive direction as they are synchronically led by top management and on their term leading employees functioning beneath them (Stoker, 2006:32). Junior- and mid-level managers can consequently be perceived as mediators between operating-level labourers and top-level managers serving by way of a network link for they are not just passive recipients, but also active interpreters that implement strategic change (Shi *et al.*, 2009:1455). For Jones (2006:4) the term junior- and mid-level management refer to heads of departments, middle managers and the subject or team leaders. Within a university context, Pepper and Giles (2014:46) agree, as they are of the view that the term junior- and mid-level management is used to describe employees occupying positions below the level of dean and are often referred to as associate deans of heads of schools. However, for the purpose of this study, the term junior- and mid-level management will refer to the subject group leaders, deputy subject group leaders, programme leaders and programme coordinators within the different faculties at the NWU (NWU, 2016:15). The positions of subject group leaders, deputy subject group leaders, programme leaders and programme coordinators do not establish another formal level of management in the faculties, various subject groups and schools; neither do they provide for

lower-level administrative, office and clerical duties (NWU Institutional Office, 2013:2). 'Programme leader' refers to a specific academic staff member that is associated with the programme and appointed to perform management functions on behalf of school directors and deans with reference to teaching and learning programmes, whereas a subject chair refers to a specific academic staff member from a subject group that is appointed to perform the management functions under the leadership of the school director (NWU Institutional Office, 2013:1; People and Culture, 2018:1). Within the context of the NWU, deputy subject leader is a specific academic staff member from a subject group appointed to perform the assigned functions under the leadership of the subject leader and deputy school director on the campus and the school director. A programme coordinator is a specific academic staff member associated with the programme, appointed on the campus to perform the assigned functions on behalf of programme leaders, deputy school directors and school directors and/or deans (People and Culture, 2018:1).

We can conclude that junior- and mid-level management comprises a group of managers who are seen as mediators that perform management functions in various situations. They receive direction from top management and provide direction to employees functioning beneath them. Within the context of this study, the term junior- and mid-level managers means subject group leaders, deputy subject group leaders, programme leaders, as well as programme coordinators at the NWU.

2.4.1.3 Education management

Once the concept of management is understood, it allows us to further distinguish and elaborate on a specific kind of management, namely education management. For the purpose of this study, education management is outlined in two definitions. The first refers to education management in a broad context in terms of the education system. The other explanation focuses on a more specific meaning in terms of the management of education institutions (this study will focus on the second explanation).

Education management, also described as education administration in some countries (Finland, United States of America, Australia), is an umbrella term that refers to the organisational and functional aspects of an education system, since both of them refer to the same activity (Alava, 2016:11; Van der Westhuizen, 2011c:38). Education management is also referred to the model and practice of the organisation and administration of existing educational formations and systems (Sen, 2011:1).

Van der Westhuizen (2011c:55), along with Bisschoff and Mestry (2009:3) comprehend education management as the performance of management actions that is connected with the educational aspects of an institution carried out by an individual in a position of authority. Naidu *et al.* (2008:5) sketches education management in terms of the educational operations that involve the process of planning, organising, controlling and directing the activities of an institution (education) through utilising material and human resources to accomplish functions of research, extension of work and teaching (Kimani, 2015:17). Education management can be perceived as the application of general management theory, principles and skills in the educational environment, for education management is a specific type of work that comprises of management tasks and sub-tasks or management activities. These activities are acknowledged as planning, leading, organising and control (Van Deventer, 2016b:109-110). For the purpose of this study, the term education management will be used.

From the aforesaid, it can be concluded that educational management, as the name implies, operates in educational institutions. Education management can be seen as a model, theory, skills or process that is concerned with the accomplishment of the educational aims through the planning, directing, organising and controlling of activities and resources within an educational institution.

2.5 Theoretical and Conceptual framework

In 1984 Pierre Bourdieu developed a theory about the concepts of habitus and field. Habitus and field, as indicated by this theory, has a considerable influence on the management tasks and the management areas of the junior- and mid-level managers. Bourdieu`s theory explains habitus in its embodiment: that show habitus does not only function at the level of explicit, discursive perception. It also functions through the internal structures of the system or context in which it becomes embodied in. This implies that it works in a deeper, yet practical and often pre-reflexive manner (Ramrathan, 2017:27). Habitus is seen as the learned, fundamental, deep-rooted, unconscious beliefs and values, taken as self-evident, which informs the thoughts, behaviour and actions of a person (junior- and mid-level manager) within a particular field (Kamin, Kolar & Steiner, 2013:109 - 110). This implies a relationship between the factors that influence the behaviour of the manager and habitus. On the other hand, Bourdieu outlines habitus as all those factors that consciously or unconsciously influence the behaviour, character or conduct of the manager in the management position, being dedicated or assigned. In the context of this study, habitus is linked to the management tasks of the junior- and mid-level managers. These managers with the assigned management roles and responsibilities, need certain skills that ultimately has to do with the individual- the person. The theory of habitus and field also links the management taks and management areas with

professional development. For instance, should they not have the skills, it indicates the “gap” that can be addressed through professional development. The field refer to the management areas and also the context within the institution. As a subject chair and deputy subject chair, work is done inside a given subject area, whilst as a programme leader and programme coordinator, roles and responsibilities are played inside a given programme. We can say that a field is the context within which the habitus operates, thus the power arena.

When linking the theoretical framework to the conceptual framework, that is the management task-management area model, it can be said that the conceptual framework fits well into the theoretical framework. Furthermore, it is expected from both junior- and mid-level managers to position themselves (habitus) in their context where managerial roles and responsibilities ought to be conducted (field).

Without a conceptual framework, thought, ideas and theories will not mean anything – for without that, there is no “lens” that the researcher looks through and enables the reader to conceptualise the study in a broader context (field of knowledge). According to Fouchè and Delport (2011:37), conceptual framework is structured from a set of broad ideas and theories providing reference points for an argument of the literature, methodology and analysis of data. McGriff (2017) elaborates, indicating that a conceptual framework includes recognising a core set of connectors in an applicable field of enquiry and displaying how they fit together or are linked or connected in some way to the matter or topic at hand. The conceptual framework needs to be parallel with the management theory that relates to the topic under investigation.

The conceptual framework is seen as one of the most important aspects in the research process but one that is often misunderstood (Grant & Osanloo, 2014:12). This study’s conceptual framework focuses on the management task-management area model. This theory defines management according to either the tasks they do (that is, their skills) or the areas they manage (their responsibilities). The section that follows focuses on the conceptual framework used – for it is the lens looked through when the research was conducted.

2.5.1 The management task-management area model

Numerous management models in South Africa and worldwide that explain management activities or management work are mainly a description of the manager`s duties or roles within an organisation (Van der Westhuizen, 2011c:41-42). Different researchers have classified various management tasks (Malan, 2014:27). For the purpose of this study, we will analyse

and describe the management activities according to the different functions, activities or management acts together with what needs to be managed.

Management is perceived as an ontic fact that exists, for it forms part of reality and is also found in every work environment. The entity of management lies in the regulative nature of thereof (Van der Westhuizen, 2011c:42). This indicates that a manager has to regulate and adjust to fit into the context. Management consists of a number of regulating activities or tasks that are called management tasks but regulative activities only form a part of management (Van der Westhuizen, 2011c:42). Management is not simply a matter of regulating systems but is first and foremost a matter of people in a relationship, focused on clear organisational goals, and the task that must be performed to grasp the goals of the institution (Van Deventer, 2016b:114). Management consists of different management tasks that are performed in various management areas (Malan, 2014:26). The management tasks must be done through regulating something. This implies that the management task needs to be positivist by highlighting the positive aspects of it. The something (positivation) that must be regulated and controlled, is called a management area (Van der Westhuizen, 2011c:42). According to Van Deventer (2016b:10), a management area can be perceived as a territory or area of regulation that the manager or the holder of authority needs to manage. The management areas include staff affairs (lecturer and administrative staff), administrative affairs (providing information to relevant staff), curriculum affairs, resources, and financial affairs within the faculties on the different campuses of the NWU.

What follows is a brief discussion on the management tasks, these tasks can be found at various management levels. This is followed by a discussion on management areas.

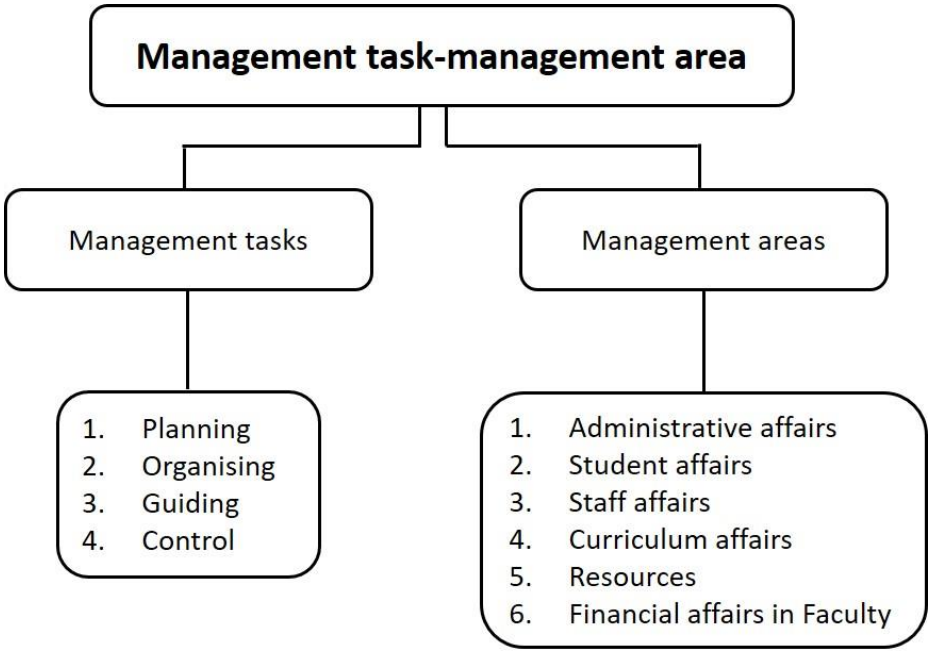

Diagram 2.1: Breaking up the management task-management area model as demonstrated by Heystek (2012:69) and Van Deventer (2016b:126)

2.5.2 The management task

There is little consensus in the literature regarding the definition of management tasks (Van der Westhuizen, 2011c:43). Different researchers have classified different management tasks in different ways, for they depend on the context in which they are performed (Malan, 2014:27). However, researchers like De Beer *et al.* (2012:31) view management tasks as a suitcase phrase containing four core tasks. The four core tasks are organising, planning, leading and control. They go further and argue that coordinating, delegating, communicating, motivating and disciplining are additional management tasks that are embedded in the core tasks. For researchers like Kumar and Bihar (2015:1092-1093), the elements of management are made up of planning, organising, staffing, controlling and directing, while they argue that planning can be seen as the foundation of management. For the purpose of this study, management tasks include planning, organising, controlling and guiding. “While drawing from a variety of academic disciplines, and to help managers respond to the challenge of creative problem solving, principles of management have long been categorised into the four major functions of planning, organising, guiding, and controlling” (M Libraries, 2018). These four management tasks or functions are highly integrated when performed in the day-to-day realities of running an organisation.

For the purpose of this study, general classification is used where management tasks are logically grouped together. Van Deventer (2016b:110); Cengage (2017:4-5); (Mintzberg, 1973:9); Van der Westhuizen (2011c:44) and Timms (2011:55-63) categorise tasks into sub-tasks according to planning, organising, guiding and controlling. Researchers like Carpenter *et al.* (2012:27) and M Libraries (2018) call the aforementioned the P-O-L-C (Planning – Organising – Leading – Controlling) framework. Van Deventer (2016b:110) argues that the management sub-tasks can be unpacked accordingly. Planning consists of the sub-tasks problem solving, decision-making and policy-making; the management task of organising incorporates the sub-tasks of creating organisational structures, coordinating and delegating; the sub-task of leading as a management task is concentrating on communication and motivation, whereas the management task of control covers the sub-tasks corrective action, supervision and evaluation and assessment of activities within organisations (faculties). From the concept clarifications of management (2.4.1.1) and educational management (2.3.1.2), it became clear that planning, delegating, organising, leading, interpersonal relations, leadership and motivation form an integral part of the management action. The management skills are determined through the different management tasks. The process of grouping management tasks together is also an indication *o*f management being very generic and non-specific (Van der Westhuizen, 2011c:43). This process differs from situation to situation, and from institution to institution. This study highlights the various areas and sub-areas that junior- and mid-level managers should manage, which gives us a better understanding of the situation within the institution – what works and what does not work effectively, and where modifications and alterations can be made to address uncertainties together with needs experienced by the managers.

The approach that best outlines and analyses actions by managers in organisations is the management task-management area model, as this approach differentiates between the *actions* on the one hand and the *areas* on the other hand. A manager performs some tasks in several task areas, but not all tasks in these areas. We can consequently say that the work of a manager at any level is executed in order to reach a specific purpose or goal through incorporating the various outcomes set by the institution (Van Deventer, 2016b:110). Van der Westhuizen (2011c:46) furthermore divides management tasks into two logical groups – the one group consisting of the thinking tasks and the other group the doing tasks. The thinking tasks that include planning and organising are required for the successful completion of an activity carried out by a manager, whilst the doing task is leading (directing) and controlling. It follows that the ‘thinking’ aspect includes thinking and talking about people`s activities within an institution, and the ‘doing’ refers to talking and acting. Managers at any level have a main priority to manage the employees and the processes relevant to them.

For the purpose of this study, emphasis is placed on the four management tasks planning, organising, leading and controlling, according to (Cengage, 2017:4; De Beer *et al.*, 2012:30; De Beer, 2012:3; Van der Westhuizen, 2011c:45-46; Van Deventer, 2016b:122,124). The following segment of this study outlines the four management tasks and also unpacks the sub-management tasks rooted in the four core tasks.

Management Tasks

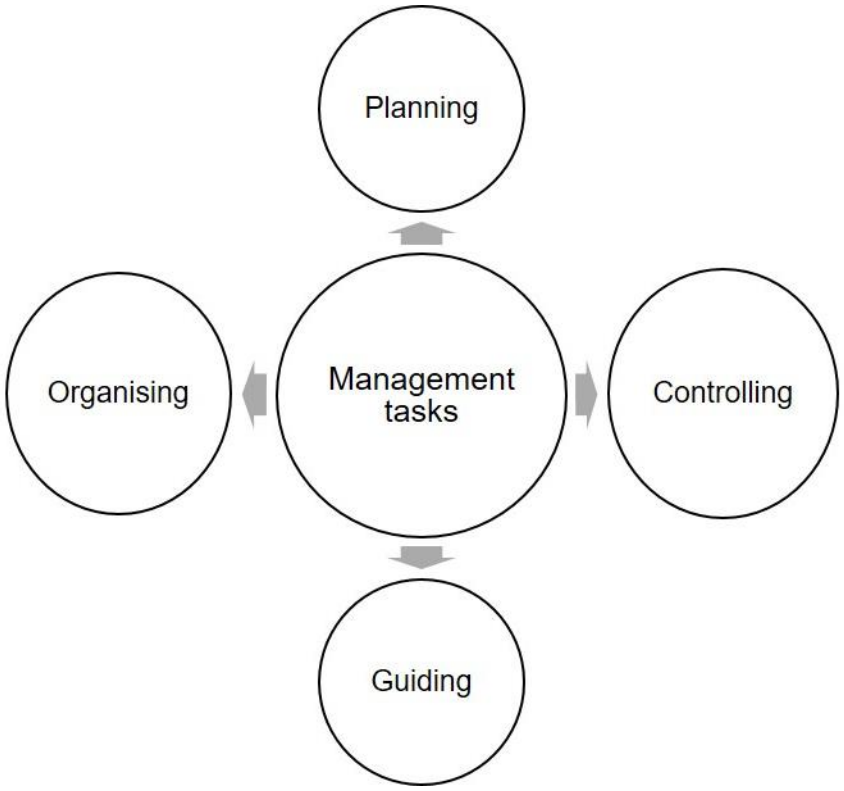

Diagram 2.2: Graphic representation of the management tasks according to Erasmus et al. (2013).

This study has focused on the different management tasks and sub-tasks, in order to reach an informed understanding of the tasks of managers within an organisation (or faculty, in the case of a university) since the tasks depend on each other to achieve set objectives.

2.5.2.1 Planning

Planning is the starting point of the management process (Van Deventer, 2016d:164). For Litman (2013:1), planning refers to the process of deciding the how and what of action in order to achieve the set goals, meaning what to do and how to do it. Planning can also be perceived as the tool that gives direction to an organisation, forcing managers to be future-orientated and that enables them to deal with changes they face within the setting (Vrba, 2013b:189).

For researchers like Kumar and Bihar (2015:1093); Van Deventer (2016d:130) and Erasmus *et al.* (2013:189) planning is the primary or most basic function or task of management, as it refers to advance thinking prior to doing anything. The vision, mission, goals, objectives and strategising are seen as elements of planning (M Libraries, 2018). In the NWU context, the university's vision puts emphasis on being a leading provider of multimodal education through innovative teaching and learning that provides a student with an outstanding learning experience regardless of the mode of delivery (North-West University, 2016:10). The programme leader, programme coordinator and school director concerned are jointly responsible for the scope and depth of a particular programme with respect to the realisation of the vision, mission, aims and objectives of the NWU and the Faculty for the programmes concerned (Faculty Management Committee, 2018:1). This forms part of the planning process at the institution as programme planning, revision of qualifications and programmes, improvement and marketing are seen as duties of the programme leaders (Faculty Management Committee, 2018).

Consequently, planning is also influenced by the values of managers and by the organisation`s culture (Erasmus *et al.*, 2013:198). Since it involves people, planning is predominantly a social activity concerned with the setting of objectives as well as developing the needed measures to achieve these objectives (De Beer, 2012:3; Litman, 2013:6). The strategic goals include good governance that ensures sustainability and responsiveness of qualifications and programmes (North-West University, 2016:10). In the light of that, planning is thus a deliberate and intellectual activity that entails a fair amount of time for it requires thinking about and visualising the future of the organisation (Van Deventer, 2016d:130). According to Litman (2013:5) preparing for the future is often impossible, as it is uncertain.

Van der Westhuizen (2011a:137) argues that planning is undoubtedly the management task that receives the least amount of attention. However, planning forms the basis of all management tasks since it is the first step in creating an effective organisation. Consequently, it can be said that planning is a purposeful act that includes considering the future as pre-enacted for what needs to be done and by whom, with the view to achieving organisational goals (Farooq, 2012:1). Van Deventer (2016d:164) is of the view that all management tasks are interrelated and that each task should be planned. Since planning involves people, coordination and delegation control, it is essential for the functional task to be performed professionally and effectively. Sub-tasks of planning include problem-solving, decision-making and policymaking, which can be seen as the pillars on which the success of planning rest (Van Deventer, 2016b:113; Van Deventer, 2016d:130).

Problem-solving is the process that requires the prior identification of a problem, obstacle or situation in any sort or form. Furthermore, problem-solving is the result of taking a decision and implementing it (Van Deventer, 2016d:166). A manager should consequently investigate various circumstances in order to decide on the problem that needs to be addressed. In the NWU context, the university wants to produce opportunities where employees, including management, engage with information that will help them to solve problems creatively (North-West University, 2016:19). The subject group leader and programme leader are also responsible for supporting the school director in executing the strategic goals of the school, faculty and university (NWU Institutional Office, 2013:2; People and Culture, 2018:2). This will guide them in making various decisions.

Vlăduţescu *et al.* (2014:53) state that decision-making is a fundamental element of education management since it entails choosing between two or more paths (Van Deventer, 2016d:165). Within the NWU context, after an Internal Programme Evaluation (IPE) and External Programme Evaluation (EPE) the programme leader or programme coordinator recommends to the school director that an improvement plan is drawn up and implemented, and monitors the process according to the University's quality policy (NWU Institutional Office, 2013:2; People and Culture, 2018:2). This goes hand in hand with the control task. Subject group leaders and deputy subject group leaders' support and advise directors on various decisions that need to be made regarding subject matters and also with the delegation of teaching duties (Faculty Council of Theology, 2015:13). The budgeting process is also an important facet, as decisions taken govern how finances will be spent in programmes and subject groups (Faculty Management Committee, 2018:2). Furthermore, the budgeting process is the most important tool for the expression of leadership because management decisions cause a multitude of effects (Vlăduţescu *et al.*, 2014:53). Managers will not be able to manage without taking decisions, for decisions need to be taken regarding objectives, leadership styles, the communication medium, as well as fair standards (Rossouw & Moolman, 2013:94). Policy-making emerges through problem-solving and decision-making, most of the time. Policymaking is an ongoing process that is generally without a definite start or end. Policy-making talks about the planning and setting of various outcomes for a faculty or school and includes drawing up a policy for the various management areas (Van Deventer, 2016d:145). For the purpose of this study, the management areas illustrated in diagram 2.1 were used.

Planning forces the manager to predict what will occur within an organisation, from the view of the current information. Without planning, staff members would respond to their work responsibilities randomly, without prioritising and wasting valuable human resources

(Malan, 2014:28). In closing, we can argue that planning bridges the gap between the current position or situation and the destination of an organisation.

Drawing from the above, we can conclude the following:

- Planning forces managers to predict the future of the Faculty, based on the current position.

- Sub-tasks of planning comprise problem-solving, decision-making and policymaking and are viewed as the pillars on which the realisation of planning rest.

Once the planning is complete, plans have to be put in place, and that is done during the course of the organising task (Van der Westhuizen, 2011b:161).

2.5.2.2 Organising

After strategies to achieve certain outcomes have been made, the manager needs to combine human, financial and other resources into structures (Van Deventer, 2016c:168).

Organising can be perceived as parallel to planning, for it refers to that specific management task that is performed to initiate planning and therefore creates connections with the various fragments so that goals may be realised and attained effectively (Erasmus *et al.*, 2013:207; Van der Westhuizen, 2011b:162). Organising can be viewed as a management task resulting in the establishment of an organisational structure through the distribution of tasks, the allocation of resources, as well as the coordination of activities that will allow the organisation to achieve organisational goals (De Beer, 2012:14). For Carpenter *et al.* (2012:29) and De Beer *et al.* (2012:35) organising is the task of management that involves the distribution of resources within the organisation, department or section within a department. It forms the framework in which strategies can be applied to accomplish set objectives. Organising is portrayed as the segment of managerial responsibility and authority division as well as selecting people and ways of achieving organisational activities (Antić & Sekulić, 2005:238). The subject group leaders, deputy subject group leaders, programme leaders and programme coordinators play an active role in the planning, management and development of human resources within various departments and subject groups, aimed at the optimal functioning of associates with regard to teaching, learning and research (Faculty Management Committee, 2018:2). Organising has two sub-tasks – that of delegation and coordination – as managers need to issue instructions that need to be coordinated throughout the organisation (Van Deventer, 2016c:176).

‘Delegation’ means giving middle managers responsibility for making decisions regarding all aspects of organisational development. Delegation of responsibilities and strategies is done to ensure accountability and is evident in best-managed and effective organisations (Maboe, 2013:30). Various responsibilities and roles are delegated to programme leaders and subject chairs and those provide them with opportunities to take the lead in areas where they are in charge within programmes or subject groups (Faculty Council of Theology, 2015:12,13; Faculty Management Committee, 2018:2; Faculty Natural Sciences, 2016:10). Formal line-management duties of academic directors, such as staff appointments, staff management, financial management etc., cannot be delegated to subject group leaders, deputy subject group leaders, programme leaders and programme coordinators (NWU Institutional Office, 2013:2). Murdock and Scutt (2007:31) together with Rossouw (2013:55) mentioned that delegation can also be seen as an excellent way of making optimum use of the staff`s skills or developing skills to enhance their ability to do their work. The decentralised and integrated management and financial policy aims to provide greater responsibility to individuals in terms of lecturing, research and community assignment and engagement, while at the same time reducing the management and administrative responsibilities of senior academics (Faculty Natural Sciences, 2016:10; NWU Institutional Office, 2013:1). However, one of the biggest challenges with delegation is to delegate the appropriate responsibilities to the suitable person (Murdock & Scutt, 2007:29; Van der Westhuizen, 2011b:176). It is thus important that the manager involves the employees in the activities within faculties or schools, and embraces a participative management approach. Once the tasks have been divided into activities, co-operation between various role-players must be achieved. Researchers like Van der Westhuizen (2011b:178) and Rossouw (2013:60) are of the view that when different people work together to complete the same (or even a different task aimed at achieving the same goal) it is necessary to coordinate the activities. Coordination concerns the integration of and co-operation between different activities, with a view to achieving the set objectives. By means of co-ordination, staff can share in organising and delegating.

‘Organising’ consequently refers to the relationship between people, work and resources that are used in the process of achieving a common goal set by an organisation (Josephine *et al.*, 2013:5). An additional way to observe organising is by outlining organising as a purposeful structure of roles and responsibilities within an organisation that employees occupy. With that being said, organising is consequently regarded as making sure that everyone knows what is expected of them (Clarke, 2007:4). The organising of resources can refer to ensuring that suitable employees are appointed and have the required skills for delivering their function within the organisation (Van Deventer, 2016c:169).

The purpose and importance of organising can be understood as the setting in motion of the planned activities in making the set objectives meaningful that will at the end contribute to the worthy organisation (Erasmus *et al.*, 2013:222). This can be seen as a daily, weekly and annual task for most managers while guaranteeing that required resources are provided to meet organisational goals. A manager in a faculty or department should be able to understand the importance of organising as one of the four general management tasks.

We can conclude with the understanding that planning becomes a reality only when organising, delegating and coordinating are harmoniously managed within an organisation to prevent the tasks overlapping, and are performed to ensure effective operation.

From the above, we can summarise as follows:

- Organising is the relationship amongst people, work and resources used to accomplish set goals by an organisation.
- The sub-tasks of organising include delegation and coordination because managers need to create conditions or provide instructions that need to be coordinated throughout.

Accordingly, the third management task that will be discussed is guiding.

2.5.2.3 Guiding

Once plans have been formulated and activities within the organisation organised, the next phase is guiding.

In order to manage people in an organisation, managers need to perform the task of guiding by influencing, leading and directing the organisation's employees successfully towards reaching the goals of the organisation (Erasmus *et al.*, 2013:224). We can argue that guiding is a primary task that needs to be carried out through all other management tasks, for

management refers to the ‘what’ needs to be done and leadership refers to the ‘how’ it will it be done. Leading therfore forms one aspect of guiding (Van der Westhuizen, 2011b:181).

Guiding is referred to by some authors as directing and commanding, which gives direction to the common activity of employees to ensure that they execute the tasks (Clarke, 2007:4; Van der Westhuizen, 2011a:181). For the purpose of this study, the term guiding will be used as it is more commonly understood and best fits the context of the study.

Guiding is the management function that guides individuals within an organisation in such a way that they willingly co-operate or work together in the direction of achieving the set objectives of the organisation as effectively as possible (De Beer, 2012:16; Prinsloo, 2016b:187). This is done to ensure the academic depth, quality and development of the subject and the subject group (NWU Institutional Office, 2013:2).

Other than planning that informs managers on how things should be done, guiding enlightens managers on what and why employees should want to do things. All activities within an organisation, including management, revolve around people. Based on the aforementioned, we can say that the success of all organisational activities depends on the people involved. In the management tasks of planning and organising, the emphasis was placed on the activities of people, while for guiding the interaction with people is the focus (Van der Westhuizen, 2011b:181). As a management task, guiding includes the sub-tasks such as leadership, communication, motivation and discipline (De Beer *et al.*, 2012:38). Van der Westhuizen (2011c:45) agrees with the aforementioned and adds that building relations is an essential part of leading since it has to do with getting employees to buy in voluntarily at all times.

Guiding is the shift of emphasis to the collaboration between the manager and the employees involved in the task that has to be put in motion. It can consequently be seen as a very delicate and sensitive function of management because it deals with the human elements (Van der Westhuizen, 2011c:47). This will help all the efforts of the organisation or faculty to be directed accordingly (Malan, 2014:30). For Van Deventer (2016d:188), true guidance is characterised by adaptability and flexibility, for the role of a manager in the success of an organisation can never be overstressed. In addition, guiding affects people so that they may add to organisational goals that primarily have to do with the interpersonal aspects of managing a faculty (Malan, 2014:30).

According to Bisschoff and Mestry (2009:166), guidance boils down to three aspects that include positive relationships, the motivation of people in the organisation, as well as communication with internal and external stakeholders.

In past research, relationship building was usually not incorporated into the list of management tasks. In current literature it is incorporated as a sub-task of guiding, as increasing attention is paid to this component of management that involves constant human interaction (Van der Westhuizen, 2011b:183). Furthermore, building good relationships is imperative in a work environment because people are reliant on each other for their continued wellbeing (Faculty Natural Sciences, 2016:10; NWU Institutional Office, 2013:1). Taken together, the research suggests that management should believe in the ability of employees to make contributions, and that both the leadership and management style of the manager will influence their ability to build relationships (Van der Westhuizen, 2011b:185).

To be a successful manager, the individual must be able to motivate employees – since motivation can be described as the force or spark that drives people to achieve certain goals and objectives (De Beer *et al.*, 2012:40). Motivating people is about generating enthusiasm and persistence in their actions and it is therefore important that a manager should take the role of a motivator so that set goals will be achieved (Timms, 2011:61). It would seem that to motivate employees, a manager should have knowledge of employees' needs and their work circumstances, and an effective management style. Guiding and motivating both require effective communication (Van der Westhuizen, 2011b:204). Communication is an essential component of management, for effective management depends on continuous communication among manager and employees (Erasmus *et al.*, 2013:237).

Programme leaders and programme coordinators are responsible for liaising, in consultation with the relevant school director, with other directors and personnel (in accordance with the lines of communication agreed upon amongst the directors) to provide subject guidance (Faculty Management Committee, 2018:2). Subject group leaders, supported and advised by deputy subject group leaders, communicate with the school directors to advise them (in collaboration with the coordinators) on student matters (for instance, apologies regarding class attendance and practical work, student admissions, student requests and examinations) but these matters still remain the responsibility of the school directors (People and Culture, 2018:2,3). It is therefore important that there is an open communication channel from management to subordinates to ensure that faculty operations run smoothly. According to De Beer *et al.* (2012:39), communication forms the link between management and the performance of the various management tasks (organising, planning, guiding and controlling) to ensure that the organisation successfully meets set goals and objectives.

Therefore, guiding can be regarded as motivating or influencing employees deliberately towards achieving organisational goals. In order to be successful, organisations require managers that are also good leaders. The guiding function primarily involves managing the human resources effectively (Erasmus *et al.*, 2013:239).

- Guiding refers to influencing or motivating employees intentionally towards achieving set organisational goals.

- Management should have confidence in the abilities and skills of employees and adapt their leadership and management style, for that will influence their ability to build relationships.

After guiding, the fourth management task is to control.

2.5.2.4 Control

The entire management process takes place between the stages of planning and control. Successful management is dependent on sound planning and effective control, for all these management tasks and their sub-tasks are interrelated (Van Deventer, 2016a:222). As soon as the leading function is done, and on completion of the planning and organising phase, a manager applies control – management tasks cannot be implemented effectively without proper control (Van der Westhuizen, 2011b:215).

Control is one of the key management tasks that monitors progress towards goal achievement and involves taking corrective action when progress is hindered (Cengage, 2017:6; De Beer *et al.*, 2012:42; Kimani, 2015:51). According to Van Deventer (2016a:241), control can be portrayed as the management process by means of which education managers assess and regulate progress in order to keep deviations and possible failures to the minimum, so that the desired outcomes may be accomplished with as little disturbance as possible. Control is thus regarded as a mechanism that determines accomplishments, evaluates performance and applies measures to allow goals and objectives to be reached (Kimani, 2015:45). Annual revision of programme documents and ensuring that correct and relevant programme information appears in the yearbook is the duty of programme leaders, programme coordinators, subject group leaders, and deputy subject group leaders (Faculty Management Committee, 2018:2; People and Culture, 2018:2,3). Therefore, control implies assessing performance in relation to predetermined objectives and making the necessary alterations and corrections. It is necessary to ensure that the organisation is moving in the desired direction and that progress is being made concerning the achievement of set goals (Kumar & Bihar, 2015:1093). Control is linked with planning, organising, and leading – as

planning is the first step in control and, without control, planning can be seen as pointless (Erasmus *et al.*, 2013:244). The control function is secondary to the manager`s other tasks (Van der Westhuizen, 2011b:216). The monitoring and control of student performance, together with decisions on re-evaluating them, form part of responsibilities of the subject group leader and deputy subject group leader, in collaboration with the lecturer (NWU Institutional Office, 2013:2; People and Culture, 2018:2).

An organisation needs a control process because even the best-formulated plans may go wrong (Erasmus *et al.*, 2013:244). Updating plans to safeguard organisational assets against inefficacy and waste, and to value and appraise employees` performance and effort, are two important aspects of control (Malan, 2014:32). Also, control ensures the quality of work and performance, and helps the management to cope with transformation and uncertainty. As managers sometimes take poor decisions and make mistakes, effective control should flag up errors before they become serious, as good managers will recognise that the only problems they can solve are those that they can see (Van Deventer, 2016a:225). Exercising operative control is to be conscious of future problems in time, and to do something about them.

As mentioned above, control can be seen as the process where management ensures that the organisation`s set goals are accomplished or satisfy themselves that actual performance compares favourably with the pre-set standards (Erasmus *et al.*, 2013:244). The steps in the control process are viewed as important to ensure effective control over the planned actions. For researchers like Van Deventer (2016a:226), Erasmus *et al.* (2013:245); Kimani (2015:45,46) and De Beer *et al.* (2012:42), there are four steps in the control process. The first step is to focus on established standards and methods for measuring performance. Types of standards include the efficiency of the work, the amount of time required, and the financial inputs (De Beer *et al.*, 2012:42). The second step is to measure the actual performance against standards. Measuring performance refers to a constant activity with reliable reports (Malan, 2014:33). The third step is to evaluate performance or deviations. This step requires determining the gap between the performance standard and the actual performance (Cengage, 2017:6; Erasmus *et al.*, 2013:246). The last step is to take corrective action, where required, that will increase the performance and also ensure that deviances do not occur again. A large part of a manager`s controlling task is to correct what is wrong (De Beer *et al.*, 2012:43). Effective control ought to generate correct information used for effective managerial decisions that will accommodate changes in the environment. It is thus important to update control systems if and when a need arises (Kimani, 2015:46).

To summarise, we can state that:

- Control implies associating performance in relation to pre-set objectives and making the necessary alterations and corrections to ensure that an organisation is moving in the desired direction and that progress is being made.

- Effective control must create accurate information to ensure effective managerial decisions to accommodate changes in the set context.

Without an adequate control system in place, managerial tasks cannot be effectively carried out (Malan, 2014:33).

2.5.2.5 Synthesis

The section above outlined the four management tasks identified in the literature, including the various sub-tasks. It is evident that the control function assigned to managers is interrelated with other tasks, such as planning and guiding. Decision making is crucial to these assigned roles and is an integral part of each stage of the controlling process. Therefore, the roles a manager takes on cannot be seen in isolation, but are rather interconnected and overlapping.

From the above, it becomes clear that management tasks can be divided into two of the 'doing' group that consists of guiding (directing) and controlling. It is also clear that the management tasks and the various areas that need to be managed are linked. We will now focus on management areas.

2.5.3 The management areas

Management entails four main management tasks – planning, organising, leading and controlling – and these include sub-functions. The sub-functions consist of communication, motivation, delegation and conflict resolution; these are integrated into specific management areas like human resources, or curriculum, financial, facility and strategic management (Heystek, 2012:69). In the current higher education environment, there is a perception that the rewards of the position compensate for pressures associated with being an academic middle manager (Floyd, 2012:272). Management tasks are applied in specific management areas and therefore never occur in isolation, for there is always a relationship between management tasks and management areas (Van der Westhuizen, 2011c:47). To relate this to the research site (NWU), we can conclude that management areas comprise the different areas that need to be managed, including staff affairs (lecturer and administrative staff),

student affairs (providing necessary support and guidance), administrative affairs (providing information to relevant staff), curriculum affairs (programme and module development), physical facilities, and financial affairs within the faculties on the different campuses of the NWU.

Almost all management activities, even when ostensibly part of the regular procedures or tasks of the institution or organisation, ultimately refer back to the roles of managers (Mintzberg, 1973:4). As a result, the management area is perceived as a certain defined area with its own structure according to which it functions and must be managed. We can assume that management areas can be seen as being both universal and individual in nature, as distinctive areas of competence over which managers must exercise the authority given to them by an organisation or institution.

Globally, higher education is under pressure to respond to a variety of challenges. These changes are triggered by changing demographics, globalisation, and technology, ideas on accountability, and new pedagogical approaches to management. In recent years, there have been concerns about institutions' capacity to respond, particularly as the pace of change escalates (Kezar *et al.*, 2011:129). On the other hand, research outside the field of education found that there may be important grassroots forms of leadership that go unexploited, and which are not well understood by traditional organisations. Bodies such as boards, administrators, alumni, or community groups are seen as effective role models and agents of change because they (in many cases) know who they are and what they are trying to accomplish (Sparks, 2005:22).

The rising demand for organisational development and professionalisation of university management (at a central and departmental level) has been identified as the driver of evolution and differentiation of functions and tasks in administration, support, management, research and teaching (Schneijderberg & Merkator, 2013:58). This study explores management at NWU, with a specific focus on junior- and mid-level managers in various faculties.

For the purpose of this study, the term respondents in this study are junior-level managers (deputy subject group leaders and programme coordinators) and mid-level managers (subject group leaders and programme leaders) in the different faculties, who will from now on be referred to as 'respondents**'.** The roles and responsibilities of programme leaders and coordinators, together with subject group leaders and deputy subject group leaders, are determined in accordance with institutional guidelines as prescribed by the institution (Faculty Management Committee, 2018:1).

The particular management structure of the NWU will be explored; this is likely to differ from other institutions, as each institution is unique with regard to management and its way of operating. It is also essential to determine the areas assigned to junior- and mid-level management, as it is important to analyse the work done by this group of managers.

To summarise, management areas differ from organisation to organisation, from university to university, and also from country to country because each institution has its particular requirements (Van der Westhuizen, 2011c:48). For the purpose of this study, the five management areas will be discussed and applied to the study of junior- and mid-level managers.

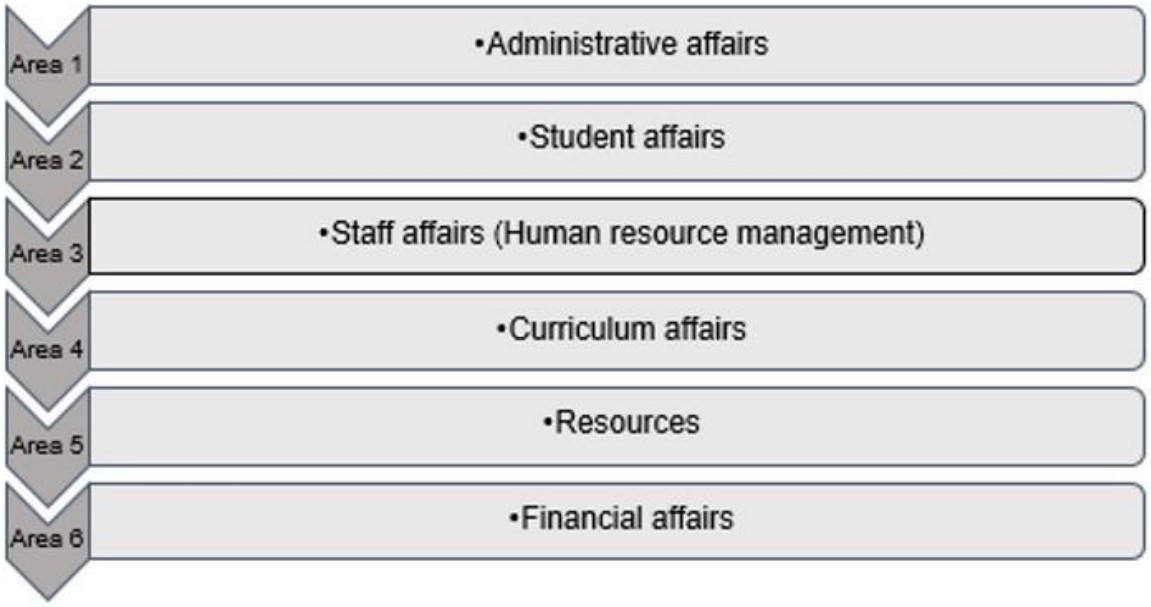

Diagram 2.3: Representation of management areas as adopted and adapted from Van Deventer (2016b:126), Van der Westhuizen (2011c:49) and Heystek (2012:69).

2.5.3.1 Administrative affairs

Administration, the first area we discuss, is commonly portrayed as the process or activity of managing, directing, controlling and running a business or organisation on a day-to-day basis (Oxford Dictionary, 2017a). The term 'administration' is viewed differently by various researchers, but two broad terms exist, namely the structural view and functional view.

Those who embrace a structural view regard administration as the totality of structures within which management functions on macro-, meso- and micro levels (Van der Bijl & Prinsloo, 2016a:25). The functional view investigates the functioning of the educational system on the various levels, for administration affairs involves the process of helping an organisation to achieve set goals (Van der Westhuizen, 2011c:34-35). Effective organisational management creates the environment for a sound culture of teaching and learning, which will ensure the successful execution of the set goals (Van Der Vyver & Kruger, 2016b:421). They elaborate, stating that a secure and sound working environment does not transpire automatically but depends on management-leadership aspects.

At the NWU, the administrative affairs of programme leaders and programme coordinators include subject guidance, examination records, dealing with general enquiries and also ensuring that necessary improvement plans are in place and implemented and provide the administrative manager with relevant information (Faculty Council of Theology, 2015:13; Faculty Management Committee, 2018:2; People and Culture, 2018:3). After having received from the school director the exam results for the programme, as well as the student evaluation of the programme and the modules constituting the programme, the programme leader and programme coordinator advise the school director on any high-risk modules in the programme and recommend supplemental instruction and possible changes to the curriculum (NWU Institutional Office, 2013:2; People and Culture, 2018:3).

Subject group and deputy subject group leaders' responsibilities include coordination of marks, monitoring of subject group activities relating to timetables, submission of examination papers, moderation and examination, management of at-risk modules, coordination of markers and student assistants, passing on student requests to the school director training facilitators and apportioning workloads (Emerson College, 2018; Faculty Management Committee, 2018:3-4; NWU Institutional Office, 2013:2; People and Culture, 2018:2). According to the NWU Institutional Office (2013:2), the subject group leader provides the summarised details to the school director for approval and management or relevant action. The subject group leader should, if necessary, stand in for the school director or take over in an acting capacity, in their absence. According to the document by NWU Institutional Office (2013:2) and People and Culture (2018:2), the compilation of timetables is the responsibility of the subject group leader, with the assistance of the deputy subject group leader, since it is part of workload distribution. Furthermore, the subject group leader and deputy subject group leader also assist in the division of the teaching

duties within the subject group, according to the timetable (Faculty Management Committee, 2018:4; NWU Institutional Office, 2013:2).

Accordingly, a short discussion on the student affairs will be conducted, followed by a discussion on staff affairs.

2.5.3.2 Student Affairs

Student affairs is a large and complex area of management operations, for it comprises many departments with experts from a wide variety of educational backgrounds (Long, 2012:2). This is managed by the programme leaders and subject chairs in various faculties and schools.

At the NWU, the programme leader and programme coordinator act as an adviser to students during the registration process at the beginning of the year by approving and signing the essential documents for registration for a specific programme (NWU Institutional Office, 2013:2; People and Culture, 2018:3).

Student affairs for the programme leaders include management of the Student Academic Lifecycle Administration (SALA) responsibilities during the registration of students (Faculty Council of Theology, 2015:13; Faculty Management Committee, 2018:2).

According to NWU Institutional Office (2013:2); People and Culture (2018:2) and Faculty Natural Sciences (2016:10), the subject group leader guides school directors on matters such as exemption from class, student requests and student examinations, and mediating between students and lecturers. The deputy subject group leader supports the subject group leader by advising them on the matters relating to student and lecturers to assist them in guiding the school director (People and Culture, 2018:3). The monitoring of student performance and decisions on re-evaluation are the responsibility of the individual lecturer and the subject group leader, whilst the deputy subject group leader focuses on advising the subject group leader on these aspects (NWU Institutional Office, 2013:2; People and Culture, 2018:2). The subject group leader plays a pivotal role in the process that oversees student performance and provides recommendations on student requests; however, these matters are the responsibility of the school director (Faculty Council of Theology, 2015:13-14).

The following section will focus on staff affairs, for it is an area that needs to be managed by both programme leader and subject chairs within faculties.

2.5.3.3 Staff Affairs (Human resource management)

Human resource management is the process of managing, hiring and developing employees to become more valuable to the organisation (institution). As illustrated in Diagram 3, the role of human resource management and development is essential, especially in a country like South Africa where human resources are underdeveloped and the potential of its people is not fully realised (Meyer, 2012:1). Human resources refers to the employees of an organisation, while management refers to the methods and resources the managers use to achieve goals set by the organisation (Erasmus *et al.*, 2013:15). The set goals are aligned and cohered to articulate from the top management level to the junior- and mid-level manager level.

According to Cengage (2017:7), the junior- and mid-level managers hold positions on par with a divisional manager, responsible for setting objectives consistent with the goals of top management and for planning and implementing subunit strategies to achieve the objectives.Human resource management also deals with the manner in which managers utilise and develop employees to achieve set organisational objectives (Malan, 2014:36). Human resource management can also be perceived as the process of dealing with the use and integration of employees in order to achieve set goals – for this entails coordinating the activities and motivating employees to accomplish organisational objectives (Prinsloo, 2016a:245). This will also assist in creating a constructive work culture amongst employees. Without people, an organisation's most valuable resource, no manager will be able to provide real and effective opportunities (Emerson College, 2018).

Managing programme coordinators across the three sites of delivery is seen as the overarching responsibility of programme leaders (Faculty Management Committee, 2018:1; People and Culture, 2018:3). Subject group leaders, together with deputy subject group leaders, are also responsible for recommendations concerning staff requests linked to the day-to-day functioning of the subject group, such as study and special leave as well as staff merits (Faculty Council of Theology, 2015:13; People and Culture, 2018:2).

The primary responsibility of the subject group leaders and deputy subject group leaders is advising the school or research-entity director regarding the utilisation and development of staff members in the teaching and learning, research, and additional activities (Faculty Natural Sciences, 2016:10; NWU Institutional Office, 2013:2; People and Culture, 2018:2). This is conducted to guarantee academic depth, quality and development of the subject and the subject group**.** The subject group leaders, with the assistance of the deputy subject group leaders, support the director in the management and

development of human resources in the subject group, aimed at the optimal functioning of subject group members on teaching and learning and research (NWU Institutional Office, 2013:2; People and Culture, 2018:2). Additionally, they offer leadership and monitor activities in the subject group in collaboration with the coordinators as an essential part of the management of the faculty and the university (Faculty Management Committee, 2018:3). The roles and responsibilities of the programme leader and subject chairs on curriculum matters will now be discussed.

2.5.3.4 Curriculum affairs

To perform as a manager of an organisation (or faculty), one needs knowledge and experience of the curriculum, of teaching as well as the use of information processing for learning and human resource support (Van der Bijl & Prinsloo, 2016a:38). The programme curriculum refers to the planned and unplanned learning experiences and interactions with lecturers, peers, study content, materials, resources and assessment activities which students are exposed in order to achieve outcomes in terms of knowledge, competencies and attributes. These learning experiences are facilitated by the structure or composition of the learning components of the programme of a qualification, including the required core and fundamental modules and, if relevant, the elective modules and the credit allocation of each (North-West University, 2017:39).

The role of the curriculum is to engage and react to the challenges of a complex and postmodern world (Constandius, 2012:19). Curriculum affairs thus collaborate with administrators, faculty, academic professionals, staff, and students to improve policies, programmes, practices, and processes that advance the academic mission of the University. These include informing the General Education curriculum, degree programmes, and academic policies that require shared governance approval and sometimes state-level review, assisting the faculty with the review of academic programmes, and the creation and modification of courses (The University of Arizona, 2017). A manager at a faculty or institution requires knowledge and experience of the curriculum and teaching, amongst other things, (Van der Bijl & Prinsloo, 2016a:38).

In an education environment, the curriculum can be viewed as a mechanism to shape student development. A curriculum is shaped by the attitudes and perceptions of those who determine the curriculum (Constandius, 2012:7). Consequently, it will have an influence on teaching and learning. One of the goals of teaching and learning is to develop students who are mindful of their responsibility towards the country and the world at large and the need to contribute to changing society for the better. In addition, good teaching should pay attention to the needs

of the discipline (or field) through appropriate curriculum development (Leibowitz *et al.*, 2017:50).

In the NWU context, the programme leaders, programme coordinators, and the school director concerned are jointly responsible for the scope and depth of a particular programme in terms of planning and effective implementation, which includes leading at least two programme committee meetings per annum to ensure alignment (Faculty Management Committee, 2018:2). The primary role of the programme leader is to advise the school or research-entity directors concerning the academic appropriateness, quality care and HEQF alignment of the programme as a whole, as well as of the constituting modules, in order to ensure the academic depth, quality and development of the programme (NWU Institutional Office, 2013:2; People and Culture, 2018:3). The programme coordinator in this instance engages, supports and advises the programme leader. The alignment should be across the sites of delivery and encompass the mission and vision of the university (Faculty Council of Theology, 2015:12). The programme leader and programme coordinator are also responsible for liaison, in consultation with the relevant school director or other directors and academics, in accordance with the lines of communication agreed upon amongst the directors (Faculty Management Committee, 2018:2; People and Culture, 2018:3). The programme leader, supported by the programme coordinator, drives the internal school process of managing the programme, including adherence to the relevant NWU policies, procedures and processes, on behalf of the school director (People and Culture, 2018:3). The programme leader, supported by the programme coordinator, drives internal school processes of managing the programme, including adherence to relevant policies of NWU. Furthermore, for time-consuming activities that include programme approval through the Senate Committee for Academic Standards (SCAS) (previously known as Institutional Committee for Academic Standards or ICAS) process, administrative support may be requested from the school director (NWU Institutional Office, 2013:2; People and Culture, 2018:3). One of the responsibilities of the programme leader and programme coordinator is to annually revise and update qualification programme documentation. This is to ensure that the programme information is accurately reflected in the yearbook (Faculty Council of Theology, 2015:12; Faculty Management Committee, 2018:2; People and Culture, 2018:3). The programme leader performs as chair of the organising committee of an Internal Programme Evaluation (IPE) of the programme, reporting to the school director and/or the quality coordinator of the faculty. After an Internal or External Programme Evaluation (IPE or EPE) the programme leader recommends to the school director the compilation and implementation of an improvement plan, and monitors the process according to the University's quality policy (NWU Institutional Office, 2013:2; People and Culture, 2018:3). Subject group leaders and deputy

subject leaders regularly review the compilation of qualification programmes according to an accepted curriculum internal programme model to continuously meet the teaching objectives of the university, faculty and school (Faculty Council of Theology, 2015:14). The subject group leader and deputy subject group leader manage various community engagement activities (like short learning programmes) in the subject group, in close collaboration with the school director, in accordance with the faculty`s policies. The various modules, the lecturers and also the number of students since it will have an influence on the resources that includes physical facilities (Faculty Management Committee, 2018:3). The effective implementation and delivery of the curriculum requires resources such as teaching and learning support material, administrative resources, and so on.

2.5.3.5 Resources

A resource is a source or basis from which benefit and value are created. Resources are broadly classified on the basis of their availability, and actual and potential value on the basis of the level of development and use (Oxford Dictionary, 2018b). An item becomes a resource over time and with the help of developing various processes like technology. Usually resources are materials, services, staff, knowledge, or other assets that are transformed to produce a benefit to the organisation.

Physical resources are an integral part of the overall management of the faculty because the physical environment of a faculty is a major determining factor in the attainment of its set goals (Akpabio, 2015:1). Physical resources include tangible assets such as buildings, equipment, furniture, machinery and teaching and learning materials (Asiabaka, 2008:10; Mentz *et al.*, 2016b:418). The management of physical resources is an important responsibility; management of physical resources can ensure that employees are comfortable using the various resources including equipment.

Equipment and assets are available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. Moveable assets and immovable assets are used in their generally accepted sense to distinguish between assets that can or cannot be moved from one place to another (Van Rooyen, 2012:42). The immovable assets include lecture halls, laboratories, offices, workshops and other structures within the faculty that are fixed. Moveable assets would include the furniture and equipment owned and used by the faculty for educational purposes. A manager should know everything about the assets because this can influence the set budget of the faculty.

Having control over the resources is a key factor for management because resources can shape perceptions of the faculty. Maintenance and improvement of assets and ensuring that educational materials are in good condition, is imperative. Other resources include up-to-date textbooks that will assist staff and students to stay on the forefront of the subject and enable them to reach educational goals. Resources must be kept in good condition and be accessible to students. Managing finances therefore plays a central role in any faculty, to ensure that it can provide for the needs of different subject groups and programmes.

2.5.3.6 Financial affairs

Financial management can be seen as the process and functions associated with the management of the organisation`s (i.e. the faculty's) resources to reach the set objectives and goals (Heystek, 2012:66). Financial affairs are yet another area where a manager should take the lead and take responsibility, because it will have implications for the financial wellbeing of the faculty. For Botha (2012:2), financial management can be outlined as a process that involves planning, organising, coordinating, monitoring and controlling of financial resources in education. Hakes (2014:1) states that one of the keys to financial wellness in an organisation is financial competence that includes knowledge of and the ability to manage resources, expenses and budgets. Niemann (2011b:375) describes a budget as a planning instrument that contributes in a constructive way towards preventing the disruption of the educational programme as a result of insufficient or exhausted resources.

A budget is a management mechanism or a blueprint for action with which a faculty can estimate and plan, as well as utilise, coordinate, monitor and evaluate the allocated resources in financial terms (Mentz *et al.*, 2016b:420). According to Du Plessis (2012b:101), a budget is not designed to diminish the management function of financial scholarship to a mere mathematical formula, but it is a valued managerial tool where the main purpose is to measure subsequent performance against the financial plan. We can therefore conclude that the control function is the most important budgetary procedure in any form of organisation. Control in the financial sense has to do with all the measures relating to the planning and organisation of financial functions. It is thus key that a manager should ensure that employees which liaise with the manager in this regard do the right thing at the right place and time, as financial management should be an inclusive and transparent process that does not involve only management (Du Plessis, 2012b:103).

Managers should thus be able to comprehend, control and manage financial affairs within various faculties, including programmes and subject groups. Within the NWU, it is expected of the subject group leader and deputy subject group leader to manage the financial resources

in the subject group in collaboration with the school director (Faculty Management Committee, 2018:2). It is thus essential to diligently handle the finances of subject groups or programmes within a faculty in order to provide students with quality education.

2.6 Summary

From the above, we can conclude that there is an interplay or relationship between the management tasks and the management-areas. In every management area or sub-area, the management tasks are evident. We can also assume that management is an over-arching and all-inclusive activity and process conducted by the subject group leader, deputy subject group leader, programme leader and programme coordinator, while the continuous management functions are better categorised as functions and activities.

The focus of this study now moves to the professional development component, in order to get an informed understanding of this and to be guided towards the design of the instrument that will be developed to determine the professional development needs of Respondents.

CHAPTER 3: PROFESSIONAL DEVELOPMENT (PD): SKILLS AND RESPONSIBILITIES OF JUNIOR- AND MID-LEVEL MANAGERS IN A SPECIFIC UNIVERSITY

3.1 Introduction

As discussed in the previous chapter, it can be assumed that management is a continuous, over-arching and all-inclusive process that requires continuous professional development to address needs experienced by both junior- and mid-level managers. Professional Development (PD) therefore forms part of human resource management. Human resource management, also known as staff management, is one of the management areas that junior- and mid-level managers control and oversee. This chapter explores professional development with a specific emphasis on the skills and responsibilities that junior- and mid-level managers should have to act in the assigned managerial functions. This chapter also outlines the process of development of the instrument used for this study (that is, to identify the needs experienced by both junior- and mid-level managers).

3.2 Professional Development (PD)

Professional development for managers and subordinates has been deemed the best approach to improve managerial quality, enhance managers' pedagogical-content knowledge (integration of the programme or subject expertise and skilled teaching of a particular discipline, subject or programme) and pedagogical practices (all management activities that support the context, instruction and content), in order to ensure progress and output within an organisation (Dash *et al.*, 2012:3; Joyce & Calhoun, 2010:5). The point of departure is the conceptual clarification of PD by discussing number of definitions found in the literature. The aim is to formulate a definition for the researcher to use within the set context (the NWU). As part of the discussion on PD, the characteristics, the importance and the goals of PD will be outlined. The chapter concludes with the development of an instrument (gap-analysis) to determine the PD needs that exist amongst the subject group leaders, deputy subject group leaders, programme leaders and programme coordinators in the NWU with reference to skills and responsibilities.

Before doing so, it is imperative to comprehend the relationship between human resources and PD.

3.2.1 The concept professional development (PD)

The concept of PD is, by its very nature, highly complex and multifaceted (Nicholls, 2014:10) but in the following paragraph a clarification on this concept is given to fit into the NWU context. PD, also called professional learning by some scholars, is a term well established within the research (Leibowitz et al., 2017:11). For various researchers worldwide, the word 'development' is replaced with 'learning' towards learning communities and networks since development is continuous (Randall et al., 2013:6-7). For the purpose of this study, the term PD will be used rather than professional learning because it is more commonly used in the South African context. The literature on PD demonstrates that this concept has developed over time (Khumalo, 2016:7). PD is used to indicate an inclusive process of academic or educational development for academics at a Higher Education Institution (Fredericks, 2017:11). PD is used to embody a range of formal and informal activities or initiatives beyond initial training that is aimed at contributing towards an academic or manager`s capacities as scholars (Dos Santos Fringe, 2013:47; Quinn, 2012:3). Nicholls (2014:10) argues that PD is one aspect of learning in which managers, employees and other stakeholders understand the need to change, and that involves continuous learning. PD is thus seen as a continuum of lifelong learning and teachers` career trajectories that considers innovation as a continuous process and not a single event (Leigh, 2016:921; Margalef & Pareja, 2008:115). For Randall et al. (2013:13), PD is an umbrella term that is applicable to any career area, and encompasses the processes of obtaining enhanced capabilities, certifications and experiences that empower professionals to progress in their careers through enhancing both professional and personal capabilities. Within the post-secondary environment, PD implies the dual notions of the individual taking charge of enhancing both personal and professional capabilities as well as the HEI providing structure and practices in support initiatives. This process is a continuous mechanism to acquire the knowledge, skills and abilities which make managers lifelong learners and enable them to provide management and leadership towards attaining set objectives (Khumalo, 2016:31).

Drawing from the above, we can conclude that PD is a process that includes improving, advancing and increasing the capabilities, skills and expertise of staff, as it helps to build and maintain the morale of staff members in order to succeed in a particular profession.

3.2.2 Characteristics of PD

A clarification of the concept PD necessitates a reflection on its characteristics for the understanding thereof sheds light on how PD should be conducted and embedded within various positions of the junior- and mid-level managers (Khumalo, 2016:32). Higher education

as a sector is dedicated to fostering the personal and professional growth of its employees and clients, the students. However, not all universities the same dedication when it comes to professional development (Mrig et al., 2014:6).

The common characteristics of PD are identified by Yendol-Hoppey and Dana (2010:6). According to them, the PD of managers should be job-embedded, instructionally-focused, collaborative, and ongoing. Effective PD should not only help managers develop content knowledge, but also equip them to integrate knowledge into practice by providing them with frequent opportunities for feedback, collaboration and reflection to share best practice (Whitworth & Chiu, 2015:124). Each of these characteristics of PD will now be discussed.

- **Job-embedded PD**

PD should be job-embedded to make it authentic and relevant within the desired context (Khumalo, 2016:32). A further emphasis is placed on the need for job-embedded PD, opposing the traditional "sit-and-get" model as emphasised by Yendol-Hoppey and Dana (2010:5). The advantage of conducting job-embedded PD is that it will directly address the specific needs and concerns experienced by the junior- and mid-level managers (the subject group leader, deputy subject group leader, programme leader and programme coordinator) within the university. PD may also be relevant when a relationship is evident between skills and the daily responsibilities of managers. If PD occurs within the context of the institution, it promotes active participation and improves the performance of the institution (Khumalo, 2016:33). Encouraging job-embedded PD will thus assist junior- and mid-level managers, especially the novice, to adapt to their new positions while also developing experienced staff in terms of the unique challenges and opportunities offered by their various positions.

- **Instructionally-focused PD**

The junior- and mid-level manager at the NWU is expected to provide subordinates and administration staff within their subject group or programme with instructional leadership that is aimed at improving operations within their programmes or subject groups. When PD opportunities are instructionally focused, it will enhance instructional effectiveness and student achievements (Yendol-Hoppey & Dana, 2010:6). At the NWU, various publications like quality manuals of faculties and duties of academic leaders in the Faculty of Education determine the different roles and responsibilities of the junior- and mid-level managers. PD opportunities offered should be structured in such a manner that they cover the various development areas experienced by the above-mentioned positions. According to Khumalo (2016:32), PD helps

to provide junior- and mid-level managers with the knowledge base to make quality and informed decisions and apply it accordingly to their daily tasks.

- **Collaborative PD**

Collaborative PD enables junior- and mid-level managers to participate actively and interactively in professional learning communities, since the aim of the collaboration is to create an environment where they can work together towards collective solutions for challenges experienced in management and leadership (Khumalo, 2016:33). For Joyce and Calhoun (2010:64), the collaborative model is considered to have advantages that include increasing the learning and implementation of selected skills and knowledge. Through collaboration, junior- and mid-level managers will be enabled to work together towards the common dream and purpose of the institution through implementing the various management tasks (planning, organising, guiding and control). The motivation for collaboration amongst junior- and mid-level managers and other members of the management team is what Lai (2011:2) terms the "mutual engagement of participants in a coordinated effort to solve a problem together." Collaboration is therefore a key element of the PD of junior- and mid-level managers, as collaborative interactions are characterised by shared goals within an organisation.

- **Ongoing PD**

PD is a continuous learning and development process across all levels of an institution for the entire learning community in order to realise and expand its vision and mission (Randall *et al.*, 2013:45). Whitworth and Chiu (2015:8) argue that the success of PD depends on the extent of the alignment with the standards, continuous-improvement plan, and the involvement of stakeholders in the process. The PD of junior- and mid-level managers should furthermore be a process that adds value to both their personal and work lives. Having explored the characteristics of PD, the reasons for PD will now be discussed.

3.2.3 Reasons for PD

PD seeks to enhance and elevate employee performance, and novice managers can benefit from PD opportunities to become skilled and productive employees (Khumalo, 2016:35). This will ultimately have an impact on the student learning experience, since the development will be something addressing needs and gaps experienced by the managers and subordinates (Popovic & Baume, 2016:1). A study conducted by Gamage *et al.* (2009:5), focused on PD for leaders, indicated that they required PD in leadership and management, in areas that include "decision making and communication, developing an appropriate organisational

culture, human resources management, interpersonal relations and group dynamics, employing information technology for teaching and management, managing conflicts as well as guiding and managing organisational change and strategic planning". The aforementioned areas are vital for junior- and mid-level managers, especially with regard to the various areas they need to manage.

PD is needed to ensure that employees are given the best possible service and also to ensure that managers that are described as "novice or advanced beginner, progress to that of an expert" since the PD of staff are considered as the best strategy to sustain an organisation and guarantee effectiveness (Gulamhussein, 2013:4; Khumalo, 2016:34). By affording employees (such as mid-level managers) with opportunities for PD through in-service training opportunities, dreams and goals can become a reality.

Processes are followed when establishing a subject group or programme, and appointing a subject group leader, deputy subject group leader, programme leader or programme coordinator. The establishment of a subject group or programme and the appointment of a subject group leader, deputy subject group leader, programme leader or programme coordinator, ought to be justified in terms of necessity and fitness for purpose. In some cases, the size and composition of a school does not justify the necessity to appoint a subject group leader or deputy subject leader, since these duties can be performed by the school director. The same criteria are used for programmes with the appointment of a programme leader or programme coordinator. Where the size of a subject group (and the number of programmes in which the subject group is involved) implies that the necessary duties can be performed by a subject chair (or by the school director), programme leaders should not be appointed. This highlights the comprehensive nature of PD, for it incorporates the entire continuum from transmission to transformative learning opportunities, depending on the context of participants and the needs that might exist (Randall *et al.*, 2013:13).

3.2.4 Benefits of PD

PD is essential in a time of rapid change. Managers need to keep abreast with new developments in higher education as well as in their own field of expertise (Kubeka, 2012:37). The over-arching objective of PD is to promote the management and learning processes that will, in turn, enhance the performance of individuals and the organisation as a whole (Khumalo, 2016:35). Kubeka (2012:38) believes that the aims of PD are to improve current performance, remedy existing weaknesses, prepare staff for transforming duties and responsibilities, and to encourage managers to use new methods and techniques in their positions. PD is also aimed at preparing junior- and mid-level managers for advancements in

their career pathway and job satisfaction. The benefits of PD can be summarised by clustering them into three categories that include personal development, career development and organisational development (Joyce & Calhoun, 2010:10; Khumalo, 2016:35; Nicholls, 2014:24; Randall *et al.*, 2013:13).

Each of the three fundamental benefits of PD is examined in more detail since the PD at any level is anticipated to achieve the three broad aims suggested.

3.2.4.1 Personal development

Personal development is aimed at developing employees, especially managers, as individuals by advancing their skills and knowledge for professional and personal use (Khumalo, 2016:34). Along similar lines, researchers like Mrig *et al.* (2014:7) see PD as key to helping higher education professionals prepared for both the threats and the opportunities of the years ahead. The objective of developing junior- and mid-level managers and equipping them with new skills and knowledge is to enable them to improve their performance and fulfil the various requirements of their positions. Personal development endeavours to provide continues growth, starting with initial training and moving to further PD opportunities. Continued development will enhance skills and enable staff to sustain the new demands of the management fraternity (Kubeka, 2012:37). We can therefore argue that PD is about lifelong learning that unlocks an enhanced quality of both a professional and personal life.

3.2.4.2 Career development

The career development of an employee, whether novice or experienced, entails providing them continuously with the necessary qualifications, support, opportunities and skills that will enable them to advance to a higher-level job within organisations. For researchers like Khumalo (2016:36), the main objective of career development is aimed at enabling employees to obtain professional values that inspire them to be reflective practitioners and also innovative. PD can also make management an attractive profession by empowering employees continuously.

3.2.4.3 Organisational development

PD refers to continuously improving performance to benefit the whole organisation in all professions (Steyn, 2011:1). PD is therefore one of the keys to keeping a faculty, department or institution competitive if opportunities are pursued in an intentional and strategic way; follow a clear plan that aligns performance metrics, incentives and rewards; and selects PD opportunities according to strategic objectives (Mrig et al., 2014:16). The PD of academic

staff of an institution can be used as one of the possible ways of achieving a competitive edge, in terms of the quality of teaching (a traditional term still used by the CHE and the DHET) and learning that takes place in the institution (Boshoff, 2014:27). However, one of the biggest drawbacks is the fear of staff turnover, as management fear investing in PD for staff who might leave the institution (Mrig et al., 2014:11).

Having discussed the clusters to gain a better understanding, this study will now specifically highlight the PD of junior- and mid-level managers in the higher education context. The management tasks and sub-tasks will be broken down in order to elaborate on the skills, and the management areas will be broken down to discuss the responsibilities.

3.2.5 Professional development (PD) of junior- and mid-level managers in Higher Education

In the ever-changing HE landscape, PD needs and the need to support university managers and lecturers have become ever more pressing (Floyd, 2016:1; Teräs, 2014:258). In the NWU context, the term for academic leaders (that includes subject group leaders, deputy subject group leaders, programme leaders and programme coordinators – or the Respondents)) varies from two to a maximum of five years (Faculty Management Committee, 2018:1; Faculty of Natural and Agricultural Sciences, 2018:17). The terms enable employees to develop their management skills without limiting them in developing their academic and research careers (Faculty Management Committee, 2018:1).

The purpose of making provision for subject group leaders and deputy subject group leaders, programme leaders and programme coordinators, is to provide for leadership on the campuses of the NWU within the unitary model – that is, cooperation between subject groups and programmes across the campuses of the institution (People and Culture, 2018:2). PD for management has become both imperative and urgent in higher education today as a result of global changes in education provision (Khumalo, 2016:34). Developing managers professionally is important since guidance has a direct impact on staff below the leader and other levels (e.g. students), and plays a central role in developing the quality of employees and students (Kanokorn *et al.*, 2014:77). Programme leaders, programme coordinators, subject group leaders, and deputy subject group leaders are expected to be leaders and managers who are visionary, provide guidelines, make strategic plans and decisions, resolve problems, develop lecturers, and generally oversee every aspect of the school, programme or subject group's functioning (Faculty Council of Theology, 2015:13; Faculty Management Committee, 2018:1,2; Faculty Natural Sciences, 2016:10,11; Kanokorn *et al.*, 2014:78; NWU Institutional Office, 2013:2; People and Culture, 2018:2).

In order to identify and comprehend which PD opportunities are best for the development of junior- and mid-level managers, it is necessary to use the management task-management area model with other competencies to identify skills and responsibilities. These will be further discussed below.

3.2.5.1 Skills needed by junior- and mid-level managers within NWU

As previously mentioned, for the purpose of this study the term junior- and mid-level manager refers to the subject group leader, deputy subject group leader, programme leader and programme coordinator. In this research, junior- and mid-level managers at university are seen as deputy subject group leaders and programme coordinators (junior-level managers), as well as subject group leaders and programme leaders (mid-level managers), based on their roles and responsibilities.

Regarding a definition of skills, there are various references to the concepts within an institutional context at the NWU There are references in institutional reports, academic development, student support, models for eLearning, applied competencies, criteria for effective assessment, graduate attributes, interactive learning and mentoring (Faculty Council of Theology, 2015; Faculty Management Committee, 2018; Faculty Natural Sciences, 2016; North-West University, 2016; North-West University, 2018; NWU Institutional Office, 2013; People and Culture, 2018). This underlines the importance of skills within the NWU context with regard to teaching and learning as well as management.

For the Oxford Dictionary (2018d:1), a 'skill' is a particular ability to do something. Along similar lines, Business Dictionary (2018d:1) defines skill as an ability and capacity acquired through deliberate, systematic and continuous effort to competently and adaptively execute complex activities or tasks involving ideas (cognitive skills), things (technical skills), and people (interpersonal skills). Skills normally refer to the physical ability to do something and are acquired either through practice or training (Cunningham & de Kock, 2014:110).

Managers are expected to fulfil various tasks, and in order to achieve goals set by institutions, certain skills are essential. The following skills have been highlighted by various researchers.

3.2.5.1.1 Listening skills

The listening skill is seen as a manager`s most important skill since it is embedded in the other skills (Daft & Marcic, 2013:343). Skills such as problem-solving, decision-making, policy-making, budgeting, scheduling and time management are needed in management positions. Furthermore, delegation, establishing relationships, networking, coordinating, listening,

communication, motivation, conflict management, negotiation as well as leadership skills and staffing skills are also needed. Consequently, controlling skills like measuring, supervision and observing skills are required in the positions (Bush & Heystek, 2006:68; Kimani, 2015:38 - 41; Pownall, 2012:12; Van der Westhuizen, 2011c:45-46; Van Deventer, 2016b:125). The following discussion on planning skills, organising skills, guiding skills and control skills explores the numerous skills managers acquire and the responsibilities that come with their positions, all of which contribute towards achieving set organisational objectives and goals.

3.2.5.1.2 Planning skills

Planning is the primary task of management and is the starting point of the management process as it involves identifying the organisation`s goals and objectives as well as the development of a strategy for achieving them (Botha, 2014:127; Erasmus *et al.*, 2013:189; Kumar & Bihar, 2015:1093; Van Deventer, 2016d:164). Planning, as a process, involves providing answers on a continuous basis to the questions what, when, when, who and how? (Van Deventer, 2016d:133). Junior- and mid-level managers are usually tasked with ensuring that all organising tasks are steered, and consequently, are in charge of operational planning (Oosthuizen, 2011:59). Elements involving the vision, mission, goals, objectives and strategising is included in the planning process. Junior- and mid-level managers are seen as a mechanism that links the top management with the first-level management. The junior- and mid-level manager obtains comprehensive, general strategies and policies from the top manager (directors, deans) and they transform them into specific goals and action plans needed to be implemented by employees working within their programmes or subject groups (Oosthuizen, 2011:59).

Within the NWU context, the North-West University (2016:13) highlight on being a leading provider of multimodal education that is known for its excellence in innovative teaching and learning, providing an exceptional learning experience to the students. Together with this, subject group leaders, deputy subject group leaders, programme leaders and programme coordinators perform key roles in making the aforesaid a reality within the faculty for they are seen as core stakeholders in policymaking, ensuring that it is aligned with the vision, mission and strategic goals of the institution (Faculty Management Committee, 2018:1). Decision-making, problem-solving, policy-making, budgeting and scheduling is skills that are rooted in the planning task.

- **Policy-making and implementation skills**

The skill to formulate a policy is rooted in planning. Planning and setting outcomes for an organisation (institution, faculty, programme or subject group) includes drawing up of policy primarily for and within the various management areas and implementation thereof (Van Deventer, 2016d:145). The NWU has to comply with all the relevant legislation, regulations and guidelines that may apply at institutional and operational level in the environments in which the University functions and the various faculties continuously take note of new proclamations, acts, regulations and statutory expectations applicable to its areas of expertise (Faculty of Natural and Agricultural Sciences, 2018:12). Policies are also resources by means of which goals are interpreted and certain broad guidelines are laid down that serve as the foundation for decision making (Van der Westhuizen, 2011a:150). Within the NWU, policies together with the implementation thereof forms part of the identity of the institution (NWU Institutional Office, 2017:4). Policies set out the goals and objectives of an organisation. It is thus desirable that a subject group leader, deputy subject group leader, programme leader or programme coordinator has certain policies within their various programmes and subject groups to guide employees in reaching set goals.

Policy-making and the implementation thereof should be a task and responsibility of every employee, since a policy sets the parameters for coordinated leadership action (Van der Bijl & Prinsloo, 2016b:25). Since policies are seen as documentation and guidelines that filters through from top management to junior- and mid-level managers, the subject group leader, deputy subject group leader, programme coordinator and programme coordinator should always be acquainted with the various policies of the institution. Cultures are enabled within the programme or subject group by leaders through policies, implementation strategies thereof, and deliberate actions (NWU Institutional Office, 2017:4). The first step in policy-making is to determine whether the required policy relates to an employee or the governance functions of the institution, in order to implement it within the set context (Van Deventer, 2016d:146). At the NWU, subject group leaders, deputy subject group leaders, programme leaders and programme coordinators are found in all eight faculties and numerous schools; thus junior- and mid-level managers are involved in the setting of faculty rules and the quality manual of the faculty (Faculty Council of Theology, 2015:12; Faculty Management Committee, 2018:1). This ensures that the vision, mission, aims and objectives of the NWU and the faculty are met.

The construction of various policies is a management task that is constantly adapted to the changing circumstances, not only in the educational situation but also (for instance) in the social, economic and the political environments (Van der Westhuizen, 2011a:151). A policy

should thus be observed as general statements or guidelines for decision- making to guide those who are involved in the implementation or execution of planning (Van der Westhuizen, 2011a:150). This will ensure that the relevant manager drafts the correct policies required from them.

From the above, we can therefore conclude that:

- Junior and mid-level managers are involved in setting faculty rules;
- Junior and mid-level managers are involved in developing the quality manual of the faculty; and
- Junior and mid-level managers must ensure that policies are implemented within their teams (programmes and subject groups).

- **Decision-making skills**

If a manager did not have to choose between various alternatives that frequently disguise themselves as problems, there would be no need for decisions (Van Deventer, 2016d:151). Decision-making is regarded by many researchers as the most important of management actions, for it plays a determinative role in choosing between various alternatives by selecting the most suitable way of acting to objectively handle particular problems or situations (Van der Westhuizen, 2011a:152). Subject group leaders and deputy subject group leaders, in collaboration with the individual lecturer, make decisions on re-evaluation of students and ultimately the subject chair provides summarised details to the school director for approval and management of action steps (Faculty Management Committee, 2018:3; Faculty of Natural and Agricultural Sciences, 2018:17; NWU Institutional Office, 2013:2; People and Culture, 2018:2).

Decision-making does not only happen during the planning process but also when any of the management tasks are conducted (Oosthuizen, 2011:61). In the light of the aforementioned, for Botha (2014:141) decision making is choosing a specific plan in a particular situation to reach established goals of the organisation, solving a particular problem, taking advantage of a particular opportunity, and taking the possible effect on the organisation into account. Programme leaders and programme coordinators are also the ones dealing with general enquiries where certain decisions need to be made that could contribute towards the effectivity of the programme (Faculty Management Committee, 2018:2). The aforesaid implies that decision making is the identification of potential alternatives and the selection of the best one as the solution to an opportunity or problem.

Making decisions is what managers do, and various choices are made under different conditions. Subject group leaders, with the support of deputy subject group leaders, review subject content on an on-going basis where the necessary leadership and benchmarking is needed to ensure that the subject content is covered in depth and on the required level as guided by the quality manual (Faculty Council of Theology, 2015:13; Faculty Management Committee, 2018:2). It is consequently essential that managers make decisions that will create an environment that allows both the organisation and employees to prosper and grow (Botha, 2014:138). To avoid making bad decisions, managers should be willing to invest the necessary time, energy and resources and to prepare employees for the foreseeable frustration that is involved in solving challenging problems (Van Deventer, 2016d:165).

In summary, it can be said that decision making by the junior and mid-level managers refers to:

- Making decisions regarding subject content and quality;
- Reviewing subject content continuously and ensuring the correct level, depth and quality thereof; and
- Deciding on staff and the use of them within a subject or programme.

- **Problem-solving skills**

Problems emerge in various forms in any organisation and more so at institutions where many people are involved. Van Deventer (2016d:166) interprets problem-solving as a process that requires the prior identification of a problem, situation or obstacle; and problem-solving is a result of taking a decision and implementing it. For Daft and Marcic (2013:157), problem-solving refers to the process of taking corrective action to meet objectives and achieve desired results beneficial to the situation. With the multimodal education approach of the NWU (North-West University, 2018:14), the programme leader and programme coordinator should deal with challenges relevant to contact and distance activities of the programme (Faculty Management Committee, 2018:2). They should thus be aware of possible problems or challenges regarding the approach of the institution. Problem-solving is not an easy task since it requires observation, anticipation, careful analysis and thorough planning, and involves people who can be beneficial in providing ideas and information (Van der Westhuizen, 2011b:159).

In the manager's domain, there are many instances requiring a problem-solving response. Problems with the compilation of time-tables and the academic calendar might arise, and dealt with by the subject chair (Faculty Management Committee, 2018:2; NWU Institutional Office, 2013:2). Problems surface when a gap exists between actual performance (outcome) and desired performance (outcome), indicating that things are not operating as they should (Daft & Marcic, 2013:57). In problem-solving, the manager should undertake to identify possible problem areas that may emerge and work pro-actively in seeking solutions to them before they arise in the organisation (Van der Westhuizen, 2011a:159). Because the subject group leaders, deputy subject group leaders, programme leaders and programme coordinators engage and manage people, problems might transpire and provide them with opportunities to envisage various solutions to difficulties or challenges.

The problem-solving skill supports subject group leaders, deputy subject group leaders, programme leaders and programme coordinators in their positions because managers must investigate various circumstances to identify problems that need to be addressed. In the NWU context, various opportunities are provided where managers engage with information and solve problems creatively (North-West University, 2016:19). This assists managers with decision-making within various situations. Problems which occur in the educational context vary in urgency, importance and intensity – therefore a manager should assess the merit of each situation, and prioritise.

From the above, it can be summarised that junior and mid-level managers:

- Should be aware of possible problems or challenges with the multimodal educational approach of the NWU.
- Identify potential problem areas prior to them becoming a reality.
- Should explore alternative solutions to problems when engaging with information.

- **Budgeting skills**

As in many other contexts, financial difficulties are experienced in education in South Africa at present (Mentz *et al.*, 2016a:403). A manager cannot perform financial management tasks properly without certain skills in the field of financial planning, since financial management supports and optimises the core business of an organisation or institution (Du Plessis, 2012a:79). Primarily, budgeting is constructing financial plans, maintaining accounting, and management control of income and expenditure, and keeping the costs in line with the outcomes (Van Deventer, 2016b:114). Budgeting is also the planning and

allocation of resources (money and/ or other resources) effectively to achieve set goals within a given period (Niemann, 2011a:375; Van Deventer, 2016d:165).

The skill to budget effectively contributes towards ensuring that resources used for teaching and learning on one hand, and managing on the other, are aligned across the sites of delivery at the NWU (Faculty Management Committee, 2018:2). Furthermore, the programme leaders, with the support of programme coordinators, need to plan, revise, improve and market their programmes. A budget is required in order to do this (Faculty Management Committee, 2018:2). The budgeting process then becomes the means of planning and tracking revenues and expenditures so that resources can be utilised most effectively to meet the institutional goals and to comply with contracts that limit the use of income (Du Plessis, 2012a:81; Rossouw & Le Roux, 2013:44). Budgeting does not necessarily imply a proportional distribution of increases or decreases in resources, but the preparation of a budget should be seen as an opportunity for individuals to determine the needs of a department and how best to address it financially (Du Plessis, 2012a:81). The subject group leader and deputy subject group leader also require the skill of managing financial resources in the subject group, in collaboration with the school director (Faculty Management Committee, 2018:2).

The advantages of budgeting are that the instrument acts as a plan that encourages managers, departments, and stakeholders to look ahead to plan (Du Plessis, 2012a:82). This ensures a coordination role and creates a framework by having a unifying influence through employees working in a team to construct a budget. Through budgeting, the manager has a control facility. Revisiting it at a later stage provides the manager with an opportunity to evaluate, reflect and compare the estimated and actual results. Consequently, managers can put a corrective plan in action to make it possible to manage the situation and attend to problematic situations before it is too late. Disadvantages include the fact that budgeting is time-consuming and inflexible and may meet with resistance of dissatisfied employees (Du Plessis, 2012a:82).

In conclusion, it can be said that:

- Through budgeting, managers have control over both the financial and other resources of the programmes of subject groups.
- Budgeting gives junior and mid-level managers an opportunity to evaluate, reflect and compare desired outcomes with actual outcomes.

- **Time management skills**

The most important step in understanding time management is to be reminded of and to think about the realities of time itself (Clarke, 2007:15). According to Time Management Training Institute, 50% of management time is spent handling and processing information, and 80% of that information is of no value (Walker *et al.*, 2015:1). Most novice managers, especially junior- and mid-level managers, struggle with this due to the lack of experience. Effectively managing time is imperative, since time is one of the most valuable and scarce resources available to any programme or the subject within various faculties, and it requires effective management (Van Der Vyver & Kruger, 2016a:421).

Time management is the process of planning and organising how to divide one`s time between specific activities (MindTools, 2018a:1). Due to the fact that subject group leaders, deputy subject group leaders, programme leaders and programme coordinators have a diverse set of duties, roles and responsibilities, the ability to manage their time is defined as a crucial aspect (Faculty Management Committee, 2018:3; Faculty of Natural and Agricultural Sciences, 2018:17; NWU Institutional Office, 2013:2). For Wason (2008:6), time management is also a method of deciding the and when of an action and is divided into three phases. The first is identifying what is anticipated to be accomplished, based on the roles and expectations of a manager`s position and personal goals. The second is analysing how managers are currently spending their time versus the needs identified above. Lastly, developing a plan that better permits managers to focus daily efforts on accomplishing set goals and objectives, bearing in mind the responsibilities of junior- and mid-level managers. Academic leaders, including the subject group leaders, deputy subject group leaders, programme leaders and programme coordinators, serve on the Faculty Board, School management committees and other committees such as the teaching and learning committee, mentorship meetings, programme committees, and subject group committees (Faculty Management Committee, 2018:1).

One of the best ways to prioritise is to create a to-do list that will assist managers to remain realistic and timeous. This, however, remains a challenge for most managers, especially novices. Walker *et al.* (2015:2) are of the view that managers spend too much time on fixing problems that should not be problems (since these problems are usually due to mistakes that managers and associates make while executing their tasks). Managers should thus strive to develop and empower employees by delegating various tasks, responsibilities and opportunities to them. Through engaging, subordinates will enhance collaboration and reduce procrastination within the department. Time management is at its worst when individuals procrastinate, for procrastination occurs mainly when there is a lack of information provided to

employees on what to do when delegated a responsibility, or fear of failure. It is important that transparent communication transpires when delegation occurs. A failure to manage time damages the effectiveness of the manager and institution and causes pressure on management.

The difficulty for managers and employees who experience time management challenges is not in the management of it, but in the decision-making regarding priorities and the self-discipline of sticking to tasks and ignoring distractions (Clarke, 2007:16). Furthermore, good time- management aids managers to work smarter and not harder to ensure that they accomplish more in less time (MindTools, 2018a:1). The administrative support provided to the subject group leader, deputy subject group leader, programme leader, and programme coordinator are initiated by the school director and contributes towards the resolving time management challenges (NWU Institutional Office, 2013:3; People and Culture, 2018:2). Managing time successfully is essential for those who need to structure their time around employment, management, and other activities that they are responsible for (Chartered Management Institute, 2017:1). To manage one`s time within a time-demanding environment is key, not only for managers but also other employees within their programmes or subject groups. This holds true for every manager and subordinate because any individual has to prioritise on the timing of actions and the execution thereof (De Beer *et al.*, 2012:34). It is consequently imperative that school directors take the necessary steps to mentor and coach the subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators through initiating generic training needs and communicate these to a skills-development facilitator (NWU Institutional Office, 2013:3; People and Culture, 2018:4).

A particular dimension in the skills set of managers is dedicated to time management. Walker *et al.* (2015:1-4) and Clarke (2007:16-24) argue that in order for managers to effectively manage their time, they should prioritise tasks, ensure that they get work done correctly the first time, manage timewasters, delegate tasks, and avoid procrastination. The role and importance of time, efficiency and effectiveness in work, improvement, priorities about distinguishing what things are more important and which are more urgent, are treated in an exceptional way (Ademi, 2016:1). Furthermore, good time management will support managers to increase the value of institutions, prevent crisis situations, improve chances of success, and manage changes that will ultimately improve efficiency and effectiveness within the various programmes and subject groups. All employees, from the lowest level to the highest managerial levels, should care about time management.

Drawn from the above, it can be summarised that:

- Junior and mid-level managers plan and divide their time between specific management activities.

3.2.5.1.3 Organising skills

Organising is the management task concerned with arranging the events and resources of the organisation through distribution of duties, responsibilities and authority to employees and departments, and the determination of the relationships between them, in order to promote co-operation (Rossouw, 2013:48). The effectiveness of an organisation thus depends on the ability of a manager to allocate resources because the more integrated and co-ordinated the operations of an organisation, the easier it will be to achieve the goals and objectives of the organisation (De Beer *et al.*, 2012:31). Organising includes delegation and coordination, but in doing so provides the manager with various opportunities to establish relationships from manager to sub-ordinates and vice versa.

- **Delegation skills**

Delegation is the process of assigning responsibility and authority to an employee to reach set goals and desired outcomes (Van Deventer, 2016c:170). Along similar lines, Van der Westhuizen (2011b:172) describes delegation as a task performed by a manager in entrusting duties with their linked responsibilities to subordinates through dividing the work meaningfully to ensure effective execution by making employees responsible for the outcome or the achievement of objectives. Delegation is also seen as a valuable tool in the time-management toolkit of managers because, through delegating tasks, they increase their efficiency and improve engagement of subordinates (Van Deventer, 2016c:167).

Delegation can be understood as a two-way operation that transpires from top management to mid-level managers, and from junior- and mid-level managers to their subordinates. The subject group leader and deputy subject group leader take over the school director's duties in their absence (Faculty Council of Theology, 2015:13; Faculty of Natural and Agricultural Sciences, 2018:18). Due to the fact that the programme leader, with support of the programme coordinator and the school director concerned, are jointly responsible for the scope and depth of the particular programme with the collaboration of the programme coordinators on the other two sites of delivery (that is, the NWU's other two campuses), a strong possibility exists that obligations might be delegated to the programme leader – from programme planning to subject guidance and implementation and running of programmes (Faculty Management Committee, 2018:2). When managers are able to delegate

work and responsibilities, they provide their subordinates with the opportunity to grow, stretch and learn new skills (Daft & Marcic, 2013:349).

Delegation also provides a manager with more time to concentrate on managing the staff, and in doing so subordinates develop and gain more experience (Rossouw, 2013:55). The ability to delegate is a sign of leadership but it can be difficult, especially for novice managers (Daft & Marcic, 2013:349). It is in situations like this that a school director identifies needs and areas that need to be developed (NWU Institutional Office, 2013:3). Delegation allows managers to make optimum use of their subordinates` skills and to supplement or complement their own abilities, for effective delegation will provide not only the employees with opportunities to grow and learn new skills, but it will also give the junior- and mid-level managers opportunities to establish good relationships with the employees in their programmes or subject groups. However, managers may be hesitant to entrust tasks and responsibilities to someone else because they may be afraid of losing some authority and esteem (Rossouw, 2013:55).

In conclusion, it can be understood that:

- Junior and mid-level managers ought to empower subordinates by delegating work and responsibilities to them.
- Junior and mid-level managers should know subordinates in such a manner that they know what to delegate to whom (building relationships).
- A great part of the success in delegation lies in providing clear instructions to reduce procrastination and fear of failure in subordinates.

- **Coordination skills**

Coordination is best imagined as a series of parallel and independent processes where data is transformed into analysis that informs decision making that enhances the effectiveness of an organisation (Nielsen & Kessler, 2018:1). When people work collaboratively to complete a task that is aimed at achieving a common goal, it is necessary to co-ordinate events (Van der Westhuizen, 2015b:178; Van Deventer, 2016c:181). Programme leaders, in collaboration with programme coordinators and the school director concerned, are jointly responsible for scope and depth of particular programmes with the collaboration of coordinators across other sites of delivery (Faculty Management Committee, 2018:1; People and Culture, 2018:3). To coordinate entails pulling together parts of the organisation to achieve the desired outcomes in the most efficient manner, for coordination covers all

management functions and is one of the key principles in the organising process (De Beer, 2011:95). Subject group leaders with the support of deputy subject group leaders coordinate markers and student assistants to assist staff within the setting (Faculty Management Committee, 2018:3;
Faculty of Natural and Agricultural Sciences, 2018:26; People and Culture, 2018:2). Coordinating is also described as the synchronisation and integration of choices, material, people, ideas, techniques, activities, responsibilities, command and control structures to ensure the effective use of organisational resources in pursuit of the specified objectives (Business Dictionary, 2018a:1; Van der Westhuizen, 2015b:179).

The key to keeping each department focused on the organisation`s goals is coordinating, or the process of linking activities of various departments (programmes in this research) in the organisation into a single integrated unit. This will ultimately encourage teamwork and communication and enhance relationships (Nielsen & Kessler, 2018:2). Coordinating is essential for good teamwork and ensures that all the team members are working together to achieve the vision, mission and determined outcomes (Van Deventer, 2016c:181). The realisation of the vision, mission, aims and objectives of the NWU and the faculty is not just the responsibility of the programme leader and the school director, but a shared responsibility of everyone within a department (Faculty Management Committee, 2018:1). Collaboration and progression is furthermore promoted and facilitated by regularly informing subordinates regarding activities that affect them, the subject group or programme, and also through getting their input on the organisation's vision. The opportunity should be provided to subordinates, together with the establishment of an atmosphere in the organisation, that is conducive for the promotion of self-development within the various programmes and subject groups that will ultimately contribute towards the purpose of coordinating (Van der Westhuizen, 2015b:180). Subject group leaders and deputy subject group leaders coordinate work-integrated learning in collaboration with the Work Integrated Learning office that is within faculties (Faculty Management Committee, 2018:3).

For Van Deventer (2016c:181), the process of coordinating is four-fold, namely: synchronise people and activities to achieve set outcomes and goals, develop team spirit and promote team work; ensure cooperation between employees; and ensure that policy is uniformly applied. The integration of various outcomes, goals and tasks at all levels and in all departments should permit the organisation to work as an effective unit since coordination is critical to the operational management and management of projects, change and conflict (Nielsen & Kessler, 2018:1).

Drawing from the above, it can be summarised that:

- Junior and mid-level managers must know their subordinates to ensure that the right tasks and responsibilities are given to them to ultimately contribute towards the bigger goal.

- **Establishing relationships as skill**

Relationship building is not usually integrated into the list of management tasks or skills but increasing attention has been paid to this element in recent times for it entails certain techniques and skills such as empathy, respect and warmth, sincerity and clarity (Van der Westhuizen, 2015b:183, 186). Establishing relationships is seen as a building block of organisational structure that enables managers to better understand subordinates, and the work environment (Brevis-Landsberg, 2013:215).

Junior- and mid-level managers should establish good working relationships with school directors in particular because they work closely with them and support them in fulfilling various duties (Faculty of Natural and Agricultural Sciences, 2018:26). Subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators should have emotional intelligence skills to understand the feelings and intentions of others, and should be open, honest and spontaneous. These elements are crucial for relationship building. Furthermore, managers should show appreciation for subordinates' efforts. Getting recognition makes a subordinate feel valued, and an employee that feels valued will put in extra effort or go the extra mile for an organisation. The only way to establish and maintain relationships with fellow employees is by means of communication (De Beer et al., 2012:68).

Characteristics which promote good relationships include humanity, justice, consistency, decisiveness, good discipline, recognition, showing personal interest as well as strong leadership. In contrast, indecisiveness, autocracy, blaming the group instead of the person, taking sides, tediousness, egoism and treating subordinates like children adversely affect relationships (Van der Westhuizen, 2015b:186).

Drawing from the above discussion it is clear that:

- Relationship building both internal and external are influenced by the qualities of the junior and mid-level managers.

3.2.5.1.4 Guiding skills

In the sections above on planning and organising, the focus was on the activities of people. For guiding skills, the focus is on interaction with people. The emphasis shifts to the collaboration between the managers and their subordinates (Van der Westhuizen, 2015b:181).

Guiding skills are described as the skills that provide direction to the common activity to ensure that tasks are executed to achieve a set outcome (Van der Westhuizen, 2015b:181). The importance of guiding is attributed to the fact that it is the management action that not only ensures the completion of a specific task but also ensures that work is well done in a voluntary and co-operative manner (Van der Westhuizen, 2015b:181). Guiding skills include communication, networking, motivation, conflict management, negotiation, leadership and staffing.

- **Communication skills**

The importance of effective communication cannot be overemphasised, for communication in an organisation is the process where information is required and used for planning, organising, guiding and controlling (De Beer *et al.*, 2012:69). Communication is the lifeblood of any organisation and the cement that holds everything together (Prinsloo, 2016b:198; Sharrington, 2013:1). It involves the exchange of information, ideas or feelings (Prinsloo, 2016b:219). For managers, communication is essential, not only to convey information but also to influence and persuade others to behave in ways that accomplish anticipated goals through continuous collaboration amongst employees (Daft & Marcic, 2013:201). The skill of communication – whether verbal or non-verbal – is embedded in all responsibilities that must be fulfilled by subject group leaders, deputy subject group leaders, programme leaders and programme coordinators. Communication entails the transfer of a message from one person to another. The message may relate to the institution, school, programme or the people within those (De Beer *et al.*, 2012:31).

Relevant information cannot be transferred when there is a lack of communication. The manner in which communication (verbal or non-verbal) is delivered is as important, as it can create a certain attitude or climate in the work place (De Beer *et al.*, 2012:31). The subject group leader, deputy subject group leader, programme leader and programme coordinator are constantly supporting and communicating with various school directors and various stakeholders (NWU Institutional Office, 2013:2; People and Culture, 2018:2,3). It is the responsibility of the subject group leader, with the support of the deputy subject group leader,

or programme leader with the support of the programme coordinator, to ensure that communication received from top management should filter through to subordinates, especially regarding workloads, student matters, finances, programme evaluations, administration and staff affairs (Faculty Management Committee, 2018:2; NWU Institutional Office, 2013:2). Poor communication leads to management failures; good managers understand that employees cannot telepathy, whereas great management is about clearly communicating of various ideas (Van Zyl, 2016:119).

The aim of communication is to elicit a specific behavioural response from the recipient(s) for this response leads to the task execution that is an integral part of the communication process in the workplace (Prinsloo, 2016b:198). Research has found that educational managers spend 80 percent of their time each day in situations of interactive communication (Prinsloo, 2016b:204; Van der Westhuizen, 2011a:205). Consequently, it is clear that managers spend most of their time on communicating. The importance of good communication and appropriate communication media can hardly be overemphasised.

The medium of communication – be it non-verbal, verbal or written – is one of the important elements that determines the outcome of a message conveyed (Prinsloo, 2016b:202; Van der Westhuizen, 2011a:207). Subject group leaders, deputy subject group leaders, programme leaders and programme coordinators are responsible for keeping their subordinates informed regarding communication from top management and various meetings attended, since this impacts on the workload. Decisions made in faculty meetings or by management should be communicated to subordinates by the subject group leader, deputy subject group leader, programme leader or programme coordinator orally or in writing. Verbal communication is often the best way to convey messages or feelings and there are far more opportunities for using it than written communication (Prinsloo, 2016b:204). It is a natural medium that lends itself to immediate feedback and is usually faster, cheaper and more personal than written communication. A disadvantage of verbal communication is that it is sensitive to disruptions and can also be unsatisfactory if the information is complex of if there are many levels in the communication channel (Prinsloo, 2016b:204). In addition to verbal communication, there are non-verbal methods of communication which can be used.

Non-verbal communication refers to the manner in which messages are sent (Van der Westhuizen, 2011a:212). Written communication is considered the second most important medium of communication (after verbal communication) (Prinsloo, 2016b:209). A subject group leader, deputy subject group leader, programme leader and programme coordinator should be comfortable with communicating in both verbal and non-verbal modes. In a diverse working environment, management may in some cases need proof of

communication, and non-verbal communication may be more suitable. Written communication serves as evidence that communication is taking place continuously within a programme or subject group. When writing, simplicity and clarity are of the utmost importance because the message should be communicated clearly. Written communication plays a key role in the various programmes or subject groups, for this medium is commonly used to communicate with various employees including top-level managers within faculties. The planning of written communication, and focusing on the purpose of the communication, helps to ensure that messages are conveyed correctly (Prinsloo, 2016b:209).

In conclusion it can be said that:

- Decisions or information must be communicated to subordinates accurately and clearly.
- The choice of words determines whether subordinates understand a message or not.
- Verbal communication provides the opportunity for managers to observe, and guarantees immediate feedback to superiors and subordinates.
- Managers who use a combination of communication styles (interpersonal, non-verbal, writing, and oral) are more successful in engaging subordinates.
- Various communication media can contribute towards comprehension of the messages conveyed.

- **Networking skills**

Networking as a soft skill can support in the development of interpersonal and communication skills and in the advancement of one's career (Iyengar, 2017:7). Networking is thus one of the most desired career-development areas and job-exploration tools, but is often overlooked by managers and employees. It involves developing and maintaining connections with individuals, then mutually benefitting from this developed relationship (University of Albany, 2014:1). Networking is defined as proactive efforts by individuals, including managers, to develop and maintain personal and professional relationships for mutual benefit (Daft & Marcic, 2013:303). Furthermore, networking is also the art and science of creating a group of acquaintances and companions and being in continuous touch with them through regular communication for mutual benefit (Iyengar, 2017:7).

For managers, the benefits of networking are that contacts can provide information, access to diverse skill sets, and expanded influence. Intra-institutional and inter-institutional networking can contribute towards successes in both the subject group and programme. Through networking, subject group leaders, deputy subject group leaders, programme leaders and programme coordinators get an opportunity to communicate with peers in the institution (across the various faculties and disciplines), as well as other institutions. Networking is essential because relationships with others are the source of new ideas, job opportunities, business leads, influence, and social support (Daft & Marcic, 2013:303). Networking serves as a benchmarking tool that gives managers the opportunity to share best practices and challenges experienced. Two of the most unappreciated networking skills that can easily be mastered by managers are the ability to listen and asking questions (Wolfe, 2018:1).

Due to the fact that subject group leaders, deputy subject group leaders, programme leaders and programme coordinators must provide subject guidance, do programme planning, revision, improvement and marketing of their programmes and subjects, the ability to listen is a real skill. (Faculty Management Committee, 2018:2). Managers who talk less and listen more are often more successful in motivating staff. Listening is viewed by many as a manager`s most important skill, since it forms a crucial part of the communication and networking process (Schmidt, 2018:1; The Ken Blanchard Companies, 2016:2). Managers should listen to both subordinates and superiors. Listening skills have been a focus area for researchers and managers trying to promote communicative and management competence (Yavuz & Celik, 2017:8). The ability to listen is encouraged for community engagement activities like short learning programmes, which in the subject group forms part of the responsibilities of a subject group leader (Faculty Management Committee, 2018:3). The subject group leader, in collaboration with deputy subject group leader, should thus listen to the needs of the community that will ultimately guide him / her in the right direction. To listen is to consciously endeavour to understand and interpret a message`s original meaning and that involves paying attention to not only the facts but also the feelings – which may entail observing facial expressions and body language as well as hearing the words (Daft & Marcic, 2013:200). Showing emotion, when appropriate, while listening with empathy and understanding, is seen as key elements in the listening process. When problems surface on at-risk modules, a subject group leader, deputy subject group leader, programme leader or programme coordinator ought to listen with the necessary understanding and empathy. Research has supported the centrality and significance of listening in organisation-related communication (Schmidt, 2018:1). Listening, together with reflection, are essential to the growth of a manager because these put them in touch with their ‘inner voice’ and what the body, spirit and mind are communicating (Du Plessis, 2016:221). This will enable them to

hear diverse levels of communication, from students, subordinates and superiors. Getting to a deeper level of understanding, rather than coming up with an immediate answer, is key to more effective problem solving. Listening in this manner allows subordinates to come up with their own solution or plan of action (Leonard, 2018:1). To encourage subordinates to come up with their own solutions, enhance collaboration and communication amongst them.

A good listener listens to an entire message without interrupting the speaker and asks questions should they feel they have incomplete information that might hinder the effectiveness and accuracy of the message conveyed (Vrba, 2013a:238). Doing so will help both the junior- and mid-level manager with effective questioning. Behind effective questioning is also the ability to listen to answers and to suspend formulation of conclusions (Leonard, 2018:1). Consequently, this implies being committed to understanding what an individual is saying. A direct link is thus evident between listening and asking the right questions. If a manager listens to understand the message, he or she will be able to ask the right questions at the right time.

Asking good questions is productive, positive, creative, and can get us what we want or need (Leonard, 2018:1). While most people believe this to be true, people still tend to ask poor questions. Possibly one of the explanations for this is that effective questioning requires it be combined with effective listening, since they go hand in hand (Leonard, 2018:1). Asking questions is key for the responsibility of managers to understand their roles as decision makers in various situations (Fowler & Hobbs, 2009:9). Subject group leaders, deputy subject group leaders, programme leaders and programme coordinators represent their subordinates within the faculty. Asking subordinates to contribute towards solving a problem or getting a solution to a challenging question, is a great way to make them feel needed and valued within the organisation (Power, 2018:1). The overarching purpose and drive of good questions should be to identify the issue at hand, accumulate additional information, envisage desired outcomes, and putting words into action (Leonard, 2018:1). Successful managers understand that asking questions and listening with intention is the best way to manage and lead.

The failure to ask good questions is one of the major causes of difficulties we observe in our immediate environment (Fowler & Hobbs, 2009:5). Managers should therefore ask questions on a regular basis to determine the climate within an organisation, subject group or programme. Should managers fail to ask questions regularly, it would imply that they fail to find enhanced ways to increase best practice and collaboration with employees or to uncover challenges experienced by the subject group or programme (Power, 2018:1). Good questions will ultimately engage subordinates in strategic planning and creative thinking.

To conclude, it can be said that:

- Intra-institutional networking provides junior and mid-level managers with an opportunity to share best practices and the challenges experienced.
- Inter-institutional networking offers managers the opportunity to communicate with peers at other institutions.

- **Motivation skills**

Most managers would like to have motivated employees but do not understand what truly motivates a person. In the most general of terms, motivation is the psychological feature that energises and directs goal-orientated behaviour in individuals (Lues, 2016:314). Motivation is incitement or encouragement to act or move. In an organisational context it refers to the process of encouraging employees to act in a predetermined, desired manner to achieve organisational goals (Management Study HQ, 2018:1). This is done by a manager that attempts to influence subordinates. For Prinsloo (2016b:188), 'influence' means urging subordinates to achieve the aims envisaged by management. Motivation is consequently all attempts by management to boost and inspire employees to do their best voluntarily to ensure the successful achievement of set goals and objectives of the organisation (De Beer *et al.*, 2012:31).

At the core of this concept lies three important sub-concepts that include motive or driving force, motivation, and motivator (Management Study HQ, 2018:1; Prinsloo, 2016b:189). Motive is the inner state of mind that initiates and controls behaviour towards organisational goals that directly correspond to the needs, desires, wants or drives of individuals. The driving force of a subject chair or programme leader may be to be promoted to a higher position – for an individual`s needs motivate or drive him or her to achieve an aim that they believe will satisfy their needs (Prinsloo, 2016b:189). The junior- and mid-level manager ought to explain rationale and needs that will ultimately motivate their subordinates to share expertise through engagement in reviews of existing programmes/modules, development of new resources, courses and qualifications (Faculty Management Committee, 2018:3).

Motivation is the process of stimulating actions by understanding the needs of employees and consuming and developing their motives. That transpires when tasks must be executed and the manager requests, orders, directs, motivates and convinces staff towards the fulfilment of organisational objectives or goals (Van der Westhuizen, 2011b:195). Subordinates should be motivated by their subject group leader, deputy subject group leader, programme leader, or programme coordinator. By delegating authority, co-operation is obtained and the possibility

created for people to express themselves (Burton, 2012:13). A 'motivator' is the technique used for motivation, such as paying bonuses and promotion opportunities, amongst others (Management Study HQ, 2018:1). Being empowered motivates subordinates to be more than willing and able to take the lead on various responsibilities.

According to Van der Westhuizen (2011a:203), motivation has various principles that include: Principle of participation: where the employees` involvement is evident in the decision making regarding matters that affect them directly. The more employees are involved, the more they are encouraged to help in achieving objectives of organisation.

Principle of communication: If employees are continuously informed regarding objectives and outcomes achieved, they are inclined to co-operate more and feel part of the organisation. Should they be excluded, they will show little interest with little motivation.

Principle of recognition: If employees receive the necessary recognition and satisfaction regarding their work, they are motivated to work harder since earned recognition brings a feeling of satisfaction. It should thus be not in the form of false flattery.

Principle of delegated authority: A manager should be prepared to delegate authority to capable employees because, in doing so, a person`s post is enhanced and this serves as a means of personnel development.

Drawn from the above we can conclude:

- Junior and mid-level managers must communicate outcomes achieved and objectives reached, to subordinates.
- Motivation by junior and mid-level managers ensures subordinates are cooperating and feeling part of an organisation.
- Junior and mid-level managers should give recognition to subordinates to instil satisfaction.

- **Conflict management skills**

Competition in the work environment and individual differences steadily increase conflict among employees (Başoğul & Özgür, 2016:228). In every work environment with diverse groups of employees, conflict emerges from time to time. Conflict has as its basis the incompatibility or mismatch of purpose and aims and arises out of opposing behaviours or disagreement among parties (i.e. individuals, groups, organisation) since it pervades

organisations (Prinsloo, 2016b:210; Tjosvold et al., 2014:546). Conflict management is outlined as the process of interaction, collaboration and communication between parties that is directed at reaching some form of agreement that will hold parties together, and which is based upon common interests with the purpose of resolving conflict despite opposing points of view (Prinsloo, 2016b:216). To have conflict is not wrong, but how the situation is managed, is key. This implies that the management of conflict is considered both a skill and a responsibility. Approaches used to manage all forms of conflict/tension, including often-serious conflict between subordinates, is of the utmost importance for the effective functioning of any organisation (Bondesio & De Witt, 2015:302).

Managing conflict within the workplace environment is arguably the hardest thing managers have to do; however, conflict can be an inevitable outcome of working with other human beings and should therefore be accepted. How managers manage and resolve conflict also says a lot about his/her emotional intelligence. Emotional intelligence is an important concept for managers to grasp; that is, primarily managing people to understand the views and demands of subordinates that can contribute towards the development of relations that promote successful management practices (Başoğul & Özgür, 2016:228). Conflict management addresses the fundamental intellectual and practical challenge of identifying how and when managers and employees can discuss and deal with their conflicts for the benefit of the organisation and themselves (Tjosvold et al., 2014:546). Within a subject group or programme, the managers should be the ones managing conflict and acting as mediator. Opinions, beliefs, values, styles, and a whole mass of other variances provide more than enough grounds for disagreement (Lues, 2016:310). It is therefore necessary for all managers to be comprehensively developed in the effective resolution of conflict (Bondesio & de Witt, 2015:302). Successes in resolving conflict situations equip managers with the necessary self-confidence to solve many problems and challenges that have been brought to the surface, deriving benefits that managers might not have expected. This includes increased understanding, increased group cohesion, and improved self-knowledge (Prinsloo, 2016b:211). The discussions required to resolve conflict expands employees` awareness of the situation at hand, providing them with insight into how they can achieve personal goals without undermining those of others. When conflict is resolved effectively, team members develop stronger mutual respect and a renewed faith in their ability to work collaboratively, for conflict management pushes individuals to examine their goals to help them understand the things that are important to them. This will ultimately enhance their focus and effectiveness.

From the above, it is evident that there is value and danger in conflict. A positive side of conflict is that it insures that all the possibilities are carefully considered and that future planning is done on the basis of the advantages and disadvantages which the alternatives offer (Bondesio & de Witt, 2015:308). Conflict resolution also offers an organisation an opportunity to separate the people and the problem, and to set objective criteria that serve as benchmarks for successful resolution – bearing in mind that difficult interpersonal workplace problems will not be resolved by ignoring them; in fact, it will just get worse (Prinsloo, 2016b:215). On the other hand, conflict becomes a dangerous and disrupting force should personal glory be seen as the most important result of the exercise by one or both parties involved (Bondesio & de Witt, 2015:308). A manager should thus be a conflict mediator that strives to get groups or individuals to the point where they admit the validity or basis of one another`s viewpoints so that the problems and challenges can be discussed frankly and objectively.

Drawn from the above, it can be said that in order to manage conflict in the work environment:

- Junior and mid-level managers should accommodate various points of view during conflict.
- Junior and mid-level managers should be open-minded, emotionally intelligent and patient when listening to subordinates or superiors.
- Junior and mid-level managers must explore various conflict-solving strategies that increase understanding and group cohesion, and improve self-knowledge within the group.

- **Negotiation skills**

Nearly everything in subject groups and programmes is negotiated, and the ability to negotiate strong agreements and understandings is among today`s most valuable talents. Negotiating skills for managers explain how to go about establishing a solid pre-negotiation foundation, subtly guide the negotiation, and consistently set and achieve satisfactory targets (Steven, 2002:3). Negotiation is a fact of life, as is conflict (Prinsloo, 2016b:215). The very thought of negotiating is intimidating (Billikopf, 2014:73). From transferring existing strengths to the negotiating table to avoiding common errors, these are battle-proven steps for reaching personal and organisational objectives in every negotiation. However, when thinking about negotiations within a management perspective, they key idea regularly used is compromise (MindTools, 2018b:1).

Negotiation is not arguments, debates, game playing, solely social ritual or solely competitive (Richmond, 2010:9). In essence, negotiation is the ability of a manager to create an acceptable response or solution in a negotiating or mediating situation (Oosthuizen, 2011:68). A subject group leader, deputy subject group leader, programme leader or programme coordinator needs to be able to negotiate with subordinates regarding time-frames, roles, responsibilities, working hours, examination question papers, textbooks, submission dates, division of work, as well as leave (Faculty Management Committee, 2018:3). Consequently, negotiation is also the process between two or more parties each with its own goals, needs and viewpoints, seeking to discover a common ground in reaching an agreement to settle matters or conflict of mutual concern (Business Dictionary, 2018b:1). With the common goal of the university being delivering well- rounded students, the subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators are actively involved in the consultation and compilation of time-tables (People and Culture, 2018:2). They should thus negotiate with the various subordinates in order to reach a consensus concerning time-tables and all administration that it entails.

Whenever choices exist, there is potential for disagreement. Such differences, when handled properly, can result in richer, more effective, creative resolutions and interaction (Billikopf, 2014:73). Subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators also have a responsibility towards students within the faculty. The programme leader, supported by the programme coordinator, acts as adviser to students during registration processes at the beginning of the year by approving and signing the necessary documents for registration for the programme (People and Culture, 2018:3). Part of the negotiation process is also taking into account the academic history of students. If a programme leader or programme coordinator observes that students are not coping with workload of programme (qualification), he/she can advise the student to rather extend their course. Admittedly, it is challenging to steadily turn conflicts into opportunities.

The subject group leader, in collaboration with the deputy subject group leader, advises and directs the school director on matters such as exemption from class and practical work requests on students' admission, student requests and student examinations. These matters, however, remain the responsibility of the school director (NWU Institutional Office, 2013:2; People and Culture, 2018:2). Ultimately, it is essential for managers, including junior- and mid-level managers, to understand the goals for effective negotiation, and determine current position, especially when it primarily has to do with their subordinates (Richmond, 2010:13). Establishing a strong position is a good starting point for a negotiation, but should a manager become too entrenched, conflict can quickly arise and the discussion may break down

(Queens University, 2017:3). However, this appearance can be avoided by applying principled negotiation, bearing in mind that negotiations are mostly successful when they encourage cooperation toward a common goal (MindTools, 2018b).

The five stages of principled negotiation by Fisher and Ury (2017:1), MindTools (2018b:1), and Richmond (2010:12) are: the separation of people from the problem, focus on interests rather than positions, invent options for mutual gain, use objective criteria, and know BANTA (Best Alternative to a Negotiated Agreement). These will now be discussed:

Separate people from the problem: Since individuals tend to become personally involved with the issues and their position, they may interpret resistance to their positions as a personal attack. Separating people from issues allows a manager to address the problem at hand without damaging relationships (Fisher & Ury, 2017:1). The manager should observe emotions but not respond if the discussion becomes intense. Moreover, separating people from the substantive problem whilst balancing the need to resolve the matter and support good working relationships will lead to an informed and lasting solution. What's more, the manager is often able to see how a potential solution can benefit other parties (Webster & Webster, 2018:1). Clear and precise communication is thus crucial to avoiding misunderstandings and confusion.

The second principle refers to focusing on interests rather than positions: Employees are seldom challenging just for the sake of it, and almost always there are real and valid differences sitting behind conflicting situations. The way each person perceives the issue may be influenced by many factors, such as their values, beliefs, status and responsibilities (MindTools, 2018b:1).

A manager should attempt to keep the conversation light and avoid attributing blame. Once everyone knows that their interests have been considered, they are more likely to be receptive to different points of view (Fisher & Ury, 2017:2). For example, if employees negotiate with their subject chair or programme leader to get more resources for teaching and learning, they may consider that the manager may be under pressure to reduce costs. If one looks beyond two positions, you may find that you have a common interest, such as increasing the team's productivity within subject group or programme.

Invent options for mutual gain: Solutions might be obvious because of the position of the negotiations (Richmond, 2010:14). To invent options for mutual gain, brainstorming is necessary for all possible solutions to the problem, then evaluate the ideas only after a variety of proposals have been submitted, refining and improving proposals at this point

(Fisher & Ury, 2017:3). With the diverse group of subordinates that a junior- and mid-level manager has in teams, various interests and point of views is also hosted. The key to integrating different interests is to look for options that are of low cost to the institution and high benefit/impact to them.

Use objective criteria: When interests are directly opposed, the parties should use objective criteria to resolve their differences (Fisher & Ury, 2017:3). To negotiate successfully, managers must continue using objective criteria for the reason that it increases the likelihood of success. Principled negotiation is about reaching agreement (Webster & Webster, 2018:1). Using objective criteria is not just about setting out the facts, as various underlying needs, interests, opinions, and goals can cause people to interpret facts differently (MindTools, 2018b:1). Managers should thus attempt to agree on a set of objective criteria that serves as a framework for discussions.

Know Best Alternative to a Negotiated Agreement (BANTA): Managers should consider and evaluate alternatives that they have as options, for BANTA is dynamic and can change through the negotiation as the manager becomes familiar with employees` resources and objectives (Richmond, 2010:16). A BANTA is seen as a manager`s favourable fall-back options if he/she can`t get everything.

Managers should therefore always keep in mind that negotiations do not have to be overly contentious or personal, for one's ability might be shaped by one's reputation as a negotiator (Fisher & Ury, 2017:4). Therefore, managers should think 'big picture' and be rational and reasonable, applying the principles of people, interests, options and criteria set forth.

In conclusion it can be said that:

- Junior and mid-level managers must negotiate with superiors, subordinates and students.
- Negotiations must be done regarding teaching and learning elements and workload of subordinates.
- Using objective criteria serves as a framework for internal and external negotiations.
- Junior and mid-level managers must always reflect and evaluate the incorporation of alternatives during negotiations.

- **Leadership skills**

No simple formula will lead to successful leadership. Should managers focus on developing the essential leadership qualities, they will be able to use their potential as a great leader (Henrico & Visser, 2014:180). Subordinates look up to the manager for, specifically, direction and motivation since the nature of the manager`s role and skills determine the atmosphere and climate in the set context (Van der Westhuizen, 2015a:94). Given the significance of leadership skills development for junior- and mid-level managers, it is surprising to note that there appears to be very little published research focusing on this issue and indeed looking at leadership effectiveness in universities in general (Floyd, 2016:4). However, this does not change the essence of the skill required by junior and mid-level managers.

Leadership skills are the strengths and abilities individuals demonstrate in overseeing of processes, guiding initiatives and steering their employees towards the achievement of goals and objectives (Rouse, 2018:1). This serves as tools, behaviours, and capabilities that a person needs to be successful at motivating and directing others (MTD Training & McPheat, 2010:10). This implies that both junior- and mid-level managers should have leadership skills in order to lead subordinates. Subject group leaders and deputy subject group leaders are appointed to perform various functions under leadership of the school director, while programme leaders perform functions on behalf of school directors and/or deans or deputy deans (People and Culture, 2018:1). A junior- and mid-level manager should always seek to develop themselves to provide subordinates with the guidance and leadership they need. Yet true leadership skills involve something more; the ability to help people grow in their own abilities (Simpson, 2012:9). In growing leadership abilities, the manager should have the confidence to step-up if needed. Within the context of the NWU, it is expected that, when requested, a subject group leader should, in acting capacity, fill the shoes of a school director in his/her absence (Faculty Council of Theology, 2015:13). Leadership skills are an essential component in positioning managers to make thoughtful decisions about their organisation's mission and vision, and properly allocate resources to achieve those directives (Rouse, 2018:1). It can be understood that the most successful managers with leadership skills are those that drive others to achieve their own success (MTD Training & McPheat, 2010:10).

The ability to lead effectively relies on a number of key skills, bearing in mind that individual managers have unique characteristics and styles. For a researcher like Clarke (2007:2), leadership is future orientated – that is, about getting things to change. The four pillars to produce the future-focused change include the vision (to establish direction), strategy (planning to achieve set vision), aligning employees (marketing and selling the vision and

strategy) and, lastly, motivating and inspiring (to create the energy and commitment to drive the process). Managers (including junior- and mid-level managers) have an increasingly important role in managing the teaching and learning of their teams, and directors need to support them in the development of their leadership skills (Clarke, 2007:143) – Thus they must lead by example.

Leadership ought to be done with the necessary assertiveness, dominance, emotional intelligence and authenticity to motivate, support and contribute towards the goals of the organisation. This implies that leadership is a practical skill encompassing the ability of a manager to lead or guide subordinates, teams or entire organisation.

Drawn from the above, it can be said that:

- Junior- and mid-level managers should support subordinates to grow in their own abilities.
- To provide subordinates with guidance and leadership, junior- and mid-level managers must develop themselves.
- Junior- and mid-level managers should be versatile and able to act in superior management/leadership positions, if required.
- Leadership provided by junior- and mid-level managers must be assertive, emotionally intelligent and authentic.

- **Choosing staff as skill (staffing)**

Having quality employees is a key element for the success of any organisation since it contributes toward the functioning and growth thereof. The filling of positions involves various phases that include personnel recruitment, selection and appointment (Bondesio & De Witt, 2016:239). Staff should be recruited, selected and appointed strategically to fit into the culture of an institution.

Even though the staffing process is seen as the responsibility of deans/school directors, junior- and mid-level managers should be able to choose staff, since they ought to act in the aforementioned positions from time to time (Faculty Council of Theology, 2015:13; North-West University, 2017:44; People and Culture, 2018:1). The staffing of subject groups and programmes should also be informed by the strategic goals of the institution captured in the vision and mission. Staff should contribute towards the accomplishment of the graduate attributes of the institution. The NWU envisages that their graduates will stand out as

responsible and engaged members of society who are knowledgeable, highly-educated professionals, innovative and critical thinkers, principled leaders, effective communicators and skilled collaborators (North-West University, 2016:13).

A comprehensive set of planning and policy documents therefore forms a crucial part of managing the selection of staff effectively, but the documents do not themselves promote effective management for they simply set out expectations and opportunities regarding the way things should be done in future (Clarke, 2007:4). It is because of the aforementioned that staffing plays an imperative role in any organisation. North-West University nurtures lively intellectual inquiry between its staff and students, in order to provide meaningful teaching and learning experiences and responsive and enabling environments (North-West University, 2016:13). While members of academic staff and management have the primary responsibility for providing such experiences and environments, they do so in consultation and collaboration with members of professional support staff and students.

Management becomes effective when systems and structures are put in place to ensure that employees are aware of what is expected, knowing what is in the documentation of the institution, and more importantly, that systems are developed to ensure that the institution operates according to set policies and procedures as they are laid down. Staffing is a decisive part of management, and it is the part that distinguishes good managers from incompetent managers (Clarke, 2007:4). Selecting and appointing the best individual for a specific position is one of the important starting points for quality education, for the effective and productive functioning of any individual in a specific position is not just a match on paper, but also referring to the ability and adaptability of the employee (Bondesio & De Witt, 2016:245; Heystek, 2011:100). In order to staff a subject group or programme satisfactorily, it is key for management to pay attention to job analysis, job description and the means for selection and appointment of the best staff to satisfy the educational needs of a specific subject group or programme (Prinsloo, 2016a:273). During reviews, attention is given to programme design, staffing, teaching and learning, assessment, student support, through-put rates and programme quality (North-West University, 2017:44).

Adaptability for adapting to the ever-changing conditions, drives and needs of the context, discipline or environment is key in the staffing skill of a manager. This implies that staffing is much more than selecting and appointing the best qualified subordinate for a specific post (Heystek, 2011:101). The subordinate`s appointment should be in line with the dream and purpose, educational approach and needs of an institution, articulating horizontally and vertically through to the various faculties, programmes, subject groups and disciplines (Faculty of Natural and Agricultural Sciences, 2018:10).

A subject group leader, deputy subject group leaders, programme leader and programme coordinator should be key drivers of the educational approach of the programme or subject group since this will ensure that appointment of new staff will be aligned with the views and needs of the programme of subject group. In this manner, the NWU supports its students so that they can progressively become self-directed and lifelong learners who make distinctive contributions to society and the world of work (North-West University, 2016:13). These will ultimately contribute towards quality teaching and learning within a programme of subject group, since it depends on highly developed and committed subordinates (Prinsloo, 2016a:273).

Drawn from the aforementioned it can be concluded that:

- Junior- and mid-level managers should strategically recruit, select and appoint staff that infuse the dream and purpose, educational approach, strategic drives and needs of the institution.

3.2.5.1.5 Control skills

The entire management process transpires between the stages of planning and control, and successful management is dependent on sound planning and effective control (Van Deventer, 2016a:222). The management task of control is used to communicate to employees and other stakeholders the work expected and any corrective measures that may be necessary to implement in the organisation. As discussed above, aspects such as leadership skills, relationship building, negotiation skills and motivation all depend on effective communication (Prinsloo, 2016b:200). Control is defined as the management process by means of which a manager assesses and regulates progress of various situations in order to keep deviations and possible failures to the minimum; that will ultimately ensure that the entity accomplish set outcome with minimum disturbance (Van Deventer, 2016a:241). It is therefore fundamental that managers acquire measuring, supervision as well as observing skills that ensure the processes are regulated and monitored continuously within various situations. Accordingly, a brief discussion will follow pertaining to the control skills – measuring, observation and supervision.

- **Measuring skills**

For control to be successful, it is important that performance should be measured and observed, and that this should be supervised correctly and constantly (Le Roux, 2013:76). Measuring is perceived as the process of assessing the importance, effect and/or value of something or someone to determine whether the desired outcomes or standards were reached

(Oxford Dictionary, 2018a:1). Observation, on the other hand, is seen as a mechanism used by managers to gain insights into a subordinate's performance (Le Roux, 2013:76) whilst supervision is an often-misunderstood function that has enormous consequences for the productivity of subordinates. Supervision is moreover outlined as the ability of superiors (managers) to influence the behaviour of subordinates to take a shared approach towards achieving organisational goals (Omisore:104).

For managers, measuring is one of the features that also determines the level of success within their work (NWU Institutional Office, 2013:1). This can ultimately contribute towards work satisfaction and motivation since measuring, together with control, should be seen as a developmental skill rather than a disciplinary skill (Van Deventer, 2016a:222). Within the NWU context, External Programme Evaluations (EPE) and Internal Programme Evaluation (IPE) are conducted. EPE is seen as a rigorous, systematic, objective, impartial, expert-based review of how effectively a programme is delivered, as part of the ongoing pursuit of higher level of achievement and quality in the university, and in the service of the improvement of the quality and sustainability of the programme (North-West University, 2018:9). The programme leader, in support of the programme coordinator, recommends to the school director the compilation and implementation of an improvement plan and monitors the process according to the University`s quality policy (NWU Institutional Office, 2013:2). The EPE report puts emphasis on the strengths of the programme, areas for concern, and recommendations for further action. Following the acceptance of the EPE report, a follow-up action plan is required from the programme's management for approval by the Faculty Board and by the DVC: T&L (North-West University, 2018:9). Academic leaders – which includes subject group leaders, deputy subject group leaders, programme leaders and programme coordinators – serve on the Faculty Board, School management committees and/other applicable committees that includes Teaching and Learning Committee, mentorship meetings, programme committees and subject group committees (Faculty Management Committee, 2018:1).

An internal programme review (IPE) is a demanding, systematic, objective, impartial, expert-based review and self-evaluation of how effectively a programme is being delivered as part of the ongoing pursuit of higher levels of achievement and quality in the University, and in the service of the improvement of the quality and sustainability of the programme. During the review, attention is provided to programme design, staffing, teaching and learning, assessment, student support, throughput rates and programme quality (North-West University, 2018:21). Each programme offered by the University must be subjected to an IPE at least every three to six years (Faculty Council of Theology, 2015:12). A follow-up action plan upon completion of the evaluation is also required for the programme`s

development and this process is observed, supervised and monitored by the DVC: T&L (North-West University, 2018:12). In most situations, the skill to supervise helps to improve results, since appropriate supervisory intervention in the workplace can continuously enhance the productivity of a team (Omisore, 2014:104).

What is measured and what it is measured against is key, since managers together with subordinates tend to place emphasis on measured aspects, and if the wrong aspects are measured, the objectives may not be achieved (Le Roux, 2013:77). The most important aspects that junior- and mid-level managers should observe and measure and supervise are production output (throughput rates of programme or subject group in educational context), quality within set discipline or context, and the performance of staff and students (Prinsloo, 2016a:273).

Drawn from the above we can conclude that:

- Junior- and mid-level managers take part in EPE and IPE processes.
- Junior- and mid-level managers serve on various boards and committees that measure teaching and learning, research and community engagement.
- Junior- and mid-level managers support school directors on compilation and implementation of improvement plans and monitoring thereof, according to quality policy.
- Junior- and mid-level managers must observe, measure and supervise throughput rates, quality and performance of subordinates and students.

3.2.5.1.6 Synthesis on skills

This study has emphasised the interrelatedness of all the management skills, as well as the fact that planning forms part of the skills required of managers. In every skill set, optimal planning is essential from start to finish. This preceding discussion provided us with the opportunity to explore the various skills essential to fulfilling the various responsibilities of junior- and mid-level managers. The following discussion focuses on the responsibilities of junior- and mid-level managers.

3.2.5.2 Responsibilities of junior- and mid-level managers

This study has emphasised that skills and responsibilities go hand in hand. Skills are used for the execution of responsibilities, and a lack of skills can thus cause managers to not execute some key responsibilities. The purpose of making provision for subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators, is to provide leadership on the sites of delivery of the NWU within the unitary model so that there is cooperation between subject groups and programmes across the campuses (People and Culture, 2018:2). In order to fulfil the purpose and meet the desired outcome, junior- and mid-level managers need to know and understand their responsibilities. Responsibility is about being accountable for an action, whether in the positive or negative situation. Oxford Dictionary (2018c:1) views responsibility as the state or fact of having a commitment to deal with something or having control over someone or a situation. The positions of subject group leader, deputy subject group leader, programme leader, and programme coordinator do not constitute another formal level of management in the faculties and schools; neither do they provide for lower-level administrative and clerical duties (NWU Institutional Office, 2013:2; People and Culture, 2018:2). In the view of the aforesaid, Business dictionary (2018c:1) describes responsibility as a duty or obligation to satisfactorily execute or complete a task (allocated to someone, or created by one`s own capacity or circumstances) that one must achieve.

Although academic staff members should have the minimum managerial and administrative responsibilities, there are instances where, for alignment purposes, programmes and subject groups need to function in a coordinated and consistent manner (People and Culture, 2018:2). Formal line-management duties of academic directors such as staff appointments, staff management, and financial management (among other things) cannot be delegated to junior- and mid-level managers (NWU Institutional Office, 2013:2). However, the subject group leader, deputy subject group leader, programme leader, and programme coordinator ought to fulfil the roles of directors if needed. The various responsibilities of the junior- and mid-level manager within the NWU context will now be discussed.

3.2.5.2.1 Administrative responsibility

Administration, whether formal or informal, is part of everyday life. As in every position having administrative responsibilities, the subject group leader, deputy subject group leader, programme leader, and programme coordinator are also tasked with this responsibility. Administration therefore determines processes, progress, and direction success.

The compilation of lecturing timetables forms part of the responsibility of the subject group leader and the deputy subject group leader, since it is linked to the teaching-load distribution of staff (Faculty Council of Theology, 2015:13). Due to the co-ordination of markers and student assistants, the subject group leader in collaboration with the deputy subject group leader will acquire administrative assistance from the school director for the school/subject group as needed (Faculty Management Committee, 2018:3; People and Culture, 2018:2).

There needs to be a relationship between the strategic plans of faculty, schools or institution and the responsibilities of the junior- and mid-level managers. The junior- and mid-level managers support the school director in the execution of the strategic plans of the school, faculty, campus and university (People and Culture, 2018:3). The junior- and mid-level manager also offers valuable support and guidance with the compilation of the yearbooks within the programme or subject-group (People and Culture, 2018:2). When advising school directors on staff requests regarding the day-to-day functioning, the junior- and mid-level manager includes recommendations for leave application from staff members (Faculty Management Committee, 2018; People and Culture, 2018:2). The leave includes study and special leave, together with staff qualifications (Faculty Council of Theology, 2015:13).

However, lower-level administrative and clerical duties such as photocopying or sending or receiving administrative information, cannot be considered standard duties of subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators (People and Culture, 2018:2). In addition to the three campuses, the NWU has a large distance student population. Monitoring of contact and distance subject group activities falls within the administrative responsibility of the subject group leader and deputy subject group leader (Faculty Management Committee, 2018:3). This encompass submission dates, moderation and examination, whiteboard broadcasts, the training of facilitators, external markers, division of work, management of at-risk modules, and the coordination of work-integrated learning (WIL) in collaboration with the WIL office (should distance modules occur or collaboration needed between management). This indicates that constant collaboration and communication is achieved because the junior- and mid-level manager plays a big supportive role.

To summarise, we can conclude that:

- Junior- and mid-level managers fulfil a supportive role in the execution of strategic plans of the institution.

- Junior- and mid-level managers compile time-tables in their subject-group or programme.

- Junior- and mid-level managers offer support and guidance in the compilation of the yearbook.

- Junior- and mid-level managers monitor moderation and examination.

- Junior- and mid-level managers are involved in day-to-day functioning, including processing leave applications of subordinates.

3.2.5.2.2 Support responsibilities

To support implies that a junior- and mid-level manager provides assistance, encouragement, guidance and advice that address the needs experienced by subordinates. These managers play strong supporting roles to assist the directors and students.

The main assignment of the subject group leader, working with the deputy subject group leader, involves advising both the school/research-entity director concerning the utilisation and development of staff members in the teaching-learning, research and other activities (Faculty Council of Theology, 2015:13; Faculty Management Committee, 2018:2; People and Culture, 2018:2). This includes advice regarding staff utilisation in teaching up to the postgraduate diploma, honours degree and course modules for the master's degree (Faculty of Natural and Agricultural Sciences, 2018:25). This guarantees the academic depth, quality and development of the subject and the subject group at all sites of delivery of the NWU. A subject group leader with the support of the deputy subject group leader is expected to step into the shoes of the school director (when absent) in an acting capacity when requested to do so (Faculty Council of Theology, 2015:13; Faculty of Natural and Agricultural Sciences, 2018:26)

The primary task of the programme leader in support of the programme coordinator, includes advice to the school/research-entity director concerning academic appropriateness, quality care and HEQSF alignment of the programme and the constituting modules, in order to ensure the academic depth, quality and development of the programme on all the campuses of the NWU (People and Culture, 2018:3). The programme leader, together with coordinators on various sites of delivery, will work in close collaboration to ensure that all programme activities are aligned across the sites (Faculty Management Committee, 2018:1). The subject group leader, with the support of the deputy subject group leader assists, monitors and provides leadership to relevant activities like establishing a quality assurance day-to-day programme in subject group and consults with the Quality Enhancement Administrator on the quality and benchmarking in the subject group in collaboration with the coordinators as an integral part of the management of faculty and of the university (Faculty Management Committee, 2018:2).

In order to provide optimal subject guidance and fulfil the set out responsibilities, the subject group leader and deputy subject group leader ought to develop his/her own professional and academic leadership and management skills with a view to academic leadership and the effective management of quality in the subject group (Faculty Management Committee, 2018:2).

To conclude, we can summarise that:

- Junior- and mid-level managers play a strong supporting role with directors, staff and students within faculty.
- Junior- and mid-level managers advise directors on utilisation and development of staff on teaching and learning, and research matters.
- Junior- and mid-level managers must advise the School director on academic appropriateness, quality, care and HEQSF alignment of programmes and modules.

3.2.5.2.3 Programme management responsibilities

Programme planning and revision improvement is one of many aspects that is considered as a big responsibility of the programme leader and programme coordinator (Faculty Management Committee, 2018:2). Furthermore, regular revision of syllabuses (according to an approved curriculum model to comply continuously with the teaching-learning objectives of the University, faculty and school) is seen as a responsibility of the subject group leader and deputy subject group leader (Faculty Council of Theology, 2015:13; Faculty of Natural and Agricultural Sciences, 2018:26). Revision ought to transpire on an annual basis of all programme documentation that will ensure programme information is accurate when reflected in the yearbook. Post the revision of the curricula, the effective implementation and running of a programme follows by means of the initiation and leading of at least two programme committee meetings per annum that will ensure and contribute towards alignment (Faculty Management Committee, 2018:2).

Community engagement also forms part of the responsibilities of junior and mid-level management, especially of the subject group leader and deputy subject group leader. Managing engagement like short learning programmes, better known as continuous learning opportunities, in the subject group in close collaboration with the school director and in accordance with faculty's policy also forms part of the responsibilities of junior and mid-level management, particularly the subject group leader and deputy subject group leader (Faculty Management Committee, 2018:3). The junior and mid-level management, mainly the

programme leader and programme coordinator, drives the internal school process of managing the programme, including adherence to the relevant NWU policies, procedures and processes, on behalf of the school director. Furthermore, for time-consuming activities that includes programme approval through the Senate Committee for Academic Standards (SCAS) process, administrative assistance from the school may be requested from the school director (People and Culture, 2018:3). Within faculties with multimodal delivery junior and mid-level management especially the programme leaders and programme coordinators, are also responsible for the monitoring of relevant contact and distance activities of the programme where applicable (Faculty Management Committee, 2018:2).

Drawn from the above, it can be concluded that junior- and mid-level managers:

- Are responsible for the planning, revision and improvement of programmes;
- Ensure that annual revision of programme documentation is accurate and reflected in the yearbook;
- Must initiate and lead committee/subject-group meetings contributing towards alignment;
- Are responsible for community engagement;
- Manage short learning programmes offered in faculty; and
- Drive the programme approval through the SCAS process.

3.2.5.2.4 Management of results

After having received the examination results for a particular programme together with student evaluation of the programme, and the modules instituting the programme, the programme leader and programme coordinator in particular advises the school director on any high-risk modules in the programme and recommends supplemental instruction and possible changes to the curriculum (People and Culture, 2018:3). The availability of all score sheets is also required at all times according to schedule, together with the examination records and results of students (Faculty Management Committee, 2018:2). Subject group leader and deputy subject group leaders on their behalf, provide summary statistics of examination results for approval by the school director that is responsible for the finalisation of the examination results (Faculty of Natural and Agricultural Sciences, 2018:25).

To conclude we can say that junior- and mid-level managers:

- Are involved in advising school directors on high-risk modules in programmes;
- Endorse supplemental instruction and potential changes to curriculum;
- Are responsible for the examination records and results of students; and
- Provide summary statistics of examination results for approval, to school director.

3.2.5.2.5 Student support responsibilities

Students are the main revenue of any institution. By rendering a service (teaching and learning) to them, support is a requirement. The junior- and mid-level managers, specifically programme leader and programme coordinator, acts as adviser to students during the registration process at the beginning of the year or semester by approving and signing the necessary documents for registration for the programme (People and Culture, 2018:3). The junior- and mid-level managers, primarily programme leader in collaboration with the programme coordinator, manage the faculty`s SALA responsibilities during registration of students also falls in the scope of responsibilities of these positions (Faculty Management Committee, 2018:2)

The monitoring of student performance, output and decisions on reassessments, forms part of the responsibility of the individual lecturer in collaboration with the subject group leader and deputy subject group leader, whereas they provide the summarised details to the school director for approval and management of relevant action steps (Faculty Management Committee, 2018:3;
Faculty of Natural and Agricultural Sciences, 2018:25; People and Culture, 2018:2). The subject group leader and deputy subject group leader also advise and guide the school director on matters that include exemption from class and practical work, requests on students' admission, student requests and student examinations (Faculty Council of Theology, 2015:13). On a postgraduate level, the junior- and mid-level manager also supports the student with requests. These requests also include the promotion of M.Ed. and PhD training of students and studies of colleagues within their respective subject groups in collaboration with research entity leaders (Faculty Management Committee, 2018:3). These matters are the responsibility of the school director (Faculty Management Committee, 2018:3; People and Culture, 2018:2). We can thus say that the subject group leader and deputy subject group leader do not just advise directors,

but also the students regarding their performance through recommending them on student requests.

To summarise, we can say that junior- and mid-level managers:

- Monitor student performance, output and decisions on reassessments;
- Provide summarised details of student performance to the school director for approval and management of the plan of action;
- Advise and guide the school director on students` requests (such as exemption from class and practical work, admission and examination).

3.2.5.2.6 Programme evaluation responsibilities

The programme leader performs as leader of the organising committee of an Internal Programme Evaluation (IPE) of the programme, reporting to the school director and / or the quality coordinator of the faculty. Once an IPE and EPE is completed, the programme leader and programme coordinator recommends to the school director the compilation and implementation of an improvement plan, and monitors the process according to the University's quality policy (People and Culture, 2018:3).

To conclude: Junior- and mid-level managers:

- Lead the organising committee of the IPE of a programme;
- Report back to the school director and/or quality coordinator of faculty on the IPE;
- Make recommendations to the school director on compiling and implementing improvement plans post IPE or EPE; and
- Monitor the improvement plan`s execution according to the university`s quality policy.

3.2.5.2.7 Synthesis on responsibilities

During the discussion on responsibilities it became evident that skills and responsibilities rely upon each other. If not equipped with the necessary skills, junior- and mid-level managers will not be able to fulfil their responsibilities. The skills required for these diverse responsibilities range from administrative to support of students, and management of results as well as evaluation of programmes.

3.3 Summary

This chapter primarily focused on professional development as well as the determination of skills required and responsibilities expected of junior- and mid-level managers at NWU. A conclusion can be formed that skills and responsibilities go hand in hand. Skills are used for the execution of responsibilities, and a lack of skills can thus cause managers to not execute some key responsibilities. The chapter commenced by focusing on the various skills required and responsibilities that need to be fulfilled by subject group leaders, deputy subject group leaders, programme leaders, as well as programme coordinators (in their respective positions). The content of this chapter informed the development of a gap-analysis questionnaire where participants had to identify the importance of the skill or responsibility on the one side of the questionnaire – and, on the other side, indicate the level of challenge they perceive with regard to the application of the skill or responsibility in their own experience related to their personal capacity in the assigned management position. The next chapter, the methodology, will further discuss the skills and responsibilities, and also indicate the PD needs that came to light.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In the previous chapter, the skills required and responsibilities expected of junior- and mid-level managers were identified from the literature and the NWU's institutional documentation. One of the most important decisions of research is the choice of methodology through which to answer set research questions. To achieve the research aims and objectives, specific research design and methodology were followed, as will be discussed in detail in this chapter.

The method that guided the research is clarified, described and incorporated. Aspects such as the data-collection instrument, population and sample, data collection and analysis, together with the ethical considerations are discussed. The statistical analysis is explained. Firstly, the descriptive statistical techniques that were used are provided. That is followed by the procedures followed for confirming the reliability and validity, and with statistical approaches used to determine the relationship between various variables. The chapter concludes with ethical considerations.

4.2 Research design

The chapter commences with a description of the research design, followed by the paradigm. Cohen, Manion and Morrison (2018:173) define a research design as a holistic, overall plan or strategy chosen and drawn up by the researcher to organise the research, by incorporating the different components of the study in a logical way. The research design is also viewed as the process of focusing the perspective for the purposes of a specific study, including all the steps in the process, to achieve the desired outcomes (Fouchè *et al.*, 2011:143). Having a coherent and logical research design makes the research practicable and ensures that the research questions can be answered, based on evidence. The design ought to be a systematic and organised plan according to which relevant data is collected, analysed and interpreted to investigate a particular research gap or problem. A research design is also described as a blueprint, plan or proposal to conduct research that involves an interchange of philosophy, strategies of enquiry and specific methods (Creswell, 2009:3; Punch, 2014:206). We can say that the research design of a study depends on the nature of the research questions the researcher intends to answer, as well as the research paradigm used.

A research design is used as a broad strategic or logical approach for conducting research, which provides the overall structure for procedures followed by the researcher, which includes the collection and analysis of data (Baloyi, 2016:77). The research design should be carefully considered, for it determines whether the researcher will be able to achieve the aims of the study (Kok, 2017:69). The research design for this study was a model for gathering the empirical evidence to answer the research questions, in order to meet the desired research objectives. The research paradigm, approach and strategy used to conduct the research are discussed in the following section.

4.2.1 Research paradigm

A paradigm is a set of assumptions or beliefs of fundamental aspects of reality that give rise to a specific worldview (Nieuwenhuis, 2016:52). For Leavy (2017:264), paradigm refers to a framework through which knowledge is filtered. The choice of a paradigm dictates how the research questions are addressed (Manning & Stage, 2016:20). Paradigms serve as the lens or organising principles by which reality is interpreted by the researcher. The lens used in this study is the post-positivistic paradigm.

Within a quantitative research design, research can be steered and directed from either a positivistic or post-positivistic paradigm. *A positivistic paradigm* accepts that an objective reality exists with known possibilities, which is studied independently of the perceptions and experiences of individuals (Kok, 2017:69). Researchers within this paradigm are mainly concerned with explaining and predicting, and being objective and unbiased when conducting research (Manning & Stage, 2016:25). On the other hand, a *post-positivistic paradigm* also regards the development of knowledge as focused on observations and measurement of the objective reality which exists in the world, but takes the view that the absolute truth can never be achieved (Nieuwenhuis, 2016:59). Post-positivistic researchers portray themselves as researchers that conduct research *with* other individuals by learning with them rather than conducting research *on* them, to either support or disprove assertions (Leavy, 2017:12). The post-positivistic researcher, as in this study, chooses empirical testing because theory and practice are interlinked and not seen as two separate aspects (Kok, 2017:69). The lens used in this study is from a post-positivistic paradigm that endeavours to clarify and explain data and test it against further data (Creswell, 2009:6; Punch, 2014:12). Additionally, this study made provision as far as possible for contextual and situational variables. An example was the biographical variables that included gender, age, faculty, qualification, experience, language, position, demographics (site of delivery, and so forth) in the instrument used to collect the data (the questionnaire).

In terms of the features of the post-positivistic paradigm and associated quantitative research methodologies, clarified by researchers such as Creswell (2009:7), this research has been characterised as post-positivistic for the following reasons:

- The purpose of this study was to come up with results that were reliable, valid, and a true reflection of needs experienced within the institution.
- The research design and methodology eliminated bias and subjectivity as far as possible.
- The researcher acknowledged the likelihood of errors and bias in data collection. In order to eliminate these as far as possible, a valid and reliable data-collection tool has been used.
- The respondents were selected according to a scientifically acceptable sampling procedure.
- Recognised statistical techniques have been used to analyse the data.
- The findings, together with the conclusions, stem directly from the results. The researcher refrained from adopting generalisations and claims that are not supported by the results.
- The investigation is repeatable, or duplicable. Therefore, other researchers can repeat the investigation to determine if similar conclusions are reached.

A comprehensive discussion on the research approach follows.

4.2.2 Research approach

A quantitative approach that is underpinned by a post-positivistic paradigm was chosen as the approach for this study. In this study, a structured questionnaire in the form of a gap-analysis was distributed to respondents. This was done to determine the level of challenge the junior- and mid-level manager experienced in the application of the skills required and responsibilities given in their management position. The objective of quantitative research is to describe the trend or explain the relationships between variables through asking specific research questions or formulating hypotheses regarding the variables that can be observed or measured (Ivankova *et al.*, 2016). Furthermore, the researcher tends to rely more on deductive reasoning (moving from the general to the specific), beginning with certain theories and then drawing logical conclusions from them (Fouchè & Delport, 2011:63).

This view supports the research approach, since quantitative research is a process that is systematic and objective in its ways of using numerical data from a selected population to generalise the findings to the universe that is being studied (Maree & Pietersen, 2013a:145; Sukamolson, 2010:2). The quantitative research in this study included the collection and analysis of numerical data in an objective way to address the professional development (PD) needs experienced by junior- and mid-level managers. It is aligned with Yilmaz's (2013:311) view of quantitative research: as an investigation that explains the general findings observed in the empirical research according to numerical data that are analysed by means of mathematical methods, especially statistics. Data were collected in a systematic and standardised manner, with respondents completing an online questionnaire.

The raw data, and later the results of the quantitative research, appear in numerical form and are reported statistically with the assistance of the North-West University statistical services. A non-experimental design in the form of an online survey sought to determine the respondents` views regarding their level of skill to fulfil their assigned managerial roles, in order to determine their PD needs. The quantitative approach by means of a questionnaire was considered the best way to determine the PD needs of junior- and mid-level managers.

4.2.3 Research strategy

Surveys are a strategy of inquiry frequently used in non-experimental quantitative research to gather information using questionnaires regarding a specific phenomenon (Maree, 2016:36). This implies that surveys are used for descriptive, explanatory, and exploratory purposes (Kok, 2017:70). Survey research uses scientific sampling and can use questionnaire design to measure features of the population with statistical accuracy. For the purpose of this study, a gap-analysis was used as part of the survey design (Sukamolson, 2010:4). The survey design used in this study provided a quantitative description of the attitudes and opinions of the population. The aim was to involve as many respondents from the sample as possible (Creswell, 2009:12,145). A link was sent to the population to complete the online survey. The rationale for this was because the population is spread across NWU's three sites of delivery. The online survey made the distribution of the survey process easier, as well as the retrieval thereof.

4.3 Research methodology

The research methodology outlines the method used for the study. The population and sampling, data collection, the instrument used, as well as the data-collection procedure, will now be discussed.

4.3.1 Population and sampling

The population in this study is junior- and mid-level managers at NWU. A population is the entire group of respondents (people) to whom the research results are applicable (Baloyi, 2016:81). According to Punch (2014:247) and Muijs (2010:15), a population is a target group which is usually large, about which the researcher wants to develop knowledge and understanding. The sample represents the characteristics the researcher aims to study (Maree & Pietersen, 2016:192).

The population in this research refers to the members of a defined cluster of people known as respondents to whom the research measurements are referring by reported results, findings and recommendations (Boweni, 2013:194). The target group of this study is academic junior- and mid-level managers at the three campuses of the NWU. For the purpose of this study, **the term junior- and mid-level managers refers to subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators within various faculties.** Through using a structured questionnaire, this researcher sought to establish statistically significant conclusions that are drawn from the responses of the academic junior- and mid-level managers at NWU`s three campuses regarding their PD needs. Creswell (2009:145), Punch (2014:244) and Maree and Pietersen (2013b:172) point out that it is possible for the researcher to generalise or make claims concerning the population, if drawing from quality survey results.

In this research, a census sample was conducted, as the whole population was targeted. The link to the online survey was sent to both Executive Deans and Deputy Deans: Teaching and Learning at all eight faculties of the NWU. The aim was to achieve the highest possible return rate of questionnaires from respondents. The Executive Deans and Deputy Deans: Teaching and Learning assisted the researcher with the distribution to ensure that the sample was complete. The bigger the sample, the better for the analysis of the data, and for the results to be more valid and reliable.

4.3.2 Instrument

A quantitative, structured questionnaire was developed as the data-collection instrument for this study. This questionnaire focussed on the PD needs that junior- and mid-level managers experience with regard to skills and responsibilities. The needs were determined by using a gap-analysis type of questionnaire.

A structured questionnaire (Addendum 4) was sent to the respondents to determine the level of importance of the various skills and responsibilities identified, and the degree of challenge experienced in executing these. This assisted with determining the gaps experienced by the population.

For Boweni (2013:185), a structured questionnaire is deemed to be the most appropriate data-collection instrument for the following reasons:

(1) It guarantees the anonymity of the respondents, which may encourage them to be truthful when answering questions;

(2) It gives enough time for the respondents to think and reason logically and carefully before attempting to answer; and

(3) It gives the respondents the freedom to answer items in any order of their choice, thus easing any tension of having to think deeply and hastily when responding.

The instrument used was a questionnaire developed by the researcher. One of the benefits of a newly-developed questionnaire is that it could be designed to be consistent and suitable, and could cover what was learnt from the literature study. This reduced the possibility of random questions (Boweni, 2013:191).

By means of a questionnaire, this study made significant findings on the junior- and mid-level managers` PD needs with regard to their skills and responsibilities. The questionnaire was in the form of a gap-analysis that measured the gap (need) experienced by the respondents. The instrument is divided into three sections. Section A focusses on the biographical information of the respondents. Section B refers to the skills required of the respondents to perform their jobs. The overarching theory used was the management task - management area theory. The skills were identified from the literature, which highlighted the P-O-L-C (Planning, Organising, Leadership/guiding, Control) framework. Skills are used for the execution of responsibilities, and a lack of skills can cause managers to not effectively execute some key responsibilities. Section C of the questionnaire focused on the responsibilities given to the respondents.

The responsibilities of the junior- and mid-level manager are derived from the management areas. From quality results, the researcher could draw conclusions regarding the PD needs experienced by junior- and mid-level managers. For the purpose of this study, a Likert scale was used with four response categories. The rationale for having four categories and not five was that the researcher did not want to give the respondents a choice to be neutral; the

researcher wanted conclusive data to work with. The option that is always in the middle (I don't know), was omitted for this research.

4.3.3 Data-collection procedure

This study is aimed at investigating the PD needs experienced by junior- and mid-level managers at the NWU`s three campuses. The data was collected by an online survey (Addendum 4). QuestionPro is a web-based survey application that enables researchers to easily create online surveys. This application can also be used to calculate the number of questions answered by the respondent and immediately present overall raw data. The survey response can be exported into CSV, Excel, and other supported formats.

An email containing a link to the online survey was sent out to the Executive Deans and Deputy Deans: Teaching and Learning at all eight faculties of the NWU. The link, together with an invitation to participate, was sent to subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators. The respondents were given two weeks to complete the questionnaires. This provided the researcher with sufficient time to follow-up on the respondents should they not comply within the set time.

The following information accompanied the questionnaire:

A cover letter in the invitation explained the purpose of the research and important information for the completion of the questionnaire. In the letter, the respondents were requested to answer the questionnaire in their own time and were also assured of their anonymity. The participant clicked on an informed consent form at the start of the survey. Clear instructions were provided so that the respondents understood what was expected of them (this contributed to the validity and reliability of the data).

A Likert scale was incorporated to assist with the gap-analysis. A Likert scale method indicates the extent of the respondent`s agreement in relation to a particular question. The respondents could mark their responses to the various items on the four-point rating scale.

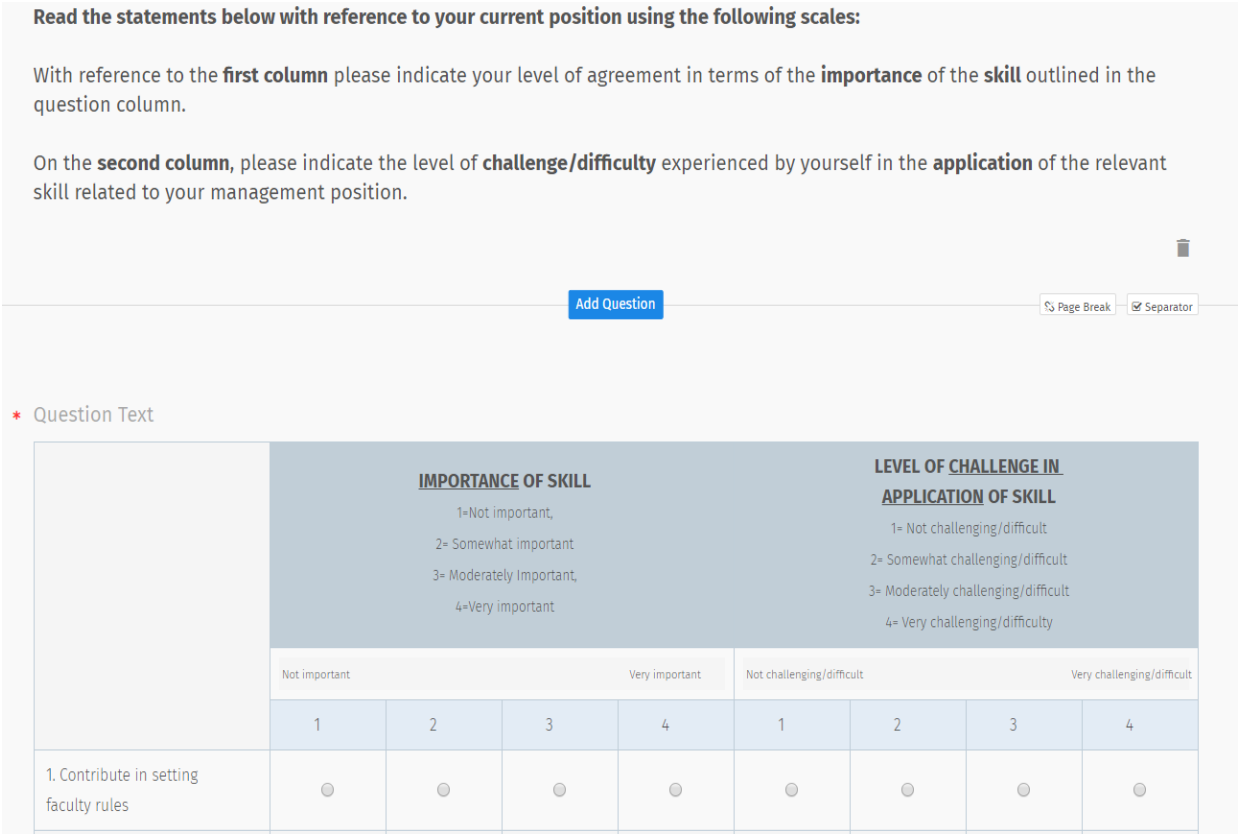

Figure 4.1: Example of the Likert scale of the questionnaire

The respondents' completed questionnaires and informed consent forms will automatically be stored on the online database.

4.4 Pilot study

A pilot study was conducted for this research. The purpose of the pilot study was to improve the questionnaire`s face validity as well as content validity. The pilot study used former subject group leaders and programme leaders (that is, they had previously been in those positions at the university). For the purpose of this study, 10 respondents were identified with the assistance of the People and Culture Department (previously HR) and people within the various faculties.

Through the pilot study, the researcher refined the face validity of the questionnaire, by dealing with pilot respondents' questions. After suggestions by the respondents, corrections were done with regard to the statements and wording. Concepts that were difficult to understand by the respondents of the pilot study were better worded for the final questionnaire

4.5 Reliability and Validity

A standardised measuring instrument consists of a number of carefully selected items, usually measured on some ordinal scale, like a Likert-type scale, that covers the necessary aspect of the construct that needs to be measured (Pietersen & Maree, 2016:238). For such a measuring instrument to be standardised, it must be both reliable and valid. The goal of measurement is to capture dependent variables with precision, sufficient variability, and sensitivity to proposed relationships and/or differences. These two concepts are often used in connection with measurement, and influence the extent to which meaningful conclusions can be drawn from the data collected. The validity and reliability of the instrument influence the results (Boweni, 2013:188). We can thus say that reliability and validity serves as quality assurance criteria because it has a direct influence on the quality of the study.

4.5.1 Reliability of instrument

According to Neuman (2011:214), reliability means dependability or consistency. Reliability can be understood as the extent to which a measuring instrument is repeatable, and consistent when repeated (Pietersen & Maree, 2013:215). Reliability is one of the most important standards for determining how trustworthy data is. Thus, reliability is a capacity of a measurement instrument to produce consistent results regardless of who administers it (Boweni, 2013:190). It also refers to whether the measuring instrument is repeatable. The questionnaire used in this research was piloted by 10 former junior- and mid-level managers who did not form part of the study. The reliability of a measurement instrument is to maintain stability or consistency throughout the study (Leavy, 2017:115).

Reliability does not tell us about what is being measured, but rather how well it is being measured (Boweni, 2013:191). The reliability and / or internal consistency of this study is determined by calculating Cronbach Alpha coefficients (§5.4.2). A Likert-scale questionnaire was used, while the Cronbach Alpha coefficients were used to measure the reliability of the scale. Related items were grouped together under Section B (skills) and Section C (responsibility) of the questionnaire to maintain its level of consistency. Reliability estimates of 0,80 are regarded as acceptable in most applications, while values below 0,60 are regarded as unacceptable (Pietersen & Maree, 2016:239).

From the above, it can be concluded that it is vital for any research to make use of reliable and consistent measurement systems, and also to use models that are repeatable, so that the results are consistent and reliable.

4.5.2 Validity of instrument

In order for a research study to be considered valid, it has to measure something – which in this research is professional development (PD) needs. It is for this reason that Pietersen and Maree (2013:216) describe validity at the degree to which an empirical study measures the real meaning of what it is supposed to measure. Validity is also described as a proven relationship between a measurement instrument and some relevant criterion that may contribute positively towards the attainment of the research study's aims (Leavy, 2017:113). In this study, the relevant criterion is the synthesis of each concept dealt with in the literature review that contributed positively towards the development of the questionnaire to achieve the set objectives of the study.

Validity can be improved when doing quantitative research through careful sampling, appropriate instrumentation, and suitable statistical treatments of the data collected (Neuman, 2011:208). For the purpose of this study, three kinds of validity are addressed, namely face validity, content validity and construct validity (Pietersen and Maree, 2013:215).

4.5.3 Face validity

Face validity is the extent to which an instrument looks valid (Pietersen and Maree 2013:217). This validity is primarily only concerned with how the respondents value the attractiveness and appropriateness of the questionnaire. In this study, face validity was ensured by giving the questionnaire to subject experts within the field of management to provide the researcher with input, comments and critique. The questionnaire was also sent to 10 respondents for their critical comments on the instrument. During the pilot study, the respondents were asked to comment on their understanding with reference to the items, language and the layout of the questionnaire. Afterwards, they commented on a variety of aspects of the instrument, including user-friendliness – such as its length, clarity of items, as well as the time it takes to complete the questionnaire.

4.5.4 Content validity

Content validity is the extent to which the instrument is representative of the content area being measured (Pietersen and Maree, 2013:217). This validity requires that the content of the measuring instrument is evaluated to decide whether it is representative of the concepts that the instrument is designed to measure. The content validity includes specific questionnaire items that are constructed strictly in accordance with the outcomes of the literature study. For the purpose of this study, the instrument determined the extent to which

junior- and mid-level managers fulfil their roles and the skills required; this was in order to determine their needs with regard to professional development.

In order to improve the content validity of the questionnaire used in this study, experts in the field were asked to assess the questionnaire before it was finalised (Creswell, 2009:149). These experts included former subject chairs and programme leaders within various faculties across the campuses of the NWU. Before the questionnaire was distributed to the respondents of the study, a pilot study was conducted with the respondents that were not part of the study population (Van der Vyver *et al.*, 2014:66). The comments received from the respondents in the pilot study were incorporated into the final questionnaire, as this also served as a measure to ensure content validity. The questionnaire was compiled after a comprehensive literature review had been done.

4.5.5 Construct validity

Construct validity refers to the extent to which the instrument measures the construct it is supposed to measure, and how well a measure conforms to theoretical expectations (Punch, 2014:240; Yilmaz, 2013:318). It refers to interpretations that are made regarding the nature of the measurement and interventions used for the constructs they purportedly represent. Factor analysis was used as a statistical technique to extract the two constructs pertaining to this study, namely management skills and management responsibilities (§5.4.1).

The factor analyses will be discussed in more detail in Chapter 5.

4.6 Data analysis

In terms of statistical analysis, this study utilised descriptive statistics and inferential statistics. The purpose of the descriptive statistical techniques is to meaningfully organise, present and analyse the captured data. After the information has been collected and captured on the computer as raw data, the analysis process usually starts with descriptive statistics to describe the sample.

Collected data were analysed using different statistical techniques that included descriptive statistics (frequency analysis, means and standard deviations), exploratory and confirmatory factor analysis, and reliability. The gap-analysis is performed by paired t-tests and the effect of biographical variables on constructs by means of statistical tests that include t-tests, Spearman rank order correlations and Analysis of Variance (ANOVA) and effect sizes.

All statistical analysis of the data was done with the assistance of the Statistical Consultation Services of the North-West University, using QuestionPro as explained in (§4.3.3), as well as the SPSS Version 25, amongst others.

4.7 Ethical consideration

Research does not take place in a vacuum and, consequently, researchers need to give adequate consideration to ethical issues raised by their research, as this can enhance the quality and credibility of the study (Hesse-Bieber & Leavy, 2006:61). In this study, ethical considerations are important to protect both the respondents and the researcher. Ethical permission was obtained from the Ethics Committee of the Faculty of Education (Edu-REC) of the NWU (§Addendum 1 & 2) and the Registrar (§Addendum 7 & 8) of the University. According to Punch (2014:39-40), ethical concerns are raised regarding the use of questionnaires in research. He points out that the questionnaire has an effect on the participant with regard to the timetable for completion, the level of sensitivity and/or threat posed by the questions, as well as the possible intrusion of privacy.

In an effort to enhance the level of ethics, and the quality and credibility of the research, the researcher will adhere to the following guidelines stipulated by Creswell (2009:89) and Khumalo (2016:201):

- Ethical clearance was obtained from the Ethics Committee of the NWU.
- Permission was obtained from the Registrar of the NWU, as this study will focus on diverse respondents from different campuses working in various faculties.
- Participation was voluntary and no respondent was coerced into participating in this study.
- The informed consent of the respondents was obtained and they had the right to withdraw from the study at any stage of the research. The respondents signed consent forms that explained the process of the study step by step, informing them regarding the rationale of the study, the purpose of the study, and the shared benefits for the respondents as well as the researcher (§ Addendum 3).
- The respondents remain anonymous and all information gathered is be treated as confidential.
- Safeguarding of the respondents from the risk of harm, as the information collected was not used to the disadvantage of the respondents.

- Guarding against plagiarism, with specific reference to acknowledging all sources of information from the existing literature, as well as the field used in this study.

4.8 Summary

This chapter endeavoured to describe the research design and methodology implemented for the study. This study followed a quantitative non-experimental survey design that is underpinned by the post-positivist paradigm. The 10 respondents that took part in the pilot study provided the researcher with valuable comments that improved the instrument.

A description of the questionnaire as the data-collection instrument was provided and it was explained how it was developed by the researcher. The discussion paid attention to the exploratory study and measures to ensure the validity and reliability of the questionnaire. The study population and data-collection procedures were also described and discussed. The statistical methods to analyse data were described. The chapter concluded with a description of the ethical aspects considered during the study. The next chapter presents an analysis of the results.

CHAPTER 5: DATA ANALYSIS

5.1 Introduction

A comprehensive discussion on the research design and methodology was presented in Chapter 4. This chapter presents a discussion of the results from the empirical investigation. It focuses on the analysis of the data gathered by means of online questionnaires to subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators (the respondents). The questionnaire consisted of three sections. This data was analysed using various statistical techniques.

This discussion starts with an analysis and interpretation of the biographical information of the respondents, Section A. This transpires by means of frequencies and percentages which was reported on. Moving on, the data that emerged from the items in Sections B and C of the questionnaire were analysed by means of frequencies, means, as well as percentages. Subsequent to that, the validity and reliability of the questionnaire are the focus point. Firstly, factor analysis was conducted to determine the validity of the questionnaire. Thereafter, Cronbach Alpha coefficients were calculated to determine the reliability of the questionnaire – thus the calculation of factor scores. Cohen`s effect sizes, paired t-tests, Spearman correlations, t-tests as well as Anovas were used to determine if there is a practically significant difference between the skills and the responsibilities of the respondents in different positions.

5.2 Biographical information

The biographical information of 156 respondents is presented in the tables below. Frequencies and percentages are used to explain the biographical information provided. The tables are presented in the same sequential order in which they were done during data collection (§ Addendum 4).

Table 5.1: Age of Respondents

Age at last birthday	Frequency (f)	Percentage (%)
30 years or younger	11	7.1
31 – 40 years	56	35.9
41 – 50 years	42	26.9
Older than 50 years	47	30.1
Total	156	100

Table 5.1 indicates that 43.31% of the respondents were younger than 40 years, while 56.69% of them were older than 40 years. There is also a greater distribution across the age groups 31- older than 50 years, observing that most respondents fall within the 31-40 age group. This reflects the demographics of the academics at NWU, since the majority of academic staff fall within 31-40 years range, with the second-biggest group being older than 50 years (NWU Strategic Intelligence, 2018).

Table 5.2: Faculty of participant

Faculty	Frequency (f)	Percentage (%
1	28	18
2	41	26.3
3	5	3.2
4	32	20.5
5	23	14.7
6	10	6.4
7	10	6.4
8	7	4.5
Total	156	100

Table 5.2 shows that 156 respondents from eight different faculties within the North-West University completed the online questionnaire. For reporting purposes and the sake of confidentiality, the names of faculties will not be used, but rather numbers. Faculty 2 provided the highest percentage of respondents (26.3%), followed by Faculty 4 (20.5%) and Faculty 1 (18%). Faculty 3 with five responses (3.2%) and Faculty 8 with seven responses (4.5), accounted for the lowest percentage of participation. The size of the faculty

could be a factor that may explain the high or low participation rates. Faculty 2, with one of the highest response rates, is one of the faculties that offers multi-model teaching (contact and distance), operates across the three sites of delivery, and offers a large number of programmes. This implies that this faculty has more subject group leaders, deputy subject group leaders, and programme leaders as well as programme coordinators. Faculty 3, by comparison, has only programme leaders that could participate in this study (out of the four categories that comprise the respondents), and this faculty is also situated at one site of delivery.

Table 5.3: Gender

Gender	Frequency (f)	Percentage (%)
Female	84	53.8
Male	72	46.2
Do not want to disclose	0	0
Total	156	100

Table 5.3 indicates that the majority of the respondents were female (53.8%), whilst the male represented 46.2%. The margin of difference is not big, and the difference in the representation of the different sexes is in accordance with the internal success model of the institution that aims to address imbalances of the past. Part of the redress is to include females in positions of authority.

Using unofficial statistics from 2017, the NWU had a total staff number of 6,214. Broken down, the staff composition (academic and support) with regard to gender was 3,413 (54.9%) females, against 2,801 (45.1%) males (North-West University, 2017:8). It can be seen that the NWU is dominated by female staff, and the gender of the respondents therefore mirrors the bigger picture of NWU.

Table 5.4: Highest qualification

Highest qualification	Frequency (f)	Percentage (%)
Bachelor`s degree	0	0
Honours degree	12	7.7
Master`s degree	40	25.6
PhD degree	104	66.7
Total	156	100

None of the respondents has only a Bachelor`s degree, whilst a small percentage are in possession of an Honours degree only (7.7%). An ample number of the respondents have a Master`s degree (25.6%), with 66.7% (that is, around two thirds) of the respondents holding a PhD degree. This implies that the majority of the respondents are highly qualified, with over 90% of them having qualifications on NQF level 9 and higher. It can furthermore be deduced that the junior- and mid-level managers in the identified positions are seen as firm researchers and leaders in their different faculties. The information is in line with the Strategic Intelligence data set of 2018, which reveals that more than 73% of academics at the NWU have qualification on NQF level 9 and 10 (NWU Strategic Intelligence, 2018).

Table 5.5: Site of delivery

Site of delivery	Frequency (f)	Percentage (%)
Campus 1	26	16.7
Campus 2	91	58.3
Campus 3	39	25.0
Total	156	100

Out of a total of 156 respondents, almost 60% of the responses came from Campus 2, followed by Campus 3 (25%), and then the Campus 1 (16.7). Of the three sites of delivery, Campus 2 has the largest number of students, and this is reflected in the data. In conclusion, the data collected corresponds with the NWU statistics that show Campus 2 having the highest number of academics, followed by Campus 2 and then Campus 3 (NWU Strategic Intelligence, 2018).

Table 5.6: Current position

Current position	Frequency (f)	Percentage (%)
Subject group leader	76	48.7
Deputy subject group leader	19	12.2
Programme leader	42	26.9
Programme coordinator	19	12.2
Total	156	100

The majority of the respondents, almost half of the sample, were subject group leaders (with 48.7%), followed by the programme leaders (with 26.9%). What is interesting is the number of responses from the categories deputy subject group leader and the programme coordinators (junior-level managers). The responses of the junior-level managers added up

to 24.4%, that is almost half of the subject group leaders and almost equal to the programme leaders. The participation rate also indicates that just over 75% of the responses came from the mid-level managers, whilst less than a quarter came from junior-level managers.

Table 5.7: Years of experience in current position (subject group leader, deputy subject group leader, programme leader or programme coordinator)

Years of experience in current position	Frequency (f)	Percentage (%)
0 – 3 years	96	61.5
4 – 5 years	25	16.0
6 – 10 years	21	13.5
11 and more	14	9.0
Total	156	100

From the table above, it is evident that the majority of the respondents might have been in these positions for only a short while, since over 60% of them fall within the ratio of 0 – 3 years' experience. On the other hand, 9.0% of the sample has been in these positions for 11 years and more. A total of 77.5% fall within the interval of 0 – 5 years, while 22.5% have more than 5 years' experience in these positions. We need to be mindful that a term in these identified positions is set at three years. It could be a possible reason for the high percentage of junior- and mid-level managers having less than five years' experience in their positions.

Table 5.8: Home language

Home language	Frequency (f)	Percentage (%)
Afrikaans	112	71.8
English	24	15.4
IsiNdebele	0	0
IsiXhosa	2	1.3
IsiZulu	2	1.3
Sepedi	0	0
Sesotho	3	1.9
Setswana	10	6.4
SiSwati	1	0.6
Tshivenda	1	0.6

Home language	Frequency (f)	Percentage (%)
Xitsonga	0	0
Sign language	0	0
Other:	1	0.6
Total	156	100

The home language spoken by the majority of respondents indicated a diverse mixture of 9 out of the 12 languages indicated, and one responded selected the 'Other option'. The largest part of the responses had Afrikaans (71.8%) as a home language, followed by English (15.4%), and Setswana (6.4%). The reason for Afrikaans being rated the highest could be that the language is spoken by the majority of the population at the NWU. The top three languages identified in this study also indicate the preferred languages in the area/province of the country. There were a small percentage of respondents who speak IsiXhosa (1.3%), IsiZulu (1,3%), Sesotho (1.9%), SiSwati (0.6%) and Tshivenda (0.6%). Moreover, there was no indication of IsiNdebele, Sepedi, Xitsonga and Sign language within the responses. These percentages are also in line with the available data of the NWU, which implies Afrikaans-speaking staff form the majority, with those speaking the African languages the minority (NWU Strategic Intelligence, 2018). Since the African-language responses form a very small percentage (12.7% in total), the various African languages are clustered together for the analysis of statistics.

5.2.1 Synthesis

In light of the analysis and the interpretation of the biographical information of the junior- and mid-level managers above, it is possible to sum up the profile of the respondents. As mentioned earlier, the respondents who participated in this study were drawn from subject group leaders, deputy subject group leaders, programme leaders, and programme coordinators. The majority of the respondents were above 40 years of age, whilst the minority were 30 years and younger. There was representation from all eight faculties; however, the percentages varied. The percentages of male and female junior- and mid-level managers are not far apart. The female respondents were slightly more than the male junior- and mid-level managers. The respondents are well qualified and the majority have an NQF level 10 (PhD) qualification. A larger portion of the respondents are on the Potchefstroom campus, and most of the respondents were in the subject group leader and programme leader positions (that is, mid-level managers). From the data analysis, it is evident that the majority of the respondents have between 0 – 3 years' experience in their positions, bearing in mind that the term is 3

years. The home language of the majority junior- and mid-level managers is Afrikaans, followed by English and Setswana.

The following discussion draws attention to what was found on each of the questions in the instrument answered by the respondents.

5.3 Descriptive statistics on the importance and level of challenge with the application thereof of individual items of the instrument

The following section (§Table 5.9 & §Table 5.10) zooms in on the instrument and how each individual item was perceived with regard to the skills and responsibilities. This section on descriptive statistics focuses in particular on the instrument used to obtain the data that is presented in this chapter. The rationale for this section is to illustrate how important each of the individual items was and the level of challenge the junior- and mid-level managers experience with the application.

Table 5.9: Descriptive statistics on the importance of individual items of the instrument and the level of challenge with the application thereof (section B- Skills)

Importance		Statement: Skills	Level of challenge	
Mean	Std deviation		Mean	Std deviation
3.12	0.81	Contribute in setting faculty rules	2.41	0.83
3.21	0.80	Contribute in the development of a quality manual for faculty	2.42	0.80
3.69	0.55	Ensuring the implementation of policies in your programme/subject-group	2.49	0.87
3.67	0.64	Making decisions regarding subject content and quality	2.38	0.85
3.71	0.56	Reviewing subject/programme content to ensure correct level, depth and quality	2.51	0.88
3.31	0.89	Allocation and utilisation of staff in subject-group or programme	2.38	1.04
3.47	0.66	Awareness of problems and challenges within the multimodal approach of NWU	2.78	0.87
3.65	0.54	Identification of potential problem areas	2.48	0.83
3.60	0.55	Exploring alternative solutions to problems	2.63	0.87
3.14	1.06	Setting up of a budget for your programme/subject-group	2.74	1.02

Importance		Statement: Skills	Level of challenge	
Mean	Std deviation		Mean	Std deviation
3.14	1.06	Managing a budget for your programme/subject group	2.51	0.98
3.52	0.65	Planning and dividing time between specific management activities	2.82	0.94
3.59	0.60	Knowing how to delegate work and responsibilities to subordinates	2.43	0.98
3.62	0.61	Knowing which subordinates to delegate what to	2.24	0.92
3.70	0.55	Providing clear instructions when delegating work or responsibilities	2.07	0.93
3.57	0.62	Coordinating different activities within programme/subject-group	2.29	0.87
3.75	0.48	Building internal relationships	2.10	0.89
3.58	0.66	Building external relationships	2.65	0.91
3.76	0.49	Communicating decisions and information accurately and clearly to subordinates	2.05	0.94
3.76	0.45	Providing timeous feedback to superiors and subordinates	2.21	0.97
3.30	0.76	Using combination of communication styles to convey information in team	2.12	0.85
3.13	0.89	Using various communication media to convey information	2.09	0.91
3.19	0.84	Networking intra-institutional to share best practices and challenges	2.55	0.90
3.29	0.84	Inter institutional networking to communicate with people of other institutions	2.80	0.93
3.55	0.60	Communicating outcomes achieved to subordinates	2.12	0.89
3.56	0.69	Motivating subordinates to cooperate and feel part of organisation	2.47	0.98
3.59	0.70	Giving recognition to subordinates to instil satisfaction	2.37	1.00
3.54	0.64	Brainstorming solutions to accommodate various point of views	2.40	0.92
3.71	0.48	Ability to listen to superiors and subordinates	1.99	0.95
3.56	0.63	Exploring different conflict solving strategies within a team	2.45	0.92

Importance		Statement: Skills	Level of challenge	
Mean	**Std deviation**		**Mean**	**Std deviation**
3.63	0.62	Negotiating with superiors (e.g. workload, budgets, resources etc.)	2.77	0.94
3.56	0.67	Negotiating on teaching and learning elements with subordinates and students (e.g. discipline, time-tables etc.)	2.54	0.93
3.37	0.77	Using objective criteria for internal and external negotiations	2.42	0.84
3.37	0.74	Incorporation of alternatives during negotiations	2.48	0.90
3.55	0.68	Supporting subordinates growth in own abilities	2.31	0.95
3.64	0.57	Providing subordinates with guidance and leadership	2.23	0.86
3.52	0.70	Ability to act in superior management/leadership positions if required	2.48	0.97
3.72	0.49	Being assertive, emotional intelligent and authentic	2.24	1.03
3.54	0.82	Providing input in the recruitment, selection and appointment of staff.	2.39	1.05
3.56	0.64	Taking leadership in external and internal programme evaluations	2.54	1.01
3.50	0.71	Being able to give input on various boards and committees (e.g. teaching and learning, research and community engagement)	2.42	0.88
3.46	0.68	Development of improvement plans	2.56	0.89
3.48	0.65	Implementation and monitoring of improvement plans	2.56	0.92
3.60	0.61	Monitoring quality and throughput rates and performance evaluation of subjects and/or programmes	2.46	0.95

No rankings were used for the table above because the researcher wanted to indicate how each question was perceived. Based on the means of individual items below, it was found that all the individual items on skills were perceived to be important by the respondents (above 2.5). It was also decided not to put table 5.9 and Table 5.10 in a rank order since we wanted to look at the importance (left side), as well as the level of challenge with the application (right side) of each individual statement.

The highest-rated four skills and responsibilities were determined through the means evident with regard to the importance of the skill or responsibility. The ranking with regard to the level of challenge in the application of the skills and responsibilities was also measured by the mean scores evident indicating the top four; however, all the skills and responsibilities were perceived as being important. Consequently, the researcher could not place the instrument in a ranking since it would have prevented the provision of feedback on both sides of the instrument.

We first ascertained the importance of the skills. The mean scores suggest that all the skills and responsibilities were perceived as important. However, the four skills ranked highest were the provision of timeous feedback to superiors and subordinates (item 20), communicating decisions and information accurately and clearly to subordinates (item 19), building internal relationships (item 17), and being assertive, emotionally intelligent and authentic (item 38). Based on the aforementioned, it is found that the four items are embedded in two comprehensive constructs that include organising (item 17), guiding: human relationship skills (item 19 & 20) and guiding: guidance (item 38). This suggests *organising and guiding* constructs were perceived as very important. On the other hand, the items that had the lower means with regard to the importance of the skills were: contribute in setting faculty rules (item 1), using various communication media to convey information (item 22), setting up a budget for programme/subject group (item 10), and managing a budget for programme/subject group (item 11). The aforementioned items were rooted in planning: decision making (item1, item 10 and item 11) and guiding: guidance (item 22). When looking at the various means (above, in Table 5.9), it implies that the respondents deemed all the skills as being very important in their positions.

With the application of the skills in assigned positions, respondents indicated that they did not experience any difficulty with ability to listen to superiors and subordinates (item 29), communicate decisions and information accurately and clearly to subordinates (item 19), provide clear instructions when delegating work or responsibilities (item 15), and using various communication media to convey information (item 22). These items were embedded in the guiding: human relationship (item 29, item 19), guiding: guidance (item 22) and organising (item 15) constructs. The respondents found it difficult to plan and divide time between specific management activities (item 12), inter-institutional networking to communicate with people of other institutions (item 24), and awareness of problems and challenges within the multimodal approach of NWU (item 7). This implied that respondents experienced some difficulty with the application of planning: decision making (item 12), guiding: guidance (item 24), as well as planning: human relationships (item 7)

The following discussion draws the attention to the responsibilities, section C of the instrument.

Table 5.10: Descriptive statistics on the importance of individual items of the instrument and the level of challenge with the application thereof (section C- Responsibilities)

Importance		Statement: Responsibilities	Level of challenge	
Mean	Std deviation		Mean	Std deviation
3.53	0.70	Support in execution of strategic plans	2.62	0.90
3.17	0.98	Compilation of time-tables in subject-group/programme	2.36	1.11
3.30	0.83	Compiling the yearbook(s)	2.46	0.98
3.53	0.76	Monitor moderation and examination	2.20	1.01
3.66	0.54	Support directors and superiors	1.97	0.94
3.73	0.52	Support staff and students	2.04	0.98
3.44	0.83	Advice to directors on utilisation and development of staff	2.34	1.00
3.53	0.73	Advice director on the academic quality and alignment of programmes and modules across sites of delivery	2.42	1.00
3.65	0.55	Revision and improvement of programmes	2.39	0.98
3.51	0.68	Revision of programme documentation (e.g. yearbook(s) and programme document)	2.26	0.91
3.58	0.63	Taking leadership in programme committee/subject-group meetings	1.99	0.92
2.78	1.14	Manage short learning programmes in faculty	2.38	1.06
3.10	1.05	Drives programme approval through Senate Committee for Academic Standards process	2.71	1.03
3.55	0.69	Advise school directors on at-risk modules in programmes	2.24	0.98
3.62	0.63	Revision and improvement of programmes to curriculum	2.42	0.97
3.37	0.89	Manage examination records and results of students (timeous capturing of marks, commission statement)	2.09	0.95
3.49	0.76	Monitor student performance (identify at-risk students, reassessment, etc.)	2.26	1.04
3.35	0.82	Provide summarised details of student performance to school director for approval	2.07	0.96

Importance		Statement: Responsibilities	Level of challenge	
Mean	**Std deviation**		**Mean**	**Std deviation**
3.46	0.76	Advise and guide school director on students` requests	1.93	0.92
3.38	0.83	Presenting of improvement plans post Internal Programme Evaluation or External Programme Evaluation to school director	2.44	0.95
3.39	0.80	Recommend school director on compiling and implementing improvement plan post Internal Programme Evaluation or External Programme Evaluation	2.46	0.97
3.35	0.80	Monitor improvement plan`s execution according to university`s quality policy	2.54	0.97

In the table above, no rankings were employed because the researcher wanted to show how each question was perceived in numerically ascending order. It was found that all the individual items on responsibilities were perceived as important by the respondents.

The respondents perceived all the responsibilities as being important but – based on the mean scores – the most important responsibilities were considered to be support staff and students (item 6), support directors and superiors (item 5), and revision and improvement of programmes (item 9). It is therefore evident that support (item 5 & item 6) and programme management (item 9) were considered very important, since the means for these were the highest. Two over-arching responsibility constructs were evident that included programme management (item 12 & item 13), together with administration (item 2).

With reference to the application of the responsibilities, the respondents were of the view that they experienced difficulty with the application to monitor improvement plan`s execution according to university`s quality policy (item 22), support in execution of strategic plans (item 1) and driving of programme approval through SCTL (item 13). These individual responsibility items were rooted in programme evaluation (item 22), administration (item 1) and programme management (item 12). This affirms that programme management has different elements that the respondents found important but that they also experience challenges with some elements of these, in some instances.

The respondents were of the view that to advise and guide school director on students` requests (item 19), support directors and superiors (item 5), and taking leadership in programme committee/subject group meetings (item 11) were the responsibilities where they experienced the fewest challenges. This implies that student support (item 19), support (item 5) in general, as well as programme management (item 11) were areas in which the respondents felt confident.

From the above discussion on the instrument, it can be seen that quite a large number of items were present. Using a large number of individual items in the analysis and discussions would not make much sense. It was therefore necessary to do a data reduction and to cluster individual items together in constructs. A Factor analysis was conducted to reduce the items and put them under various theoretical constructs.

5.4 Validity and reliability of the questionnaire

In order to determine the construct validity of the questionnaire, exploratory principal component factor analyses were conducted. To additionally determine reliability, Cronbach Alpha coefficients were calculated. Information on validity and reliability estimations are necessary to determine the appropriateness of the scales in a questionnaire. The data collected for this study was done by using a Likert-type scale questionnaire (§4.3.3). It furthermore attempted to quantify various constructs that were not in all instances directly measurable. For the purpose of this study, it will only be reported on the importance (left side) of the questionnaire with regard to both skills and responsibilities. On the 'level of challenge' (right side) of the questionnaire, the researcher applied the same constructs as with the importance (left side) to do a gap-analysis between importance and challenges. The same was done with the responsibilities.

The construct validity of an instrument refers to the degree to which the identified constructs in the instrument actually measure the underlying concept that is intended to measure (Rose *et al.*, 2015:393). To validate the appropriateness of the identified constructs in the instrument, it was essential to conduct an exploratory factor analysis. Doing so further ensured that individual items on the questionnaire were clustered correctly under specific constructs. The construct validity of the questionnaire was tested first through Exploratory Factor Analysis (EFA), and confirmed by either an exploratory factor analysis on each construct identified in literature or by a Confirmatory Factor Analysis (CFA). This is done in paragraph (§ 5.4.1.1, § 5.4.1.2 and § 5.4.1.3). Similarly, Cronbach Alpha coefficients were calculated to determine the reliability of the constructs (§ 5.4.2).

The following sections discuss how the factor analysis was conducted to ensure the validity of the identified constructs. Thereafter (in § 5.4.2) the reliability of the constructs is discussed.

5.4.1 Construct validity

EFA as a statistical technique was used to extract the constructs pertaining to this study, which include management skills and management responsibilities. This was drawn from the management task/management area theory, together with other competencies to identify and categorise skills (§3.2.5.1) and responsibilities (§3.2.5.2) that supported the researcher to develop the instrument.

EFA forms the basis of the data analysis segment. EFA was conducted on the skill (section B) and the responsibilities (section C) of the junior- and mid-level managers. Thus on the importance (left side) of the skills and responsibilities and not on the level of challenge (right side) with the application of the skills and responsibilities.

5.4.1.1 Skills

- **Exploratory factor analysis (Including all individual items)**

Table 5.11 below presents the pattern matrix of the skills, together with a column including the theoretical construct of the individual item. This was to indicate the theoretical construct per item, versus the factor(s) under which the individual item located. The Kaiser-Meyer-Olkin measure of Sampling Adequacy for skills was 0.883. This value is greater than 0.50 and in some cases higher than 0.80. The closer the value is to 1, the better. This implies that the measure of sampling adequacy was satisfactory to examine the appropriateness of the EFA. With regard to the percentage variance for skills when extracting four factors like in Table 5.11, the percentage was 54.34%. This percentage was perceived as being sufficient since it was above 50%. Firstly, skills are discussed in the table below. Table 5.11 below illustrates the pattern matrix on the importance of skills employing the principal component EFA with Oblimin rotation.

Table 5.11: Pattern Matrix of Importance of Skills using the Exploratory Factor Analysis

Item no.	Description	Theoretical construct	Factor 1	Factor 2	Factor 3	Factor 4
33	Use objective criteria for internal and external negotiations	Guiding	0.737			
44	Monitor quality and throughput rates and performance evaluation of subjects and/or programmes	Control	0.727			0.298
34	Incorporate alternatives during negotiations	Guiding	0.726			
43	Implement and monitor of improvement plans	Control	0.721			
41	Provide input on various boards and committees (e.g. teaching and learning, research, and/ or community engagement)	Control	0.707	0.269		0.276
40	Take leadership in external and internal programme evaluations	Control	0.700			
42	Develop improvement plans	Control	0.658			
37	Able to act in superior management/leadership positions if required	Guiding	0.643			
39	Provide input in the recruitment, selection and appointment of staff	Guiding	0.640			
35	Support co-workers development in own abilities	Guiding	0.634			-0.270
38	Be assertive, emotionally intelligent, and authentic	Guiding	0.575			0.255
36	Provide co-workers with guidance and leadership	Guiding	0.560	-0.313		
22	Use various communication media to convey information	Guiding	0.526		0.258	
24	Inter-institutional networking to collaborate with people of other institutions	Guiding	0.512		0.433	
23	Network intra-institutional to share best practices and challenges	Guiding	0.438		0.382	

Item no.	Description	Theoretical construct	Factor 1	Factor 2	Factor 3	Factor 4
31	Negotiate with superiors (e.g. workload, budgets, resources etc.)	Guiding	0.433	-0.299	0.288	
32	Negotiate on teaching and learning elements with co-workers and students (e.g. discipline, time-tables etc.)	Guiding	0.414			
21	Use a combination of communication styles to convey information in a team	Guiding	0.395			
15	Provide clear instructions when delegating work or responsibilities	Organising		-0.863		
19	Communicate decisions and information accurately and clearly to co-workers	Guiding		-0.858		
13	Know how to delegate work and responsibilities to co-workers	Organising		-0.784		
20	Provide timeous feedback to superiors and co-workers	Guiding		-0.756		
14	Know which co-workers to delegate what to	Organising		-0.735		
16	Coordinate different activities within programme/subject group	Organising		-0.717		
17	Build internal relationships with colleagues	Organising		-0.643		
29	Listen to superiors and co-workers	Guiding	0.304	-0.555		
12	Plan and divide time between specific management activities	Planning		-0.486		
27	Offer recognition to co-workers to instil satisfaction	Guiding		-0.440		
28	Brainstorm solutions to accommodate various point of views	Guiding	0.349	-0.438	0.256	
26	Motivate co-workers to cooperate and feel part of the organisation	Guiding	0.278	-0.413	0.369	
18	Build external relationships by networking	Guiding	0.298	-0.388		
25	Communicate outcomes to be achieved to co-workers	Guiding	0.352	-0.364		
4	Make decisions regarding subject content and quality	Planning			0.717	

Item no.	Description	Theoretical construct	Factor 1	Factor 2	Factor 3	Factor 4
10	Setting up a budget for the programme/subject group	Planning			0.676	
6	Allocate staff to subject group or programme	Planning			0.656	
5	Review subject/programme content to ensure a correct level, depth and quality	Planning			0.596	0.426
11	Manage a budget for your programme/subject group	Planning			0.592	
30	Explore different conflict solving strategies within a team	Guiding		-0.349	0.376	
9	Explore alternative solutions to problems	Planning		-0.290		0.556
8	Identify potential problem areas	Planning		-0.353		0.552
1	Contribute in setting faculty rules	Planning				0.552
2	Contribute to the development of a quality manual for faculty	Planning				0.533
7	Aware of problems and challenges within the multimodal approach to provision/education of NWU	Planning				0.516
3	Ensure the implementation of policies in your programme/subject-group	Planning				0.502

From the above, it is evident that some of the individual items were not easy to categorise according to the theoretical constructs. These items were located under the constructs where they had the highest loading. However, it was found that the EFA clustered various constructs together and made it challenging to categorise. It might have not been as many factors as intended, but it was decided to conduct an exploratory factor analysis on each individual theoretical construct to confirm the construct (that is, to do an EFA on each of the individual theoretical constructs). This was done to confirm the structure of the theoretical constructs identified in the literature.

Exploratory Factor Analysis on individual skills constructs

An EFA was done on each of the theoretical constructs identified from the literature. For skills, the pre-determined constructs included planning, organising, guiding and control. For the purpose of this analysis and reporting thereof, factor analysis was related to the 'importance of the skill' and 'the importance of the responsibility' part of the questionnaire. The rationale, therefore, included the difficulty in separating or clustering of the various constructs from literature.

The Kaiser-Meyer-Olkin measure of Sampling Adequacy (KMO) for skills individually are briefly discussed, together with the percentage of Variance.

Planning was divided into two sub-factors, namely planning: decision making and planning: problem solving. The KMO for planning was 0.755. The value is greater than 0.50 and closer to 1. This implies that the measure of sampling adequacy was satisfactory to examine the appropriateness of the EFA. The percentage variance or planning when extracting two factors was 48.53%. This was also sufficient to employ since it was very close to 50%.

Organising only had one factor, and had a KMO of 0.839. The value being greater than 0.8 implies the measure of sampling adequacy was very good to examine the appropriateness of the EFA. The percentage variance for organising, extracting one factor only was 66.83%. This was very reasonable since it is above 50%.

Guiding was also sub-divided into two sub-factors. These factors were guiding: guidance and guiding: human relationship skills. The KMO of guiding was 0.906. This value is excellent, since the closer to 1, the better for the KMO. The percentage variance for guiding (having two factors extracted), was 46.63%. Although this value is below 50%, it is still perceived as sufficient because it is close to 50%.

Control, having one factor only, had a KMO of 0.779. The value – being greater than 0.50 and closer to 1 – indicates that the measure of sampling adequacy was satisfactory to examine the appropriateness of the EFA. Control had a percentage variance of 68.90%, which is acceptable for the purpose of this study.

Accordingly, the various constructs are presented (in Table 5.12) with regard to the importance of skills in the positions of junior- and mid-level managers.

The EFA done on each individual construct was more effective in confirming the constructs that had been identified in the literature, but sub-divided the planning (that is, into planning: decision making, factor 1 and planning: problem solving, factor 2) and also sub-divided guiding skills (namely guiding: guidance, factor 1 and guiding: human relationship skills, factor 2). Furthermore, the individual items were left under the construct where it loaded the highest value.

Table 5.12: Pattern Matrix of the importance of Skills using Exploratory Factor Analysis on each individual theoretical construct

Planning skills			
Item no.	**Description**	**Planning: decision making**	**Planning: problem solving**
10	Setting up a budget for the programme/subject group	0.912	
11	Manage a budget for your programme/subject group	0.894	
6	Allocate staff to subject group or programme	0.634	
4	Make decisions regarding subject content and quality	0.564	
12	Plan and divide time between specific management activities	0.519	
2	Contribute to the development of a quality manual for faculty	0.438	
5	Review subject/programme content to ensure a correct level, depth and quality	0.437	
1	Contribute in setting faculty rules	0.426	
8	Identify potential problem areas		0.842
9	Explore alternative solutions to problems		0.834
7	Aware of problems and challenges within the multimodal approach to provision/education of NWU		0.674
3	Ensure the implementation of policies in your programme/subject-group	0.314	0.440
Organising skills			
13	Know how to delegate work and responsibilities to co-workers		0.872
14	Know which co-workers to delegate what to		0.868

Item no.	Description	Planning: decision making	Planning: problem solving
15	Provide clear instructions when delegating work or responsibilities		0.852
16	Coordinate different activities within programme/subject group		0.785
17	Build internal relationships with colleagues		0.698
Guiding skills			
39	Provide input in the recruitment, selection and appointment of staff	0.779	
34	Incorporate alternatives during negotiations	0.779	
24	Inter-institutional networking to collaborate with people of other institutions	0.737	
22	Use various communication media to convey information	0.735	
35	Support co-workers development in own abilities	0.707	
37	Able to act in superior management/leadership positions if required	0.697	
23	Network intra-institutional to share best practices and challenges	0.696	
33	Use objective criteria for internal and external negotiations	0.696	
31	Negotiate with superiors (e.g. workload, budgets, resources etc.)	0.510	-0.339
36	Provide co-workers with guidance and leadership	0.492	-0.311
21	Use a combination of communication styles to convey information in a team	0.480	
38	Be assertive, emotionally intelligent, and authentic	0.438	-0.327
32	Negotiate on teaching and learning elements with co-workers and students (e.g. discipline, time-tables etc.)	0.420	
20	Provide timeous feedback to superiors and co-workers		-0.890

Item no.	Description	Planning: decision making	Planning: problem solving
19	Communicate decisions and information accurately and clearly to co-workers		-0.849
29	Listen to superiors and co-workers		-0.773
28	Brainstorm solutions to accommodate various point of views	0.348	-0.572
27	Offer recognition to co-workers to instil satisfaction		-0.555
25	25. Communicate outcomes to be achieved to co-workers		-0.542
26	Motivate co-workers to cooperate and feel part of the organisation	0.380	-0.529
30	Explore different conflict solving strategies within a team	0.352	-0.496
18	Build external relationships by networking	0.309	-0.392
Control skills			
43	Implement and monitor of improvement plans		0.883
42	Develop improvement plans		0.875
44	Monitor quality and throughput rates and performance evaluation of subjects and/or programmes		0.823
41	Provide input on various boards and committees (e.g. teaching and learning, research, and/ or community engagement)		0.782
40	Take leadership in external and internal programme evaluations		0.782

From the above, it is concluded that the EFA done on each individual theoretical construct was more effective in confirming the identified theoretical constructs for this study. Planning skills were divided into two constructs that included planning: decision making and planning: problem solving. The guiding skills were also divided into guiding: guidance skills and guiding: human relationship skills, while organising and control had only one factor. We were therefore satisfied with the construct validity of the skills (Section B of the questionnaire).

The construct validity on responsibilities, Section C of the questionnaire, will now be discussed.

5.4.1.2 Responsibilities

Responsibilities were firstly analysed using EFA on all individual items, with further analysis done by employing CFA.

- **Exploratory Factor Analysis (on all individual items of responsibilities)**

Section C of the questionnaire explored the responsibilities of junior and mid-level managers. The following table sets out the pattern matrix on the importance of responsibilities using EFA. In Table 5.12, the abbreviation Prog. evaluations refer to Programme evaluations.

Table 5.13 presents the pattern matrix of the responsibilities utilising EFA. Included in the table was also the theoretical construct per item. The theoretical construct per item was used to indicate the distribution of the theoretical constructs across the table of responsibilities. The Kaiser-Meyer-Olkin measure of Sampling Adequacy for the responsibilities was 0.906. This value is close to the perfect score of 1. This implies that the measure of sampling adequacy was very good to examine the appropriateness of the EFA. With regard to the percentage variance for responsibilities when extracting four factors (as in Table 5.12), the percentage was 65.09%. This percentage, being above 50%, was perceived as being satisfactory.

Table 5.13 below illustrates the pattern matrix on the importance of responsibilities employing the principal component EFA with Oblimin rotation.

Table 5.13: Pattern Matrix of Importance of Responsibilities using the Exploratory Factor Analysis

Prog. evaluations = Programme evaluations

Item no.	Description	Theoretical construct	Factor 1	Factor 2	Factor 3	Factor 4
20	Present improvement plans post Internal Programme Evaluation or External Programme Evaluation to the school director	Prog. evaluations	0,741			
21	Make recommendations to the school director on compiling and implementing improvement plan post Internal Programme Evaluation	Prog. evaluations	0,738			
22	Monitor the execution of the improvement plan according to the university`s quality policy	Prog. evaluations	0,635	0,295		
15	Participate in revision and improvement of the curriculum in programme	Management of results	0,489			0,443
17	Monitor student performance (identify at-risk students, reassessment, etc.)	Student support		0,806		
18	Provide summarised details of student performance to school director for approval	Student support		0,796		
16	Manage examination records and results of students (timeous capturing of marks, commission statement)	Management of results		0,788		
19	Advice and guide the school director on student requests	Student support		0,645	0,263	
2	Compile time-tables in subject-group/programme	Administration	-0,401	0,516	0,252	0,348
5	Support directors and superiors	Support			0,866	
6	Support staff and students	Support			0,787	
8	Advise director on the academic quality and alignment of programmes and modules across sites of delivery	Support			0,599	

Item no.	Description	Theoretical construct	Factor 1	Factor 2	Factor 3	Factor 4
9	Participate in the revision and improvement of programmes	Prog. evaluations	0,395		0,580	
10	Revise of programme documentation (e.g. academic yearbook(s) and programme documentation)	Prog. evaluations	0,327		0,510	
3	Compile the academic yearbook(s)	Administration		0,292	0,466	
14	Advise school directors on at-risk modules in programmes	Student support	0,312		0,328	0,261
7	Advise directors on allocation and development of staff	Support				0,775
13	Drive programme approval through Senate Committee for Academic Standards process	Prog. evaluations	0,295			0,662
12	12. Manage short learning programmes in faculty	Prog. evaluations		0,273		0,632
11	11.Take leadership in programme committee/subject-group	Prog. evaluations				0,525
4	Monitor moderation and examination processes	Administration		0,256		0,494
1	Support the execution of strategic plans	Administration			0,394	0,472

Table 5.13 indicates that the EFA also worked well for the purpose of confirming the identified constructs for this study, but it was found that the EFA referring to responsibilities clustered together some of the theoretical constructs. To a large extent, the items adapted to the structure as evident in the literature. A few individual items loaded differently, but these items were located under the theoretical construct with the highest loading. This was not seen as a challenge since these clusters could be further fragmented. Accordingly, in order to do the separation according to literature constructs, there was a need to conduct a CFA to confirm the theoretical constructs.

- **Confirmatory Factor Analysis**

The CFA was conducted to confirm the various theoretical constructs. Since the EFA loaded so well, the purpose of the CFA was to see how well these identified constructs would fit with the confirmed theoretical constructs, and what Goodness of Fit measures it would provide. We therefore took the theoretical structure and fit the data obtained from the empirical part of the research.

The subsequent diagram (§Diagram 5.1) outlines the different theoretical constructs identified with regard to the importance of the responsibilities (left side of the instrument only) of the respondents.

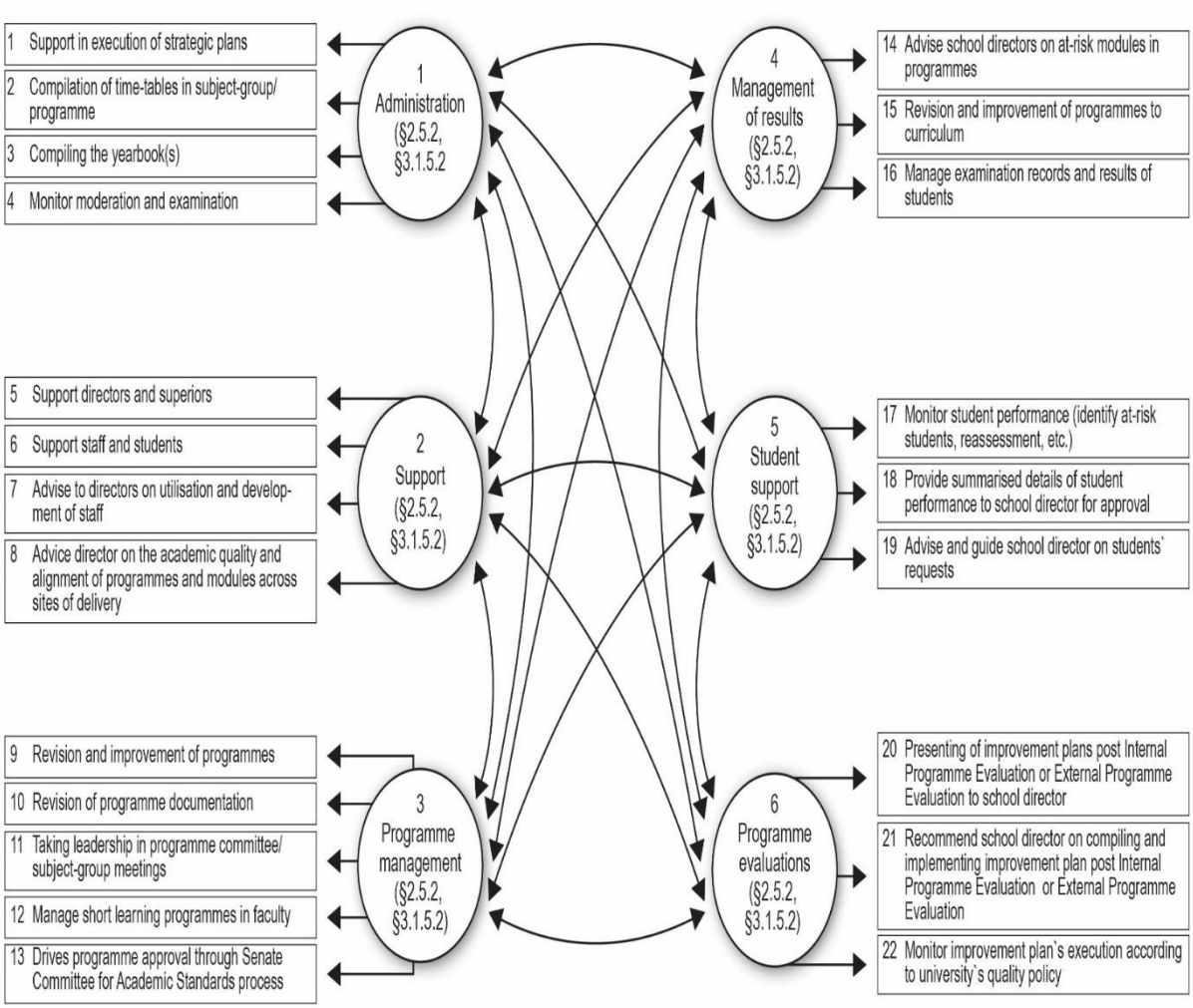

Diagram 5.1: Factor clustering and individual items on importance of Responsibilities using Confirmatory Factor Analysis

5.4.1.3 Standardised regression weights

All items load statistically significant on the theoretical constructs and standardised regression weights varied between 0.542 and 0.953. This was very good, since all the standardised regression weights were above 0.3. This implies that all items fit onto the theoretical constructs.

5.4.1.4 Goodness of fit of the importance of responsibilities

Because the Chi-square test is viewed by some as an overly strict indicator of model fit, given its power to detect even trivial deviations from the proposed model (Hancock & Mueller, 2010), Mueller (1996) suggested that the Chi-square test statistic be divided by degrees of freedom.

With the importance of the responsibilities (left side), the model yielded a Minimum Sample Discrepancy divided by Degrees of Freedom (CMIN/DF) value of 3.029. Interpretation of the size of this value depends to a large extent on the viewpoint of the investigator but, in practice, some interpret ratios as high as 3, 4 or even 5 as still representing a good model fit (Mueller, 1996:129). It is however considered good practice to report multiple fit indices, typically from three broad classes (Hancock & Mueller, 2010). Mueller (1996) described values of above 0.9 as indicative of a good overall fit for a Comparative Fit Index.

A relatively acceptable Comparative Fit Index (CFI) of 0.822 was found for the model on the importance of the responsibility (left side) while a Root Mean Square Error of Approximation (RMSEA) value of 0.114 with a 90% confidence interval [of 0.104; 0.125] obtained. Blunch (2008) stated that models with RMSEA values of 0.10 and larger should not be accepted. It is evident that the RMSEA of the 'importance of the responsibility' (left side) was a bit higher than 0.10.

In conclusion, the CMIN/DF that indicate construct validity was good, while the RMSEA was a bit higher than 0.10 and the CFI was a bit low. One of the three match metrics provided good results (CMIN/DF). When one of the three measurements is good, it is perceived to be good enough. Even though it was perceived as being enough, and that all individual items fitted well into their places, the fact that the RMSEA and CFI were not good, implies that the instrument is not perfect. Future studies should consider refining the instrument, to be able to obtain improved Goodness of Fit metrics. Because the CMIN/DF value is very good, the constructs of responsibility should be considered to be valid. The next section focuses on the reliability of the questionnaire.

5.4.2 Reliability of the questionnaire

This section provides a brief description of how the reliability of the instrument that was used to collect this data, was ensured. As discussed (in §4.5.1), reliability is outlined as the extent to which a measuring instrument is repeatable, and consistent when repeated. Reliability is also one of the most important standards for determining how trustworthy is data as a result at the end. The reliability and/or internal consistency of this study was determined by calculating Cronbach Alpha coefficients. For the purpose of this study, a Likert-type questionnaire was used, and the reliability of the scale was determined by using the Cronbach Alpha.

The following table indicates the Cronbach Alpha Coefficient Values of both the importance of the skills and level of challenge with their application (§Table 5.13), as well as the importance of responsibilities and level of challenge with their application.

Table 5.14: Cronbach Alpha Coefficient Values of Skills and Responsibilities

Importance of skill			Constructs	Level of challenge experience with application of skill		
Cronbach Alpha Coefficient values	**Mean**	**Std deviation**		**Cronbach Alpha Coefficient values**	**Mean**	**Std deviation**
0.795	3.35	0.43	Planning: Decision making skills	0.772	2.52	0.67
0.730	3.60	0.53	Planning: Problem solving skills	0.779	2.60	0.59
0.873	3.64	0.47	Organising skills	0.880	2.22	0.76
0.910	3.62	0.45	Guiding: Guidance skills	0.899	2.30	0.71
0.901	3.46	0.50	Guiding: Human relationship skills	0.907	2.42	0.62
0.885	3.52	0.55	Controlling skills	0.882	2.51	0.77
0.717	3.38	0.61	Administration responsibilities	0.709	2.41	0.73
0.759	3.60	0.51	Support responsibilities	0.853	2.19	0.82
0.749	3.32	0.60	Programme management responsibilities	0.806	2.35	0.74
0.675	3.52	0.58	Management of results responsibilities	0.720	2.25	0.78
0.833	3.43	0.67	Student support responsibilities	0.861	2.10	0.86
0.950	3.38	0.77	Programme evaluation responsibilities	0.908	2.48	0.89

Table 5.14 above records the Cronbach Alpha coefficient values, means, as well as the standard deviations for both skills and responsibilities. It further highlights the left side of the questionnaire (importance of skills and responsibilities), as well as the right side of the questionnaire (level of challenge experienced with the application of skills and responsibilities). For reporting purposes, all the items with a mean value above 2.5 are regarded as representative of both skills and responsibilities.

All the Cronbach Alpha coefficient values are higher than 0.60, which indicate an acceptable degree of reliability for the questionnaire. A Cronbach Alpha coefficient was also calculated to determine the reliability of the questionnaire with regard to the responsibilities.

5.4.3 Synthesis

The first section of Chapter 5 focused on the biographical information of the respondents, descriptive statistics on the instrument used, and the construct validity and reliability of the instrument. With regard to the biographical information provided, it was possible to demonstrate the profile of the respondents. To determine the construct validity of the questionnaire, factor analysis was conducted. Firstly, the EFA was done on both skills and responsibilities. With regard to the skills, the second round conducted an EFA in a confirmatory manner. For responsibilities, an EFA was also conducted first, and later a CFA was done to confirm the theoretical constructs of the data gathered versus the theoretical constructs from literature. The Cronbach Alpha coefficient was calculated to verify the reliability of the instrument. The instrument was regarded as reliable since the values of all the factors were above 0.60. The outcome of both the factor analysis and Cronbach Alpha coefficient showed that the questionnaires used during this study are a valid and reliable measuring instrument.

5.5 Descriptive statistics

This part commences with an analysis of the responses of the junior- and mid-level managers to the questionnaire. This will be followed by an analysis of the items which formed Sections C and D of the questionnaire. Section C of the questionnaire focused on the skills required and Section D of the questionnaire focused on the responsibilities expected from junior- and mid-level managers.

5.5.1 Skills required of and responsibilities expected from junior- and mid-level managers

The following section describes the context in which the professional development needs (with regard to skills and responsibilities) were determined through empirical research. This was conducted to achieve research objective 3 (§par 1.3). The section culminates with the positioning of both skills and responsibilities (importance and level of challenge experienced) identified from the data. This was used as the basis for the development of guidelines to improve the professional development of junior- and mid-level managers at the NWU. Doing so assisted the researcher in addressing research objective 5 (§par 1.3) of this study.

When looking at the mean scores of the skills (§Table 5.14), the skill ranked highest with regard to importance is organising. This could be because there is a lot of organising within the environment in which junior- and mid-level managers operate. Ranked the second highest with regard to the importance of skills, was the skill guiding: guidance. With this skill, it is expected of a junior- and mid-level manager to provide their subordinates with guidance in the subject group or programme. This goes hand-in-hand with being able to plan, in particular to plan in such a manner that it solves problems (which was ranked third highest in importance). Control was ranked the fourth highest with regard to importance (having a mean score of 3.52). This implies that the ability to control is seen as an important skill in the subject group or programme. The skill scored second lowest with regard to importance is guiding: human relationships. This skill refers to all types of human relationships in the subject group or programme. Planning: decision making is ranked the lowest with regard to importance, but had a mean score of 3.35. This indicates that, although it is ranked lowest in importance, it remains a very important skill. It was interesting that the respondents viewed the importance of skills differently to how they viewed the challenges they experienced with applying these skills. Based on the mean scores, the skills 'planning: problem solving', 'planning: decision making' and 'control' were the skills that the respondents perceived as challenging in terms of application. Organising, guiding: guidance, and planning: problem solving were perceived the lowest in the rankings with regard to the level of challenge in the application of skills. The organising skill was ranked the highest with regard to the importance of the skill, but the right side (of the Table) indicates that this skill is the one with which the respondents experience the least challenges. Planning: problem solving and planning: decision making were the skills ranked highest by the respondents in terms of difficulty in application. Possible reasons could include lack of skills to plan more effectively or structural problems that hinder the planning process in the assigned positions. These problems might include clarification of roles and responsibilities within various subject groups or programmes, which would provide a sense of direction. This might also adversely affect the skill to control.

The Cronbach Alpha values have already been discussed in (§5.4.2). Reliability estimates of 0,80 are regarded as acceptable in most applications, while values below 0,60 are regarded as unacceptable (Pietersen & Maree, 2016b:239). Table 5.14 above illustrates the various means of the theoretical constructs of the importance (left side) of skills and responsibilities as indicated by the respondents. It is also evident that all the respondents perceived as important, all the skills and responsibilities, as the means are above 2.5.

With the supporting role being the primary function of the junior- and mid-level managers, it comes as no surprise that the supporting responsibility is ranked the highest (§Table 5.14). The junior- and mid-level managers support both superiors and subordinates. The management of results is ranked second highest of the responsibilities. This goes hand-in-hand with the responsibility to support the students in all possible ways to contribute towards further enhancing their learning experience. Administration, with a mean score of 3.38, is ranked the fourth-highest responsibility. It implies that these positions require various administrative functions in order to meet the expectations that are set out. Programme evaluations are ranked second lowest, but still remain a crucial part of the work of both junior- and mid-level managers. The responsibility of programme management is ranked the lowest, with a mean score of 3.32. The mean score indicates that managing of programmes or subjects is also viewed as an important aspect of the assigned responsibilities of the junior- and mid-level managers. From the above, it is clear that the respondents viewed the skills and responsibilities as being very important. This is evident from the mean scores both being rated above 3.3 (§Table 5.14).

As mentioned above, only constructs with a mean score above 2.5 have been reported on. In responsibilities (§Table 5.14) regarding the level of challenge experienced in the application, none of the constructs had a mean higher than 2.5, therefore they have not been reported on.

5.5.1.1 Context

The aim of the researcher was to determine professional development needs, with regard to skills and responsibilities, towards the end of the statistical analysis process. The needs were determined based on the importance of the skills and responsibilities versus the level of challenge with the application thereof in the identified positions (6.3.3 & 6.3.4). No explicit rankings were done through the mean scores of each construct but (§Table 5.14) portrays the mean scores of the various constructs.

For the purpose of this research, all the items with a mean value higher than 2.5 are regarded as representative skills required from and responsibilities of both junior- and mid-level managers. This is conducted with the assistance of (§Table 5.14) that highlights these skills and

responsibilities. The rationale for this is based on the 4-point Likert scale used. The middle point of the scale is 2. So that implies that values above 2.5 are perceived as adequate and are reported on. In this study, constructs and items with mean scores higher than 2.5 are accepted as either important or reflecting the level of difficulty experienced by junior- and mid-level managers with regard to skills and responsibilities.

5.5.1.2 Synthesis

From the above, it is evident that all the identified skills and responsibilities are seen as very important by the respondents (§Table 5.14). This conclusion is based on the fact that the lowest mean score for the importance of skill and the importance of responsibilities is 3.32. – which implies the junior- and mid-level managers view and interpret all the identified skills and responsibilities as being important in their positions.

With regard to the level of challenge in the application of the skills and responsibilities, respondents were of the view that most of them are not difficult to apply. In addition, one can conclude that the roles and responsibilities of the identified positions differ from faculty to faculty, and also reflects the adage, *'you don`t know what you don`t know'*. The aforementioned refers to the level of exposure acquired by the respondents to various situations related to assigned functions in their positions.

The following section focuses on the gap-analysis employed in this study. The gap-analysis shows the differences with regard to the importance versus the level of challenge experienced with the execution of the various skills and responsibilities.

5.6 Gap-analysis

Table 5.15: Gap-analysis (Paired sample t-test statistics of skills and responsibilities)

Skills:		Mean	Std. Deviation	P-value	Effect sizes
Planning: Problem solving	Problem solving importance	3,60	0,43	<0.001	1,51
	Problem solving challenge	2,60	0,67		
Planning: Decision making	Decision making importance	3,36	0,53	<0.001	1,40
	Decision making challenge	2,52	0,59		
Organising	Organising importance	3,64	0,47	<0.001	1,88
	Organising challenge	2,22	0,76		

Skills:		Mean	Std. Deviation	P-value	Effect sizes
Guiding: Guidance	Guiding importance	3,62	0,45	<0.001	1,86
	Guiding challenge	2,30	0,71		
Guiding: Human relationship	Human relationship importance	3,46	0,50	<0.001	1,67
	Human relationship challenge	2,42	0,62		
Controlling	Control importance	3,52	0,55	<0.001	1,32
	Control challenge	2,51	0,77		
Administration	Administration importance	3,38	0,61	<0.001	1.33
	Administration challenge	2,41	0,73		
Support	Support importance	3,60	0,51	<0.001	1.73
	Support challenge	2,19	0,82		
Programme management	Programme management importance	3,32	0,60	<0.001	1.32
	Programme management challenge	2,35	0,74		
Management of results	Manage results importance	3,52	0,58	<0.001	1.63
	Manage results challenge	2,25	0,78		
Student support	Student support importance	3,43	0,67	<0.001	1.56
	Student support challenge	2,09	0,86		
Programme evaluations	Programme evaluations importance	3,38	0,77	<0.001	1.01
	Programme evaluations challenge	2,48	0,89		

According to Cohen (1988:26), an effect size above 0.8 indicates a big practical significant difference. With the employment of the gap-analysis in this study, the researcher envisaged small effect sizes to determine the professional development needs. It would have implied that the respondents perceived the skill or responsibility as important, but also experienced a challenge with the application thereof. However, the gap-analysis conducted in this study indicates big effect sizes for all the constructs of skills identified. This implies that all the respondents perceived the identified skills as being very important and not difficult to apply. This conclusion was based on the effect size values being above 1.32.

A 4-point Likert-type scale was employed for the gap-analysis, having a left side and a right side. The left side focused on the importance of the skill and responsibility, while the right side focused

on the level of challenge with the application of the skills and responsibility. A 4 indicated that the skill or responsibility was very important (left side), and a 4 on the other side implied the application of the skill or responsibility was very challenging.

5.7 Analysis of differences in responses of junior- and mid-level managers

The part evaluates the practical importance of differences between groups` means on 'the importance and level of challenge experienced with the application of skills and responsibilities' in their assigned functions as junior- and mid-level managers. To be able to do the aforementioned, effect sizes were calculated. To determine p-values (where two groups were involved), t-tests are calculated. Where two or more groups were involved, ANOVAs were performed as the statistical procedure that reports statistically significant differences.

Effect sizes that have d-values higher than 0.8 ($d \geq 0.8$) demonstrate practically significant differences. In the same way, p-values below 0.05 ($p < 0.05$) indicate statistically significant differences. In this study, the t-test reveals d-values (effect sizes) that are below 0.8 and p-values that are above 0.05. Therefore, there were statistically significant or practically significant differences only in the responses of junior- and mid-level managers with regard to gender and skills and responsibilities.

The lack of practical significant differences between the responses of the junior- and mid-level managers, implies that the guidelines provided in Chapter 6 will be suitable for all managers on these levels. The next section reports on the correlations evident, t-tests conducted, and the relationship between the importance of skills and responsibilities and the level of challenge with application in the assigned positions.

5.7.1 Comparison of skills and responsibilities with Biographical Variables of junior- and mid-level managers

This section reports on the relationship between biographical variables, skills, and responsibilities required of junior- and mid-level managers. These variables focused on the importance of skills and responsibilities. Cohen`s effect sizes were used to demonstrate this relationship between the variables (Pietersen & Maree, 2016c:234). This action was taken in terms of research objective 3, which was to empirically determine the needs of junior- and mid-level managers regarding professional development at the NWU. Furthermore, this action was also taken to address research objective 4 of this study, which was to empirically determine how biographical features influence the professional development needs of junior- and mid-level managers within the NWU. Not all biographical variables displayed practically significant relationships with the professional needs experienced. In this section, only those variables revealing a practically

significant relationship between importance of skills and responsibilities, as well as challenges experienced by junior- and mid-level managers with the application thereof, are reported on. Only d-values that are greater than 0.5 (d>0.5) are reported on, for the reason that they are perceived as a medium and high effect. Effect sizes from 0.48 will be reported on since that is very close to 0.5. The following guidelines are provided for the interpretation of effect size by Cohen (1988:30):

(a) Small effect: d=0.2,

(b) Medium effect: d=0.5 and

(c) Large effect: d=0.8.

Where the asterisk symbol (*) is used as a superscript in the table, it signifies medium effect. Two asterisk symbols (**) signify high effect and practical significance.

There were very few practically significant differences between the following biographical variables with regard to the level of challenge experience and skills: age, gender, highest qualification and years of experience in the position. This section also reports on effect sizes and Analysis of Variances (ANOVAs).

5.7.1.1 The relationship between age, the highest level of qualification and years of experience and the importance of skills and responsibilities and challenges experienced with the application of the skills and responsibilities

The Spearman correlation was employed on individual items in the questionnaire that were ordinal. The Spearman correlation coefficient is outlined as the non-parametric alternative that requires no assumption about the distribution of two variables (Pietersen & Maree, 2016a:267). In fact, it uses ranks instead of using the actual values and can be employed with a scale that is ordinal.

For reporting purposes, it was reported only on correlation coefficients above 0.15. In particular, medium and big correlations. This correlation was done using Spearman correlation, whilst the biographical items that were not ordinal were used in t-tests and ANOVAs.

With the Spearman correlations, correlations were found between some responsibilities and age. A small (0.171*) correlation with a p-value of 0.03, between *the importance of programme management responsibilities* and age, was discovered. The older the junior- and/or mid-level manager, the more they tend to view this responsibility as important. Another small correlation (0.163*) with a p-value of 0.04 was evident between *the importance of management of results*

and age of the respondents. This correlation implies that the older the junior- and/or mid-level manager, the more important they view the responsibility. A medium correlation (0.214**) with a p-value of 0.01 was found between *the importance of programme evaluations* and age. This implies that older respondents view the importance of programme evaluations as being an important responsibility.

5.7.1.2 The relationship between gender and the importance of skills and responsibilities as well as challenges experienced in the application thereof

A t-test was conducted to determine the effect sizes of the responses of junior- and mid-level managers with regard to the importance of skills and responsibilities and gender. This statistical technique was employed to achieve research objective 4, to determine how biographical features influence the professional needs of junior- and mid-level managers (§ par 1.3 & 6.3.4). According to Pietersen and Maree (2016a:250), the t-test is used under three conditions: when two independent groups need to be compared, when average scores on two quantitative variables need to be compared in a single sample, and when the average of a quantitative variable needs to be compared with a specified constant value in a single sample.

As discussed (in §5.7) the rationale for conducting the t-test is to determine the effect sizes of the responses of the respondents. It was only reported on medium (0.5) and big (0.8) effect sizes. The t-test conducted found that females viewed the *problem-solving* skill as more important than males. Females had a mean of 3.68 and a standard deviation of 0.42, against the mean of 3.52 and a standard deviation of 0.43 for the males. This implies a medium effect size (0.36**), having a p-value of 0.025. Additionally, the female respondents viewed the *importance of guiding* skill more importantly than the male respondents. Females had a mean of 3.71 and a standard deviation of 0.39, versus the mean of 3.52 and a standard deviation of 0.49 for the males. The effect size was also medium (0.38**), having a p-value of 0.011.

The following discussion focuses on the ANOVAs conducted to determine the relationship between other biographical variables and the importance of skills and responsibilities required of junior and mid-level managers.

5.7.1.3 The relationship between languages and the importance of skills and responsibilities and challenges experienced in the application thereof

There were no practically significant differences between the language groups and the level of challenge experienced in the application of the skills and responsibilities. It is therefore only reported on the importance section (left side) of the questionnaire where practical significant differences are present.

Table 5.16: Relationship between responses from different language groups

Skills:		P-value	Mean	Effect size	
				Afr with	Eng with
Planning: Decision making (importance)	Afrikaans	0,061	3,29		
	English		3,54	0,49**	
	African		3,47	0,28	0,11
Guiding: Human relationship (importance)	Afrikaans	0,082	3,41		
	English		3,51	0,19	
	African		3,68	0,52**	0,36
Controlling (importance)	Afrikaans	0,073	3,46		
	English		3,58	0,21	
	African		3,76	0,53**	0,31
Responsibilities:		**P-value**	**Mean**	**Effect size**	
				Afr with	**Eng with**
Administration (importance)	Afrikaans	0,001	3,27		
	English		3,57	0,49**	
	African		3,75	0,78**	0,32
Support (importance)	Afrikaans	0,017	3,53		
	English		3,78	0,48**	
	African		3,79	0,50**	0,02
Programme management (importance)	Afrikaans	0,001	3,22		
	English		3,43	0,36	
	African		3,76	0,89***	0,59**
Management of results (importance)	Afrikaans	0,008	3,42		
	English		3,75	0,53**	
	African		3,74	0,51**	0,03
Student support (importance)	Afrikaans	0,020	3,33		
	English		3,64	0,42	
	African		3,70	0,51**	0,14
Programme evaluations (importance)	Afrikaans	0,025	3,27		
	English		3,57	0,37	
	African		3,72	0,55**	0,22

Table 5.16 reveals that in some instances home language plays a role in the importance of various skills and responsibilities.

Holistically, it is evident that the majority of the medium effect sizes was found between the Afrikaans-speaking respondents and the English and African-language respondents. It was found that Afrikaans-speaking respondents, with an effect size of 0.49** perceived the planning: decision-making skill to be less important than the English-speaking respondents did. Afrikaans-speaking respondents also viewed the importance of the guiding: human relationship skill (0.52**) as less important than the African-language speakers The Afrikaans-speaking respondents scored the control skill as being more important (an effect size of 0.53**) than the African-language respondents did. There were fewer African language-speaking respondents.

Looking at the importance of responsibilities, the Afrikaans-speaking respondents viewed the importance of administration responsibilities as less important than both the English-speaking respondents (effect size 0.49**) and the African-language (0.78**) respondents. There was also a medium effect size between the Afrikaans-speaking respondents and the other groups with regard to support responsibilities. The Afrikaans-speaking respondents viewed the importance of support to be less important than the English- (0.48**) and African-language (0.50**) respondents. The table above also revealed a medium and large effect size with regard to the importance of programme management. The Afrikaans-speaking respondents viewed programme management as less important than African-language respondents (with an effect size of 0.89***). Furthermore, the English-speaking respondents also viewed the importance of programme management as less important than the African-language respondents (with an effect size of 0.59**). The Afrikaans-speaking respondents also perceived the importance of the management of results as less important than the English-speaking respondents (0.53**) and African-language respondents (0.51**). There was also a medium effect size between the Afrikaans-speaking respondents and the African-language speaking respondents. The Afrikaans-speaking respondents (0.51**) perceived the importance of student support as less important than the African-language respondents. In addition, it was also evident that the Afrikaans-speaking respondents, with an effect size of 0.55**, viewed the importance of programme evaluations as less important than African language-speaking respondents did.

5.7.1.4 Relationship between different campuses and the importance of skills and responsibilities and challenges experienced with the application of the skills and responsibilities

There were no practically significant differences between the three campuses and the level of challenge experienced in the application of the skills and responsibilities. It is therefore only reported on the importance section (left side) of the questionnaire where practical significant differences were found. C1 refers to Campus 1, C2 refers to Campus 2 and C3 refers to Campus 3.

Table 5.17: Relationship between different campuses (Only level of importance)

Skills		Mean	Std. Deviation	p-value	Effect size	
					C1 with	C2 with
Decision making (importance)	Campus 1	3,65	0,55	0.003		
	Campus 2	3,25	0,53		0,72**	
	Campus 3	3,38	0,45		0,49**	0,24
Guiding (importance)	Campus 1	3,77	0,42	0.004		
	Campus 2	3,52	0,48		0,51**	
	Campus 3	3,76	0,33		0,03	0,49**
Human relationship (importance)	Campus 1	3,75	0,32	0.000		
	Campus 2	3,32	0,50		0,86***	
	Campus 3	3,60	0,49		0,30	0,56**
Controlling (importance)	Campus 1	3,78	0,42	0.016		
	Campus 2	3,43	0,54		0,64**	
	Campus 3	3,55	0,60		0,38	0,19
Responsibilities		**Mean**	**Std. Deviation**	**p-value**	**Effect size**	
					C1 with	**C2 with**
Administration (importance)	Campus 1	3,71	0,48	0.002		
	Campus 2	3,25	0,59		0,77**	
	Campus 3	3,46	0,62		0,41	0,33
Support (importance)	Campus 1	3,89	0,20	0.001		
	Campus 2	3,49	0,49		0,82***	
	Campus 3	3,67	0,60		0,38	0,29
Programme management (importance)	Campus 1	3,68	0,48	0.000		
	Campus 2	3,18	0,60		0,84***	
	Campus 3	3,42	0,55		0,49**	0,39
Management of results (importance)	Campus 1	3,77	0,37	0.013		
	Campus 2	3,41	0,63		0,57**	
	Campus 3	3,59	0,52		0,35	0,29
Student support (importance)	Campus 1	3,68	0,42	0.028		
	Campus 2	3,32	0,72		0,51**	
	Campus 3	3,53	0,66		0,23	0,30
Programme evaluations (importance)	Campus 1	3,73	0,54	0.010		
	Campus 2	3,23	0,80		0,62**	
	Campus 3	3,47	0,78		0,34	0,30

From Table 5.17 it is evident that respondents from the various campuses had high mean scores regarding the importance of skills and responsibilities in their assigned positions.

Campus 1 (effect size 0.72**) and Campus 3 (effect size of 0.49**) viewed the decision-making skill as less important than Campus 2. Campus 1 viewed guiding (effect size 0.51**) less important than Campus 2, whilst Campus 2 (effect size 0.49**) perceived guiding skill as less important than Campus 3 did. In addition, the respondents on Campus 1 (effect size 0.86***) viewed the importance of human relationship skills less important than those on Campus 2, whilst the Campus 2 respondents (0.56**) regarded the human relationship skills as less important than Campus 3 did. The controlling skill was considered by Campus 1 (effect size 0.64**) to be less important than Campus 2.

With regard to the responsibilities, dealing with the importance thereof only, the majority of the effect sizes were observed between Campus 1 on the one side with the other two campuses on the other. Campus 1 (effect size 0.77**) perceived the importance of administration responsibilities to be less important than Campus 2 respondents did. In addition, Campus 1 with an effect size of 0.82** viewed the importance of support as less important than Campus 2 respondents. Campus 1 had medium and high effect sizes with the other two campuses on the importance of programme management responsibility, since they viewed programme management as less important than Campus 2 (effect size 0.84***) and Campus 3 (effect size 0.49) did. In addition, Campus 1 viewed management of results to be less important than Campus 2 did, with a medium effect size of 0.57**. Student support is also perceived as less important by the Campus 1 respondents (effect size 0.51**) compared to Campus 2 respondents. Additionally, Campus 1 respondents also viewed the importance of the programme evaluations (effect size 0.62**) as less important than Campus 2 respondents.

5.7.1.5 Relationship between junior- and mid-level management positions and the importance of skills and responsibilities and challenges experienced with the application of the skills and responsibilities

There were no practical significant differences between the junior- and mid-level managers with regard to the importance of the guiding: guidance skill. It is only reported on the level of challenge experienced with the application of the skills and responsibilities, where practical significant differences are evident. SG refers to Subject group leader, DSG refers to Deputy subject group leader, PL refers to Programme leader, and PO refers to programme coordinator.

Table 5.18: Results for ANOVA for the relationship between junior- and mid-level managers (Only level of challenge)

Skills		Mean	Std. Deviation	P-value	Effect size		
					SG with	DSG with	PL with
Planning: Problem solving (challenge)	Subject group leader	2,64	0,63	0,171			
	Deputy subject group leader	2,28	0,73		0,50**		
	Programme leader	2,64	0,64		0,00	0,50**	
	Programme coordinator	2,64	0,76		0,00	0,48**	0,00
Planning: Decision making (challenge)	Subject group leader	2,62	0,60	0,037			
	Deputy subject group leader	2,20	0,63		0,67**		
	Programme leader	2,54	0,51		0,14	0,54**	
	Programme coordinator	2,42	0,60		0,33	0,35	0,20
Organising (challenge)	Subject group leader	2,41	0,78	0,013			
	Deputy subject group leader	1,85	0,75		0,71**		
	Programme leader	2,10	0,62		0,40	0,33	
	Programme coordinator	2,13	0,77		0,36	0,36	0,03
Guiding: Guidance (importance)	Subject group leader	3,60	0,48	0,186			
	Deputy subject group leader	3,74	0,40		0,28		
	Programme leader	3,69	0,37		0,17	0,13	
	Programme coordinator	3,46	0,51		0,29	0,55**	0,45

Skills		Mean	Std. Deviation	P-value	Effect size		
					SG with	DSG with	PL with
Guiding: Guidance (challenge)	Subject group leader	2,46	0,72	0,011			
	Deputy subject group leader	1,90	0,55		0,78**		
	Programme leader	2,20	0,65		0,37	0,46	
	Programme coordinator	2,26	0,81		0,26	0,44	0,07
Guiding: Human relationship (challenge)	Subject group leader	2,55	0,63	0,043			
	Deputy subject group leader	2,17	0,62		0,60**		
	Programme leader	2,35	0,54		0,32	0,29	
	Programme coordinator	2,28	0,68		0,41	0,15	0,11
Responsibilities		**Mean**	**Std. Deviation**	**P-value**	**Effect size**		
					SG with	**DSG with**	**PL with**
Administration (challenge)	Subject group leader	2,56	0,74	0,066			
	Deputy subject group leader	2,20	0,84		0,43		
	Programme leader	2,35	0,59		0,28	0,18	
	Programme coordinator	2,16	0,80		0,50**	0,05	0,24
Support (challenge)	Subject group leader	2,36	0,86	0,091			
	Deputy subject group leader	1,92	0,80		0,51**		
	Programme leader	2,07	0,66		0,33	0,19	
	Programme coordinator	2,08	0,90		0,31	0,18	0,01

Responsibilities		Mean	Std. Deviation	P-value	Effect size		
					SG with	DSG with	PL with
Programme management (challenge)	Subject group leader	2,51	0,79	0,067			
	Deputy subject group leader	2,11	0,70		0,51**		
	Programme leader	2,23	0,53		0,34	0,18	
	Programme coordinator	2,22	0,85		0,33	0,14	0,01
Management of results (challenge)	Subject group leader	2,43	0,87	0,037			
	Deputy subject group leader	1,96	0,67		0,53**		
	Programme leader	2,10	0,63		0,38	0,19	
	Programme coordinator	2,16	0,64		0,31	0,29	0,10
Student support (challenge)	Subject group leader	2,27	0,89	0,039			
	Deputy subject group leader	1,91	0,86		0,40		
	Programme leader	2,01	0,87		0,29	0,11	
	Programme coordinator	1,70	0,55		0,63**	0,24	0,35

Responsibilities		Mean	Std. Deviation	P-value	Effect size		
					SG with	DSG with	PL with
Programme evaluations (challenge)	Subject group leader	2,63	0,86	0,164			
	Deputy subject group leader	2,39	1,04		0,23		
	Programme leader	2,40	0,88		0,25	0,02	
	Programme coordinator	2,16	0,80		0,54**	0,22	0,28

Table 5.18 shows that junior- and mid-level managers consider all skills and responsibilities as being important. Since there was no medium practical significance evident except for one effect size with the guiding: guidance skill, the discussion below looks at the level of challenge experienced in the application with regard to skills and responsibilities. Consequently, this part on responsibilities is not included in the discussion.

Deputy subject group leaders had a medium effect size (0.55**) with programme coordinators with regard to the importance of the guiding: guidance skill. The junior-level managers viewed it as less important than the other positions did. A rationale, therefore, could be the fact that the junior-level managers mostly support the mid-level managers in the assigned functions, and also the fact that mid-level managers have more accountability in their positions.

More significant differences were evident with regard to challenges in the application of the skills and responsibilities. The subject group leaders perceived the application of the planning: problem solving skill as less of a challenge with an effect size of 0.50** than the deputy subject group leaders. The deputy subject group leaders found the planning: problem-solving skill less of a challenge than the programme leaders (effect size 0.50**) and programme coordinators (0.48**). The subject group leaders found the application of the skill planning: decision making less challenging than the deputy subject group leaders, with an effect size of 0.67**, whilst the deputy subject group leaders also perceived planning: decision making as less challenging than the programme leaders (effect size 0.54) did. In addition, the subject group leaders perceived the application of organising skill, less challenging than deputy subject group leaders (effect size of 0.71**), while the subject group leaders viewed the application of the skill guiding: guidance less challenging to apply than deputy subject group leaders (effect size of 0.78**). In addition, the subject group leaders found the application of the skill guiding: human relationship less

challenging than deputy subject group leaders did. A possible reason could include the fact that the deputy subject group leaders support the subject group leaders and are not directly accountable for actions within the subject group or programme.

With regard to responsibilities, the only medium effect sizes were evident with regard to the challenge in the application of the responsibilities. It is also noticeable that all the medium effect sizes are found primarily between the subject group leaders and the other positions. The subject group leaders found the application of the administrative responsibility less difficult than the programme coordinators did, whilst the subject group leaders also found the application of the support less challenging than the deputy subject group leaders did. The subject group leaders also perceived the responsibility of programme management and management of results less challenging than the deputy subject group leaders did. The subject group leaders found it less challenging than the programme coordinators did, to support students, as well as to do programme evaluations.

The following discussion (5.7.1.6) outlines the needs experienced in individual faculties with regard to skills and responsibilities, achieving research objectives 3 and 5 of the study.

5.7.1.6 Frequency analysis of the importance of skills and responsibilities in faculties, and the level of challenge experienced with application thereof

The table below followed a different approach to the other tables. A frequency analysis was done to determine faculty-specific needs. It is used for getting more direct information on needs experienced by junior- and mid-level managers in various faculties and also to interpret various findings of the data in the best way possible. The frequency analysis will also contribute towards reaching research objectives 3 and 5. Objective 3 is to determine the needs among junior- and mid-level managers regarding professional development in the NWU. This will also inform objective 5, which is to develop guidelines to improve the professional development of junior- and mid-level managers in NWU.

In the aforementioned discussions (§5.5.1, §Table 5.16, §Table 5.17), it was concluded that respondents considered all the skills and responsibilities to be important. For the purpose of determining the needs of various faculties, the study concentrated on the challenges experienced with the application of the various skills and responsibilities. By doing the ranking order, we get an indication of how important a faculty viewed a skill or responsibility and, more importantly, it indicates the faculty-specific needs. It will only be reported on the level of challenge with the application of skills or responsibilities where the mean value is above 2.5 (§5.4.1.1 & §5.4.1.2).

Table 5.19: Frequency analysis of the importance of skills and responsibilities and level of challenge experienced in various faculties

Skills	Faculty	P-value	Mean	Std. Deviation
Planning: Problem solving (challenge)	8	0,800	2,86	0,91
	7		2,75	0,59
	3		2,70	0,48
	4		2,63	0,61
	5		2,62	0,58
	1		2,60	0,73
	2		2,53	0,73
	6		2,33	0,67
Planning: Decision making (challenge)	7	0,747	2,74	0,63
	8		2,64	0,74
	4		2,60	0,55
	3		2,55	0,30
	5		2,53	0,58
Planning: Decision making (challenge) (continued)	2		2,51	0,59
	1		2,42	0,66
	6		2,31	0,57
Organising (challenge)	7	0,574	2,66	0,44
	6		2,36	0,70
	3		2,32	0,59
	4		2,26	0,79
	2		2,20	0,81
	5		2,20	0,77
	1		2,09	0,65
	8		1,94	1,15

Skills	Faculty	P-value	Mean	Std. Deviation
Guiding: guidance (challenge)	6	0,981	2,46	0,74
	8		2,38	1,00
	3		2,36	0,43
	4		2,35	0,77
	7		2,34	0,73
	1		2,32	0,71
	5		2,24	0,74
	2		2,21	0,66
Guiding: Human relationship (challenge)	7	0,690	2,68	0,51
	3		2,60	0,41
	6		2,51	0,62
	8		2,47	0,96
	2		2,46	0,60
	4		2,39	0,63
	1		2,36	0,62
	5		2,24	0,65
Controlling (challenge)	7	0,730	2,78	0,81
	3		2,68	0,81
	8		2,66	0,74
	2		2,57	0,82
	6		2,54	0,75
	4		2,54	0,67
	5		2,40	0,89
	1		2,31	0,72
Responsibility	**Faculty**	**P-value**	**Mean**	**Std. Deviation**
Administration (challenge)	7	0.329	2,80	0,80
	8		2,61	0,67
	2		2,51	0,71
	3		2,45	0,72
	4		2,44	0,80
	5		2,32	0,75
	6		2,28	0,69
	1		2,16	0,67

Responsibility	Faculty	P-value	Mean	Std. Deviation
Support (challenge)	7	0.545	2,55	1,08
	6		2,43	0,92
	3		2,40	0,38
	8		2,39	1,06
	2		2,20	0,83
	4		2,17	0,84
	5		2,13	0,79
	1		1,96	0,63
Programme management (challenge)	8	0.736	2,71	0,85
	7		2,58	0,88
	3		2,40	0,58
	2		2,37	0,71
	4		2,37	0,85
	6		2,28	0,77
	1		2,28	0,68
	5		2,17	0,61
Management of results (challenge)	8	0.324	2,62	0,97
	6		2,47	0,89
	3		2,47	0,30
	7		2,37	1,00
	4		2,30	0,70
	2		2,28	0,81
	1		2,18	0,77
	5		1,90	0,63
Student support (challenge)	3	0.313	2,53	0,77
	6		2,50	0,93
	8		2,43	0,94
	7		2,27	1,07
	2		2,12	0,86
	4		2,03	0,73
	1		1,89	0,92
	5		1,87	0,81

Responsibility	Faculty	P-value	Mean	Std. Deviation
Programme evaluations (challenge)	3	0.823	3,00	0,62
	8		2,62	0,71
	2		2,56	0,83
	7		2,53	1,15
	6		2,50	0,72
	4		2,47	0,88
	5		2,39	1,00
	1		2,30	0,95

As can be seen from Table 5.19, a ranking was conducted regarding the level of challenge experienced in the application of the various skills. With the planning: problem solving skill, all the faculties viewed the skill as being a challenge since it had a mean above 2.5. However, faculty 6 had a mean score below 2.5 which implied that the faculty did not experience a challenge with the application of the skill. The application of the planning: decision making skill was perceived as a challenge by six of the eight faculties within the NWU. However, with the organising skill, faculty 7 viewed the application of the skill as a challenge. All the faculties were comfortable with the application of the guidance: guiding skill since all the mean scores ranked below 2.5. The guiding: human relationship skill was flagged by faculties 3, 6 and 7 as a challenge. Responses on the controlling skill indicated that six of the faculties perceived the application thereof as a challenge, while two faculties did not report any challenge.

With regard to the responsibilities, faculties 2, 7 and 8 found the administrative responsibilities a challenge. This could be due to the fact that respondents do not fully grasp their roles and responsibilities within the various junior- and mid-level positions. Faculty 7 with a mean score of 2.55 indicated that the supporting responsibility is a challenge, while faculties 7 and 8 viewed programme management to be a difficult responsibility. The management of results was also seen as a challenge by faculty 8, having a mean score of 2.62. On the other hand, faculties 3 and 6 found it difficult to support the students. A possible reason could include the lack of exposure and experience to the actual support of students, and also not knowing the needs of the students. Furthermore, when looking at the programme evaluation responsibility, faculties 2, 3, 7 and 8 experienced challenges with the application of the responsibility. This could be based on the absence of continuous programme evaluation within the faculty or constantly exposing the junior- and mid-level managers to this type of responsibility.

5.8 Synthesis

The analysis in this section showed that there are practically significant differences between the biographical variables and the skills and responsibilities. These differences include the importance of the skills and responsibilities, as well as the level of challenge in the application thereof. Differences were confirmed between the site of delivery, positions, home language, years' experience, gender, age, and the highest level of qualification. A ranking was done to determine the direct needs of specific campuses or faculties. A practically significant relationship was found between several of the fundamentals of skills and responsibilities. Practically significant relationships were detected between various elements of the study, as discussed in this chapter. There were also practically significant differences between the various campuses and the PD needs experienced.

The practical differences between the various biographical variables and level of challenge with the application, as well as skills needed and responsibilities delegated, reveal a need for professional intervention to attempt to solve the PD needs experienced and develop the skills that are needed. This would create opportunities to address the needs experienced in an effective manner. This will provide junior- and mid-level managers with opportunities to enable them to do their assigned managerial functions to the best of their ability.

5.9 Summary

This chapter presented the results attained by utilising various statistical techniques. The biographical information of the respondents was reported by means of rankings, means, p-values and percentages. The validity and reliability of the questionnaire were ensured by means of a Confirmatory Factor Analysis (CFA) employed for both skills and responsibilities. A CFA was also conducted on the responsibilities to confirm the various theoretical constructs. The calculation of Cronbach Alpha coefficient was also conducted to ensure the reliability of the questionnaire. The data that emerged from sections B and C of the questionnaire was analysed by means of descriptive statistics to form conclusions based on the statistics and the interpretation of the data.

The data that emerged from the analysis in Chapter 5 was used to develop valuable and relevant guidelines for the professional development of both junior- and mid-level managers at the NWU. The findings, recommendations and guidelines are described in detail in Chapter 6.

CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

In the previous chapter, the results of the empirical research were presented. In this final chapter, a summary of all the chapters is provided where the key aspects of each chapter are highlighted.

The summary is followed by a discussion on the study's most important findings. Recommendations in the form of guidelines are provided with the aim to positively contribute towards the professional development (PD) of junior- and mid-level managers to enhance skills so that they can play their part with the execution of various responsibilities in their assigned managerial positions. The chapter concludes with recommendations for future research.

6.2 Summary

In Chapter 1 of the study, the background, problem statement and rationale (§1.1, §1.3) were provided through acknowledging, firstly, the transformation in the higher education environment and also the importance of professional development to stay abreast of it. The continuously changing environment is still posing unique challenges to educational administers or managers, in particular, junior- and mid-level managers. Key concepts related to professional development (§1.2) were defined, that included leadership (§1.2.1), management (§1.2.2), education management (§1.2.3), mid-level managers (§1.2.4), junior-level managers (§1.2.5), professional development (§1.2.6), higher education (§1.2.7), junior- and mid-level managers` development needs (§1.2.8) and academic profession (§1.2.9). A preliminary literature review (§1.3) was conducted that outlined the problem being investigated and included the five research questions and objectives. A brief discussion followed that defined the conceptual framework (§1.4), as well as the research design and methodology (§1.5) of the study. It was indicated that a quantitative approach was used that is embedded in the post-positivistic paradigm (§1.5.1). The non-experimental design was in the form of an online survey (§1.5.3). The study population and sampling strategy (§1.5.4) was discussed and the pilot study (§1.5.4.1), together with the rationale thereof, was explained. This was followed by the part on data collection (§1.5.5) and also the instrument used, together with the layout of the questionnaire. Subsequently, the data analysis (§1.5.6) was explained together with the statistical techniques used. The validity (§1.5.7) and reliability (§1.5.8) were discussed, followed by the ethical aspects (§1.5.9) of the study. The chapter concluded with a brief discussion on the expected contribution of the study (§1.6).

Chapter 2 of the study offered a detailed literature review on management tasks and management areas of junior- and mid-level managers in higher education. It provided a theoretical base and

also further contextualised the investigation by reviewing the relevant literature of the study. First of all, the role of the literature review in the research process was discussed (§2.2) to outline the central themes relating to PD, as the need for professional development of managers is acknowledged. It is one of the main challenges managers are confronted with, in the continuously changing era in higher education. PD was the overarching theme of this study, but was discussed in detail later in the study (§3.2). Accordingly, higher education was one of the central themes presented (§2.3). This was done by unpacking the key concepts that included higher education (§2.3.1.1) and university (§1.3.1.2). This was followed by the higher education landscape in South Africa (§2.3.2), to obtain a background of the landscape to ultimately better comprehend the context. Subsequently, the features of higher education in South Africa (§2.3.3) were discussed, followed by the current status of higher education (§2.3.4). The rationale was to get a sense of the culture, climate and trends in the environment. The second theme of this study was management (§2.4). Key concepts that explained this theme included management (§2.4.1.1), junior- and mid-level management (§2.4.1.2) and education management (§2.4.1.3). This was done to ensure a shared understanding and perception of the concepts in the given context. The theoretical and conceptual framework (§2.5) followed. Bordieu`s theory of habitus and field was employed as theoretical framework, which included the concepts of habitus and field. This was then link to the the management task-management area model (§2.5.1) which served as the conceptual framework. The aforementioned conceptual framework was clustered into four core areas that included planning, organising, guiding and control. The four areas were further sub-divided into the various sub-tasks (§2.5.2.1, §2.5.2.2, §2.5.2.3, §2.5.2.4). The management area (§2.5.2) discussion followed, where the various areas (§2.5.3.1, §2.5.3.2, §2.5.3.3, §2.5.3.4, §2.5.3.5, §2.5.3.6) needing to be managed were explained and elucidated. This chapter was concluded with a summary (§2.6) of the two themes discussed and also the relationship evident between the management tasks and the various areas being managed.

In Chapter 3 the focus shifted to the third theme, professional development (PD). This chapter explored professional development with regard to the skills and responsibilities required to act in assigned managerial functions. The chapter started with a discussion on professional development (§3.2) to provide a brief background of the theme. Moving on, the concept of PD (§3.2.1) was elucidated to get a shared understanding of the term. The characteristics of PD (§3.2.2) were also discussed that included job-embedded, instructionally-focussed, collaborative, as well as ongoing professional development. The next paragraph focused on the reasons for PD (§3.2.3), followed by the benefits of PD (§3.2.4). Section (§3.2.5) focused on the PD of junior- and mid-level managers in higher education. This segment included the skills needed (§3.2.5.1), with its sub-sections (§3.2.51.1, §3.2.5.1.2, §3.2.5.1.3, §3.2.5.1.4, §3.2.5.1.5), as well as the responsibilities (§3.1.5.2) given to junior- and mid-level managers, with its sub-sections

(§3.2.5.2.1, §3.2.5.2.2, §3.2.5.2.3, §3.2.5.2.4, §3.2.5.2.5, 3.2.5.2.6). In segment (§3.2.5.1 and §3.5.5.2), the individual items of the survey were gathered, to ultimately form the instrument. The chapter concluded with a summary (§3.3) implying that skills and responsibilities go hand in hand, since skills are utilised for the execution of responsibilities. Thus, a lack of skills can cause managers not to execute key responsibilities.

The research design and methodology part were discussed in detail in Chapter 4. The chapter started with a discussion on the research design (§4.2) that included the research paradigm (§4.2.1), approach (§4.2.2) and the strategy (§4.2.3), after which the research methodology (§4.3) was presented. Included in the methodology was the population and sampling (§4.3.1), the instrument used (§4.3.2) and the data-collection procedure (§4.3.3). The researcher utilised a non-experimental quantitative research design that is grounded in a post-positivistic paradigm. In the section on the data-collection procedure (§4.3.3), the web-based survey application was explained. The next section (§4.4) focused on the purpose of the pilot study, that was to improve the content and face validity of the instrument. This was followed by reliability and validity (§4.5). The reliability of the instrument (§4.5.1) explained the importance of the reliability as well as guidelines to when an instrument is reliable (0.80) and when not. The instrument was seen as acceptable since the value was above 0.80. For the validity of the instrument (§4.5.2), the three types of validity were taken into consideration whilst investigating the PD needs of the respondents. The statistical techniques utilised were presented, and included descriptive and inferential statistics (§4.6). The descriptive statistics included frequency analysis, means, standard deviations, exploratory and confirmatory factor analysis, and reliability. The gap-analysis was performed through paired t-tests as well as the effect of biographical variables on constructs by means of statistical test that included t-tests, Spearman rank-order correlations as well as ANOVAs and effect sizes. The statistical analysis was done using QuestionPro and SPSS programme. This chapter concluded with a detailed discussion on ethical considerations (§4.7), as well as a summary (§4.8) of the research design and methodology.

Chapter 5 presented the results of the empirical investigation, starting with a presentation of the descriptive statistics and focusing on the biographical information of respondents (§5.2) followed by the validity and reliability of the questionnaire (§5.3 & §5.4). The data collected in the study was done using a Likert-type scale questionnaire (Addendum 4), in the form of a gap-analysis (§4.3.2 & §4.3.3). The validity of the questionnaire was established through Exploratory Factor Analysis (EFA) for skills, as well as an EFA on individual skills` theoretical constructs to confirm the constructs (§5.4.1.1). With regard to responsibilities, initially EFA was conducted and was followed by Confirmatory Factor Analysis (CFA) (§5.4.1.2). To a large extent, it was found that the items of responsibilities adapted to the structure, as evident in the literature. This process

was followed by a CFA, which wanted to determine how well the identified constructs fit with the confirmed theoretical constructs.

The Goodness of Fit test was employed on responsibilities, indicating the importance of the responsibilities (§5.4.1.4). It confirmed that the reliability of the instrument and various factors were sufficient. The descriptive statistics (§5.5) focused on the skills required and responsibilities expected from junior- and mid-level managers (§5.5.1). A gap-analysis was conducted (§5.6) that wanted to identify the gaps with regard to the skills and responsibilities. A 4-point Likert-type scale was employed for the analysis, having a left and right side. The left side focused on the importance of the skill or responsibility, while the right side focussed on the level of challenge with the application of the skill/responsibility. A score of 4 indicated that the skill or responsibility is very important (left side) or that the application is very challenging. The analysis of differences in responses of junior- and mid-level managers (§5.7) followed, to evaluate the practical importance of the difference between the means of the groups on both the importance of skills and responsibilities, as well as the level of challenge experienced in the application thereof. Furthermore, the relationship between the biographical variables and the importance of skills and responsibilities was explained (§5.7). The whole of (§5.7.1) focused on the relationship between the biographical variables and the skills and responsibilities based on age, gender, language, campus, experience as well as the highest level of qualification, to mention a few.

The final chapter, chapter 6, presents a summary of each chapter (§6.2), as well as the findings from all five research objectives (§6.3). This is followed by recommendations (§6.4) directed at institutional level (§6.4.1), faculty level (§6.4.2), as well as recommendations to individual junior- and mid-level manager level (§6.4.3). Recommendations for future research ale also provided (§6.5). Recommendations for future research are also provided (§6.5) together with the limitations (§6.6) of the study.

6.3 Findings of the research

In this section, the main findings are discussed, followed by a discussion on the findings regarding the various research objectives. The findings are derived from both the literature as well as the empirical investigation.

The researcher aimed to answer the following main research question, namely: What are the professional development needs of junior- and mid-level managers at the North West University?

In answering the main research question, five research objectives were formulated and are addressed in the following section.

6.3.1 Findings related to research objective 1

The first research objective of this study was to determine the nature of the professional development of junior- and mid-level managers in Higher Education. This objective was mainly addressed in Chapter 2 and Chapter 3 of the study and resulted in the following findings:

- Professional development is outlined as an intentional or unintentional process that includes improving, advancing and increasing the capabilities, skills and expertise of the staff (§3.2.1).
- Transformation in higher education contexts necessitates new professional development opportunities to address the needs of an ever-changing environment (§2.3.3 & §2.3.4).
- Professional development ought to be job-embedded, instructionally-focussed, and collaborative, as well as continuous to ensure that recipients are provided with the best possible opportunities to develop professionally and personally in order to add value to the assigned managerial scope of work, roles and responsibilities of the junior- and mid-level managers (§3.2.2 & §3.2.3).
- Professional development of staff is acknowledged as a strategy to sustain an organisation and guarantee its effectiveness (§3.2.3). The more professional development opportunities provided by institutions, the greater is the level of benefit that further ensures that the institution is well-informed and responsive to various managerial trends and challenges in the higher education environment.
- Developing managers professionally is strategically key, since receiving and providing guidance has a direct impact on employees working below and above the junior- and mid-level manager (§3.2.5).

6.3.2 Findings related to research objective 2

Research objective 2 was to determine the skills required by, and responsibilities expected of junior- and mid-level managers at universities. The following findings became evident from the literature:

6.3.2.1 Skills:

- In the literature review, four necessary skills for effective management – namely planning (§2.5.2.1), organising (§2.5.2.2), guiding (§2.5.2.3) and control (§2.5.2.4) (POLC) – were identified. The skills that are needed are informed by management tasks (§2.5.2) but in particular the sub-tasks of the four primary management tasks (§2.5.1). Planning skills include

activities such as decision-making, problem-solving, policy-making, budgeting and scheduling (§3.2.5.1.2). Organising skills include the skills of delegation and coordination (§3.2.5.1.3). Guiding skills include communication, networking, motivation, conflict management, negotiation, leadership and staffing (§3.2.5.1.4). The control skills include measuring, observation and supervision, used to communicate policies and procedures of the institution or faculty to employees and stakeholders (§3.2.5.5) and ensuring their implementation.

- Furthermore, EFA was conducted, which individually sub-categorised each of the pre-identified skills in six main theoretical constructs. These sub-categories included planning: decision-making, planning: problem-solving, organising, guiding: guidance, guiding: human relationship skills, and control skills (§5.4.1.1 & § & Table 5.12).

6.3.2.2 Responsibilities:

The following responsibilities for effective management were identified from the literature, NWU documentation, as well as the confirmatory analysis of the empirical data:

- Subject guidance, examination records, dealing with general enquiries, and ensuring improvement plans are in place and implemented (§2.5.3.1).

- Advising the school director on high-risk modules in programmes, schools or research entities (§2.5.3.1). The junior- and mid-level manager furthermore also advises the director regarding the utilisation and development of staff in teaching and learning, research, and additional activities to contribute towards the success set objectives (§2.5.3.1).

- Monitoring of subject group activities that include the compilation of timetables, submission of examination papers, moderation and examination, and student assistants (§2.5.3.1).

- Collaborating effectively across schools and programmes in faculty and with other faculties across the three sites of delivery (§2.5.3.1).

- Guiding school directors on teaching and learning matters of students as well as staff matters linked to the daily functioning of the programme or subject group (§2.5.3.2).

- Responsibility for the scope and depth of programmes regarding planning, effective implementation, as well as the rollout (§2.5.3.2).

- Advising school or research-entity directors on academic appropriateness, quality, care and HEQF alignment of programmes (§2.5.3.3).

- Driving the internal school processes of managing programmes that adhere to NWU policies, processes and procedures (§2.5.3.4).

- Guiding programme approval through the SCAS and annual revision and updating of qualification documentation (§2.5.3.4).

- Managing financial resources in the programme or subject group in collaboration with the school director (§2.5.3.6).

- The following responsibilities for effective management were identified from the literature, NWU documentation, as well as the confirmatory analysis of the empirical data: administration, support, programme management, management of results, student support, as well as programme evaluations (§5.4.1.2 & § Diagram 5.1).

6.3.3 Findings related to research objective 3

Research objective 3 aimed to determine the needs that exist among junior- and mid-level managers regarding professional development in NWU. These developmental needs were identified from the empirical investigation with regard to skills and responsibilities. For reporting purposes, skills and responsibilities are reported separately. Since all respondents perceived all the skills and responsibilities as important, it is only reported on the level of challenge experienced by the respondents for the determination of the needs. It is also attempted to report on some of the needs with regard to skills and responsibilities per management level (junior-level or mid-level manager) (§Table 5.14, §Table 5.15 & §Table 5.18). This means grouping the subject group leaders and programme leaders (mid-level managers), and the deputy subject group leaders and programme coordinators (junior-level managers) together. These findings include:

6.3.3.1 Skills required for junior- and mid-level managers

In general, the professional developmental needs with regard to skills include:

Mid-level managers (Subject group leaders & Programme leaders):

- Planning: decision-making as well as planning: problem-solving skills were perceived as professional development needs by mid-level managers (§5.3 & §Table 5.14). These needs are based on the lack of knowledge, experience and skills on the setting or managing of budgets, a lack of time management as well as the lack of not being aware what are their assigned roles and responsibilities (§5.3 & §Table 5.14). The lack of skills to manage and lead people and being aware of institutional challenges also contributes towards this need,

since it hinders the ability of the mid-level manager to identify potential problems and explore possible solutions (§5.3 & §Table 5.14).

- Guiding: guidance as well as guiding: human relationship was also a professional development need that was identified (§5.3 & §Table 5.14). The lack of knowledge and experience of recruitment, selection and appointment of staff, are possible reasons for this developmental need. The lack of skills to internally and externally collaborate and network might exist due to the lack of developing the mid-level managers in that regard (§5.3 & §Table 5.14).

Junior-level managers (Deputy subject group leaders & Programme coordinators):

- Regarding the level of difficulty (§Table 5.18), it seems that the junior-level managers do not have any severe PD needs because (as reflected in the table) they did not perceive anything as being difficult. A possible reason could include the fact that the deputy subject group leaders as well as the programme coordinators mainly play a supportive role for the subject group leader and the programme leader and they are not primarily taking responsibility for things in the subject group (§5.3 & §Table 5.14). However, planning: problem-solving as well as planning: decision-making skills were found to be a slight need in these positions (§5.3 & §Table 5.14).

6.3.3.2 Responsibilities expected for junior- and mid-level managers

In general, the professional developmental needs with regard to responsibilities include:

- Programme evaluations and administration, with the highest means, implying that these are professional development needs for the respondents (§Table 5.14).

The following findings are based on professional development needs with regard to the different positions (§Table 5.18):

Mid-level managers (Subject group leaders and Programme leaders)

The responsibilities of administration and programme evaluations were identified as needs with regard to the responsibilities. These responsibilities include the execution of strategic plans and compiling of yearbooks, time-tables, the presentation of improvement plans after IPEs and EPEs, and the monitoring thereof (§5.3 & §Table 5.14). This might be due to a lack of knowledge and experience regarding managerial responsibilities.

Junior-level managers (Deputy Subject group leaders & Programme coordinators):

- As mentioned (§6.3.3.1), according to the level of challenge portrayed in (§Table 5.18), it is evident that the junior-level managers do not experience any great needs with regard to responsibilities. However, administration, programme management, as well as programme evaluations were found to be a minor need, as these three responsibilities were ranked the highest (§5.3 & §Table 5.14). A potential rationale could be that the deputy subject group leader mainly plays a supportive role towards to subject group leader and is not directly taking responsibility for things in the subject group. Shortcomings might include lack of knowledge and skills on the revision of improvement plans and programme documentation and the monitoring thereof (§5.3 & §Table 5.14). In addition, the deputy subject group leaders and programme coordinators might not be familiarised with the notion of programme approval by SCTL (§5.3 & §Table 5.14).

6.3.4 Findings related to research objective four

Research objective four referred to the question of how biographical variables influence the professional development needs of junior- and mid-level managers in the NWU? This objective was addressed in Chapter 5 (§5.7.1.1, §5.7.1.2, §5.7.1.3). The following section reports on skills and responsibilities, and well as biographical variables (such as the importance of age, gender, site of delivery, and language).

- Results on age as a biographical variable indicated that the older respondents value programme management, managing results and programme evaluation as important – which implies a greater need for programme management as part of professional development (§5.7.1.1).

- Female respondents indicated problem-solving skills, as well as guiding skills, as PD needs. This might be due to the lack of exposure and experience in managerial positions (§5.7.1.2).

- Campus 1 showed the following needs regarding skills: planning: decision making, guiding: guidance, guiding: human relationship as well as the controlling skill. With regard to responsibilities, the needs included: administration, support, programme management, management of results and programme evaluations. Campus 2 showed no major need for skills and responsibilities. Campus 3 showed needs for the skills: planning: decision making, guiding: guidance, guiding: human relationships. No major need was evident regarding responsibilities (§5.7.1.4 & §Table 5.17).

- The Afrikaans-speaking respondents did not highlight any major needs with regard to skills or responsibilities. The English-speaking respondents showed a need for the planning: decision-making skill. With regard to responsibilities, the English-speaking respondents indicated the following needs: administration, support, as well as management of results. The African language-speaking respondents indicated the following needs with regard to skills: guiding: guidance, guiding: human relationships, as well as controlling. Regarding responsibilities, the African language-speaking respondents implied the following needs: administration, support, programme management, management of results, student support, as well as programme evaluations (§5.7.1.3 & §Table 5.16).

- From the data analysis, it is evident that variables such as age gender, site of delivery, as well as language have an influence on professional development needs.

6.3.5 Findings related to research objective five

The last research objective focused on providing guidelines for the professional development of junior- and mid-level managers at the NWU. The following sections contain the recommendations to address professional development needs of junior- and mid-level managers that will ultimately contribute towards the improvement of practice.

6.4 Recommendations

Professional development is perceived as the responsibility of the institution, the faculty as well as the individual. The recommendations that are made in the section below are based on the various findings derived from the empirical part of the study. These findings are applicable to the institution, as well as to the different faculties and the individual.

6.4.1 Recommendation at institutional level

On an institutional level, a professional development programme or short course should be developed that addresses required skills and responsibilities of the junior- and mid-level managers. The nature of the professional development programme should be a combination of general as well as custom design, in order to address the individual needs with regard to skills and responsibilities.

The professional development programme or short courses should focus primarily on the planning, guiding, and controlling skills as these are the highest-indicated needs from the empirical study. In addition, all management skills are supported by the pillars planning, guiding and control. The programme or short course should also focus on various responsibilities. These

responsibilities include administrative, as well as the management of programmes in particular, but other managerial responsibilities should also be addressed. These responsibilities also form the basis of the responsibilities of the junior- and mid-level managers.

Skills:

To address the need for planning: decision making, the training should focus on setting up and management of a budget, time management and reviewing programme content. To address the need for planning: problem-solving, the PD programme should deal with developing skills in policy implementation, early awareness of problems, and identifying different solutions to identified problems. The programme should also provide junior- and mid-level managers with guidelines on taking leadership after an IPE or EPE (with reference to the development, implementation and monitoring of improvement plans arising from the evaluations). The PD programme should furthermore include inter- and intra- institutional networking strategies to set the platform to communicate, network and collaborate across faculties, campuses, as well as other institutions. Negotiation skills should be included in a programme like this, since it forms part of the everyday work of junior- and mid-level managers.

Responsibilities:

To address the needs identified with regard to responsibilities, the training should focus on the execution of the strategic plans of the institution. It should also focus on assisting the junior- and mid-level managers on programme approval through SCTL. The PD programme should also equip the junior- and mid-level managers regarding the execution of improvement plans in line with the university`s quality policy.

The NWU should also investigate the possibility of creating formal permanent posts for junior- and mid-level management – that is, not an academic position with assigned managerial roles and responsibilities, as is the case at present. It is also recommended that the institution provides additional sessions to create awareness on institutional policies, systems and procedures and the implementation thereof.

Such professional development programmes or short courses should include skills and responsibilities identified as needs with the assistance of (§Table 5.9 & §Table 5.10). Training opportunities for junior- and mid-level managers can equip the individuals with the required skills to address the problems they may experience in practice. As set out in internal documents, junior- and mid-level managers are being appointed to positions with assigned managerial roles and responsibilities, at the NWU. However, the findings of this internal documentation point to a lack of skills among junior- and mid-level managers that hampers them in fulfilling these managerial roles and responsibilities (§1.2.4, §1.2.5, §1.3, §2.4, §2.4.1.2, §4.2.2). In

addition, there is empirical evidence to justify the claim that adequate preparation and development for junior- and mid-level managers is lacking (§Table 5.9, §Table 5.10, §Table 5.14, §5.5.1).

6.4.2 Recommendation at faculty level

As mentioned in (§6.4.1), professional development needs remain the responsibility of the institution, the faculty, as well as the individual. Different faculties demonstrated different needs (§Table 5.19) – according to the specific strategic drivers that they value as important in their specific context – and this is not always aligned with the strategic priorities of the wider NWU context. It is therefore important that faculties ensure that professional development for junior- and mid-level managers is customised to address specific faculty needs as well as the needs of the university as a higher education institution. In order to address the PD needs of junior- and mid-level managers, it is necessary for the faculty to conduct an in-depth needs analysis to determine the degree of professional development required, as well as the topics which should be covered. This will inform the needs experienced by the junior and mid-level managers in the various faculties.

6.4.3 Recommendation to individual junior- and mid-level manager

From (§6.4.1 & §6.4.2), professional development is also the responsibility of an individual. Individuals will have their own PD needs. From the empirical part of this study, it was found that the needs differ greatly among junior- and mid-level managers (§ 5.7.1.5 & §Table 5.18). The individual is likely to be aware of his / her PD needs. It is therefore key that the individuals familiarise themselves with all the PD opportunities offered by various stakeholders of the institution or externally. The Centre for Teaching and Learning (CTL) is one of the stakeholders and offers a variety of PD opportunities, be it face-to-face, online, or in the form of seminars. In addition, individuals should familiarise themselves with other divisions of the university that focus on various components of management and the development of managers. Attendance at these PD opportunities will address their specific needs. If communication is perceived as a need for an individual, the manager should look for such opportunities. Individuals should also take the initiative to liaise with departments such as CTL regarding individual needs for PD.

6.5 Recommendation for future research

Future research on determining the professional development needs of junior- and mid-level managers could explore and investigate this theme further in a broader environment. The following elements with regard to skills and responsibilities should be considered:

- Benchmark with other institutions (nationally and internationally) on the process followed to appoint junior- and mid-level managers at their institutions. This includes the requirements, and their roles and responsibilities in the identified positions. This will provide the NWU with guidelines to consider in the appointment process followed at the institution. Benchmarking will also ensure that the NWU is in line with how other institutions go about appointing these junior- and mid-level managers.

- Conduct research on job satisfaction of being in a position as the identified respondents in this study having an assigned role versus the impact of job satisfaction in a dedicated position as a junior- or mid-level manager. These findings will also inform the professional development programme or short course to be conducted in future.

- A qualitative study to be conducted with various junior- and mid-level managers from different institutions, having the same roles and responsibilities as the respondents. This will contribute towards getting a more informed understanding as to what the general needs are at other institutions and how it correlates with or differs from the needs of the NWU.

- A comparative study to be conducted with former junior- and mid-level managers from various faculties within the NWU, to investigate how their experience of their past roles and responsibilities differs from their current roles and responsibilities. This study will also inform a PD programme based on the type of professional development needs the former junior- and mid-level managers had, to further inform the professional development programme or short course for current junior- or mid-level managers.

The importance of professional development as a continuous learning curve was accentuated in the literature chapters of this study. This study further notes the dearth of research on junior- and mid-level managers and that this field of study (and in particular the theme of professional development) needs to be explored further in a set of more diverse engagements and opportunities.

6.6 Limitations of this study

During the course of the study, several limitations became evident. These limitations included:

- The study was conducted using only quantitative methodology, thus questionnaire.
- Some data could have been captured in a better and more-informed manner through a qualitative methodology by means of an interview, since the qualitative method would have provided respondents with the opportunity to share their “real” and unique needs and they would not have been limited by what was asked in the questionnaire. A mixed-method could have been investigated as a possible methodology to get “richer” and informed data from the respondents, based on their daily experiences.
- The sample of the study was small, based on the fact that the identified positions are not dedicated positions, but rather assigned positions having assigned roles and responsibilities.
- The gap-analysis questionnaire was perceived as difficult by the minority of the sample because this type of questionnaire was new to them. In addition, the instrument measured two aspects (importance and level of challenge) per item, and it might have confused the respondent. If the questionnaire measured one aspect at a time only, the questionnaire would have been very long.
- The researcher initially planned to apply EFA for both the skills and responsibilities, but due to the fact that respondents interpreted the statements in the questionnaire differently, the individual items did not cluster under the constructs the researcher envisaged. This transpired especially with reference to the level of challenge in the application of the skills or responsibilities.

6.7 Conclusion

This study primarily focused on the professional development needs of junior- and mid-level managers who have assigned managerial functions. The study found professional development needs evident at management level, especially with regard to assigned managerial roles. This study furthermore disclosed that the continuous professional development of junior- and mid-level managers is imperative and should be encouraged to optimise their contribution in various positions. It was also evident that the junior- and mid-level managers were not always aware of what their roles and responsibilities were, since no induction or development had been provided. Literature indicated that the development of managers forms a critical part of an organisation because it provides a sense of wellbeing towards the organisation (or institution). The

professional development of junior- and mid-level managers is also necessary to address the various problems in their subject groups or programmes and to further provide them with the necessary skills to meet their responsibilities. Being a manager does not imply that no development is required, but rather indicates that a manager should lead from the front. This will be accomplished through being a continuous scholar in the field of professional development in the field of management and the associated tasks. So, should we as an institution remember to forget and neglect the professional development of junior- and mid-level managers, it will have a ripple effect up to the higher levels of management, and that could create a malfunctioning institution that fails to operate optimally and effectively.

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ADDENDUM 1: ETHICAL APPROVAL

NORTH-WEST UNIVERSITY
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7 May 2019

To Whom It May Concern

I hereby confirm that the ethics application, as stated below, was approved at the Ethics Committee meeting of the Faculty of Education of 25 April 2019.

Ethics number: NWU-00789-18-A2

Project head: Prof C Wolhuter

Project team: M Koetaan, Dr CP van der Vyver

Title: Professional development needs of junior- and mid-level managers at a South African university

Period: 1 January 2019 – 31 December 2019

Risk level: Low

Should you have further enquiries in this regard, you are welcome to contact Prof Jako Olivier at 018 285 2078 or by email at Jako.Olivier@nwu.ac.za or Ms Erna Greyling at 018 299 4656 or by email at Erna.Greyling@nwu.ac.za .

Yours sincerely

Prof J Olivier
Chair Edu-REC

ADDENDUM 2: ETHICS CERTIFICATE

Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Fax: 018 299-4910
Web: http://www.nwu.ac.za

Research Ethics Regulatory Committee
Tel: 018 299-4849
Email: ResEthicsMachine@nwu.ac.za

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Education Sciences Research Ethics Committee (ES-REC) on 07/05/2019, the Education Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Research Ethics Regulatory Committee (NWU-RERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Professional development needs of mid-level managers at a South-African university.
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof C Wolhuter
Student: M Kostaan, Dr CP van der Vyver

Ethics number: N W U - 0 0 7 8 9 - 1 8 - A 2

Institution Study Number Year Status

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Sing Study
Commencement date: 01/01/2019 **Risk:** Low
Expiry date: 31/12/2019

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the ES-REC:*
  - *annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and*
  - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for an external audit.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-RERC and ES-REC reserves the right to:*
  - *request access to any information or data at any time during the course or after completion of the study;*
  - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the study are revealed or suspected;*

- *it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;*
- *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
- *new institutional rules, national legislation or international conventions deem it necessary.*

The ES-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the ES-REC or the NWU-RERC for any further enquiries or requests for assistance.

Yours sincerely

Prof Jako Olivier
Chairperson NWU Education Sciences Research Ethics Committee

Original details: [illegible] APPROVAL LETTER OF STUDY.docm
[illegible] November 2015

Current details: [illegible] Monitoring and Reporting Cluster\Ethics\Certificates\Templates\Research Ethics Approval Letters\9.1.5.4.1 ES-REC Ethical Approval Letter.docm
[illegible] December 2019

File reference: [illegible]

ADDENDUM 3: PARTICIPANT INFORMATION AND CONSENT FORM

Private Bag X6001, Potchefstroom
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Faculty of Education

EDU-Lead

Tel: 018 285 2842
Email: Monique.Koetsan@nwu.ac.za

26 March 2019

PARTICIPANT INFORMATION AND CONSENT FORM

I herewith wish to request your consent to participate in this research, which involves junior- and mid-level managers at the North-West University. The junior- and mid-level managers for this study will include subject group leader, deputy subject group leader, programme leaders and programme coordinators. Before you give consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Professional development needs of junior- and mid-level managers at a South-African university

PROJECT SUPERVISOR: Prof Charl Wolhuter
CO-SUPERVISOR: Dr CP Van Der Vyver
ADDRESS: Room G33, Building B10, North-West University, Potchefstroom, 2530
CONTACT NUMBER: 018 299 881

MEMBER OF PROJECT TEAM MEd-Student: Monique Koetsan
ADDRESS: Room 101A, Building EB, North-West University, Potchefstroom, 2530
CONTACT NUMBER: 072 567 7406

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4858

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University (Ethics number: NWU-00789-18-A2) and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Registrar.

What is this research about?

The purpose of this research is to identify the professional development needs that are experienced by mid-level managers at a university. This comprehensive purpose is broken into the following research objectives:

- Determine the nature of professional development of junior- and mid-level managers in Higher Education.
- Identify the roles expected and skills required of junior- and mid-level managers at universities.

- Determine the needs among junior- and mid-level managers regarding professional development in NWU.
- Determine how biographical features influence the professional development needs of junior- and mid-level managers in NWU.
- Develop guidelines to improve professional development of junior- and mid-level managers in NWU.

Participants
The participants in the research will include subject group leader, deputy subject group leader, programme leaders and programme coordinators within the different faculties of the NWU.

What is expected of you as participant?
If you are a junior- and mid-level manager, it would be expected of you to participate in the study by completing the survey that serves as the instrument of the research study.

Benefits to you as participant
Unfortunately, there will be no financial benefits to you as you will not receive any remuneration for your participation. You will however play a very important role in providing insights in the identification of the professional development needs of the junior- and mid-level managers to ultimately contribute towards the development of guidelines to improve professional development of junior- and mid-level managers in NWU.

Risks involved for participants
There are no anticipated risks foreseen for you as participant in this research. The participation in the research is also voluntary, freedom to withdraw at any time, and not suffering negative consequences.

Confidentiality and protection of identity
Sealed envelopes are provided to participants to ensure that your privacy is respected through anonymity. Confidentiality is furthermore ensured by the researcher only gathering general biographical information and no identifying details requested. Hard and electronic copies of all data will be stored in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor(s) will have access to the data. Once the study is completed, the data will be transferred to a CD and deleted from the supervisors' computer. The data will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings
After the successful completion of the study, the results can be e-mailed to you upon request.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY PARTICIPANT:

By signing below, I ……..…….. agree to take part in a research study entitled:

The relationship between the professional wellbeing of teachers and principals' leadership styles.

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it has finished, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place)_____on (date) _____/_____/20____

_____ _____

Signature of participant **Signature of witness**

ADDENDUM 4: RESEARCH INSTRUMENT

Skills and responsibilities of mid-level academic managers

Section A: Biographic information

Please answer the items in section A by making a cross (X) at the options that apply to you.

1. **Age at last birthday**

30 years or younger	1
31 to 40 years	2
41 to 50 years	3
Older than 50 years	4

2. **Identify your faculty**

Economic and Management Sciences	1
Education	2
Engineering	3
Health Sciences	4
Humanities	5
Law	6
Natural and Agricultural Sciences	7
Theology	8

3. **Gender**

Female	1
Male	2
Other	3

4. **Highest academic qualification**

Bachelor's degree	1
Honours degree	2
Master's degree	3
PhD degree	4

5. **Site of delivery**

Mafikeng campus	1
Potchefstroom campus	2
Vaal-Triangle campus	3

6. **Current position**

Subject chair	1
Deputy subject chair	2
Programme leader	3
Programme coordinator	4

7. **Years of experience in current position (subject chair, deputy subject chair, programme leader or programme coordinator).**

0 – 3 years	1
4 – 5 years	2
6 – 10 years	3
11 and more	4

8. **Home language**

Afrikaans	1
English	2
Sepedi	3
Sesotho	4
Setswana	5
siSwati	6
Tshivenda	7
Xitsonga	8
isiNdebele	9
isiXhosa	10
isiZulu	11
Other:	12

Read the statements below with reference to your current position and responsibilities using the following scales:

With reference to the left side section please indicate your level of agreement in terms of the importance of the skill and responsibilities outlined in the middle section.

On the right side section, please indicate the level of challenge/difficulty experienced by yourself in the application of the relevant skill related to your management position.

The following skills are important aspects of my current position. **1=Not important,** **2= Somewhat important** **3= Moderately important,** **4=Very important**				**Section:** **B. Skills:**	**Level of challenge in the application of the relevant skill related to your personal capacity in your current management position.** **1= Not challenging/difficult** **2= Somewhat challenging/difficult** **3= Moderately challenging/difficult** **4= Very challenging/difficulty**			
1	**2**	**3**	**4**	**Statement:**	**1**	**2**	**3**	**4**
				1. Contribute to setting faculty rules				
				2. Contribute to the development of a quality manual for faculty				
				3. Ensuring the implementation of policies in your programme/subject-group				
				4. Making decisions regarding subject content and quality				
				5. Reviewing subject/programme content to ensure a correct level, depth and quality				
				6. Allocation and utilisation of staff in subject-group or programme				
				7. Awareness of problems and challenges within the multimodal approach of NWU				
				8. Identification of potential problem areas				
				9. Exploring alternative solutions to problems				
				10. Setting up a budget for your programme/subject-group				
				11. Managing a budget for your programme/subject group				
				12. Planning and dividing time between specific management activities				

The following skills are important aspects of my current position. 1=Not important, 2= Somewhat important 3= Moderately important, 4=Very important				Section: B. Skills:	Level of challenge in the application of the relevant skill related to your personal capacity in your current management position. 1= Not challenging/difficult 2= Somewhat challenging/difficult 3= Moderately challenging/difficult 4= Very challenging/difficulty			
1	2	3	4	Statement:	1	2	3	4
				13. Knowing how to delegate work and responsibilities to subordinates				
				14. Knowing which subordinates to delegate what to				
				15. Providing clear instructions when delegating work or responsibilities				
				16. Coordinating different activities within programme/subject-group				
				17. Building internal relationships				
				18. Building external relationships				
				19. Communicating decisions and information accurately and clearly to subordinates				
				20. Providing timeous feedback to superiors and subordinates				
				21. Using a combination of communication styles to convey information in a team				
				22. Using various communication media to convey information				
				23. Networking intra-institutional to share best practices and challenges				
				24. Inter-institutional networking to communicate with people of other institutions				
				25. Communicating outcomes achieved to subordinates				
				26. Motivating subordinates to cooperate and feel part of the organisation				
				27. Giving recognition to subordinates to instil satisfaction				

The following skills are important aspects of my current position. 1=Not important, 2= Somewhat important 3= Moderately important, 4=Very important				Section: B. Skills:	Level of challenge in the application of the relevant skill related to your personal capacity in your current management position. 1= Not challenging/difficult 2= Somewhat challenging/difficult 3= Moderately challenging/difficult 4= Very challenging/difficulty			
1	2	3	4	Statement:	1	2	3	4
				28. Brainstorming solutions to accommodate various point of views				
				29. Ability to listen to superiors and subordinates				
				30. Exploring different conflict solving strategies within a team				
				31. Negotiating with superiors (e.g. workload, budgets, resources etc.)				
				32. Negotiating on teaching and learning elements with subordinates and students (e.g. discipline, time-tables etc.)				
				33. Using objective criteria for internal and external negotiations				
				34. Incorporation of alternatives during negotiations				
				35. Supporting subordinates growth in own abilities				
				36. Providing subordinates with guidance and leadership				
				37. Ability to act in superior management/leadership positions if required				
				38. Being assertive, emotionally intelligent and authentic				
				39. Providing input in the recruitment, selection and appointment of staff				
				40. Taking leadership in external and internal programme evaluations				
				41. Being able to give input on various boards and committees (e.g. teaching and learning, research and community engagement)				
				42. Development of improvement plans				

The following skills are important aspects of my current position. 1=Not important, 2= Somewhat important 3= Moderately important, 4=Very important				Section: B. Skills:	Level of challenge in the application of the relevant skill related to your personal capacity in your current management position. 1= Not challenging/difficult 2= Somewhat challenging/difficult 3= Moderately challenging/difficult 4= Very challenging/difficulty			
1	2	3	4	Statement:	1	2	3	4
				43. Implementation and monitoring of improvement plans				
				44. Monitoring quality and throughput rates and performance evaluation of subjects and/or programmes				

The following responsibilities are important aspects of my current position. 1=Not important, 2=Somewhat important 3=Moderately important, 4=Very important				Section: C. Responsibilities	Level of challenge in the application of the relevant skill related to your personal capacity in your current management position. 1= Not challenging/difficult 2= Somewhat challenging/difficult 3= Moderately challenging/difficult 4= Very challenging/difficulty			
1	2	3	4	Statement:	1	2	3	4
				1. Support in execution of strategic plans				
				2. Compilation of time-tables in subject-group/programme				
				3. Compiling the yearbook(s)				
				4. Monitor moderation and examination				
				6. Support directors and superiors				
				6. Support staff and students				
				7. Advise to directors on utilisation and development of staff				
				8. Advise director on the academic quality and alignment of programmes and modules across sites of delivery				
				9. Revision and improvement of programmes				

The following responsibilities are important aspects of my current position. 1=Not important, 2=Somewhat important 3=Moderately important, 4=Very important				Section: C. Responsibilities	Level of challenge in the application of the relevant skill related to your personal capacity in your current management position. 1= Not challenging/difficult 2= Somewhat challenging/difficult 3= Moderately challenging/difficult 4= Very challenging/difficulty			
1	2	3	4	Statement:	1	2	3	4
				10. Revision of programme documentation (e.g. yearbook(s) and programme document)				
				11. Taking leadership in programme committee/subject-group meetings				
				12. Manage short learning programmes in faculty				
				13. Drives programme approval through Senate Committee for Academic Standards process				
				14. Advise school directors on at-risk modules in programmes				
				15. Revision and improvement of programmes to curriculum				
				16. Manage examination records and results of students (timeous capturing of marks, commission statement)				
				17. Monitor student performance (identify at-risk students, reassessment, etc.)				
				18. Provide summarised details of student performance to school director for approval				
				19. Advise and guide the school director on students` requests				
				20. Presenting of improvement plans post Internal Programme Evaluation or External Programme Evaluation to the school director				

				21. Recommend school director on compiling and implementing improvement plan post Internal Programme Evaluation or External Programme Evaluation				
				22. Monitor improvement plan's execution according to the university's quality policy				

Thank you for your time and participation in this study

ADDENDUM 5: STATISTICAL CONSULTATION LETTER

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Statistical Consultation Services
Tel: +27 18 285 2016
Fax: +27 0 87 231 5294
Email: suria.ellis@nwu.ac.za

22 October 2019

Re: Dissertation, Me M Koetaan, student number 20774761

We hereby confirm that the Statistical Consultation Services of the North-West University analysed the quantitative data of the above-mentioned student and assisted with the interpretation of the results. However, any opinion, findings or recommendations contained in this document are those of the author, and the Statistical Consultation Services of the NWU (Potchefstroom Campus) do not accept responsibility for the statistical correctness of the data reported.

Kind regards

Prof SM Ellis (Pr. Sci. Nat)
Associate Professor: Statistical Consultation Services

ADDENDUM 6: LANGUAGE EDITING

CERTIFICATION

TO WHOM IT MAY CONCERN:

This serves to confirm that I, *Vivien van der Sandt*, took care of the language editing of the dissertation titled

Professional development needs of junior- and mid-level managers at a South African university

by

MLM Koetaan

Student number: 20774761

VIVIEN VAN DER SANDT

MEMBER OF THE PROFESSIONAL EDITORS' GUILD

VIVIEN SANDT FREELANCE SERVICES

viviensandtFS@gmail.com

CELL: 061 246 9069

November 2019

ADDENDUM 7: PERMISSION LETTER TO REGISTRAR

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Faculty of Education

Edu-Lead

Tel: 018 285 2942
Email: Monique.Koetsen@nwu.ac.za

The Registrar
North-West University
Potchefstroom
2530

26 March 2018

Dear Prof M Verhoef

I herewith wish to request the permission of the Registrar of the North-West University to conduct research amongst junior- and mid-level managers within the institution. The junior- and mid-level manager for this study will include subject group leader, deputy subject group leader, programme leaders and programme coordinators.

TITLE OF THE RESEARCH PROJECT:

Professional development needs of junior- and mid-level managers at a South-African university

PROJECT SUPERVISOR: Prof Charl Wolhuter
CO-SUPERVISOR: Dr CP Van Der Vyver
ADDRESS: Room G33, Building B10, North-West University, Potchefstroom, 2530
CONTACT NUMBER: 018 299 681

MEMBER OF PROJECT TEAM MEd-Student: Monique Koetsen
ADDRESS: Room 101A, Building E6, North-West University, Potchefstroom, 2530
CONTACT NUMBER: 072 667 7406

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4856

This study has been approved by the Ethics committee of the Faculty of Education Sciences of the North-West University (Ethics number: NWU-00789-18-S2) and will be conducted according to the ethical guidelines of this committee. Permission was also asked from the Registrar as well as goodwill permission from the Deans of the eight Faculties.

What is this research about?

The purpose of this research is to identify the professional development needs that are experienced by junior- and mid-level managers at a university. This comprehensive purpose is broken into the following research objectives:

- Determine the nature of professional development of junior- and mid-level managers in Higher Education.
- Identify the roles expected and skills required of junior- and mid-level managers at universities.

- Determine the needs among junior- and mid-level managers regarding professional development in NWU.
- Determine how biographical features influence the professional development needs of junior- and mid-level managers in NWU.
- Develop guidelines to improve professional development of junior- and mid-level managers in NWU.

Participants
The participants in the research will include both the subject group leader, deputy subject group leader, programme leaders and programme coordinators within the different faculties of the NWU.

What is expected of participants?
It would be expected of respondents to participate in the study by completing the survey that serves as the instrument of the research study.

Benefits to participants

Unfortunately, there will be no financial benefits to participants as they will not receive any remuneration for their participation. They will however play a very important role in providing insights in the identification of the professional development needs of the junior- and mid-level managers to ultimately develop guidelines to improve professional development of junior- and mid-level managers in NWU.

Risks involved for participants
There are no anticipated risks foreseen for participants in this research. The participation in the research is also voluntary, freedom to withdraw at any time, and not suffering negative consequences.

Confidentiality and protection of identity
Sealed envelopes are provided to participants to ensure that their privacy is respected through anonymity. Confidentiality is furthermore ensured by the researcher only gathering general biographical information and no identifying details requested. Hard and electronic copies of all data will be stored in the supervisors' office in a locked cabinet and password protected computer. Only the researcher and the supervisor(s) will have access to the data. Once the study is completed, the data will be transferred to a CD and deleted from the supervisors' computer. The data will be stored in a safe place for seven years, after which it will be destroyed.

Dissemination of findings
After the successful completion of the study, the results can be e-mailed to you upon request. If you have any further questions or enquiries about this research, please contact the researchers for more information.

We trust that you will consider our request favourably.

Yours sincerely

Ms Monique Koetsan

ADDENDUM 8: NWU RESEARCH DATA GATEKEEPER COMMITTEE

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: +2718 299-1111/2222
Web: http://www.nwu.ac.za

Research Data Gatekeeper Committee

NWU RDGC PERMISSION GRANTED / DENIED LETTER

Based on the documentation provided by the researcher specified below, on 02/04/2019 the NWU Research Data Gatekeeper Committee (NWU-RDGC) hereby grants permission for the specific project (as indicated below) to be conducted at the North-West University (NWU):

Project title: Professional development needs of junior - and mid-level managers at a South African university.

Project leader: Prof C. Wolhuter & Dr C. Van Der Vyver
Researcher: L.M. Kostsen

Ethics reference no: NWU-00758-18-A2
NWU RDGC reference no: NWU-GK-2019-018

Specific Conditions:

- The researcher must request People and Culture to provide them with a clear definition which personnel (designate positions) is be classified as middle/lower management within the various faculties.
- Once a clear definition is provided by People and Culture, the researcher should then approach the Faculty Deans to send an invitation on their behalf to the designated personnel within their faculty who fit the profile of the described middle/lower management target audience. Interested parties may respond to the mail directly with the researcher.
- People and Culture cannot at any point give the researcher the names or personal details of any staff member or student without their consent.

Approval date: 02/04/2019 **Expiry date:** 01/04/2020

General Conditions of Approval:

- The NWU-RDGC will not take the responsibility to recruit research participants or to gather data on behalf of the researcher. This committee can therefore not guarantee the participation of our relevant stakeholders.
- Any changes to the research protocol within the permission period (for a maximum of 1 year) must be communicated to the NWU-RDGC. Failure to do so will lead to withdrawal of the permission.
- The NWU-RDGC should be provided with a report or document in which the results of said project are disseminated.

Please note that under no circumstances will any personal information of possible research subjects be provided to the researcher by the NWU RDGC. The NWU complies with the Promotion of Access to Information Act 2 of 2000 (PAIA) as well as the Protection of Personal Information Act 4 of 2013 (POPI). For an application to access such information please contact Ms Amanda van der Merwe (018 299 4942) for the relevant enquiry form or more information on how the NWU complies with PAIA and POPI.

The NWU RDGC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the NWU RDGC for any further enquiries or requests for assistance

Yours sincerely

Prof Marlene Verhoef
Chairperson NWU Research Data Gatekeeper Committee

[illegible]
15 November 2018

[illegible]
15 November 2018

File reference: 1.1.4.3

ADDENDUM 9: TECHNICAL EDITING

Excellentia Edit & Transcribe

Physical address:
72 Eland Street
Miederpark
Potchefstroom
2531
Contact:
Email: excellentia.edit.transcribe@gmail.com
Phone: 0834755363

21 May 2020

TO WHOM IT MAY CONCERN

I hereby declare that the dissertation titled:

Professional development needs of junior- and mid-level managers at a South African university

by

Ms MLM Koetaan

20774761

has been technically edited by myself, which includes all tables and figures as well as the layout of the document's contents.

E Oosthuizen

May 2020