THE ROLE OF STRATEGIC CONTROL IN IMPLEMENTING AN
EMPOWERMENT STRATEGY IN A SELECTED HIGHER
EDUCATION INSTITUTION.

BY
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DATE: JANUARY 2001
DECLARATION

“I, Willem Andreas Pieter Kolver, hereby declare that:

1. This work has not been previously accepted in substance for any degree and is not being currently submitted in candidature for any degree.

2. This dissertation is being submitted in partial fulfillment of the requirements for the degree of Masters in Business Administration.

3. This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by complete referencing. A reference list is attached.

4. I hereby give consent for my dissertation, if accepted, to be available for photocopying and for interlibrary loan, and for the title and summary to be made available to outside organisations.”

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Date: .........................
ACKNOWLEDGEMENTS

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- Mr. J. Bosma for his statistical interpretation of the research data.
- Sandy Blunt for editing the content.
SUMMARY

Higher education institutions in South Africa are under pressure on account of changes in their environment so those institutions which can adapt to the changes and continue to carry out their purposes will be the most successful. According to Wellins, Byham and Wilson (1991:21) the employee empowerment and energy that comes with a feeling of ownership, are necessary prerequisites for continuous improvement. When organisational values, leadership actions and human resources systems, for example, rewards, training, and organisational structures are focused on empowerment, continuous improvement actions result. These, in turn, could lead to competitive quality, increased productivity and improved customer service.

This dissertation aims to assess what would be an appropriate strategic control model when implementing an empowerment strategy. To this end an empowerment process management model is presented, as well as an investigation into the most effective environment where empowerment can be implemented and the management style needed. Secondly, the characteristics of strategic control are considered and lastly, the particular circumstances of a tertiary education institution are discussed. The findings of this study are that the concept of strategic control and empowerment and the reality which exists at the selected higher education institution concur in certain instances, from the managers’ perspective.

Further research to investigate the role of strategic control in implementing an empowerment strategy at the selected higher education institution when all role players are included, is recommended.
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CHAPTER 1

GENERAL INTRODUCTION AND PLAN OF THE STUDY

1.1 INTRODUCTION TO THE CHAPTER

This chapter serves as an introduction to the study by discussing the background to the research problem, how the problem and sub-problems were formulated, and the importance of the study. Then follows the study objectives and an account of the research methodology. Lastly, a summary of the dissertation structure is given.

1.2 BACKGROUND AND PROBLEM STATEMENT

Robinson (1997:xiv) believes that a significant number of employees need to have new skills, to participate and to have a shared sense of direction to enable organisations to meet the magnitude of changes which they have to face. He presents the following change drivers; internal or external forces that compel an organisation to change:

- Accelerated global competition
- Dissatisfied customers
- Slow speed of product innovation and introduction
- Flatter and leaner organizations
- Bureaucratic infighting and inertia
- Rapidly changing technology
- Changing worker values
- Productivity/efficiency stagnation
Robinson (1997:xii) presents the following as a definition for the purpose of empowerment: “a strategic process of building a partnership between people and the organization, fostering trust, responsibility, authority and accountability to best serve the customer.”

According to Fisher (1993:11), many organisations have become too inflexible to compete in the modern world environment due to traditional work practices. However, a number of firms are beginning to change, incorporating total quality management perspectives into their operations with an emphasis on customer focus and continuous improvement. Service organisations are also reforming themselves into empowered operations. Projects and programs only deliver the promised results, with significant levels of empowerment. People, and not programs, lead to speed, quality, productivity and new products and service.

However, McNamee (1995:2) notes that change is the biggest factor that increases risk and that radical steps are taken by organisations to change their structure when they have matured to the point of diminishing returns. With structural changes driving strategy, the organisation may move towards empowerment as a means of harnessing the total organisation effort to survive, and empowerment can be very risky without first building the necessary value system to support it. According to Thurbin (1998:66) the support and imagination of managers and workers are essential for firms to be successful. They mention two key factors which are a prerequisite to obtaining success: Firstly, managers and workers must be empowered to take action and apply their creative talent, and secondly, there must be a control mechanism in place that can set targets, measure performance and implement corrective action (Thurbin 1998:67). Empowerment, therefore, is not a goal: the goal is to reduce costs or boost value-adding functions that serve customers or constituents.
Kinlaw (1995:133) gives the following four reasons to explain why it is difficult to keep a balance between empowerment and control:

- Employees do not receive freedom to do as they choose through empowerment. By looking at the purpose and definition of empowerment, which equates empowerment with competent influence and focuses competent influence on the continuous improvement of the total performance of the organisation, empowerment is limited in that it ends when it no longer improves performance.
- The management philosophy and practices must be completely reconstructed and empowerment must not be implemented within the command and control organisational environment.
- Organisations should address the issue of resolving the tension between empowerment and control in the planning stage of developing and extending empowerment.
- Organisations must not try and control people: the purpose of controls in an empowered organisation is to control systems and outcomes. All the mental resources must be released and used to improve performance.

McNamee (1995:5) presents the following as the purpose of internal control:

Most people, when they think of internal control also think of the power to compel order and consistency on the environment. That is misguided. Control keeps an organization in touch with its environment through feedback, allowing the organization to continuously adapt and change to the changing environment. It is a type of order that keeps the organization on the path to achieving its purpose and
goals, not the path of ensuring consistency of process. Internal control serves the system purpose. Internal control exists to ensure that established objectives are reached. Controls do not perpetuate the system process (this is not the system's purpose); controls serve the system goals.

However, developing and managing an effective control system in an organisation implementing an empowerment strategy is not a simple matter.

Atkinson, Waterhouse and Wells (1997:25) maintain that intangible, difficult-to-measure resources are driving the creation of wealth in many firms. Consequently, traditional accounting-based strategic performance measures are not as useful. They conclude that performance measurement systems based primarily on financial performance measures lack the focus and robustness needed for internal management and control.

The interaction of empowerment and strategic control can be seen in the declaration of Thurbin (1998:67) who states that a key feature of successful firms is the ability to make everyday decisions while keeping the overall strategies in mind. Empowerment in this context is an extension of the strategy making and management process. People must be allowed to make decisions based on their own judgements.

Thompson (1995:179) notes that action plans must be carried out and target milestones must be achieved in order to successfully implement a strategy. In order to do this, it is necessary to deploy and control the organisation's strategic resources, allocation and organisational operations while recommending the necessary changes to improve on the implementation of the strategy. The external component of strategic control measures the success of the strategy. In a service-oriented business the measurement data can include
the customers’ evaluations of its service. Strategic control is a continuous process used to adapt implementation in response to feedback on the strategy’s performance and changes in the internal or external environment.

(Rowe, Mason, Dickel, Mann & Mockler, 1994:33) state that strategic control relates to the implementation of a strategy and it evaluates how well the strategy is being implemented by the organisation. The internal component of strategic control monitors resource response to feedback on the strategy’s performance and changes in the internal or external environment.

Higher education institutions in South Africa are, in their efforts to cope with transformation, under pressure on account of changes in their environment and those institutions which can continue to carry out their purpose and adapt to the changes will be the most successful and will have the least risk. The Skills Development Act of 1998, for example, aims to develop the skills of the total workforce, to improve prospects of work, to improve productivity, to increase levels of investment in training and education and to improve the quality of life of employees. Empowerment has become an important strategic consideration.

Considering Thompson’s (1995:179) statement that strategy implementation requires the deployment and control of the organisation’s strategic resources to carry out action plans and achieve target milestones, leads one to question the manner in which empowerment is being implemented.

This leads to the following question which also reflects the main problem of this study:
• What would be an appropriate strategic control model when implementing an empowerment strategy in a selected higher education institution?

In order to develop a research strategy to deal with and solve the main problem, the following related sub-problems have been identified:

• According to existing literature, what requirements should a strategic control model meet in order to successfully implement an empowerment strategy?

• How can an appropriate strategic control model be identified and evaluated or developed for the selected institution?

• How do managers at the selected institution experience empowerment and to what degree do they comply with effective strategic control and empowerment practices?

• What guidelines can be formulated to ensure effective control when implementing an empowerment strategy at the selected institution in future?

1.3 IMPORTANCE OF THE STUDY

The improvement in organisational performance through empowerment, the payoffs of empowerment and finding of a balance between empowerment and control, are factors emphasising the importance of this study.
### 1.3.1 Improvement in organisational performance through empowerment

Maurer (2000:1) argues that empowerment is the key to the success of organisations in the 1990s and that the "knowledge worker" is synonymous with this. The only way to ensure that organisations get the best thinking people have to offer, is to create an environment where people feel free to do their best work.

People are empowered when they are given the authority and responsibility to make decisions affecting their work with a minimum of interference and ‘second-guessing’. When people are empowered they bring their minds to work. They are engaged in making decisions that affect their part of the business. They take responsibility for their actions, work free from bureaucratic hassles and add value to the organisation by embracing the principles of quality and service.

### 1.3.2 The payoffs of empowerment

Kinlaw (1995:72) identifies the elements of total improvement in organisational performance and categorises them into two sets: changes in behaviour and improvement in system elements (shown in Figure 1.1). The elements of changes in behaviour which empowerment brings about in employees are indicated as the first level payoffs which ultimately effect and improve the second level payoffs which are the improvements in the system elements of the organisation.
FIGURE 1.1: The payoffs of empowerment

Source: Adapted from Kinlaw (1995:24).
1.3.2.1 Changes in behaviour

Kinlaw (1995:72) states that in organisations committed to developing and extending empowerment people behave in the following manner:

- There is more contact and interaction across the organisation as traditional structures become less important.
- There is more self-initiated action by empowered teams and individuals and they challenge the usefulness of policies and practices.
- There is a greater expectancy of receiving feedback and feedback is supplied voluntary and frequently.
- There is the freedom to investigate, ask questions, and explore opportunities to improve performance.

Changes in behaviour in themselves lead to bigger changes in the improvement of the system elements of an organisation.

1.3.2.2 Improvement in the system elements

Kinlaw (1995:81) notes that an improvement in total quality, profitability and competitiveness are brought about through empowerment in the following elements in the performance system:

- Payoffs in the work environment can be expected with regard to greater capacity to learn, to solve problems, to respond, and to identify opportunities to improve.
- If empowerment is implemented affectively payoffs in customer satisfaction and quality of output can be expected because there will be more contact with the
customer, internally as well as externally, and the empowered workforce will be involved in the complete process of improvement of products and services.

1.3.3 Finding a balance between empowerment and control

Picken and Dess (1997:39) believe that it is necessary to constantly monitor changes, both within the firm and in the competitive environment, and to adapt both goals and strategies to the changing realities; and state that the traditional approach to strategic control has inherent limitations in this respect.

Maintaining effective control when empowering employees is, however, not without its problems. Simons (1995:1) warns that managers face a fundamental problem in exercising adequate control in organisations that demand flexibility, innovation and creativity, as these qualities present a challenge to control. The problem is highlighted when competitive businesses rely on employee initiative to seek out opportunities and respond to the needs of demanding and informed customers. Pursuing these opportunities can expose the business to excessive risk or invite behaviours that can damage a firm’s integrity. However, Simons (1995:2) indicates that the tools to reconcile the conflict between creativity and control are at hand, and notes that a balance must be kept between empowerment and control.

The increasing demand for worker participation in decision-making process in the workplace has forced employers to find methods of involving employees in decisions that relate to workplace problems.

The significance of this research therefore lies in the investigation of the development, implementation and control of an empowerment strategy, and in providing guidelines for
future success in a selected Higher education institution which is facing changes in the managerial environment.

1.4 OBJECTIVES OF THE STUDY

The objectives of this study are firstly, to identify the characteristics and requirements of effective empowerment and strategic control; secondly to identify or develop an appropriate model for controlling empowerment strategically in the selected institution; and, thirdly to determine to what degree:

- empowerment exists or should exist in the selected higher education institution;
- the selected institution has implemented or needs special control measures which are essential to ensure the success of empowerment;
- the current control measures operating in the selected institution are successful or applicable for an empowerment strategy; and
- changes in the implementation of empowerment and strategic control at the institution should be adapted.

1.5 METHODOLOGY USED IN THE STUDY

In conducting the research project secondary sources were consulted and an empirical investigation was conducted to solve the main and the sub-problems.

1.5.1 Secondary sources consulted

- A computer scan was conducted using the Internet and Sabinet (South African Bibliographic and Information Network) to identify sources related to the research topic.
- The Internet was extensively used to search for relevant information.
• Related research already undertaken was studied.
• A literature study was conducted to identify the key elements of strategic control and empowerment.
• From the literature study, a conceptual framework for employing a strategic control model when implementing an empowerment strategy was developed by synthesising the existing theory.
• Various relevant unpublished Port Elizabeth Technikon (PE Technikon) documents were studied.

1.5.2 Empirical study

The empirical study consists of the following:

• A structured questionnaire was developed by the researcher based on information gained from the literature study.
• The research population comprised senior management from the institution which consisted of the deans of faculties and directors of academic and administrative departments. The total population consulted, consisted of ten deans of faculties (including the Dean of Student Affairs, and the Campus Director at George), three directors of academic departments and ten directors of administrative departments. This decision was based on the fact that this section of management together with top management (the Rectorate) made the original decisions with regard to strategic control and empowerment and form the core group (corporate centre) as far as strategic planning of the institution is concerned.
• The data collected was processed, analysed, presented and interpreted in order to test the degree of support the model developed in the study received.
1.6 STRUCTURE OF THE DISSERTATION

The dissertation is divided into six chapters.

Chapter 1: General introduction and planning of the study.
Chapter 2: The characteristics of and requirements for controlling a strategy of empowerment.
Chapter 3: An appropriate strategic control model.
Chapter 4: Planning and administration of the empirical investigation.
Chapter 5: Interpretation of the empirical data.
Chapter 6: General conclusion and recommendations.

1.7 CONCLUSION

This chapter has served as an introduction to the study by discussing the background to the problem, how the problem and sub-problems were formulated, the importance of the study, and its objectives. The research methodology was explained and a summary of the dissertation structure followed.

Chapter 2 addresses the characteristics of and requirements for controlling empowerment as a strategy.
CHAPTER 2

CHARACTERISTICS OF AND REQUIREMENTS FOR CONTROLLING A STRATEGY OF EMPOWERMENT

2.1 INTRODUCTION

Certain prerequisites have to be met before the requirements for effectively controlling a strategy of empowerment and an appropriate control model can be identified. This chapter first considers the characteristics of an empowerment strategy. Next comes a consideration of the relationship between empowerment and the all-encompassing task of managing the organisation strategically. Considering this relationship enabled the researcher to focus on one aspect of the management process, that is, the control of implementing a strategy of empowerment. In the final analysis, the possibility exists that the particular circumstances of a higher education institution will have an effect on the type of strategic control measures required.

2.2 CHARACTERISTICS OF AN EMPOWERMENT STRATEGY

The empowerment strategy and its importance are interpreted differently by different authors (See Table 2.1). A discussion of the views of the different authors with regard to the characteristics of empowerment, follows after the table.

TABLE 2.1: Characteristics of empowerment: different authors’ views

<table>
<thead>
<tr>
<th>Kreitner and Kinicki</th>
<th>McNamee</th>
<th>Kinlaw</th>
<th>Dew</th>
<th>Block</th>
<th>Wellins et al.</th>
<th>Fisher</th>
<th>Blanchard et al.</th>
<th>Picken and Dess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power sharing</td>
<td>Sharing responsibility</td>
<td>Ability to think</td>
<td>Ownership and pride</td>
<td>Creators</td>
<td>Organisational value</td>
<td>Authority, Resources, Information, Accountability</td>
<td>Cultural differences</td>
<td>Rewards and incentives</td>
</tr>
<tr>
<td>Management style</td>
<td>Competitive advantage</td>
<td>Performance improvement</td>
<td>Boundaries</td>
<td>Commitment</td>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegation</td>
<td>Rewards and incentives</td>
<td>H.R. systems (Rewards, training)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organisational structure</td>
<td></td>
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Kreitner and Kinicki (1995:275) contend that empowerment is sharing power with non-managers through participative management. Power, which was once solely in the hands of management, is now being shifted to non-management. When management dominates the decision-making process, the degree of empowerment is minimal. However, as management progresses towards a more consultative and participative management style, the level of empowerment increases. As subordinates develop the level of skill and trust required by management, certain tasks will be delegated to empower non-managers. Delegation is defined as granting decision-making authority to people at lower levels.

McNamee (1995:1) disagrees with this view, stating that “Empowerment is not the delegation of power. Instead, empowerment is sharing responsibility to achieve goals, the means to achieve the goals, accountability for the goals and the means employed, and the authority (power) to accomplish the task within the given set of means”.

McNamee (1995:4) further emphasises the importance of an empowerment strategy for achieving competitive advantage and managing change. Kinlaw (1995:157), in turn, points at empowerment as a means to increase an organisation’s ability to think, and also sees empowerment as a process for improving the organisation’s as well as the employees’ performance by developing and extending the competent influence of individuals and teams. Competent influence has three related elements:

- There must be a commitment to use one’s capabilities to improve performance.

- People must be capable, possessing knowledge and skills which allow them to exercise competent influence.
- Empowerment must be based on a set of ethical norms.

Dew (1997:3) maintains that in a state of empowerment, people feel a sense of ownership and pride in their work, and are rewarded for the successful role they play in making their overall organisation successful, but adds that they know the boundaries within which they are free to work, which are boundaries that are appropriate to their experience and maturity. Block (1993:36) believes that empowerment means that employees are placed in the position of being creators of the organisation to which they belong. They have the right to define purpose for themselves. Empowerment carries with it the obligation that people commit themselves to building the organisation.

According to Wellins, Byham and Wilson (1991:21), the employee empowerment and energy that comes with the feeling of ownership are necessary prerequisites for continuous improvement. A combination of factors, including values, leadership actions, training, and reward systems, facilitate empowerment (illustrated in Figure 2.1).

FIGURE 2.1: Factors for empowerment in today’s business environment

Source: Adapted from Wellins et al. (1991:23)
Picken and Dess (1997:43) point out that although people in an organisation are all motivated by their own interests, the collective sum of their behaviour will not guarantee organisational rationality. In order to align individual and organisational objectives, rewards and incentives can be implemented. However, detrimental outcomes sometimes result when goal conflicts and perceived inequities develop among managers.

Picken and Dess (1997:46) present the following number of common characteristics of effective reward and incentive programs:

- Objectives are clear, well understood, and broadly accepted.
- Rewards are clearly linked to performance and desired behaviours.
- Performance measures are clear and highly visible.
- Performance feedback is prompt, clear, and unambiguous.
- The compensation “system” is perceived as fair and equitable.
- The structure is flexible: it can adapt to changing circumstances.

One of the controls which Kinlaw (1995:140) mentions in support of the process of empowerment is reward. Establishing rewards is a way to achieve desired outcomes. Kinlaw (1995:140) lists the following criteria which rewards should fulfil, in order to influence human behaviour:

- They are clearly based on merit, that is, performance or behaviour.
- They are clearly tied to the desired performance or behaviour.
- They are valued by the recipient.
- They are valued by the recipient’s friends and colleagues.
Focusing on the development and extension of empowerment as competent influence, Kinlaw (1995:140) adds the following characteristics of rewards which support empowerment:

- Employees and teams must be acknowledged for being entrepreneurs.
- The success of the company must be shared by the employees.
- The employees must be involved in the decision by which rewards are established.

A significant additional insight into the phenomenon of empowerment is provided by Fisher (1993:13). This author presents the following as the necessities to be complied with when empowering people:

To feel empowered, people need formal authority and all the resources (like the budget, equipment, time, and training) necessary to do something with the new authority. They also need timely, accurate information to make good decisions. And they need a personal sense of accountability for the work.

Fisher (1993:13) defines empowerment as a function of four important variables: authority, resources, information, and accountability, expressed as follows:

\[ \text{Empowerment} = f(\text{Authority, Resources, Information, Accountability}) \]
\[ \text{Empowerment} = 0 \text{ if Authority or Resources or Information or Accountability} = 0 \]
In this formula we can see that empowerment is a function of the four
variables and that if any of the four variables in this equation go to zero then there is no empowerment. This explains why some empowerment initiatives are a sham. Authority without information and resources, for example, is only permission. Telling team members that they should go ahead and make decisions or solve problems without providing them access to accurate business information and without providing them the skills, training, budget, and time to accomplish the task is a prescription for volatile failure. Not sharing accountability is paternalistic and condescending. It sends the message that the empowerment isn’t real. Only when all four elements are present do people feel responsible and act responsibly.

Blanchard, Carlos and Randolph (1999:76) offer a very meaningful comparison between a hierarchical and an empowerment culture (see Figure 2.2).

FIGURE 2.2: Two different cultures

<table>
<thead>
<tr>
<th>Hierarchical Culture</th>
<th>vs.</th>
<th>Culture of Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Visioning</td>
<td>Visioning</td>
</tr>
<tr>
<td>Command and control</td>
<td>Partnering for performance</td>
<td>Partnering for performance</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Self-monitoring</td>
<td>Self-monitoring</td>
</tr>
<tr>
<td>Individual responsiveness</td>
<td>Team responsibility</td>
<td>Team responsibility</td>
</tr>
<tr>
<td>Pyramid structures</td>
<td>Cross-functional structures</td>
<td>Cross-functional structures</td>
</tr>
<tr>
<td>Workflow process</td>
<td>Projects</td>
<td>Projects</td>
</tr>
<tr>
<td>Managers</td>
<td>Coaches/team leaders</td>
<td>Coaches/team leaders</td>
</tr>
<tr>
<td>Employees</td>
<td>Team members</td>
<td>Team members</td>
</tr>
<tr>
<td>Participative management</td>
<td>Self-directed teams</td>
<td>Self-directed teams</td>
</tr>
<tr>
<td>Do as you are told</td>
<td>Own your own job</td>
<td>Own your own job</td>
</tr>
<tr>
<td>Compliance</td>
<td>Good judgement</td>
<td>Good judgement</td>
</tr>
</tbody>
</table>
A range of different emphases become apparent when comparing a hierarchical with an empowered culture. It varies from an emphasis on visioning versus an emphasis on planning to an emphasis on good judgement versus an emphasis on compliance.

2.4 THE RELATIONSHIP BETWEEN EMPOWERMENT AND THE ENCOMPASSING TASK OF MANAGING THE ORGANISATION STRATEGICALLY

Marquardt (1996:106) emphasises the importance of empowerment to strategic leadership. The traditional leadership approach includes forceful methods to ‘push’ employees. These methods were generally accepted in the past, but in the modern organisation, this type of management style may prove to be destructive to the organisation. Leadership styles will therefore have to shift from the forceful and controlling type to a more participatory and empowering management style.

Wellins et al. (1991:30) point out that leadership responsibilities will shift to those of redistribution of the traditional responsibility roles to the respective team members themselves. It will take time before teams can operate at levels at which they can be held responsible for the decision making. The team becomes more empowered and self-directed, as these leadership responsibilities shift to the team.

Hitt (1998:12) presents a model of the eight basic functions of a leader which leads to an understanding of what leaders actually do. One of these functions is that of empowerment.

A strong case for self-directed teams as a strategic empowerment tool has been well-documented in the literature (Fisher, 1993; Garber, 1993; Hitchcock, 1995; Hitt, 1998; Spiegel and Torres 1994; Wellins, Byham and Wilson, 1991; Zenger, Musselwhite, Hurson
and Perrin, 1994). Zenger et al. (1994:16) emphasise that as the team takes on more responsibility, management will gain more time for challenging and higher pay-off work. Successful team based organisations use teams to expand the roles of all the people involved. As the team takes on increasing responsibility for daily operations, leaders at each level of the organisation are able to share some of the duties of the level just above them.

Spiegal and Torres (1994:5) indicate that although a work team is made up of a group of individuals, they share the same objectives and their work is mutually dependent. The members are joined in a team effort; however, do not compete against other teams within the organisation, but against waste, poor quality, delays, low productivity and competitors in the marketplace.

### 2.4 EMPOWERMENT WITHIN THE CONTEXT OF THE STRATEGIC MANAGEMENT PROCESS

Hamel and Prahalad (1994:26) have the following advice on empowerment:

Although the voices calling for a new organizational paradigm (leaner, flatter, virtual, modular, etc.) have been numerous and vocal, there has been no concomitant clamour for a new strategy paradigm. We believe, though, that the way many companies ‘strategize’ is just about as out of date, and just as toxic, as the way they organize. However lean and fit an organization, it still needs a brain. But the brain we have in mind is not the brain of the CEO or strategic planner. Instead it is an amalgamation of the collective intelligence and imagination of managers and employees throughout the company who must possess an enlarged view of what it means to be ‘strategic’.

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McNamee (1995:4) offers several reasons why he believes that all organisations will be empowered and team-based in the years to come:

- Empowered organisations have less risk of severe disruption or failure because they are more adaptive. The permeable boundaries are where the organisation meets its environment: customers, government regulation and technology.
- Customers have come to be represented as a billion markets of one. Empowered employees are able to adapt to a billion markets of one to find solutions to meet each customer’s needs quickly.
- Advances in telecommunications in the 20th century have eliminated the “information buffer” that allowed organisations the luxury of slower changes to customer demands. Now one must serve customers or they will easily and quickly go elsewhere anywhere on the globe.

Kinlaw (1995:25), in his empowerment management model, applies a process of strategic management in implementing empowerment. He identifies six key steps (see Figure 2.3) that should be followed in the planning, initiating and evaluating of a firms’ initiative to extend and strengthen empowerment. These steps make a closed loop process whose output is continuous improvement:

- Define and communicate the meaning of empowerment to every member of the organisation.
- Set goals and strategies that become the organising framework for people at every organisational level as they undertake their own efforts to extend and
strengthen empowerment.

- Train people to fulfil their new roles and perform their functions in ways that are consistent with the company’s goals for extending and strengthening empowerment.

- Adjust the organisation’s structure so that it demands lean management, reduces bureaucracy, and forces the creation of greater autonomy and freedom to act.

- Adjust the organisation’s system to support the empowerment of people.

- Evaluate and improve the process of empowerment by measuring improvement and the perceptions of the organisation’s members.

**FIGURE 2.3: Empowerment process management model**

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Define and communicate ➔ Set goals and strategies ➔ Train ➔ Continuous improvement

Evaluate and improve ➔ Adjust the organization’s systems ➔ Adjust the organization’s structure
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Source: Adapted from Kinlaw (1995: 24).

**2.5 CHARACTERISTICS OF STRATEGIC CONTROL**

In this section the concept of strategic control and what it entails is first discussed. This is followed by a discussion on administrative, social and self-control, organisational culture as a medium for strategic control, the protection of financial—and other data, interactive control systems/strategic surveillance and special alert control.
2.5.1 What strategic control entails

Empowerment as a strategy has to be implemented. To successfully implement a strategy, the deployment and control of the organisation’s strategic resources is needed to carry out action plans and hopefully achieve target milestones (Thompson 1995:179). Johnson and Scholes (1999:430) offer a comprehensive perspective on what strategic control entails and state that it is where “the corporate centre is concerned with shaping the behaviour in departments and divisions and with shaping the context within which managers are operating”. This means that organisations must have a clear understanding of how responsibility for strategy is divided between the corporate centre and the business divisions, and therefore, corporate management must have a clear understanding of the tasks which it undertakes. The corporate centre must thus have the capability to perform its function of:

- Defining and shaping the overall strategy of the organisation, especially through allocating resources to divisions and the control regime;
- Enhancing innovation and organisational learning;
- Defining and controlling key policies;
- Deciding the balance of activities and the roles of each division or department; and
- Defining standards and assessing the performance of divisions and departments and intervening to improve performance.

According to Pearce and Robinson (1991:364), strategic control is concerned with following a strategy during its implementation, detecting problems or changes in its underlying premises, and making adjustments. In contrast to post-action control, strategic

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control is concerned with guiding action on behalf of the strategy while that action is taking place and before the end result is reached. Pearce and Robinson acknowledge that because there is a time gap between the implementation of a strategy and the achievement of its intended results, during which changes occur in the organisation’s internal situation as well as in the environmental situation, strategic controls are necessary to steer through these periods.

Picken and Dess (1997:39) stress the need to constantly monitor changes both within the firm and in the competitive environment and to adapt both goals and strategies to the changing realities. Mintzberg (1994:359) argues that the critical aspect of the emergent strategy must be taken into consideration, which is the activity of assessing whether strategies were realised, whether intended or not.

Hellriegel, Jackson and Slocum (1999:662) differentiate between traditional bureaucratic control, which involves the use of procedures and rules, top-down authority, narrowly defined job descriptions, as well as other formal methods for the prevention and correcting of deviations from desired behaviours, and more strategic organic controls which involve the implementation of flexible authority, loose job descriptions, individual self-controls, as well as other informal methods for the prevention and correcting of deviations from desired behaviours.

Organic controls are to be found in organic management structures where managers and subordinates are encouraged to work together in teams and where there is open communication. Decentralised decision making takes place and expert employees are given the authority, responsibility, and accountability to solve the problems which arise (Hellriegel, Jackson and Slocum 1999:362).
Kinlaw (1995:139) is of the opinion that competence is the strongest control mechanism for empowerment because people have a desire to become competent and show competence. He adds that if employees know the values and goals of the organisation, and if they are given the necessary competence, they will perform.

Johnson and Scholes (1999:463), in a more comprehensive approach, indicate that the aspects which influence an organisation’s decision on control lie with the extent of the perceived need for innovation and change and the extent to which the organisational design is centralised or devolved. These authors refer to the following controls which are applicable in an organic management structure:

- Control through performance targets, which is a response to high level change but which is also increasingly used in an organisation wishing to gain some of the benefits of devolution, that is, through empowerment. A series of performance indicators are identified and developed through balanced score cards which set up a system of measurement of outputs. The achievement of targets is accompanied by incentives and rewards.

- The performance of an organisation will be determined by the softer, social controls. These are concerned with the standardisation of norms, and are central in organisations facing complex and dynamic environments where the fostering of innovation is crucial to survival and success. Training and development provides a common set of reference points to which people can relate their own work, and a common language with which to communicate with other parts of the organisation.

- Increasing levels of devolution have been accompanied in many large organisations by the introduction of market mechanisms for the allocation and
control of some of the organisation's resources. The control by market mechanisms involves some formalised system of bidding for resources.

- Self-control has became important in the performance of organisations where increased devolution has occurred, and where resource allocation and control are exercised by the direct interaction of individuals without relying on supervision.

### 2.5.2 Administrative, social and self-control

Johnson and Scholes (1999:463) indicate that the correct control performance, which is in line with the organisation’s strategy must be allocated, and identify three broad types of control: administrative control through systems, rules and procedures; social control through the impact of culture on the behaviour of individuals and groups; and self-control which people keep over their own behaviours.

Administrative control, through systems, rules and procedures, is useful where the degree of change is low, and it differentiates in centralised and devolved operations. In centralised operations the planning is usually “top-down” and standardisation of work processes is in place in a professional, bureaucratic environment. Administrative control functions in devolved operations and builds around “bottom-up” plans from the divisions.

According to Johnson and Scholes (1999:423), one of the most important debates in both public- and private-sector organisations has been concerned with devolution. This is the extent to which the centre of an organisation releases its control of decision making to units and managers lower down in the hierarchy.

Johnson and Scholes (1999:423) argue that devolution does not mean complete independence of divisions from the centre. In the private sector such extreme forms of
devolution are rarely found and for reasons of public accountability and political control are inappropriate for most public-sector organisations. Changes in the centre/division relationship are mainly concerned with a move to strategic control (refer to Figure 2.4), where the centre is the strategic shaper which is concerned with the following:

- The overall strategy of the organisation.
- The balance of activities and the role of each division.
- The organisational policies (on employment, market coverage, etc.).
- Fostering innovation and learning.
- Defining standards, and assessing the performance of the separate divisions and departments and taking action to improve performance.

**FIGURE 2.4: Strategic control**

![Diagram showing strategic control relationship between Centre and Division/Department]

Source: Adapted from Johnson and Scholes, 1999:431

This is not a masterplan imposed from the top: the centre’s role is built through the process of agreeing to the business plans produced by divisions, which is a bottom-up process within central guidelines.
While discussing the situational factors which influence the design of an organisation, Mintzberg et al. (1995:363) indicate that the greater the external control of an organisation, the more centralised and formalised its structure should be. This hypothesis claims that the extent to which an organisation is controlled externally, for example, by a government that dominates its external coalition, will mean that the chief executive officer of the organisation is held responsible for its actions and clearly defined standards are imposed on the organisation. This influences the organisation’s tendency to centralise power at the corporate centre (strategic apex) and to formalise its behaviour.

Simons (1995:164) believes that in order to empower employees to be creative towards customers’ demands and/or to plan and implement better methods of operating the business, procedures and tasks that have been carried out in a fixed manner for a long time need to be reviewed to see whether too much standardisation is not inhibiting opportunities for creativity.

McNamee (1995:5) indicates that “soft” controls originate when the controls are flexible so that it is able to deal with new issues as well as routine transactions, emphasising the importance of a strong system of values and ethics. However, McNamee (1995:5) argues that not all controls should be “soft”, stating that there must be strong financial controls over the main financial stream.

Campbell (1995:2-3) argues that soft internal controls (trust, integrity, values and beliefs), defining the correct things that should be done, should be a part of the organisational, ethical environment. Campbell emphasises that the ethical culture can only rise as high as the standard set by top management. The effectiveness of the ethical culture is reduced if the message is poorly communicated. Internal policy on fraud and dishonesty must first be
implemented before reliance can be placed upon soft controls. Fraud policies are implemented for the honest employees who require a certain level of accepted and shared values and beliefs. Therefore, fraud policies should meet high legal requirements, supporting the value defining statements.

According to Roth (1998:31), new technologies give everyone in the organisation access to critical decision-making information, and more empowered employees make more decisions on their own, with fewer control activities focusing on compliance with policies and procedures.

Roth (1998:32) emphasizes that softer controls are more important to the success of organisations than traditional controls, and states that certain business failures are the result of weaknesses in the control environment, which is the domain of soft controls (trust, integrity, values and beliefs).

2.5.3 Organisational culture as a medium for strategic control

Studies on culture by Collins and Porras (1997:43) indicate that the key factor in sustained exceptional performance is a cult-like culture which cannot be ‘touched’ or written down, but is pervasively influential. Culture is an important aspect for effective leaders to understand and use as one of their important levers of strategic control.

Picken and Dess (1997:43) note that implicit boundaries are set by culture in dress, in ethical matters, and in the manner in which an organisation conducts its business. Culture encourages individual identification with the organisation and its objectives by creating a framework of shared values. Depending on the organisation’s primary source of competitive advantage, culture could be experienced in different facets: the focus on
customer service, the emphasis on product quality, a high value being placed on innovation, or the concern with operational efficiency.

McNamee (1995:1) maintains that one of the three key elements which some organisations who have achieved empowerment without losing control have in common is an active practice of building vision, values and ethical behaviour into a supportive and positive corporate culture.

According to Rowe et al. (1994:471) organisational culture often prevents strategic change from taking place, and people often cling to well-established beliefs about what they are willing to do, to such an extent that a strategy cannot be executed without first considering corporate culture. Rowe et al. (1994:473) distinguish four types of cultural environments, in the form of subcultures, within which organisations function and which are produced by the various combinations of organisational values and orientations (refer to Figure 2.5). These organisational values range from performance in a controlled system to achievement in an open system, while the organisation’s orientation can be technical or social. These combinations bring about a particular cultural environment.

The first of the four subcultures, the productive culture, concentrates on efficiency and consistency, whereas the second, the quality culture, focuses on the growth of employees within the organisation through effective planning and problem solving. In practice, the productivity-orientated organisation tends to employ many rigid procedures and rules, whereas the quality-oriented organisation is more flexible in its approaches. The third subculture, the creative culture, tends to be innovative and entrepreneurial, inclined towards risk taking. Change is most easily made in this type of culture. Most organisations would like -or think they would like- to have a creative culture. They may even go about
making changes as though they had one. But more often than not, they have some other type of culture, and the change fails. The fourth subculture, the supportive culture, produces an environment characterized by teamwork, cooperation, and reinforcement. Dynamic transformational leadership is seen as a key requirement for establishing and managing a balanced organisational culture (Rowe et al. 1994:474).

**FIGURE 2.5: Organisational cultural model**

![Organisational Cultural Model](image)

Organisation’s Orientation

Source: Adapted from Rowe et al. (1994:473).

Applied to the selected higher education institution, it may be argued that the implementation and ongoing success of empowerment will most likely succeed if there is a balanced but strong creative culture present.
2.5.4 Protecting financial and other data

McNamee (1995:1) maintains that one of the three key elements which some organisations who have achieved empowerment without losing control have in common are significant controls and barriers that protect the main financial data of the organisation from misuse. Simons (1995:166) presents the following as a definition of internal controls:

Internal controls, which are usually accounting-based and managed by accountants and internal auditors, provide the procedural checks and balances that safeguard assets and assure integrity of data. While these controls are essential in any organization, they are especially critical in organizations that put performance pressure on individuals, introduce contribution-based rewards, and at the same time, reduce standardization and procedural controls for many of the critical aspects of their jobs. Without basic internal controls, the risk of significant control failure becomes unacceptably high.

2.5.5 Interactive control systems/strategic surveillance and special alert control

According to Simons (1995:92,94,169), strategic uncertainties are a combined function of management’s vision for the future and their evaluation of the contingencies that could negatively influence that vision. Senior managers need sensing systems similar to weather-tracking systems, which enable them to stimulate opportunity-seeking, and encourage new strategic initiatives. Continuous search activities must be encouraged, and internal information networks created which report critical changes. This helps managers to participate in the decisions of subordinates and focus organisational attention and learning on key strategic issues. Interactive control systems focus attention on strategic uncertainties and help in creating strategic renewal. Strategic uncertainties are the uncertainties which negatively influence the strategy. Managers must look for external
obstructions which could hinder the realisation of the vision and the achievement of their goals when the organisation wants to seize new opportunities, instead of just assessing the organisation’s strengths. Managers take note of strategic uncertainties and use interactive control systems in order to activate a search for information.

Simons (1995:97) defines the characteristics of interactive systems as follows:

- Information generated by the system is an important and recurring agenda addressed by the highest levels of management.
- The interactive control system demands frequent and regular attention from operating managers at all levels of the organization.
- Data generated by the system are interpreted and discussed in face-to-face meetings of superiors, subordinates, and peers.
- The system is a catalyst for the continual challenge and debate of underlying data, assumptions, and action plans.

Interactive control systems guide the bottom-up emergence of strategy in a manner that enables individuals to act on their own initiative to handle new opportunities as well as problems. The new idea that have been tested and which prove to be worthwhile will be taken up in the organisation’s strategies. Interactive control systems are concerned with forecasting as well as linking forecasts to action (Simons 995:98).

Simons (1995:164) cautions that in order to empower employees to be creative towards customers’ demand or to plan and implement better methods of operating the business, procedures and tasks that have been carried out in a fixed manner for a long time need to
be reviewed to see whether too much standardisation is not inhibiting opportunities for creativity.

This brings diagnostic control systems into play. Simons (1995:165) argues that empowerment changes what is controlled, but this does not imply giving up control. Empowering someone must imply that the person must be held responsible for his/her output or performance if there is no control over input or processes. This makes the measuring of results through diagnostic control systems very important (see Figure 2.6). Simons (1995:165) adds that performance measures must be suited to the functions of the employees and create performance pressures that can stimulate innovation, and managers must be able to measure the manner in which the intended strategies have been fulfilled.

It is evident that when empowering someone, the person must be held accountable and responsible for his/her output or performance, and these outputs must be measured by managers to establish whether the intended strategies have been fulfilled.
2.5.6 Boundaries

Picken and Dess (1997:47) argue that in order to prevent violations where the risk of error is high (for example, in banking operations), controls must be implemented to guard against improper conduct. Although an over reliance on rules may lead to indifferent performance, boundaries and controls, in combination with other techniques, they will serve a vital purpose.
Thus, a balance between culture, rewards and boundaries must be established. Boundaries and constraints can help to keep the focus on an organisation’s priorities, providing a more targeted focus and better opportunity for competitive advantage. Picken and Dess (1997: 49) indicate that it is difficult but necessary to make these elements work together in order to keep the organisational engine running at peak efficiency.

With regard to the risks to be avoided, Simons (1995:168) notes that an organisation has risks that can be detrimental to it, and that to determine and communicate the risks that must be avoided is an important part of strategic analysis. In designing boundary systems, the risks that result from the type of industry competition as well as from the strategic choices made, must be taken into account. Simons (1995:34) believes that boundary systems are stated in negative terms, or as minimum standards, since people are told what not to do. People who are motivated through empowerment should not be seen as having the right to do whatever they wish. For a business in which a reputation built on trust is a key asset, boundary systems are critical. Boundaries concern standards of ethical conduct as well as focusing on ensuring that people steer clear of opportunities that will impact negatively on the business's competitive position.

Simons (1995:41) indicate how a beliefs system and a related boundary system work together. The beliefs system guides and motivates individual opportunity seeking in unlimited opportunity space by providing organisational purpose and momentum, and the boundary system functions within the beliefs system by communicating the acceptable area for search activity, thereby delimiting the opportunity area within which people can focus their energies. Boundary and beliefs systems working together create a dynamic tension transforming limitless opportunity into a focused domain which acts as an encouragement for employees and managers to exploit actively. As the opportunities and the pressure for performance increase, it becomes increasingly important to have a clear
beliefs system and an enforceable boundary system. While momentum and commitment is provided, the assurance is also given that people are not engaging in activities which could use up the resources or jeopardize the integrity of the business.

There are two types of boundaries which are both determined through analysis of the risks associated with specific risk strategies: business conduct boundaries and strategic boundaries.

- Business conduct boundaries

Simons (1995: 41) notes that the following three sources encompass the codes of business conduct that make up boundary systems: society’s laws, the organisation’s beliefs systems and codes of behaviour promulgated by industry and professional associations. Codes of conduct indicate actions which are not allowed and include aspects like conflict of interest, and actions that will compromise confidential information. These actions are ones that could expose an organisation to a possible loss of assets and/or reputation, or to legal liability. The risk of undesirable actions is increased when shared values are not present or when trust is low in an organisation.

Simons (1995:41) lists four rationalisations which managers often use for defending improper conduct: the action is not really wrong, the action is in the organisation’s best interest; the likelihood of being caught is small; and if exposed, senior management would condone the behaviour and protect the managers involved. However, employees misunderstanding the organisation’s goals for performance as a green light to act in an unlawful or unethical manner, cannot be tolerated by
organisations whose reputations of integrity count dearly. Simons (1995: 47) argues that although some people do not want to be constrained by codes of business conduct as they limit freedom of action, others welcome codes of conduct, especially when they resemble personal standards of conduct, and can be used in self-defence when undue and unethical pressures are exerted by supervisors.

- Strategic boundaries

According to Simons (1995:47), strategic planning can be used to indicate the acceptability of search activities as well as those that should be avoided. Strategic boundaries are usually implemented when the organisation’s resources are at risk of being spent through large search behaviour and experimentation. Limits can also be set for those opportunities which are deemed acceptable to pursue and can then be ranked against a set of criteria to decide if the opportunities should be funded.

Blanchard, et al. (1999:79) state that the intent of declaring clear boundaries in a culture of empowerment is not to restrict action, but to create freedom to act within defined responsibility. Blanchard et al. (1999:81) make a clear distinction between strategic decisions which will continue to be made by top management and operational decisions which will be the domain of the team members. Blanchard et al. (1999:77) conclude that both team members and leaders must change, but that they cannot begin operating as though they were empowered before clear boundaries are declared to begin creating autonomy. Without clear boundaries being set, people will exercise the freedom which they perceive comes from empowerment which will create chaos, with leadership moving into a “fix the problem” mode, and sceptical team members operating in their old ways, deciding that empowerment is another ‘fad’ which will also end.
2.6 PARTICULAR CIRCUMSTANCES OF A TERTIARY EDUCATIONAL INSTITUTION

The particular circumstances or characteristics of tertiary educational institutions have been described in detail by various researchers. (Bitzer, 1984; Jacobs, 1986; Kapp, 1983). Mintzberg, Quinn, and Ghosal (1995) offer a fundamental approach for classifying different types of organisations, including universities, as examples of configurations, and relating these types to the strategic control measures required, or the “mechanisms of coordination” by which individual tasks are achieved. In this study it was considered important to consider all these configurations, since the possibility exists that the selected institution might have characteristics of more than one typical configuration.

2.6.1 Building blocks

Mintzberg et al. (1995:351) describe the building blocks (illustrated in Figure 2.7) which make up the configurations:

FIGURE 2.7: Building blocks

Source: Adapted from Mintzberg et al. (1995:365).
• The operating core, where basic work is produced in the primary activities of the value chain which include securing inputs, transforming the inputs into outputs by adding value and distributing the outputs— the factory floor, the operating theatre, the lecture hall, the retail outlet.

• The strategic apex, where the general management of the organisation occurs; the strategic leader and colleagues who are responsible for developing the corporate strategy, managing relations with the environment, designing the structure and allocating resources.

• The middle line — all those managers who stand between the strategic apex and the operating core.

• The technostructure — staff analysts who design the systems whereby the work processes of others are delivered and controlled. Included here are engineers, accountants, academic developers and computer specialists.

• The support staff- who support activities at various levels in the hierarchy and provide assistance to both middle managers and the operating core-secretarial, clerical, technical, catering, research and development and public relations staff.

• The ideology or culture of the organisation, consisting of the values, beliefs and taken-for-granted assumptions.
2.6.2 Types of configurations of organisations

The configuration of an organisation is the detailed design consisting of a number of building blocks and co-ordinating mechanisms. Mintzberg et al. (1995:364) suggest that there are in essence seven pure configurations which can be adopted (or emerge) to fit the context which different types of organisations face.

2.6.2.1 The entrepreneurial organisation

The structure of the entrepreneurial organisation is simple: normally a single, large unit with a small managerial hierarchy. Decision-making power rests with top management and coordination of the activities is largely by direct supervision.

2.6.2.2 The machine organisation

The machine organisation fits naturally with mass production, and the work is standardised and specialised. The structure is centralised, with a functional, structured, middle-line hierarchy with the power of coordination resting with top management.

2.6.2.3 The professional organisation

The professional organisation, of which the traditional university is an example, is bureaucratic without being centralised. The professional work is complex, but it can be standardised through ensuring that the professionals operating in the core, where most of the operating decisions are made, have the same core knowledge and competences (standardisation of skills). An emphasis on training and peer group interaction and learning is important in sustaining this standardisation. In having to rely on trained professionals – people who are highly specialised, but with considerable control over their work – to do its operating tasks, the organisation surrenders a good deal of its power (empowers) not only
to the professionals themselves, but also to the association and institutions that select and train them in the first place.

2.6.2.4  The diversified organisation

The diversified organisation is a set of independent entities coupled together by a loose, administrative structure, often with each entity (division), often functioning in a different geographical location, and having its own structure. Decision-making is decentralised, and performance control systems are in place, which means that there is standardisation of outputs.

2.6.2.5  The innovative organisation

The innovative organisation (adhocracy) is an organisation whose competitive strategy is largely concerned with innovation and change. This configuration is highly organic, relying on direct interaction between workers in the operating core and a management style (empowering) which assists and promotes this interaction in the form of “mutual adjustment”. Many professional service organisations (when providing tailor-made services rather than standards or routine services) may configure themselves in this way. The “style” of the corporate center in fostering knowledge creation and innovation is of particular importance in an adhocracy. It is important to avoid a bureaucratised approach and to allow knowledge creation to occur in the natural “communities” within the organisation, and between these communities (both internally and externally). Decision-making power is dispersed to these “communities”. An adhocracy needs to be seen as a “community of communities” if innovation is to thrive.

2.6.2.6  The missionary organisation

The missionary organisation tends not to be a young organisation. As it takes time for a
set of beliefs to become institutionalised, the members are encouraged to pull together, since they are dominated by the organisation’s ideology or culture. There is a standardisation of norms relying on the sharing of values and beliefs.

2.6.2.7 The political organisation

The political organisation has no dominant coordination of control or decision-making authority. It may be a temporary organisation reflecting a transitional stage, or it could be a permanent organisation, facing competing internal forces. This type of organisation has no dominant part, such as an operating core, no dominant mechanism or co-ordination and no stable form of centralisation or decentralisation.

2.6.3 Co-ordinating mechanism

According to Mintzberg et al. (1995:352) there are two fundamental and opposing requirements for all organised human activity: the division of labour into various tasks to be performed and the co-ordination of those tasks to accomplish the activity. In this study it is argued that the division of labour may lead to the empowering of employees in different positions. Of particular importance is the second requirement – that of co-ordinating the tasks, since this can be related to the way strategic control is effected. The following methods of co-ordination exist:

- Mutual adjustment through informal contact between people in the operating core. This is very common in small, simple organisations where people work closely and informally together. It is also common in very complex situations, such as research and development projects. According to Johnson and Scholes (1999:474) this is where self-control becomes important.
• Direct supervision through the hierarchy. Work is supervised by instruction from the strategic apex (top management), through the middle line to the operating core.

• Standardisation of work processes through systems which specify how work should be undertaken. It is usually the job of the technical analysts (in the technostructure) to design and develop these systems of work standardisation.

• Standardisation of outputs, for example, through product or service specifications, not of what is to be done but of the results. This is particularly important where responsibility for separate activities is divided within the organisation.

• Standardisation of skills, including knowledge and competences. This is an important co-ordinating mechanism in many professional service organisations (private and public sector) to ensure that the operating core of a professional service such as a hospital, university or research institution functions smoothly because the operators share the same core knowledge and competences through their professional training.

• Standardisation of norms where employees share the same core beliefs. This is particularly powerful in many voluntary organisations.

2.6.4 Application to a South African higher education institution

In view of the characteristics and control implications of the configurations, for the purpose
of this study, it is concluded that although changing circumstances may indicate other
trends, the shape and modus operandi of a higher educational institution are best
described in terms of the features of the professional organisation and the adhocracy.
The key features of these two configurations are depicted in Table 2.2.

**TABLE 2.2: Key features of two configurations**

<table>
<thead>
<tr>
<th></th>
<th>SITUATIONAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENVIRONMENT</td>
</tr>
<tr>
<td></td>
<td>CONFIGURATION</td>
</tr>
<tr>
<td>Professional organisation</td>
<td>Complex/static</td>
</tr>
<tr>
<td>Adhocracy</td>
<td>Complex/Dynamic</td>
</tr>
</tbody>
</table>

Source: Adapted from Mintzberg 1979:301

In this study it is argued that a higher education institution as well as its particular
circumstances are reflected in the features of the professional organisation, if one
understands that the academic departments form the operating core of the institution, and
that the effectiveness of the institution rests on the expertise of professional employees.
The coordinating mechanism is thus the standardisation of skills, and the type of
decentralisation is horizontal, that is, the dispersion of power to support staff. The strong
element of research and development which is an integral part of a higher education
institution also leads to the operating core as being a part of the organisation. This core
requires a highly skilled and influential support staff. For strategic control it relies to a large
extent on the mutual adjustment coordinating mechanism, with the sharing of expertise
and the personal communication of such information representing the intellectual property
of the institution. In other words, to effectively control empowerment it could be argued that
personal interaction must be encouraged. In both these configurations (the professional
and the innovative) the support staff which is the administrative staff form a large and important component.

2.7 CONCLUSION: THE REQUIREMENTS A STRATEGIC CONTROL MODEL SHOULD MEET

In the light of the characteristics of empowerment and the nature of strategic control, the basic requirements/criteria a strategic control model should meet are deduced to be as follows:

- Criterion 1: Must concentrate on critical success factors (Johnson and Sholes,1999; Pearce and Robinson, 1991; Picken and Dess, 1997; Rowe et al.1994).

- Criterion 2: Must be pro-active and ongoing and not only aimed at corrective action after things have gone wrong (Pearce and Robinson,1991; Picken and Dess,1997; Rowe et al.1994).

- Criterion 3: Must allow for supportive culture and empowerment partnerships between people (Fisher,1993; Kinlaw,1995; Kreitner,1995;McNamee,1995; Robinson,1997; Rowe et al. 1994; Thurbin, 1998).

- Criterion 4: Must constantly monitor internal and external competitive environments and adapt both goals and strategies to the changing realities. Performance standards must be identified and reviewed in order
to outperform competition (Johnson and Sholes, 1999; Picken and Dess, 1997).

- Criterion 5: Must have the potential to fit the particular circumstances of a higher education institution (Mintzberg: 1994).

- Criterion 6: Must assess whether the strategies were realised as well as the effectiveness of those strategies that were realised (Mintzberg: 1994).
CHAPTER 3

THE BALANCED SCORECARD AS AN APPROPRIATE STRATEGIC CONTROL MODEL

3.2 INTRODUCTION

In chapter 2 the criteria that a strategic control model should meet were deduced. In this chapter the balanced scorecard of Kaplan and Norton (1996a) is identified as the model that most closely meets the criteria. Each of the criteria is then discussed with a view to: (a) evaluating how closely the balanced scorecard meets each criteria; and (b) determining in what way the balanced scorecard could possibly be adapted to suit the particular circumstances of a higher education institution when implementing a strategy of empowerment. After a discussion of the balanced scorecard, the criteria as well as contributions from the literature are discussed individually.

3.3 THE BALANCED SCORECARD

Of the relevant secondary sources consulted in this study (Atkinson, Waterhouse and Wells, 1997; Johnson and Scholes, 1999; Kaplan and Norton, 1996(a); Kinlaw, 1995; McNamee, 1995; Mintzberg, 1994; Rowe et al. 1994; Simons, 1995), Kaplan and Norton’s (1996:9a) balanced scorecard (BSC) promised to most closely meet all the criteria identified in respect of a strategic control model. As this finding was of a hypothetical nature, the model still had to be tested in terms of the criteria.

The essence of Kaplan and Norton’s (1996) balanced scorecard is shown in Figure 3.1.
The scorecard consists of four perspectives. Additional perspectives are sometimes needed depending on the organisation’s circumstances and its strategy. Kaplan and Norton’s BSC is adaptable in the sense that it retains the emphasis on achieving financial objectives, but is also used by innovative organisations as a strategic management system. It has an organisation wide involvement in measuring performance over four areas, with consensus being reached on following related issues: financial, customer, internal business processes, and learning and growth. It can be utilised for the organisation's strategies as a whole, or it can be specifically aimed at any of the business units or departments. The BSC relates to the vision of the organisation, which leads to strategies being translated into goals, and action being taken to achieve the goals.
Kaplan and Norton (1996:10a) note that in order to manage strategy over the long term, innovative organisations use the BSC as a strategic management system. The measurement focus of the BSC is used to accomplish the following critical management processes:

- clarify and translate vision and strategy
- communicate and link strategic objectives and measures
- plan, set targets, and align strategic initiatives
- enhance strategic feedback and learning

### 3.2.1 Clarify and translate vision and strategy

The organisation’s mission and strategies are translated into specific strategic objectives in the areas of financial, customer, internal business processes, and learning and growth. Kaplan and Norton (1996:12a) note that the final linkage leads to investments in reskilling employees, in information technology, and in improved organisational procedures, which generate innovation and improvement for internal business processes, and for customers.

The use of the BSC creates consensus among the senior executives, since as a team project, everyone contributes to this shared model.

### 3.2.3 Communicate and link strategic objectives and measures

The BSC’s strategic objectives are communicated throughout the organisation by means of all the available communication channels, and signal to all employees the critical objectives to be accomplished in order to succeed in the strategy. This leads to everyone understanding and ‘buying’ into the long-term goals, and the strategy for reaching these goals.
3.2.3 Plan, set targets, and align strategic initiatives

As a driver of organisational change, the BSC operates efficiently, according to Kaplan and Norton. Target setting should be done for the BSC’s measures for three to five years ahead. If these targets are reached, the organisation will be transformed. The BSC supplies front-end motivation as well as focus and integration for continuous improvement, as the focus is on critical areas for the organisation’s success. The planning and target-setting management process, according to Kaplan and Norton (1996:14a), enables the organisation to:

- Quantify the long-term outcomes which are set as goals;
- Identify mechanisms and provide resources to reach those outcomes;
- Establish short-term milestones for the financial and non-financial measures on the BSC.

3.2.4 Enhance strategic feedback and learning

Kaplan and Norton (1996:15a) maintain that the BSC constitutes a strategic learning framework, and indicate that the BSC enables managers to monitor and adjust the implementation of strategies and make the necessary fundamental changes. A comparison of the desired performance goals with current levels of performance indicates the performance gap that strategic initiatives can be designed to close. Kaplan and Norton (1996:16a) explain that by establishing a vision and strategy which is communicated to all involved, and by aligning the actions and initiatives to achieve the strategic goals, a single-loop feedback process is achieved. Any deviations from planned results are not questioned, nor the methods used to reach the objectives. However, the original strategy might no longer be the best or valid under prevailing conditions. New strategies can emerge from capitalising on opportunities or countering threats which were not foreseen when the strategic plan was originally formed. Organisations must be in a position to be
able to do double-loop learning. This happens when managers question their underlying assumptions and see if the theory which they are following stays consistent with current evidence. It is taken for granted that the single-loop learning process is in operation at this stage. Feedback is also needed to be able to decide whether the planned strategy is still a viable and successful strategy. It may come to light that the quantitative relationship among the strategic measures on the BSC needs to be adjusted or, alternatively, the conclusion may be that a totally new strategy is needed. The viability and validity of the strategy will have been revealed by the BSC.

As a management system, the BSC thus enables an organisation to:

- get consensus about strategy;
- communicate strategy through the organisation;
- align departmental and personal goals to the strategy;
- link strategy objectives to long-term targets and yearly budgets;
- identify and align strategic initiatives;
- perform periodic and systematic strategic reviews, and
- receive feedback to learn about and improve strategy.

### 3.3 STRATEGIC CONTROL CRITERIA AND CONTRIBUTIONS FROM LITERATURE

The main contributions of various authors are summarised in Table 3.1. These contributions will be discussed in respect of each criterion for strategic control.
TABLE 3.1: Main contributions of various authors

<table>
<thead>
<tr>
<th>AUTHORS</th>
<th>ROWE ET AL.</th>
<th>JOHNSON AND Scholes</th>
<th>MINTZBERG</th>
<th>PIERCE AND Robinson</th>
<th>ATKINSON ET AL.</th>
<th>KAPLAN AND Norton</th>
<th>PICKEN AND DESS</th>
<th>McNAMEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying critical factors</td>
<td>Critical success factors</td>
<td>Emergent strategies</td>
<td>Premise controls</td>
<td>Stakeholders contribution</td>
<td>Critical success factors</td>
<td>Organisational culture</td>
<td>Corporate culture</td>
<td>Robust information systems</td>
</tr>
<tr>
<td>Real-time control</td>
<td>Configurations</td>
<td>Implementation controls</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisational culture</td>
<td>Co-ordinating mechanisms</td>
<td></td>
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</tbody>
</table>

3.3.1 **Criterion 1: Must concentrate on critical factors**

- **Critical Success Factors**

  Johnson and Scholes (1999:192) maintain that critical success factors are important in indicating the core competences needed by an organisation in order to support specific strategies. An empowerment strategy could be one such specific strategy. According to Johnson and Scholes (1999:192) critical success factors can be defined as “those components of strategy in which the organisation must excel to outperform competition”.

  Johnson and Scholes (1999:458) caution that the failure to translate statements of strategic purpose into an identification of those factors that are critical to achieving these objectives, can be a big deficiency of strategic implementation.

  Kaplan and Norton (1996:2) (a) in translating an organisation’s mission and strategy into measuring organisational performance, provide a framework for a strategic measurement and management system, and in so doing focus on the critical success factors of the specific organisation, and on specific strategies.

- **Other critical success factors that need to be taken into account when implementing a strategy** are the following:
Control of the chosen strategy itself which includes the following aspects: identifying critical factors, making a comparison between actual and desired performance, identifying abnormal causes, examining cost and benefits, taking the decision environment into account, taking corrective action (Rowe et al. 1994:499) and having an information system that provides information on a speedy ongoing basis, thus enabling real-time control.

The emergent strategy (Mintzberg, 1994:359), is the activity of assessing whether strategies were, in fact, realised, whether intended or not. Mintzberg (1994:359) indicates that while there is certainly the need to assess the performance of deliberate strategies, as well as the need to assess the degree of realisation of the strategies that were formally intended in the first place, it is also necessary to assess whether the strategy is being implemented as planned and whether the results produced are those that were intended. The emergent strategy must come into play at this stage, that is, the assessment of whether strategies were, in fact, realised, whether intended or not. The last activity must encompass the assessment of the performance of all the strategies. Strategic control must thus assess behaviour as well as performance. Mintzberg (1994:359) characterises strategic control as a two-step process. The first step requires the tracking of realised strategies, as patterns in streams of actions in order to consider the deliberate realisation of intended strategies as well as the emergence of unintended ones. The second step considers how effective the strategies that were actually realised were for the organisation. Strategies may fail, not only through being un成功fully implemented, but also through being successfully implemented and then proving inadequate. Likewise, strategies
can succeed even though they were not initially intended. This leaves two questions: was the intended strategy successfully realised, and did the strategy that was in fact realised, prove successful?

- Premise control (Pearce and Robinson, 1991:365) refers to planning premises as assumptions or predictions on which all strategy is based. Premise control checks whether the premises on which the strategy is based are still valid. The strategy may have to be changed if a premise is no longer valid, and the response time is important in order for an adjustment to be made. Premise control focuses on environmental and industrial factors. Pearce and Robinson (1991:366) refer to inflation, interest rates, and demographical/social changes as examples of environmental factors, noting that while they have a big influence over the success of an organisation’s strategy, the organisation has little control over them. Industry factors are made up of competitors, suppliers, product substitutes, and barriers to entry, and they affect the performance of organisations. Key areas or key aspects of the strategy should be identified and assigned to those in whose section/department they fall, so that those premises can be revisited and changes initiated.

- Implementation control evaluates whether the results associated with the actions that implement the strategy are such that the strategy should be altered. Pearce and Robinson (1991:368) note that narrow strategic projects are carried out that supply managers with feedback to determine if the total strategy is on course, and milestone reviews are undertaken which involve a
reassessment of the strategy to ascertain whether the organisation should continue or adjust its focus.

The above-mentioned strategic control aspects are also dealt with by Rowe et al. as well as the considerations that complements and adds to them. Those of Mintzberg (the emergent strategy) and Pearce and Robinson (premise and implementation control) are all incapsulated in the BSC of Kaplan and Norton.

3.3.2 **Criterion 2: Must be pro-active and ongoing**

The BSC process is ongoing in the sense that a single-loop feedback process is achieved. It is also pro-active in that when applying the double-loop feedback, new strategies and threats are identified. The viability and validity of the strategy is questioned and confirmed through feedback.

A robust management information system is one of the key control elements advocated by McNamee (1995:1) and the importance of adaptive, real–time control (Rowe et al.1994:507) support this statement.

3.3.3 **Criterion 3: Must allow for supportive culture and partnerships between people**

Applicable organisational culture as dealt with by Picken and Dess (1997: 43), McNamee (1995:1) and Rowe et al. (1994:474) as a pre-requisite for the development of an effective system of strategic controls has been discussed in Chapter 2, section 2.5.3. The BSC’s success is dependent on the involvement and participation of all stakeholders internal and
external to the organisation. It therefore allows for obtaining support and co-operation among employees.

3.3.4 Criterion 4: Must constantly monitor internal and external competitive environment and adapt accordingly

Although Atkinson et al. (1997:26) agree with the integrated model of strategic performance measurement realised in Kaplan and Norton’s BSC, which links performance management to strategic planning so that performance measurement can serve the process of organisational control, they believe that this model is incomplete. They motivate their conclusion by indicating that the following aspects are not addressed:

- The contributions that employees and suppliers make to help the company achieve its objectives.

- The role of the community in defining the environment within which the company works.

- Management should assess stakeholders’ contribution to the company’s primary and secondary goals, and stakeholders should be in the position to assess whether the organisation is capable of fulfilling its obligations to the stakeholder on a continuous basis.

Atkinson et al. (1997:26-27) believe that employees and suppliers should be taken into consideration and allowed to define the contributions that they make since they work within the environment defined by the external stakeholders. They must co-operate to plan, design, implement, and operate the processes that make and deliver the firm’s products to its customers. Employees and suppliers are important because they help the
firm achieve its primary objectives by giving it what it needs to pursue the strategy designed to achieve its primary objectives.

In facing intense competitive pressures, successful companies hire, train, and empower employees to use information and skills so that the organisation is more knowledgeable and responsive to pressure for change. When employees clearly understand the firm’s primary and secondary objectives, they can let their decisions reflect these objectives.

In addition, the firm must take note of the role of the community and acknowledge that the community is an environmental stakeholder who defines the organisation’s external environment which, in turn, defines the critical elements of its competitive strategy. The community will ensure that the firm meets its legal obligations and social expectations. The community also evaluates how well the strategy has met stated objectives. Communities are thus important because they help the organisation achieve its primary objectives by giving it what it needs to pursue the strategy designed to achieve its primary objectives.

Atkinson et al. (1997:30) support the BSC in principal since they believe that a performance measurement model should be in place. They call on management to assess stakeholders’ contributions to the organisation’s primary and secondary goals. In order to do this, the firm must evaluate whether it is receiving the expected contributions from employees and suppliers. It is further indicated that with the aid of performance management, stakeholders can assess the capability of the organisation to fulfil its obligations to them.

Atkinson et al’s viewpoint is of particular importance for the purpose of this study. A South African higher education institution is very dependent on government funding. It therefore
has an obligation to satisfy important external stakeholders, such as the government, taxpayers and other members of the community. It can, however, be argued that the BSC is not a rigid and prescriptive model. Kaplan and Norton (1996)(a) demonstrate its adaptability by citing various examples where adjustments were made to suit particular circumstances.

3.3.5 **Criterion 5: Must have the potential of fitting the particular circumstances of a higher education institution**

In section 3.3.4 it was argued that the balanced scorecard can be adapted to suit particular circumstances. In Chapter 2, section 2.6.4, a higher education institution was identified as having the characteristics of a professional as well as an innovative organisation (adhocracy).

For each of these configurations there is a suitable co-ordinating mechanism: for the professional organisation it is the standardisation of skills and for the innovative configuration it is the mutual adjustment co-ordinating mechanism (Mintzberg et. al. 1995:352).

Since the implementation of a balanced scorecard calls for a participative process, it is argued that sufficient attention to the standardisation of skills and mutual adjustment throughout the educational institution is possible.

3.3.6 **Criterion 6: Must assess whether strategies were realised as well as the effectiveness of the strategies that were actually realised**

The assessment of whether strategies were realised as well as the consideration of how effective these strategies were for the organisation (Mintzberg, 1994:359), have been
discussed in section 3.3.1. These strategic control aspects are encapsulated in Kaplan and Norton’s BSC where the implementation of the strategy is monitored and adjusted using the single-loop feedback process, and the viability and validity of the strategy is questioned, and if necessary improved, using the double-loop feedback process.

Since implementing a strategy of empowerment can be seen as a specific strategy, it is argued that the BSC is capable of assessing whether a strategy of empowerment is realised as well as assessing the effectiveness of this strategy when it is realised.

3.4 CONCLUSION

The BSC of Kaplan and Norton (1996)(a) was identified as the model that most closely meets the strategic control criteria. Each of the criteria was discussed with a view to: (a) evaluating how closely the BSC met each criteria; and (b) determining in what way the BSC could be adapted to suit the particular circumstances of a higher education institution when implementing a strategy of empowerment. After a discussion of the balanced scorecard, the criteria and contributions from the literature were discussed one by one.

From the above discussion, it is concluded that Kaplan and Norton’s BSC gives a sufficiently balanced and encompassing view of strategic control factors, and that it can be adapted to suit the particular circumstances of a higher education institution when implementing a strategy of empowerment.
CHAPTER 4

PLANNING AND ADMINISTRATION OF THE EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

The main problem being researched in this study is the question of what would be the nature of a strategic control model when implementing an empowerment strategy in a selected higher education institution. In carrying out the empirical investigation, it was decided to limit the respondents to a certain section of senior management (excluding the Rectorate), that is, those managers responsible for implementation of strategies.

A literature study was conducted to establish the answer to the first and second sub-problems: according to existing literature, what requirements should a strategic control model meet in order to successfully implement an empowerment strategy; and how can an existing control model, that is, the BSC, be evaluated for application by the selected institution? The empirical study aimed to help create an understanding of practical issues experienced within the selected higher education institution and resolve the third sub-problem: how do managers at the selected institution experience empowerment and to what degree do they comply with the strategic control and empowerment practices identified in this study. The manner in which this sub-problem was addressed is discussed in this chapter.

This chapter first provides information on the strategic management environment of the selected education institution. Detailed information on the strategic management of the selected institution was considered important since this study is aimed at finding an effective control mechanism for one strategy – that of empowerment. It is also considered
important to more closely consider the particular circumstances of the selected institution. The chapter then describes the research design, the methodology used by the researcher and the theoretical basis for conducting this type of research. After discussing the research methodology in general and the reasons for choosing a particular method for this study, attention will be given to questionnaire construction and administration.

4.2 BACKGROUND INFORMATION AND STRATEGIC MANAGEMENT
ENVIRONMENT OF THE SELECTED INSTITUTION

The strategic aspects that influence and play a role in the strategic environment of PE Technikon are discussed. The information in this section is based on unpublished internal documents of the PE Technikon (Prospectus, PE Technikon Web-page, Intranet: PE Technikon Policies and Procedures: Section 5.8 Strategic Management Approach as a Managerial approach for the Technikon.)

4.2.2 Vision

The PE Technikon’s vision is to be the First Choice Technological University in Southern Africa. To achieve this vision it is stated that the PE Technikon must have:

- competent and dedicated staff within an appropriate infrastructure providing excellence through proactive and responsive service to all stakeholders;

- a stable learning environment;

- a supportive environment for its students;

- inclusive and united student and staff communities;

- valued and sought after graduates;

- financial strength, and

- a sense of ownership by and accountability to the broader community.
As stated in the unpublished documents, attaining their vision will enable the PE Technikon to:

- Be leaders in technology and education;
- Be a significant player in the growth and development of its own region;
- Effectively service the diverse needs of its different stakeholders;
- Provide dynamic, internationally recognised market related products to its clients.

4.2.2 Mission

The mission of the PE Technikon is to develop career competencies and to apply and extend knowledge in order to

- provide optimal career orientated learning opportunities to meet the professional and technological needs of Southern Africa,
- deliver graduates with the necessary technological, management, entrepreneurial and social skills to solve problems and implement innovative ideas in their chosen fields,
- promote solution-centred research and to advance knowledge and scholarship in collaboration with all stakeholders in the service of the community, commerce and industry.

The PE Technikon fosters superior expertise through the application of advanced technology and a sophisticated infrastructure. It is committed to the ongoing development of its staff and student community through comprehensive educational and technological support systems. It develops competent and dedicated staff and students who are both innovative and entrepreneurial and able to contribute to the transformation of society and the development of the economy.
4.2.3 Value statement

The value statement of the PE Technikon is as follows:

In striving towards the realisation of its vision, the P E Technikon recognises the value of its staff and students and is committed to promoting and recognising

- the rights and dignity of the individual,
- personal integrity and empowerment,
- professionalism and excellence,
- cultural diversity,
- mutual respect.

The PE Technikon is dedicated to meeting the high-level human resources needs of Southern Africa and to serving all its stakeholders. To this end it strives to

- render quality products and services,
- be reliable,
- be fair,
- redress imbalances.

In striving to become a leading learning organisation the PE Technikon encourages

- initiative, teamwork and synergy,
- commitment to a shared vision and goals,
- transparent and empowered decision-making at all levels,
- open communication,
- innovation and constructive change.

As the PE Technikon is ultimately judged by its performance, it binds itself to
• high ethical standards,
• excellence,
• stakeholder fulfilment.

Although no evidence of an explicitly stated empowerment strategy could be found in the internal documents, the strategic intent as expressed in the vision, mission and value statements implies such a strategy as self-evident.

4.2.4 Legislation and management approach

There are different issues that have a major effect on institutional activities. These include education and labour legislation, as well as the management approach which is present in the organisation:

• When the issue of managerial autonomy of organisational units (e.g. Technikon faculties) is raised, the discussion usually centres around who decides on what. The strategic management unit (SMU) approach applicable to PE Technikon, is a model that provides a framework for systematic decentralisation of authority if the organisation wants to promote the autonomy of units. While in one sense this institution’s structure looks hierarchical from the outside, the researcher argues that there is a strong devolution of power and functions.

• The South African higher education environment has been changing rapidly, with more stringent regulations coming into play, enforcing more institutional controls. Even though the institution is thus decentralised in certain terms, regulating and funding bodies hold the Technikon accountable, not the individual faculty or faculty member.
• The Higher Education Act (No. 101 of 1997) is one important law which applies to higher education. A Council on Higher Education, consisting of representatives of higher education and others to advise the Minister of Education on any aspect of higher education, is established by the Act. The PE Technikon is an autonomous, tertiary educational institution which is thus administered in terms of this Act, and is largely subsidised by the state.

With regard to accountability, for instance, section 41 of the Act indicates that it is expected from institutions to provide information in terms of the Public Entities Act. In terms of section 41 the council of a public higher institution must inter alia keep complete accounting records of all assets, liabilities, income and expenses and any other financial transactions of its substructures and of other bodies operating under its auspices.

• It is intended that higher education institutions should enjoy autonomy and academic freedom in their relationship with the state, while acknowledging the need for public accountability. The internal governance structures, such as the council and the institutional forum, must be representative of all stakeholders and should operate in an open and democratic manner. The Technikon may draw up its own institutional statute and rules although the statute has to be approved by the Minister and tabled in Parliament.

• The Labour Relations Act, which came into operation on 11 November 1996, provides for collective bargaining and dispute resolution. The primary structures for collective bargaining are bargaining councils and statutory councils. Both types of councils are
established by registered trade unions and employers’ organisations and make centralised bargaining possible.

- The Basic Conditions of Employment Act (75 of 1997) allow for greater flexibility and aims at ensuring the health, safety end well-being of all employees.

- The Employment Equity Act (55 of 1998) has the aim of eliminating discrimination in the workplace. Affirmative action measures required include measures to identify and eliminate employment barriers, measures to further diversity in the workplace making reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities, and measures to ensure the equitable representation, retention and development of suitably qualified persons from designated groups.

- The Skills Development Act of 1998 aims to develop the skills of the total workforce, to improve prospects of work, to improve productivity, to increase levels of investment in training and education and to improve the quality of life of employees.

- The South African Qualifications Authority Act (1995) establishes the South African Qualifications Authority (SAQA) to oversee the implementation of the integrated National Qualifications Framework (NQF), which includes Technikon qualifications.

- A management style marked by democratic participatory decision making, delegation of power, open communication, transparency and accountability is subscribed by the PE Technikon.
The Council of the PE Technikon’s delegation document delegates certain aspects of decision-making to different levels of authority. In terms of financial matters, for instance, certain final decision-making power is maintained by Council, while other matters are delegated to the Rectorate, the Chief Director (Finance and Services), a particular Dean or Director for example, approval of expenses within approved budgets of Faculty/Bureau/Administrative departments), or the Research Committee (approval of financial grants, research/study travel bursaries).

It is apparent from the above that empowerment, if not explicitly stated internally as a strategy, is expressed in the vision, mission and value statements and the delegation document is an indication that certain facets of empowerment are present. It is also to a certain degree an externally enforced choice as evidenced by the legislation.

4.3 RESEARCH DESIGN

Allison, O’Sullivan, Owen, Rice, Rothwell and Saunders (1996:4) define research as a systematic enquiry that is reported in a form that allows the research methods and outcomes to be accessible to others. They note that research is concerned with seeking solutions to problems or answers to questions. With this in mind, the research design for this study was broken down into a main problem, with four sub problems. The main problem is:

What would be an appropriate strategic control model when implementing an empowerment strategy in a selected higher education institution?

Following on from the main problem, four sub problems were identified to assist with the solution to the main problem, namely:
• According to existing literature, what requirements should a strategic control model meet in order to successfully implement an empowerment strategy?

• How can an appropriate strategic control model be identified, and evaluated or developed for the selected institution?

• How do managers at the selected institution experience empowerment and to what degree do they comply with effective strategic control and empowerment practices?

• What guidelines can be formulated to ensure effective control when implementing an empowerment strategy at the selected institution in future?

The procedure used to solve the main problem and the first three sub problems, was as follows:

• A literature study was undertaken to identify the requirements that a strategic control model should meet in order to successfully implement an empowerment strategy (reported in Chapter 2).

• The literature study was continued in order to evaluate the balanced scorecard as an appropriate strategic control model for the selected higher educational institution. Chapter Three reported on the outcome of this exercise.
• In order to resolve sub-problem three, namely - “How do managers at the selected institution experience empowerment and to what degree do they comply with effective strategic control and empowerment practices?” - a questionnaire was developed and circulated to managers in the selected institution. Chapter 5 covers the outcome of this empirical survey.

The last sub-problem - What guidelines can be formulated to ensure effective control when implementing an empowerment strategy at the selected institution in future? – will be dealt with in Chapter 6.

4.4 EMPIRICAL STUDY METHODOLOGY

The empirical study was conducted by delivering the developed questionnaire personally to the managers indicated in Figure 4.1, and receiving it back by internal mail. The results of the questionnaire were then statistically analysed. The process followed during the empirical study is set out below.

4.4.1 The questionnaire

The questionnaire is a common instrument for observing data beyond the physical reach of the observer (Leedy, 1997: 191). The advantages of using the questionnaire, according to Kerlinger (1986: 442), as an instrument for gathering data are as follows:

• It is normally the cheapest method, especially if potential respondents are geographically dispersed.

• Respondents feel that this method is more anonymous than an interview.

• It gives respondents enough time to think about questions.
• The information provided to the respondents is the same in all cases, since the questionnaire is the only means of communication between the researcher and the respondents.

• Information can be obtained from many respondents speedily.

• Questionnaires are usually highly structured with a few open-ended questions.

These aspects make the questionnaire relatively easy to prepare for data capture on a computer. However, Kerlinger (1986:442) also notes that there are certain disadvantages to this method:

• A low response rate is considered to be a big disadvantage of this method. Respondents who do not react on the questionnaire may have definite opinions on the subject under investigation. Bias may also be introduced into the data by a poor response rate.

• Other than for the open-ended section where remarks are obtained from the respondents, they are not able to qualify their answers, or discuss them with the researcher.

• Negative attitudes towards questionnaires may result in the questionnaires not being completed.

• The researcher has no control or knowledge of the correctness of the manner in which the respondents completed the questionnaires: some respondents could have purposefully completed the questionnaires incorrectly.
The questionnaire (see Annexure A) was developed taking the main and the sub-problems into consideration. The questions were selected to address the requirements that a strategic control model should meet in order to successfully implement an empowerment strategy, as well as how managers at the selected institution experience empowerment and to what degree they comply with effective strategic control and empowerment practices. The questionnaire was developed as follows:

**Types of questions used:** Alreck and Settle (1985:119) state that there are two basic formats for survey questions: unstructured and structured. Unstructured questions are sometimes called “open-ended” questions because respondents can give a personal response to the questions: no alternative answers are listed for the respondent to choose from. Unstructured questions often do not indicate clearly the dimensions along which respondents are supposed to respond. According to Behr (1988:157), respondents can state their case freely in the open-ended section of the questionnaire and this evokes fuller and richer responses than the closed questions. Structured survey items ask a question and then list the alternative answers the respondent must choose from. Both structured and unstructured questions were used in the questionnaire developed for the empirical study.

The questionnaire was divided into two parts. Section A was made up of an introduction containing the purpose of the questionnaire, the fact that the questionnaire would take less than 10 minutes to complete, outlining the target group, an offer to make a summary of the study available to respondents if so desired, the fact that all information would be treated as strictly confidential, the objective of the researcher, a definition with regard to both strategic control and empowerment, as well as biographical questions that offered choices for the respondent to tick.
Section B was made up of closed questions requiring respondents to record the degree to which they concurred with certain statements, as well as a section where the respondents were asked to supply any additional information they wished to comment on with regard to empowerment and/or strategic control at PE Technikon.

Behr (1988:158) states that the most commonly used form of attitude scale where the respondent chooses a point on a scale that best represents his/her view, is that devised by R. Likert. In this section a six point Likert–type scale was used. Scoring for the scale is as follows; 0 indicates uncertainty, do not know, do not understand, 1 strong disagreement, 2 disagreement, 3 neutral, 4 agreement, and 5 strong agreement.

**Wording of questions:** Thomas (1996:121) states that questions should not lead respondents who do not have clear views of their own on a particular issue. Grammar should be simple and the aspects that respondents have to keep in mind should be limited in order for them to understand the question. Specific terms should be used in preference to abstract ones, ensuring a clear understanding of the question by the respondent, that is, the questions should be easy for the respondent to answer.

**Length of questionnaire:** A questionnaire should not be long and complicated (Thomas, 1996:121). More pages with a clear and user-friendly layout are better than fewer pages with a cramped and forbidding layout.

The above principles were followed when drawing up the questionnaire for this study. In addition, the draft questionnaire was tested in a pilot study.
4.4.2 Construction of questionnaire

In constructing the questionnaire a list of basic empowerment concepts and the strategic control criterion identified in Chapter 2 were used as a basis for consideration (Annexure B).

4.4.3 The statement schedule

The aspects which were addressed in each statement are reflected in Table 4.1.

TABLE 4.1: Statement schedule

<table>
<thead>
<tr>
<th>Question</th>
<th>Evaluation aspect</th>
<th>Criteria: Strategic Control or Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Managers’ perspective of the reality</td>
<td><strong>Strategic control</strong>: Allowing for supportive culture and empowerment partnership between people.</td>
</tr>
<tr>
<td>2</td>
<td>Managers’ perspective of their requirements</td>
<td><strong>Empowerment</strong>: Empowerment of organisational units. <strong>Strategic control</strong>: Extent to which the organisational design should be centralised or devolved</td>
</tr>
<tr>
<td>3</td>
<td>Managers’ perspective of their requirements</td>
<td><strong>Empowerment</strong>: Empowerment as an effective means of addressing changes.</td>
</tr>
<tr>
<td>4</td>
<td>Manager’s opinion</td>
<td><strong>Control</strong>: Necessity of special control measures in an empowered environment.</td>
</tr>
<tr>
<td>5</td>
<td>Managers’ perspective of their requirements</td>
<td><strong>Strategic control</strong>: Extent to which the organisational design should be centralised or devolved</td>
</tr>
<tr>
<td>6</td>
<td>Managers’ implementation</td>
<td><strong>Control</strong>: Implementation of special control measures to ensure successful empowerment.</td>
</tr>
<tr>
<td>7</td>
<td>Managers’ perspective of the reality</td>
<td><strong>Control</strong>: Adequate staff effectively control the financial responsibility.</td>
</tr>
<tr>
<td>8</td>
<td>Managers’ perspective of the reality</td>
<td><strong>Empowerment</strong>: Sufficient authority delegated.</td>
</tr>
<tr>
<td>9</td>
<td>Managers’ perspective of the reality</td>
<td><strong>Empowerment</strong>: Training and development in respect of competencies in specific skills</td>
</tr>
<tr>
<td>10</td>
<td>Managers’ perspective of the reality</td>
<td><strong>Empowerment</strong>: System whereby personal achievements are acknowledged.</td>
</tr>
<tr>
<td>11</td>
<td>Managers’ perspective of the reality</td>
<td>Empowerment: Efficiency standards on account of staff empowerment.</td>
</tr>
<tr>
<td>12</td>
<td>Managers’ perspective of the reality</td>
<td>Empowerment and control: Measurable performances to monitor personal achievement.</td>
</tr>
<tr>
<td>13</td>
<td>Managers’ perspective of the reality</td>
<td>Empowerment: Recognition of each staff member’s contribution.</td>
</tr>
<tr>
<td>14</td>
<td>Managers’ perspective of the reality</td>
<td>Strategic control: Monitor the factors that are critical for successful implementation of strategies.</td>
</tr>
<tr>
<td>15</td>
<td>Managers’ perspective of the reality</td>
<td>Strategic control: Expert assistance needed for developing an effective strategic control system.</td>
</tr>
<tr>
<td>16</td>
<td>Managers’ perspective of the reality</td>
<td>Empowerment: More opportunity for staff empowerment should be created.</td>
</tr>
<tr>
<td>17</td>
<td>Managers’ perspective of the reality</td>
<td>Empowerment: Individuals are able to operate independently.</td>
</tr>
</tbody>
</table>

### 4.4.4 Pilot study

According to Bell (1996:84) a questionnaire should be piloted to test how long it takes to complete, to ensure that all the instructions and questions are clear, and should be tried out on a group similar to the one that will form the population. The responses of the people involved in the piloting of the questionnaire enables the researcher to try to avoid the subjects in the main study experiencing any difficulties in completing the questionnaire.

Prior to conducting the pilot study, the questionnaire was checked by the supervisor of this study, and the necessary adjustments were made. Bell (1996:84) notes that although the questionnaire should ideally be tested on a group similar to the one that will form the population of the study, if pressed for time the questionnaire should be given a trial run, even with fewer people, or a group dissimilar to the one that will form the actual population. Due to time constraints, and after the supervisor had given his input, the questionnaire was presented to a Dean, an Academic Director and an Administrative Director at the PE Technikon, a small group representing those who later formed the
actual population. Certain recommendations were made by these individuals and the necessary adjustments were made. The results of the pilot survey were not included in the final survey results.

4.4.5 Distribution and return of questionnaires

Bell (1996:85) states that better co-operation is accomplished if questionnaires are personally administered to respondents.

For purposes of this study, questionnaires were delivered personally to the subjects, and in order to maintain anonymity, it was arranged that they could be sent back via internal mail.

4.4.6 Administering the questionnaire

The questionnaires were delivered personally on 30 November 2000. A verbal agreement was made with each respondent that the cut-off date for the return of the completed questionnaires was 5 December 2000.

4.4.7 The research population

It was decided that the applicable target group for this research would be the middle managers consisting of the Deans of Faculties (including Campus Director: George and the Dean of Students), and Directors of Academic and Administrative Departments (Figure 4.1). Due to the size of this population (23) it was decided to use the total middle management population and not a sample. Table 4.2 shows the numbers involved in different positions.
**TABLE 4.2: Size of population**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>SIZE OF POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deans</td>
<td>10</td>
</tr>
<tr>
<td>Administrative Directors</td>
<td>10</td>
</tr>
<tr>
<td>Academic Directors</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>
FIGURE 4.1 Organogram indicating the reporting lines of applicable positions used in survey
4.4.8 The validity and reliability of the questionnaire used in the study

According to Leedy (1997:32) validity and reliability are terms used in connection with measuring instruments. The integrity of the research is based on the validity and reliability of the findings and, as such, it is important that the study should meet these demands. A brief discussion of the concepts will follow with an explanation of their relationship to the study conducted.

4.4.8.1 Validity

Validity is concerned with the soundness and effectiveness of the measuring instrument (Leedy, 1997:32). Does it measure what it is intended to measure or not, and how accurate is that measure? In the case of this study, does the questionnaire measure what it was intended to measure?

Leedy (1997:33) states that there are several types of validity. These are:

- **Face validity**: This refers to a subjective validity where the questions are scrutinised to establish their relation to the subject under discussion. Face validity refers to whether the questions seem appropriate.

- **Criterion validity**: This is where validity is determined by relating a performance measure to another measure that may be set as a standard against which to measure results.

- **Content validity**: This is related to face validity and occurs when the accuracy of the instrument measuring the factors of concern to the study is gauged.

- **Construct validity**: This is the degree to which the content of the study is measured by the questionnaire: in this case, “What constitutes an effective work team”.

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• Internal validity: This is the attempt at freedom from bias when formulating conclusions based on the data received.

• External validity: This is the degree to which the conclusions reached in the study may be generalised.

In this study, face validity, content validity and construct validity were used. In using the afore-mentioned validation methods the opinions of knowledgeable people were considered in the form of a pilot study. The pilot study was conducted using people representative of the target population who are knowledgeable on the subject, after the guidance of the supervisor was sought.

The method used to calculate the statistics was a computer spreadsheet programme application called “Statistica”.

4.4.8.2 Reliability

According to Leedy (1997:35) reliability is seen as the consistency with which the measuring instrument performs. This means that apart from delivering accurate results, the measuring instrument must deliver similar results consistently. In the study under consideration, a pilot survey was conducted on colleagues of a similar profile to the recipients of the questionnaire. The aim of the pilot study was to ensure that all questions were understandable and relevant.

4.5 CONCLUSION

In this chapter the strategic management environment of the selected institution, the research design, the methodology used as well as the questionnaire construction and
administration have been presented and discussed. In chapter five the results obtained from the empirical study are presented and analysed.
CHAPTER 5

INTERPRETATION OF THE EMPIRICAL DATA

5.1 INTRODUCTION

This chapter presents the results of the empirical study conducted at PE Technikon.

The results of the empirical study were analysed in order to deduce the amount of agreement or disagreement with the guidelines following the literature study that have been formulated to ensure effective control when implementing an empowerment strategy. A statistician performed the appropriate statistical calculations.

5.4 STATISTICAL RESULTS OBTAINED PER QUESTION

The following calculation was performed on the respondents’ evaluations for each question:

- **Standard deviation**
  
  This measure describes how large the measure of dispersion is relative to the mean of the observations. A relative standard deviation close to zero indicates low variability and tight clustering of observations about the average (Wegner, 1998:92). This can be interpreted as indicating consensus between the respondents regarding the specific concept being rated.

5.5 THE RESEARCH RESPONSE

Because the cut-off date of 5 December was declared a public holiday, and only 10 questionnaires had been received by 4 December, a new appointment was made with the
statistician for 7 December. A further 10 questionnaires were received by the morning of 7 December and this gave a response rate of 86%.

**TABLE 5.1: Summary of data collection procedure**

<table>
<thead>
<tr>
<th>Number of questionnaires delivered on 30th November 2000</th>
<th>Date received</th>
<th>Number of questionnaires returned</th>
<th>Percentage</th>
<th>Total percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 December 2000</td>
<td>10</td>
<td>43.48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 December 2000</td>
<td>10</td>
<td>43.48</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>20</td>
<td></td>
<td>86.96</td>
</tr>
</tbody>
</table>

The final response rate was 86.96%, which is considered a good response.

**TABLE 5.2: Response by respondents**

<table>
<thead>
<tr>
<th></th>
<th>Number of questionnaires delivered to the various positions</th>
<th>Number of questionnaires received back from the various positions</th>
<th>Response frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>10</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Academic Director</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Administrative Director</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
</tbody>
</table>

One of the three outstanding questionnaires was received from an Administrative Director on the afternoon of 7 December, after the statistical calculations had already been performed by the statistician, and could therefore not be taken into consideration.

The results of section A of the questionnaire follow in section 5.3 below.
5.4 RESULTS OF BIOGRAPHICAL DATA IN SECTION A OF THE QUESTIONNAIRE

Section A of the questionnaire required the respondents to supply general information regarding themselves and the positions they hold in the organisation. This information is classed as ‘independent variables’ or ‘biographical details’ and is used to facilitate comparisons with the dependent variables covered in section B of the questionnaire.

The results for section A of the questionnaire are provided in Tables 5.3 to 5.6. A brief discussion of the data is provided following each table.

**TABLE 5.3: Position of respondents**

<table>
<thead>
<tr>
<th>Position of respondents</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>Academic Director</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Administrative Director</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From Table 5.3 it can be seen that Deans accounted for 45% of the respondents, Administrative Directors 40% and Academic Directors 15%. This is in line with the population of the target group of which the Deans and the Administrative Directors both form 43.47%, and the Academic Directors 13.04%.
### TABLE 5.4: Gender of respondents

<table>
<thead>
<tr>
<th>Gender indicated</th>
<th>Response frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>95.0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Gender not indicated</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the respondents 95.0% were males and 1% did not indicate their gender.

Since the total population of the target group is 23 which includes one female, this could either indicate that only males responded timeously or that the one questionnaire on which the gender was not indicated was that of a female.

### TABLE 5.5: Respondents by home language

<table>
<thead>
<tr>
<th>Home Language</th>
<th>Response Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xhosa</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The home language of 65.0% of the respondents is Afrikaans, 30.0% English and 5% Xhosa.
TABLE 5.6: Qualifications of respondents

<table>
<thead>
<tr>
<th>Highest education qualification</th>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M+3</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>M+4</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>M+5</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>M+6</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From Table 5.6 it can be seen that 10 % of the respondents had an M+3 qualification, 25 % an M+4, 15 % an M+5, and 50 % an M+6 qualification.

5.5 ANALYSIS OF RESULTS OF SECTION B OF THE QUESTIONNAIRE

The questions in section B of the questionnaire were designed to measure the degree to which the concepts of empowerment and strategic control, and the reality which exists at PE Technikon concur, from the managers’ perspective.

The calculations performed on the respondents’ evaluations for each question, with regard to standard deviation are indicated on Annexure C:

5.5.1 "I experience the role of the Rectorate as that of master planner prescribing our strategies in detail."
Table 5.7

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

Table 5.7 indicates a dispersion of responses, and taking all the responses into consideration there was disagreement with the statement. Three respondents agreed with the statement, while five remained neutral. Eight respondents disagreed and 4 respondents disagreed strongly (a total of 60%). Referring to Annexure C, it can be seen that this statement recorded a high standard deviation (1.15).

The inference from Table 5.7 is that the perspective of the majority of respondents (60%) was that strategic control was applied in such a manner that it allowed for a supportive culture and empowerment partnerships between employers. In this statement none of the respondents chose criterion 0, and it is thus omitted in Table 5.7. This method was followed in all of the statements; only the criteria which were selected in the specific statements were indicated in the respective tables.

5.5.2 “I see as the ideal a situation where the Rectorate determines broad strategic direction and the organisational units are empowered to produce and
control their business or strategic plans on their own for approval by the Rectorate.”

**Table 5.8**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.8 indicates that apart from two respondents who remained neutral and two respondents who disagreed, there was a strong agreement with the statement: 8 respondents agreed and 8 respondents strongly agreed. The inference from Table 5.8 is that with regard to strategic control, it was the opinion of 80% of the managers that organisational design should be devolved, and with regard to empowerment, that organisational units should be empowered.

5.5.3 “I consider staff empowerment as an effective means of addressing changes within the institution and its environment.”

**Table 5.9**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 5.9 indicates that there was a strong agreement with the statement. The inference from Table 5.9 is that with regard to empowerment, 90% of the managers believed that empowerment was an effective means of addressing changes within the institution and its environment.

5.5.4 “I believe that special control measures are essential to make a success of staff empowerment.”

**Table 5.10**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.10 indicates that the majority of the respondents either agreed (12) or strongly agreed (5) with the statement, while 3 respondents remained neutral. Referring to Annexure C, it can be seen that this statement recorded the lowest standard deviation of all the statements (0.64). This can be interpreted as indicating consensus between the respondents regarding the specific concept being rated. The inference from Table 5.10 is that with regard to control measures, it was the opinion of 85% of the managers that special control measures were a necessity in an empowered environment.

5.5.5. “In respect of the accountability of the Rectorate to Council regarding financial matters I see as the ideal situation the Rectorate merely acting as the financial
controller, allocating funds and appraising performance in this regard.”

**Table 5.11**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.11 indicates that while 5 respondents disagreed with the statement and 2 respondents remained neutral, 12 respondents agreed with the statement while 1 respondent agreed strongly. The inference from Table 5.11 is that with regard to strategic control, it was the requirement of 65% of the managers that the organisational design should be devolved.

5.5.6 “I am already using special control measures to ensure successful empowerment.”

**Table 5.12**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.12 indicates that while only 2 of the respondents disagreed and 6 remained neutral, 12 of the respondents agreed with the statement.
The following breakdown indicates the spread of opinions between Deans/Academic Directors and Administrative Directors.

<table>
<thead>
<tr>
<th></th>
<th>Criterion no. 2</th>
<th>Criterion no. 3</th>
<th>Criterion no. 4</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin. Dir.</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Dean</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Acad. Dir.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>All Grps</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

Among the Administrative Directors one respondent disagreed with the statement, one remained neutral and six reported that they were already using special control measures to ensure successful empowerment. Among the Academic Directors one respondent disagreed with the statement, one remained neutral and one respondent reported that he was already using special control measures to ensure successful empowerment. Among the Deans four respondents remained neutral while five respondents reported that they were already using special control measures to ensure successful empowerment. The inference from Table 5.12 is that with regard to control measures, 60% of the managers implemented special controls to ensure successful empowerment.

5.5.7 “I do not have enough staff to effectively control the financial responsibility within my unit.”
Table 5.13

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.13 indicates a dispersion of responses, and taking all the responses into consideration, there was disagreement with the statement. Referring to Annexure C, it can be seen that this statement recorded the highest standard deviation of all the statements (1.29). This can be interpreted as an indication that a large degree of disagreement exists between the respondents regarding the specific concept being rated. A total of fourteen respondents were of the opinion that they had enough staff to effectively control the financial responsibility within their respective units, while five respondents felt that they did not have enough staff. One respondent indicated that he/she was uncertain/did not know/did not understand the statement.

The following breakdown indicates the spread of opinion between Deans/Academic Directors and Administrative Directors.

<table>
<thead>
<tr>
<th></th>
<th>Criterion no. 0</th>
<th>Criterion no. 1</th>
<th>Criterion no. 2</th>
<th>Criterion no. 3</th>
<th>Criterion no. 4</th>
<th>Criterion no. 5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN. D</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>DEANS</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>ACAD. D</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

cvi
Among the Administrative Directors a total of five were of the opinion that they had enough staff to effectively control the financial responsibility within their respective units, while two respondents felt that they did not have enough staff. Among the Deans a total of six were of the opinion that they had enough staff to effectively control the financial responsibility within their respective units, while three respondents felt that they did not. All three of the Academic Directors were of the opinion that they had enough staff to effectively control the financial responsibility within their respective units.

The inference from Table 5.13 is that with regard to control measures, it was the perspective of the majority of respondents (70%) that they had adequate staff to effectively control the financial responsibility within their units.

5.5.8 “My staff have sufficient authority delegated to them to enable them to make decisions.”

**Table 5.14**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5.14 indicates that fifteen respondents were of the opinion that their staff had sufficient authority delegated to them to enable them to make decisions,
while three respondents disagreed and one respondent was uncertain/did not know/did not understand the statement. The inference from Table 5.14 is that with regard to empowerment, it is the perspective of the majority of respondents (75%) that their staff had sufficient authority delegated to them to enable them to make decisions.

5.5.9 “Newly appointed or promoted staff members should receive more training and development in respect of competencies in specific skills than is the case at the moment.”

<table>
<thead>
<tr>
<th>Table 5.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion (item no.)</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>Missing</td>
</tr>
</tbody>
</table>

Table 5.15 indicates that while three of the respondents remained neutral with regard to this statement, the remainder all agreed with the statement. The inference from Table 5.15 is that with regard to empowerment, it was the perspective of the majority of respondents (85%) that newly appointed or promoted staff members should receive more training and development in respect of competencies in specific skills than was the case at the time.

5.5.10 “A need still exists for a system whereby personal achievements are acknowledged and which serves as a motivational factor on a continuous basis.”
Table 5.16

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.16 indicates that all the respondents agreed with the statement. Referring to Annexure C, it can be seen that this statement recorded the lowest standard deviation close to zero (0.51) indicating low variability and tight clustering of observations about the average. This can be interpreted as indicating consensus between the respondents regarding the specific concept being rated. The inference from Table 5.16 is that with regard to empowerment, it is the perspective of all the respondents that a need exists for a system whereby personal achievements are acknowledged and which serves as a motivational factor on a continuous basis.

5.5.11 “I am experiencing a drop in efficiency standards on account of staff empowerment.”

Table 5.17

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 5.17 indicates a dispersion of responses, and taking all the responses into consideration, there was disagreement with the statement. Referring to Annexure C, it can be seen that this statement records the highest standard deviation (0.99). This can be interpreted as an indication that a large degree of disagreement existed between the respondents regarding the specific concept being rated.

One respondent indicated that he/she was uncertain/did not know/did not understand, two respondents strongly disagreed with the statement, seven respondents disagreed with the statement, eight respondents remained neutral, while two respondents agreed that they were experiencing a drop in efficiency standards on account of staff empowerment. Nine of the respondents (45% of the population) thus indicated that they were not experiencing a drop in efficiency standards on account of staff empowerment, while 40% remained neutral. The inference from Table 5.17 is that with regard to empowerment, it is the perspective of the majority of the respondents that they were not experiencing a drop in efficiency standards on account of staff empowerment.

5.5.12 “I rely on measurable performances indices only, such as qualifications achieved, research output etc. to monitor personal achievement.”

**Table 5.18**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 5.18 indicates that one respondent strongly agreed with the statement, two respondents agreed with the statement, two remained neutral, thirteen disagreed and two respondents strongly disagreed with the statement. Fifteen respondents (75% of the population) thus did not rely on measurable performance indices only to monitor personal achievement. The inference from Table 5.18 is that with regard to control and empowerment, it is the perspective of the majority of respondents that it is necessary to rely on a humanistic approach and not only on measurable performance indices to monitor personal achievement.

5.5.13 “Each staff member’s contribution to the effective functioning of our unit receives recognition on an annual basis at least.”

Table 5.19

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.19 indicates a dispersion of responses, and taking all the responses into consideration, there was agreement with the statement. Referring to Annexure C, it can be seen that this statement recorded the second highest standard deviation (1.25). This can be interpreted as an indication that a large degree of
disagreement existed between the respondents regarding the specific concept being rated. One respondent indicated that he/she was uncertain/did not know/did not understand the statement, six respondents disagreed, four remained neutral, seven respondents agreed with the statement and two agreed strongly. Six respondents (30%) thus disagreed and a total of nine respondents (45%) agreed/strongly agreed with the statement.

The following breakdown indicates the spread of opinion among Deans/Academic Directors and Administrative Directors.

<table>
<thead>
<tr>
<th></th>
<th>Criterion no:0</th>
<th>Criterion no:2</th>
<th>Criterion no:3</th>
<th>Criterion no:4</th>
<th>Criterion no:5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin. Dir.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Dean</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Acad. Dir.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>All Grps</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Among the Administrative Directors one respondent indicated that he/she was uncertain/did not know/did not understand the statement, three respondents disagreed with the statement, two remained neutral and two respondents agreed with the statement. Among the Academic Directors all three respondents agreed that each staff member’s contribution to the effective functioning of their unit received recognition on an annual basis at least. Among the Deans three respondents disagreed with the statement, two remained neutral and four respondents agreed with the statement. The inference is that among the Administrative Directors the majority disagreed with the statement, all Academic Directors agreed with the statement and the majority of the Deans agreed that
each staff member’s contribution to the effective functioning of their unit received recognition on an annual basis at least.

The inference from Table 5.19 is that with regard to empowerment the respondents who agreed that each staff member’s contribution to the effective functioning of the units received recognition on an annual basis at least, represented only 15% more of the population than those who disagreed with the statement.

5.5.14 “I am able to monitor the factors that are critical for successfully implementing our strategies on a regular basis.”

### Table 5.20

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.20 indicates that one respondent strongly disagreed with the statement, two disagreed, four remained neutral, 12 respondents agreed and one respondent agreed strongly. Three respondents (15%) thus disagreed/strongly disagreed with the statement, while 13 respondents (65%) agreed/strongly agreed that they were able to monitor the factors that were critical for
successfully implementing their strategies on a regular basis. The inference from Table 5.20 is that with regard to strategic control, the perspective of the majority of respondents (65%) is that the factors that were critical for successfully implementing their strategies on a regular basis, were monitored.

5.5.15 “A need exists for expert assistance with a view to developing an effective strategic control system.”

**Table 5.21**

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.21 indicates that two respondents disagreed with the statement, six respondents remained neutral and twelve respondents (60%) agreed that a need existed for expert assistance with a view to developing an effective strategic control system.
The following breakdown indicates the spread of opinion among Deans/Academic Directors and Administrative Directors.

<table>
<thead>
<tr>
<th></th>
<th>Q15</th>
<th>Q15</th>
<th>Q15</th>
<th>Row</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Criteria nr.2</td>
<td>Criteria nr.3</td>
<td>Criteria nr.4</td>
<td>Totals</td>
</tr>
<tr>
<td>Admin. D</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Dean</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Acad. Di</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>All Grps</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

Among the Administrative Directors a total of two respondents disagreed with the statement, two respondents remained neutral, and four respondents were of the opinion that a need existed for expert assistance with a view to developing an effective strategic control system. Among the Deans three respondents remained neutral, and six respondents were of the opinion that a need existed for expert assistance with a view to developing an effective strategic control system. Among the Academic Directors one respondent remained neutral and two were of the opinion that a need existed for expert assistance with a view to developing an effective strategic control system. The inference from table 5.21 is that with regard to strategic control, the perspective of the majority of respondents (60%) was that a need existed for expert assistance with a view to developing an effective strategic control system.

5.5.16 “Much more opportunity for staff empowerment should be created.”
Table 5.22

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>60</td>
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<tr>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.22 clearly indicates that 90% of the respondents were of the opinion that much more opportunity for staff empowerment should be created. The inference from Table 5.22 is that with regard to empowerment, the perspective of the managers was that more opportunity for staff empowerment should be created.

5.5.17 “I sometimes have to use the services of individuals who are unable to operate independently.”

Table 5.23

<table>
<thead>
<tr>
<th>Criterion (item no.)</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 5.23 indicates that 55% of the respondents are of the opinion that they sometimes had to use the services of individuals who were unable to operate independently.

**FIGURE 5.1: Respondents opinion regarding individuals ability to operate independently**

In graphical format it can be seen that 11 respondents choose criterion number 4, agreeing with the statement that they sometimes have to use the services of individuals who are unable to operate independently.

The inference from Table 5.23 and the graph displayed above is that with regard to empowerment, the perspective of the majority of the managers was that they sometimes had to use the services of individuals who were unable to operate independently. This could be interpreted as a need for additional attention to be given to the empowerment/development of employees.
5.5.18 Additional comments/recommendations concerning empowerment and/or strategic control at PE Technikon.

Nine of the twenty respondents made use of this section to share their views on certain issues. The following is a summary of these issues.

5.5.18.1 PE Technikon must have a clear understanding of how responsibility for strategy is divided between the corporate centre and the business divisions (centralisation/decentralisation) in order to be able to delegate (empower) effectively.

5.5.18.2 Strategic control will become more important and applicable when strategies become operational, with the new milestones/goals which have been set in 2000, being achieved in 2005. Strategic control will also be important in the light of current strategy formulation which has to be implemented in 2001.

5.5.18.3 Decentralisation in conjunction with empowered individuals and teams would help to make the system more streamlined and efficient, making individuals more accountable for their actions and performance.

5.5.18.4 The Rectorate is seen as providing the policy framework for strategic direction and not determining strategic direction; as is stated in statement 2.

5.5.18.5 There is a lack of real incentives – in monetary terms.

5.5.18.6 Empowerment of staff, with the establishment of focused task teams, will allow Senior Managers (Deans and Directors) the opportunity to focus more on strategic development issues and less on operational implementation.

5.5.18.7 Staff empowerment, which is lacking, will stop many everyday operative decisions having to be made at Rectorate level.

5.5.18.8 All managers should receive more management training relevant to their level.
5.5.18.9 Senior management need to be empowered in the following areas:

- Determining priorities for attaining strategic objectives/goals.
- Developing effective policy instruments in attaining the above-mentioned objectives/goals.
- Developing effective cost allocation and financial control systems and linking these with the budget cycles.
- Introducing a performance measurement system on strategic as well as tactical level.
- Developing training and development programs to empower individuals who are critical to this system.

5.5.18.10 Strategic control should be implemented by the Director: Organisational Development.

5.5.19 The specific issues which were addressed by the various statements of the questionnaire are indicated in Annexure D.

The reported comments/recommendations which the respondents made in section 5.5.18, indicating an opinion of non-compliance in terms of requirements for effective strategic control of an empowerment strategy, are indicated in Annexure E.

5.6 CONCLUSION

This chapter presented the results and analysis of the empirical study conducted at PE Technikon. The results of the empirical study were analysed in order to deduce the amount of concurrence among managers with the guidelines (following the literature study) that have been formulated to ensure effective control when implementing an empowerment strategy. The conclusion that can be reached from the empirical study is that there is agreement as well as disagreement from the managers’ perspective with
regard to different aspects of strategic control and empowerment when comparing the theoretical guidelines with the reality which exists at PE Technikon.

In the next chapter the theoretical guidelines will be confirmed to ensure effective control when implementing an empowerment strategy, recommendations made and conclusions drawn.
CHAPTER 6

GENERAL CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The first three of the four sub-problems have been dealt with in chapters 2-5. In this final chapter the last sub-problem will be addressed. This sub-problem poses the question of what guidelines can be formulated to ensure effective control when implementing an empowerment strategy at the selected institution in future. Having resolved the four sub-problems in this research, the main problem will also have been resolved. The main problem addresses the question: what would be an appropriate strategic control model when implementing an empowerment strategy in a selected higher education institution? Recommendations will be made to enhance an appropriate strategic control model. Conclusions concerning the achievement of the objectives of the study will also be made. Finally the limitations of the study will be given.

6.2 RESOLUTION OF THE FIRST SUB-PROBLEM

According to existing literature, what requirements should a strategic control model meet in order to successfully implement an empowerment strategy?

A comprehensive literature survey was carried out in an effort to resolve this sub-problem. Available models, definitions and guidelines were studied and the core elements extracted to identify the requirements a strategic control model should meet. These included the characteristics of an empowerment strategy which first had to be considered, as well as an investigation of the most effective environment in which empowerment can be implemented and the participating and empowering management style which is needed.
The particular circumstances of a tertiary education institution had to be investigated. The various steps were described in chapter 2.

6.3 RESOLUTION OF THE SECOND SUB-PROBLEM

How can an appropriate strategic control model be identified and evaluated or developed for the selected institution?

In pursuit of the basic requirements that a strategic control model should meet, the different characteristics and viewpoints of authors to determine their views on strategic control and its different components were considered. The factors which form the nucleus of the various authors’ discussions with regard to strategic control characteristics were identified and interpreted, and the balanced scorecard was evaluated and found to be an appropriate strategic control model. These steps were discussed in chapter 3.

The second sub-problem, therefore, led to a confirmation of the balanced scorecard as an appropriate strategic control model.

6.4 RESOLUTION OF THE THIRD SUB-PROBLEM

How do managers at the selected institution experience empowerment and to what degree do they comply with effective strategic control and empowerment practices?

In an effort to resolve this sub-problem, it was considered necessary to conduct a survey among senior management consisting of the Deans of Faculties and Directors of Academic and Administrative Departments. The total population therefore consisted of ten Deans of Faculties (including the Dean of Student Affairs and the Campus Director: cxxii
George) three Directors of Academic Departments and ten Directors of Administrative Departments. A questionnaire was developed and circulated to managers in the selected institution. The survey methodology was fully described in chapter 4. The results of the survey were presented in chapter 5. The results obtained contributed to the solution of the third sub-problem.

6.5 RESOLUTION OF THE FOURTH SUB-PROBLEM

What guidelines can be formulated to ensure effective control when implementing an empowerment strategy at the selected institution in future?

The results of the empirical study show that the respondents’ perspectives of what happens in practice, the perspective of their requirements with regard to strategic control and empowerment, their implementation of empowerment and strategic control and their opinions regarding control issues, concur with effective strategic control and empowerment practices such as described in the literature. This implies that certain aspects are in place, but that others still need to be officially addressed in order to ensure effective control when implementing an empowerment strategy at the selected institution in future.

6.6 RESOLUTION OF MAIN PROBLEM

The main problem in this research was:

What would be an appropriate strategic control model when implementing an empowerment strategy in a selected higher education institution?

The concurrence of senior management with the basic requirements for an appropriate strategic control model when implementing an empowerment strategy in a selected higher education institution was evaluated. Based on the results obtained to resolve the fourth sub-problem (see section 6.5) it can be concluded that from the managers’ perspective
the concepts of strategic control and empowerment and the reality which exists at PE
Technikon concur in certain instances.

6.7 CONCLUSIONS CONCERNING THE ACHIEVEMENT OF THE OBJECTIVES
OF THE STUDY
The objectives of this study, as previously stated, were to firstly identify the characteristics
and requirements of effective empowerment and strategic control; secondly, to identify or
develop an appropriate model for controlling empowerment strategically in the selected
institution; and thirdly to determine to what degree:

- Empowerment exists or should exist in the selected higher education
  institution;
- The selected higher education institution has implemented or needs to
  implement special control measures which are essential to ensure the
  success of empowerment;
- The current control measures operating in the selected higher education
  institution are successful or applicable for an empowerment strategy;
- Changes in the implementation of empowerment and strategic control at
  the institution should be adapted.

These objectives have all been met and have been discussed and dealt with in the four
sub-problems which have been referred to in sections 6.2 to 6.5 of this chapter.
6.8 LIMITATIONS OF THE STUDY

This study was delimitated to senior management level. It was therefore not possible to
generalise the conclusions to include other levels in the organisation. This can only be
accomplished by more research covering the broader scope.

The population used in the study numbered 20. Although the study received an 87 %
response rate, this sample might have been too small and possibly the total population of
PE Technikon should have been surveyed.

6.9 RECOMMENDATIONS

The results of the study have identified certain areas that need particular attention. A
discussion of these areas follows.

6.9.1 The Balanced Scorecard as a sufficiently balanced and encompassing
view of strategic control factors

It is recommended to the management of PE Technikon that thought be given to making
use of the Balanced Scorecard to ensure effective control when implementing an
empowerment strategy in the future. The Balanced Scorecard (discussed in chapter 3) in
translating an organisation’s mission and strategy into measurable organisational
performance, provides a framework for a strategic measurement and management system
and in doing so focuses on the critical success factors of the specific organisation.

6.9.2 Financial control measures

Specific control measures as well as other aspects which should be taken into
consideration when an empowerment strategy is functioning, should be considered for
implementation. These issues have also been addressed in chapter 3.
6.9.3  Recommended areas of further research

From this study the following areas have been identified for further research:

- The scope of the research could be broadened to investigate the role of strategic control in implementing an empowerment strategy at PE Technikon with the Rectorate forming the population.
- The scope of the research could be broadened to investigate the role of strategic control in implementing an empowerment strategy at PE Technikon with the lower post levels forming the population.
- The scope of the research could be broadened to investigate the role of strategic control in implementing an empowerment strategy in higher education institutions in South Africa.
- The questionnaire could be constructed to include all identified control measures which are essential to make a success of staff empowerment. Respondents could then select their choices. In this way a better idea of how empowerment is managed, could be formed.
- The scope of the research could be broadened to investigate the role and the impact that government intervention plays, since the greater the external control is of an organisation, the more centralised and formalised its structure would be.

6.9.4  Proposed implementation plan

The following actions are suggested to management for further implementation:

1. Circulate the main findings of this study to all respondents.
2. Invite respondents to indicate who would be interested in a planning session to discuss the implementation of an appropriate strategic control model and
other actions required to ensure a successful empowerment strategy at the PE Technikon.

(3) In consultation with the Director: Strategic Planning, arrange for a facilitator to structure and guide the planning session.

Motivation: Although it was evident from the empirical survey that most of the respondents were satisfied with the situation, certain respondents felt that more could be done. If a strategic control model is not required for the whole institution, there might still be a need for it in some sections of PE Technikon.
REFERENCES


333-339.


http://www.mc2consulting.com/empower.htm


ANNEXURE A: ACTUAL SURVEY QUESTIONNAIRE

QUESTIONNAIRE

THE ROLE OF STRATEGIC CONTROL IN IMPLEMENTING AN EMPOWERMENT STRATEGY IN A SELECTED HIGHER EDUCATION INSTITUTION.

(SECTION A)

INTRODUCTION

The purpose of the questionnaire is to enable Mr WAP Kolver, Internal Auditor, PE Technikon to gather information for his MBA degree dissertation entitled: The role of strategic control in implementing an empowerment strategy in a selected higher education institution.

It would be appreciated if you could complete the questionnaire which should not take longer than 10 minutes.

The target group of the questionnaire is as follows: Deans (including Campus Director: George and Dean of Students), Administrative Directors and Academic Directors at PE Technikon.

All information supplied will be treated as strictly confidential.

This study deals with the problem of what would be an appropriate strategic control model when implementing an empowerment strategy in a selected higher education institution such as PE Technikon. The researcher’s main objective is to formulate
guidelines to ensure effective control when implementing an empowerment strategy at this institution in future.

The questionnaire is designed to determine the degree to which the concept of empowerment and the reality which exists at PE Technikon concur, from the managers’ perspective at the PE Technikon.

For the purpose of the study the following definitions of strategic control and empowerment are upheld:

Pearce and Robinson (1991:364) present the following as the definition of strategic control:

Strategic control is concerned with tracking a strategy as it is being implemented, detecting problems or changes in its underlying premises, and making necessary adjustments. In contrast to postaction control, strategic control is concerned with guiding action on behalf of the strategy as that action is taking place and when the end result is still several years off. Managers responsible for the success of a strategy are typically concerned with two sets of questions:

1. Are we moving in the proper direction? Are key things falling into place? Are our assumptions about major trends and changes correct? Are we doing the critical things that need to be done? Should we adjust or abort the strategy?

2. How are we performing? Are objectives and schedules being met? Are costs, revenues, and cash flows matching projections? Do we need to make operational changes?
Strategic controls, augmented by certain operational controls, are designed to answer these questions.

Mintzberg (1994:359) adds that the critical aspect of the emergent strategy must be taken into consideration, which is the activity of assessing whether strategies were realised, whether intended or not, and how effective the strategy were for the organisation.

Kinlaw (1995: 37) presents the following as the definition of empowerment:

The process of achieving continuous improvement in an organization’s performance by developing and extending the competent influence of individuals and teams over the areas and functions which affect their performance and that of the total organization.

Kinlaw (1995:59) mentions that competent influence has three related elements, being committed, capable and ethical.

By completing this questionnaire you will make a contribution towards effective and dynamic management at PE Technikon, thus contributing towards making the institution the First Choice Technological University.

Item numbers 1,2 and 3 may be omitted but kindly complete item number 4.

1. Job Title: ................................................................. (optional)
2. Name of organisational unit: .................................................... (optional)
3. Name: ................................................................. (Only complete if you would like to receive a copy of the executive summary with the main
recommendations.) If you prefer to remain anonymous, but still would like to receive a copy, please e-mail me in this regard.

(Mark 4-8 with an ‘X’)

<table>
<thead>
<tr>
<th>4. Current Position:</th>
<th>Dean</th>
<th>Academic Director</th>
<th>Administrative Director</th>
</tr>
</thead>
</table>

| 5. Sex: | M | F |

<table>
<thead>
<tr>
<th>6. Age group:</th>
<th>Other</th>
<th>50-59</th>
<th>40-49</th>
<th>30-39</th>
<th>20-29</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Home language:</th>
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<th>Afrikaans</th>
<th>English</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Highest education qualification:</th>
<th>M+3</th>
<th>M+4</th>
<th>M+5</th>
<th>M+6</th>
</tr>
</thead>
</table>
(SECTION B)

Instructions for completing section B.

Please rate the following statements according to the following criteria:

\[
\begin{array}{ccl}
5 & = & \text{Strongly agree} \\
4 & = & \text{Agree} \\
3 & = & \text{Neutral} \\
2 & = & \text{Disagree} \\
1 & = & \text{Strongly disagree} \\
0 & = & \text{Uncertain / Do not know / Do not understand}
\end{array}
\]

Indicate your choice by circling the relevant number.

IN MY ORGANISATIONAL UNIT:

1. I experience the role of the Rectorate as that of
   master planner prescribing our strategies in
detail.................................................................5 4 3 2 1 0

2. I see as the ideal a situation where the Rectorate
determines broad strategic direction and the
organisational units are empowered to produce and
control their business or strategic plans on their own for
approval by the Rectorate........................................5 4 3 2 1 0
3. I consider staff empowerment as an effective means
   of addressing changes within the institution and its
   environment.................................................................5 4 3 2 1 0

4. I believe that special control measures are essential to
   make a success of staff empowerment..............................5 4 3 2 1 0

5. In respect of the accountability of the Rectorate to Council
   regarding financial matters I see as the ideal situation the
   Rectorate merely acting as the financial controller, allocating
   funds and appraising performance in this regard.....................5 4 3 2 1 0

6. I am already using special control measures to
   ensure successful empowerment........................................5 4 3 2 1 0

7. I do not have enough staff to effectively control the financial
   responsibility within my unit.............................................5 4 3 2 1 0

8. My staff have sufficient authority delegated to them to enable
   them to make decisions.................................................5 4 3 2 1 0

9. Newly appointed or promoted staff members should
   receive more training and development in respect of
   competencies in specific skills than is the case at the
   moment.................................................................5 4 3 2 1 0
10. A need still exists for a system whereby personal
achievements are acknowledged and which serves as a
motivational factor on a continuous basis......................5 4 3 2 1 0

11. I am experiencing a drop in efficiency standards
on account of staff empowerment...............................5 4 3 2 1 0

12. I rely on measurable performances indices only, such
as qualifications achieved, research output etc. to monitor
personal achievement..............................................5 4 3 2 1 0

13. Each staff member’s contribution to the effective functioning
of our unit receives recognition on an annual basis at least ....5 4 3 2 1 0

14. I am able to monitor the factors that are critical for
successfully implementing our strategies on a regular basis......5 4 3 2 1 0

15. A need exists for expert assistance with a view to developing
an effective strategic control system.............................5 4 3 2 1 0

16. Much more opportunity for staff empowerment should be
created.................................................................5 4 3 2 1 0

17. I sometimes have to use the services of individuals
who are unable to operate independently........................5 4 3 2 1 0
18. Do you have any additional comments/recommendations concerning empowerment and/or strategic control at PE Technikon? Please comment in the space provided below.

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Thank you for your assistance. Please return the completed questionnaire to the researcher before 5th December 2000.
ANNEXURE B: KEY CONCEPTS TAKEN INTO CONSIDERATION WITH THE
CONSTRUCTION OF THE QUESTIONNAIRE

1 EMPOWERMENT CONCEPTS

- Empowerment is sharing power with non-managers through participative management.

- Empowerment is sharing responsibility to achieve goals, the means to achieve the goals, accountability for the goals and the means employed, and the authority (power) to accomplish the task within the given set of means”.

- Empowerment is developing and extending the competent influence of individuals and teams.

- Empowered people are rewarded for the successful role they play in making their overall organisation successful.

- Empowered people know the boundaries within which they are free to work.

- Through the training for empowerment, people are thus given the knowledge and skills to be full and competent players in the continuous improvement of total quality.
• Empowerment are facilitated by values, leadership actions, job structure, training, and reward systems.

• Empowered people need timely, accurate information to make good decisions.

• In an empowered organisation; authority, authorisation, and approval rights are normally granted to employees fulfilling customer’s needs.

• Boundaries concerning standards of ethical conduct needs to be in place in the form of codes of conduct

• In an empowered environment, there must be incentives as well as rewards for performance.

• Criteria which rewards should fulfil, in order to influence human behaviour:
  
  o They are clearly based on merit, that is, performance or behaviour.
  o They are clearly tied to the desired performance or behaviour.
  o They are valued by the recipient.
  o They are valued by the recipient’s friends and colleagues.

• To be effective in the empowerment process it is necessary to have clear and specific goals and clear definition of the strategies to be used in achieving those goals
• Empowered people are given the knowledge and skills to be full and competent players in the continuous improvement of total quality, through the training for empowerment.

• Three key elements which some organisations who have achieved empowerment without losing control, have in common, is a robust management information system that provides real-time information to everyone in the organisation, significant controls and barriers that protect the main financial data of the organization from misuse, and a leadership with a compelling vision and a sound change management process.

2 STRATEGIC CONTROL CRITERIA

These criteria are the same as those identified in Chapter 2, i.e.

• Criterion 1: Must concentrate on critical success factors (Johnson and Sholes:1999; Pearce and Robinson: 1991; Picken and Dess: 1997; Rowe et al.1994);

• Criterion 2: Must be pro-active and ongoing – not only aimed at corrective action after things had gone wrong (Pearce and Robinson:1991; Picken and Dess:1997; Rowe et al.1994);
• Criterion 3: Must allow for supportive culture and empowerment partnership between people (Fisher:1993; Kinlaw:1995; Kreitner:1995; McNamee:1999; Robinson:1997; Rowe et al.:1994; Thurbin:1998);

• Criterion 4: Must constantly monitor internal and external competitive environment and adapt both goals and strategies to the changing realities, performance standards must be identified and reviewed, in order to outperform competition (Johnson and Sholes:1999; Picken and Dess:1997);

• Criterion 5: Must have the potential of fitting the particular circumstances of a higher education institution (Mintzberg:1979);

• Criterion 6: Must assess whether the strategies were realised as well as the effectiveness of the strategies that were actually realised. (Mintzberg:1979).
ANNEXURE C: STATISTICAL SUMMARY WITH REGARDS TO THE STANDARD
DEVIAITION CALCULATED FOR EACH OF THE 17 STATEMENTS OF
THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Question</th>
<th>Quantity</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>20</td>
<td>1.15</td>
</tr>
<tr>
<td>Q2</td>
<td>20</td>
<td>0.97</td>
</tr>
<tr>
<td>Q3</td>
<td>20</td>
<td>0.67</td>
</tr>
<tr>
<td>Q4</td>
<td>20</td>
<td>0.64</td>
</tr>
<tr>
<td>Q5</td>
<td>20</td>
<td>0.94</td>
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<tr>
<td>Q6</td>
<td>20</td>
<td>0.69</td>
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<tr>
<td>Q7</td>
<td>20</td>
<td>1.29</td>
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<tr>
<td>Q8</td>
<td>19</td>
<td>1.22</td>
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<tr>
<td>Q9</td>
<td>20</td>
<td>0.67</td>
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<tr>
<td>Q10</td>
<td>20</td>
<td>0.51</td>
</tr>
<tr>
<td>Q11</td>
<td>20</td>
<td>0.99</td>
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<tr>
<td>Q12</td>
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<td>0.95</td>
</tr>
<tr>
<td>Q15</td>
<td>20</td>
<td>0.69</td>
</tr>
<tr>
<td>Q16</td>
<td>20</td>
<td>0.75</td>
</tr>
<tr>
<td>Q17</td>
<td>20</td>
<td>0.97</td>
</tr>
</tbody>
</table>
### ANNEXURE D: SUMMARY OF THE RESULTS OF SECTION B OF THE QUESTIONNAIRE AS PER ISSUES ADDRESSED IN QUESTIONNAIRES AND RESPONSES RECEIVED

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EVALUATION ASPECT</th>
<th>STATEMENT</th>
<th>FINDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic control</td>
<td>Managers’ perspective of reality</td>
<td>1: Strategic control is applied in such a manner that it allows for supportive culture and empowerment partnerships between employers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14: The factors that are critical for successfully implementing strategies on a regular basis, are monitored.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15: A need exists for expert assistance with a view to developing an effective strategic control system.</td>
<td></td>
</tr>
<tr>
<td>Strategic control</td>
<td>Managers’ perspective of their requirements</td>
<td>2: The organisational design should be devolved.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5: The organisational design should be devolved.</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Managers’ perspective of reality</td>
<td>7: They have adequate staff to effectively control the financial responsibility within their units.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12: The majority of respondents not to only utilise a clinical application of measurable performance indices, but also to use a humanistic approach.</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Managers’ implementation</td>
<td>6: 60% of the managers implemented special controls to ensure successful empowerment.</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Managers’ opinion</td>
<td>4: Special control measures are a necessity in an empowered environment.</td>
<td></td>
</tr>
<tr>
<td>Empowerment</td>
<td>Managers’ perspective of reality</td>
<td>8: It is the perspective of the majority of respondents that their staff have sufficient authority delegated to them to enable them to make decisions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9: It is the perspective of the majority of respondents that newly appointed or promoted staff members should receive more training and development in respect of competencies in specific skills than is the case at the moment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10: It is the perspective of all the respondents that a need still exists for a system whereby personal achievements are acknowledged and which serves as a motivational factor on a continuous basis.</td>
<td></td>
</tr>
<tr>
<td>Empowerment</td>
<td>Managers’ perspective of reality</td>
<td>11</td>
<td>It is the perspective of the majority of the respondents that they are not experiencing a drop in efficiency standards on account of staff empowerment.</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>----</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>It is the perspective of the majority of respondents not to only utilise a clinical application of measurable performance indices, but also to use a humanistic approach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>The group of the respondents who agree that each staff member’s contribution to the effective functioning of the units receives recognition on an annual basis at least, represents only 15% more of the population that disagrees with this statement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>The perspective of the managers is that more opportunity for staff empowerment should be created.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>The perspective of the majority of the managers is that they sometimes have to use the services of individuals who are unable to operate independently.</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Managers’ perspective of their requirements</td>
<td>2</td>
<td>Organisational units should be empowered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Empowerment is an effective means of addressing changes within the institution and its environment.</td>
</tr>
</tbody>
</table>
ANNEXURE E: THE REPORTED COMMENTS/RECOMMENDATIONS WHICH THE RESPONDENTS MADE IN SECTION 5.4.18, INDICATING AN OPINION OF NON-COMPLIANCE IN TERMS OF REQUIREMENTS FOR EFFECTIVE STRATEGIC CONTROL OF AN EMPOWERMENT STRATEGY

1 STRATEGIC CONTROL MODEL

- Statement 15: A need exists for expert assistance with a view to develop an effective strategic control system.
- It was indicated in section 5.4.18.2 that strategic control will become more important and applicable in the ongoing strategic processes.
- It was recommended in section 5.4.18.10 that strategic control should be implemented.

2 THE PERCEIVED NEED FOR INNOVATION AND CHANGE AND THE EXTENT TO WHICH THE ORGANISATIONAL DESIGN IS DEVOLVED (DECENTRALISED).

- It is indicated in section 5.4.18.1 that PE Technikon must have a clear understanding of how responsibility for strategy is divided between the corporate centre and the business divisions (centralisation/decentralisation) in order to be able to delegate (empower) effectively.
- It is indicated in section 5.4.18.3 that decentralisation in conjunction with empowered individuals and teams would help to make the system more streamlined
and efficient, making individuals more accountable for their actions and performance.

- The responses on statements Two and Five indicate that managers’ perspective are that the organisational design should be that of a devolved structure.

## 3 EMPOWERMENT

- In response to statement 9; it is the perspective of the majority of the respondents that newly appointed or promoted staff members should receive more training and development in respect of competencies in specific skills than is the case at the moment.
- It is indicated in section 5.4.18.8 as well as in section 5.4.18.9 that management training as well as training programmes to empower individuals are critical issues.
- In response to statement 16: The perspective of the managers is that more opportunity for staff empowerment should be created.
- In response to statement 2; it is the perspective of the majority of the respondents that organisational units should be empowered.
- In response to statement 3; it is the managers’ perspective of their requirements, that empowerment is an effective means of addressing changes within the institution and its environment.
- It is indicated in section 5.4.18.7 that empowerment of staff, with the establishment of focussed task teams, will allow senior managers (Deans and Directors) the opportunity to focus more on strategic development issues and less on operational implementation.
- It is indicated in section 5.4.18.7 that staff empowerment which is lacking, will stop many run of the mill decisions to be made at Rectorate level.
o It is indicated in section 5.4.18.9 that Senior management need to be empowered in the following areas:
  o Determining priorities for attaining strategic objectives/goals.
  o Developing effective policy instruments in attaining abovementioned objectives/goals.
  o Developing effective cost allocation and financial control systems, and linking this with the budget cycles.

o It is indicated in section 5.4.18.9 that senior management need to be empowered in the area of measures for the introduction of a performance measurement system on strategic as well as tactical level.

o In response to statement 10; it is the perspective of all the respondents that a need still exists for a system whereby personal achievements are acknowledged and which serves as a motivational factor on a continuous basis.

o It is indicated in section 5.4.18.5 that there is a lack of monetary incentives.