



CORPORATE LESSONS

MANAGING EFFECTIVE ORGANISATIONS

Mokete Christopher Lebitso

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Managing effective organisations

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About the author

Mokete Christopher Lebitso started his career as a teacher at Thokoana Makaota Senior Secondary School in QwaQwa from 1987-1997. He was then appointed as Lecturer in the Department of European Languages at Bonamelo College of Education until July 1998.

He subsequently became a Tutor at the University of the North: QwaQwa Campus, now University of the Free State from 1998-2002 in the School of Educational Psychology and Research. There he taught HED students and also supervised numerous BEd projects. In June 2002, he joined the Northern Cape Department of Education in the Examinations Unit as First Education Specialist. Eight months later, he was appointed as School Psychologist at Education Support Services of the Northern Cape Education Department until June 2006. His work entailed amongst others, counselling HIV/AIDS infected or affected schoolchildren; doing assessments for school readiness; trauma debriefing; and counselling learners with behavioural problems.

From July until October 2006, he was appointed Institutional Manager by the then Northern Cape Department of Social Services at Molehe Mampe Secure Care Centre. Albeit for a short period, he made a huge impact and contribution towards the rehabilitation and reintegration of learners who were in constant conflict with the law.

In November 2006, he started as Head of Administration at the Northern Cape High Court. In March 2012, he was transferred to the Northern Cape Regional Office of the Department of Justice and Constitutional Development as Head of Administration & Auxiliary Services, the post he currently holds. Amongst his academic achievements, he holds the following credentials:

- Master's degree in Educational Psychology – University of the North, 2001
- Bachelor of Education degree, postgraduate – University of the North, 1999
- Bachelor of Arts (Psychology) degree – University of the North, 1997
- Advanced Certificate in Child Law – University of Pretoria, 2001
- Certificate in Customer Service Management – University of South Africa, 2008
- Certificate in Report Writing – Regenesys School of Public Management, 2008
- Certificate in Public Sector Applied Computer Literacy and Office Management, University of Pretoria, 2008

In 2012, his first book titled: *The world of work: challenges for South African students* was published under the Rapid Access Publishers imprint by SUN MeDIA Bloemfontein and can be viewed at www.africansunmedia.co.za.

Preface

Being a manager is a tough job;

being a good one is even tougher

(Wayne Turk)

From Nelson Mandela (first democratically elected president of the Republic of South Africa), Bill Gates (Microsoft), Richard Maonya (Soweto tycoon), Sir Alex Ferguson of Manchester United (coach from 1986-2013), Richard Branson of Virgin Airlines, Hellen Zille (Democratic Alliance), Basetsana Kumalo (Travel with Flair), Apostle Mokoena (Tyrannus church) to Patrice Motsepe, the list is endless – these people all have one thing in common: they successfully manage their organisation or institution. They have attained success because they have vision, commitment, and courage and are able to multiply their effectiveness by sharing their vision and goals with others.

Their success has been shaped by their personality, values, personal and life experiences, mentors, role models, the people they supervised and their training (or lack of it). They do not treat their employees as they would want to be treated. Instead, they manage according to the golden rule or ethic of reciprocity: “Treat others as you would want to be treated”. They treat employees and everyone that conducts business with them with respect; they listen, are considerate and fair, and cultivate all of those habits and characteristics that aim to grow their business to greater heights.

The aim of this book is to empower managers and jobseekers with skills that will enhance their businesses, promote high employee morale, and improve employer-employee communication skills, as well as how to expand profit margins with minimal effort. It also points out lessons that can be learned by managing organisations effectively.

1

JOB HUNTING

1. Introduction

According to Lebitso (2012:39) in his book *The world of work: challenges for South African students*, looking for a job or job hunting is one of the harsh realities that learners/ students will have to face once they complete high school, tertiary education or simply qualify after enrolling at a vocational college. This chapter aims at equipping job seekers with skills that will make them more marketable when looking for a job.

To find a job is easier said than done. While you may know how to submit a professional Curriculum Vitae (CV), write a thoughtful covering letter and practice before an interview, sometimes you still do not get the job. While every job search is different, it is helpful to hear from others who are in or have been in the same boat as you.

2. Completing job application forms

It is very important to complete job application forms correctly and neatly, since this makes a good first impression. Before completing the job application form, read the application form carefully. Take your time to ensure that you understand all questions entailed in the form. If you do not understand all the questions, ask someone else to help you. Do not answer a question before you are sure that you understand it.

- You may start by completing the form in pencil, so that you can rub out any mistakes. Where possible and permissible, ask for the duplication of the form before you complete it. Make sure that when you are ready to complete the form in ink, the pen writes well and does not smudge (or leave blurred marks). Use the same pen for the whole form, and write in block letters preferably using a black pen.
- Keep your form clean and do not crumple it.
- Answer all the questions unless they are optional.
- Keep your answer short and to the point. Remember that the person reading your application form has to read many others as well.
- If you have special work experience and there is no space to mention it on the form, write or type it on a sheet of plain white A4-paper and attach it to the application form.
- Answer all questions truthfully. If it is required that you give any information about any criminal record that you have; state it fully.
- After completing the form(s), check the form(s) thoroughly for mistakes or omissions.
- Check that you have given the correct and complete information including your current address and contact numbers.
- Check that you have mentioned which job you are applying for.
- Ensure that your application form reaches the intended destination in time (before the closing date on the job advertisement).
- If you are sending your application by post, you may follow it up with a courtesy call to enquire if it was received.

3. A good Curriculum Vitae (CV) or résumé set up the perfect match

When I train career advisers and jobseekers on the strategic approach to the online job search, I make sure to mention that a CV is an obituary. CVs do a great job telling people what you have done, where you have worked and what you have done in your past that made a difference. Sending a CV is a requirement in many Human Resources Departments intake process. A CV helps hiring managers remember you after an interview and pass you along the chain. A CV is just a list of facts about you, but the cover letter gives a hiring agent insight into your personality. We hire people, not CVs. Casting a wide net by sending hundreds of generic CVs is largely wasted time. Instead, target a few positions for which you are well suited at companies you admire.

But to really stand out from the rest requires that you demonstrate the value you can bring in the future. Remember, you are being hired to solve someone's problems. According to an article by Joshua Waldman in *The City Press* dated 21 April 2003, p. 1 with the caption "Be a cut above the rest", there are three easy ways to help you demonstrate your value with a potential employer:

- Have something to say – Even if people do not agree with you, they will respect you for being brave enough to voice your opinion. No one likes to hire a "yes" man. No matter what industry you enter, there is always an opportunity to indulge in some controversy. For example, if you are in marketing, you might have an opinion about Gillette's Old Spice campaign. If you are in finance, you might have some insights into why the banking industry is doomed to yet another failure. Having something to say shows that you are motivated and having motivation for your job means you are a low-risk candidate.
- Have a place to say it – Today there are thousands of bloggers and many of these bloggers are jobseekers. A blog is a wonderful platform to show the world that you have something to say. It shows that you can write. It shows you are tech savvy. It shows that you are not afraid to take a stand. You might document your job search or you might follow a topic.
- Be a leader, start a community – The majority of blogs are dead within three months. Most never get more than 500 people to read them. The comments section develops cobwebs. When you pass two restaurants, and one is full with a queue, and the other is empty, which one are you going to assume is the better place to eat? When an employer is vetting online, if you have linked to your blog from LinkedIn and from your email signature, and the employer sees you ranting and raving online with nobody paying attention, you might not get the desired result. A blog is a community. Having comments shows that you as a thought leader are provoking discussion and that people care about what you have to say. Having comments also tells Google that you are special and with your name on the blog, your smart articles will soon begin to dominate Google search results for your name.

It is very important to recruit people who "match" an organisation's corporate culture. Repeatedly we have seen how important it is for an organisation to employ the "right" people. A resonance of values among the individuals working at a company makes for a happy, productive, mutually beneficial relationship.

We may receive a brilliant CV that demonstrates incredible capabilities, but if there is not a shared philosophy, it is very likely that the match is wrong. As much as this is true when hiring someone, it is also true for the job seeker. Taking time to research the story a

company/organisation has to tell, is invaluable in choosing a place of work where you will have the best opportunity to grow and shine.

Job seekers should ensure that their CVs work for them. They need to articulate who they are and what they want, with honesty and clarity. The self-insight that comes from taking the time to ask some tough questions – Who am I? What is important to me? What am I prepared to do to get there? – will result in a document that illustrates a clear ownership of your career direction.

When sending your CV to a potential employer, keep the following in mind:

- Sending a CV with your own photo as a cover page, pictures, floral covering, A4-plastic cover or plastic holder, etc. is a complete no, no.
- Ensure that spacing is consistent throughout the entire CV document, e.g. one-and-half line spacing.
- Avoid embellishing your CV.
- Remember to mention your disability status if you have any, e.g. you are blind, you are short sighted, you are in a wheel chair due to a spine problem, etc.
- With regard to employment history, begin with the current or last employer until the last mentioning your main responsibilities, duration of employment, remuneration package as well as reasons for leaving.
- Continue to update your CV after major accomplishments, such as getting a promotion or receiving an award or accolade. Add your new job title and any new skills or experience you have acquired.

When organisations receive a CV, among other things, they scan it for qualifications, last place of work and average length of time spent in previous roles. They also look at what the author has chosen to share and what he/she has not. The story will provide the recruitment officer with insights to the motivation behind career-path choices – be it climbing or avoiding the corporate ladder, personal growth or career development or simply an “aha moment” – and recruitment officers look at whether the pattern of those choices indicate decisions made by design or default. The tone can be as enlightening as the career choices.

How else can candidates make sure that their CVs get them to the interview stage? Content is king – but looks do not count. Your CV is an important tool in your personal branding arsenal, and the design and layout has a critical impact on the reader. Experts should take extra care – if you are a designer, the visual impact of your CV is obviously crucial and if you are a typist, an error-free CV is non-negotiable. Always mention if you have an online portfolio, or your own website, where your work can speak for itself.

What should candidates take into account when sending a job application? Remember that your e-mails are one of many arriving in the recruiter's inbox. Research who is the right person to contact and craft a clear subject line and introductory note. If your social network extends to someone in the company, make the necessary connections to get a personal introduction. And always follow up with a call (Lebitso 2012).

4. Finding the perfect fit

Jobseekers often view compatibility with a potential employer's culture as a perk – something that is nice to have, but not essential to their satisfaction or career growth. That can be a mistake. Incompatibility with your new colleagues, the work environment, or the company's values can quickly overshadow your love of the job itself. If these more subjective factors do not suit you, you may find yourself back on the market not before too long. That is why turning your job search on its head can yield valuable results. Focusing on companies first and then positions can help you target the opportunities in which you are most likely to thrive. It can also reveal tailor-made opportunities that a conventional search can miss.

Know yourself. You cannot match yourself to a workplace until you are clear about your needs. If you have worked in a wide range of environments, you likely have a sense of the type of conditions under which you excel. What helps you thrive? Keep in mind that what appeals to you and what helps you thrive are not necessarily the same. Before you start evaluating employers, imagine your ideal. Consider questions like: What would management value most in workers? Would collaboration or individual accomplishment be the focus? Refer to this benchmark as you hunt for a job.

5. What qualities make a job seeker more employable?

Typically, a recruiter is guided by the specifications provided by the employer in terms of what candidate to look for. The obvious attributes would be **quantitative**, in other words, qualifications, and length of experience in the field and a track record of delivery. Some of the aspects that might be looked into include the organisation employment equity plan as well as affirmative action (whether a candidate comes from a historically disadvantaged background). However, also of importance, would be the qualitative aspects such as culture fit, which a recruiter would assess by personality attributes, energy, passion, priorities and aspirations.

6. How do candidates show potential employers that they also have the softer skills?

Soft skills are everything. Technical competence alone will not crack it. One needs to be able to communicate effectively, listen to people, and demonstrate that you care about people's well-being in terms of work and personal matters, and have the ability to work in teams and achieve results jointly (Matentji Zinhle, 30 May 2010, p. 3). If the role is a leadership one, the candidate has to demonstrate an ability to achieve results through people. Should one be unable to achieve the balance and only focus on hard skills, this could very well break off one's success in the organisation. There is also the issue of presentation, both physical and verbal. How one projects oneself send a message about who the person is and he/she will be professional. Most experienced recruiters would say they are able to establish in the first 10 minutes of meeting a candidate whether they will be the best fit.

7. How can organisation ensure that they attract the best talent?

- Advertising in the media (newspapers, television);
- Internal succession planning; and
- Database searches and using search research links (Joblink, Careerjunction, etc.).

Advertising tends to attract job seekers and not necessarily the best candidates. Internal candidates should be included in the process (if they meet requirements for the job) to benchmark them against external candidates. Databases change often and need to be updated constantly. Search firms are ideal because they utilise a scientific process of research and head-hunting to ensure that they have covered the market thoroughly and will present to the organisation a shortlist of the best from which they can select their ideal candidate.

8. Skills they do not teach at school

Put the books aside and step into the real world. Many South African job seekers and even graduates are battling to adapt to the demands of the world of work. Lebitso (2012:42) asserts that "most employers are often unwilling to hire matriculants straight out of school or recent graduates because they often lack the necessary social and basic workplace skills that are a prerequisite for workplace success". This is very shortsighted, given the small skills pool in South Africa.

Hiring recent school-leavers or graduates provides organisations with a wonderful opportunity to develop existing staff, by compelling even junior staff to mentor a school-leaver. There is a growing tool of school dropouts, matriculants and graduates seeking work and companies need to look 10 years ahead and find ways to tap this pool, provide training, and ensure the transfer of skills so recruits can see a future career path.

Matriculants very often do not have a clear plan. They rather see the future as a series of little steps that they can take until they get to where they might want to be. Graduates are often in the same predicament, but believe that their degree will guarantee them a job. We often see an attitude of entitlement, particularly from candidates with degrees. What they need to understand is that they have to do the work and achieve a standard to receive the reward. This sense of entitlement can complicate the problem. The concept that a matric pass, a diploma or a degree provides entitlement to a job or an opportunity has truly made the youth market as a whole a market that is lacking the motivation to become better individuals, and in that case, a better employee/worker.

Matriculants and graduates do not have a clear understanding of what having a job involves. School-leavers and recent graduates need to know how to conduct themselves appropriately for work, workplace etiquette, proper time management, conflict management, management of work stress and good telephone and communication skills. These critical skills should ideally be taught at schools or tertiary institutions.

Universities, universities of technology and further education and training colleges should introduce a compulsory module which prepares undergraduates for the world of work. This could be done in the final year of every qualification. In addition to addressing issues such as workplace etiquette, the module should include interview skills, presentation skills, minute-taking and basic office administration skills.

The government of the Republic of South Africa has taken steps to address the shortage of skills needed by the labour markets. Among the initiatives being considered are a wage subsidy scheme and a two-year cash reimbursement scheme. The wage subsidy scheme would be aimed at people aged 18-24 and would encourage employers to take first-time job seekers by lowering the cost of doing so. A cash reimbursement to employers for a two-year period is under consideration for implementation with the aim of raising employment school-leavers by 500 000 by 2013.

One of the solutions for individuals to become better prepared for the workplace environment is to work in their free time while they are studying. Gap year, earning while you study and even sport, play a key role in an individual's preparation for the workplace. Internships also prepare job seekers for what to expect in the world of work and empower

them with skills needed when a vacancy becomes available and at the same time offering them stipends to cover their travelling costs, meals, etc.

9. What to omit from your Curriculum Vitae

In the social media age, we have become accustomed to broadcasting most of our personal information. But when it comes to your CV, it might be best to take a cue from architect Ludwig Mies van der Rohe, who coined the phrase “less is more”.

Once upon a time in 1993, I saw a CV with a full-length photo. It was for a vibrant 20-something account executive in advertising. I envied her having the chutzpah to include her photo. It made the CV come alive. You could see her eagerness and professional demeanour. That was then. So much has changed. Employers want to avoid any chance of discrimination about age, gender, sexual orientation, religion, marital and parental status and ethnicity. The less you say on the CV, the more likely you make the cut. Each word, phrase and sentence needs to be carefully selected to prove that you are the right person for the job. Specifically, here are some things not to include on your CV:

9.1 Graduation dates

Include your degree, major (if it is relevant) and the institution. But take off the date. Age discrimination is a concern for many people looking for work. Avoid tempting reviewers to do the mathematics to discover your age.

9.2 Irrelevant experience

If you are applying for sales and you have substantial experience in IT project management, downplay the irrelevant experience and create new achievement statements that support your experience with customers. Make your non-sales experience sound more like sales. Shorten job entries that do not support your sales message. Make your CV to talk to the requirements of the post as advertised.

9.3 Job in the dim, dark past

The rule of thumb is to include your past 10 to 15 years of experience. If you need to prove expertise you gained long ago, you might use the title “Other Relevant Experience” and describe your achievements without the dates of employment. Baby-boomers should be careful not to include 30 years of experience. Why give hiring managers a clue you are over 50 until they meet you in person?

9.4 Personal section

CVs of the past often included personal information such as marital status, family members and even church membership. All of that information is irrelevant, so do not include it. Also eliminate references to hobbies, clubs and political views. A “Community Work” section can show your leadership skills, but stick with non-controversial organisations, such as Rotary, the Chamber of Commerce, St. Johns and recognised non-profits.

9.5 Gaps in history

Eliminate gaps in your work history by filling in with short, truthful statements. “Homemaker sabbatical” will explain a five-year work hiatus and allow the interviewer to focus on your history. You can also fill gaps with part-time jobs, direct sales positions or consulting projects.

9.6 Photos

These may not be on your CV, but once a potential employer has your full name, they might as well be. Polish all social networking profiles and remove any unprofessional or embarrassing photos. Ask your friends to clean up social networking profiles for you too. If you are grey or balding, you might consider removing your photo during your job search. Your CV is designed to present the professional you. Write it with a job description in mind, avoiding any details that might detract from your single-minded pursuit of that job.

10. Cut the clichés

There are certain CV words and phrases that have become so ubiquitous they do little more than induce yawns and eye rolls from hiring managers. Employers are so accustomed to hearing from “team players” and “problems solvers”, for example, that those descriptions are now in essence meaningless.

To distinguish yourself from your competitors, you will need to cut the clichés – or at least expand upon them with concrete details that back up your claims. The bottom line is that clichés are not memorable, powerful or persuasive. While there is nothing inherently wrong with the skills and traits listed above, they alone will not deepen an employer’s understanding of who you are and what you offer. Stop using generic content as a crutch, and embrace clear and specific information instead. As a job seeker, it might be the most “dynamic” thing you can do.

Here are some clichés to avoid:

- **Hard worker** – nothing causes a hiring manager’s eyes to glaze over faster than seeing this hollow descriptor. Why? Because virtually all applicants – even the least motivated clock-watchers claim to work hard. To impress a prospective employer, you will need to explain exactly how you have gone the extra mile. Do you regularly meet aggressive deadlines, handle a high volume of projects, exceed ambitious targets or volunteer to tackle tasks outside your role?
- **Self-starter** – companies seek astute candidates who can get off to a strong start without excessive managerial direction and handholding. Unfortunately, simply saying you are a “self-starter” will not convince anyone of your initiative, resourcefulness or ability to quickly make meaningful contributions. Instead, illustrate how you have thrived when managing important projects with little or no supervision.
- **Team player** – this term is the cliché of clichés. Working well with others is imperative, but get specific. Spell out the ways you have collaborated with colleagues. Did you dive in to help an overwhelmed co-worker deliver a high-priority project or lead a key cross-departmental initiative?
- **Highly qualified** – when it comes to your qualifications, show, do not tell. Skip this empty expression and describe what you will bring to the position. Whenever possible, quantify your biggest achievements. Think about money you have generated or saved your employers, for instance. Researching the company and doing a careful reading of the job-posting can help you determine which aspects of your background to focus on.
- **Dynamic** – what does this well-worn term really mean? Could it possibly mean that you are bursting with innovative ideas and positive energy? If true, just say that. Characterising yourself as “dynamic” is boastful and sounds unnatural. Unless you regularly don a cape as part of a crime-fighting duo, you can safely banish blasé buzzwords such as this.
- **Problem solver** – while being a “problem solver” beats being a “problem creator”, employers want tangible evidence of your effectiveness. What specific solutions have you devised? How have you overcome hurdles? Have you helped your boss or colleagues out of jams, or streamlined workflow inefficiencies?
- **Reliable** – do not waste time touting “strengths” that are basic requirements of any job, such as reliability. It is expected that you and every other potential hire will be dependable. Showing up on time and doing your work is not worth bragging about. After all, anything short of reliable would be unacceptable. Delete it.

- **Familiar with** – Many jobseekers rely on this ambiguous phrase to obscure a lack of in-depth knowledge in a particular area. For instance, a person can technically claim to be familiar with a software programme they have used just once. This type of wishy-washy wording raises red flags. It will not give employers any sense of your level of expertise, but it will dilute the impact of your more relevant core competencies.
- **Flexible** – change is the only constant today. As such, companies seek versatile professionals who will adjust easily to new situations. But go a step beyond merely referring to yourself as flexible. Underscore your adaptability by explaining how you successfully responded to a major change at work or deftly dealt with unpredictable aspects of your job.
- **People person** – interpersonal skills are critical for most positions. Employers value professionals who can communicate effectively, and build camaraderie with a diverse array of internal and external contacts. Cite examples of how you won over a challenging co-worker, or helped a group of stakeholders reach a consensus.

In conclusion, jobseekers should ensure that they read as much as possible about the job they are applying for, the vision, and mission of the organisation/department/company as well as the services they render.

2

RECRUITMENT

1. Introduction

Most employers recognise the fact that their staff is their greatest asset, and the right recruitment and induction processes are vital in ensuring that the new employee becomes effective in the shortest time. The success of an organisation/company/department depends on having the right skills and abilities. Organisations may have a dedicated personnel/human resource function overseeing this process, or they may devolve these responsibilities to line managers and supervisors. Many people may be involved, and all should be aware of the principles of good practice. Even in large organisations with a specialist personnel department, it is essential to involve others in the task of recruitment and induction.

After recruitment, a good induction programme is the way to help a new employee settle into the organisation and become effective quickly. Recruiting people who are wrong for the organisation can lead to increased employee turnover, increased costs for the organisation and lowering of morale in the existing workforce. Such people are likely to be discontented, unlikely to give of their best, and end up leaving voluntarily or involuntarily when their unsuitability becomes evident. They will not offer the flexibility and commitment that many organisations seek (Hacket 1998). Managers and supervisors will have to spend extra time on further recruitment exercises, when what is needed in the first place is a systematic process to assess the role to be filled, and the type of skills and abilities needed to fill it.

Organisations should be aware they have a legal responsibility to ensure that no unlawful discrimination occurs in the recruitment and selection process on the basis of sex, race,

age, disability, sexual orientation, religion or belief, pregnancy, maternity, marriage and civil partnership and also gender reassignment (www.acas.org.uk).

2. The importance of good recruitment

Most recruitment systems will be simple, with stages that can be followed as a routine whenever there is a vacancy to be filled, and which can be monitored and adapted in the light of experience. Systems should be:

- **Efficient** – cost effective in methods and sources;
- **Effective** – producing enough suitable candidates without excess and ensuring the identification of the best fitted for the job and the organisation; and
- **Fair** – ensuring that right through the process decisions are made on merit alone.

The employer has the legal responsibility to ensure that no unlawful discrimination occurs in the recruitment and selection process on the grounds of sex, age, disability, race, sexual orientation and religion or belief. Equality of opportunity is an integral part of the recruitment and selection process, and to this end, employers may offer training and encouragement to any under-represented groups. Examples include pre-application assistance for those who do not have English or Afrikaans as their first languages (in the South African context) or management development training for women where they are under-represented in management grades.

Job advertisements may also state that the employer encourages applications from those groups that are under-represented in the organisation. This is to comply with the Employment Equity (EE) plan and targets for the organisation. Employees and their representatives will also have an interest in fair non-discriminatory recruitment and selection policies, and they should be fully consulted when new procedures are introduced or existing procedures reviewed. The Equality Act 2010 (covering disability, sex, race, gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation, religion or belief and age) sets out the legal tone and legal requirements for employers (Proctor & Leighton 2003).

Organisations should be aware that the provisions of the Equality Act 2010 not only make it unlawful to discriminate against disabled individuals without justifiable reason but also require employers to make reasonable adjustments to the workplace or working arrangements.

3. Human resource planning

Recruiters need to keep abreast of changes in the labour market to ensure that their recruitment efforts are not wasted or directed at too small a pool of labour. Skill shortages may occur unexpectedly and recruitment and training processes need to be kept flexible. It is a good idea for any organisation to plan its labour force requirements, matching available supply against forecast demand. A skills audit of existing staff will increase knowledge of the skills the organisation has available and those which are lacking, and thus help pinpoint areas for future development.

A **human resource plan** can help organisations to do the following:

- Assess future recruitment needs;
- Formulate training programmes (based on individual development plans/personal development plans);
- Develop promotion and career development policies;
- Anticipate and, where possible, avoid redundancies or burn out;
- Develop a flexible workforce to meet changing requirements;
- Control staff costs whilst ensuring salaries remain competitive; and
- Assess future requirements for capital equipment, technology and premises (infrastructure).

Management is responsible for producing the human resource plan and senior management for supporting it. Implementation is likely to be most effective if it carries the support of the workforce, normally achieved through consultation with trade unions or other employee representatives.

Producing a human resource plan involves:

- Forecasting staffing requirements against business objectives;
- Assessing the available supply of people to meet those requirements; and
- Matching available supply against forecast demand.

Information on current employees, employee turnover and the labour market will help in the formulation of the plan.

4. The labour markets and the labour force

In times of changing labour markets, organisations need to adapt their recruitment and retention policies to allow them to compete more effectively for staff, particularly those with skills that are in short supply. The offer of training and development opportunities is often a strong attraction to potential recruits. If recruitment is difficult in certain jobs or skills, consideration may need to be given to re-designing the job to make it a more attractive prospect – perhaps by offering a greater variety of tasks, or increased self-management.

Employers also need to encourage a good “work-life balance” within the organisation by giving consideration to more flexible ways of working. Employees with young and disabled children and careers of adults have the right to request flexible working arrangements – including job-sharing, part-time working, flexi-time, working from home/teleworking and school-time contracts – and employers must have a good business reason for rejecting any application. These variations on the “standard” forms of working will open the vacancy to people who might otherwise be unable to consider it. Equally, the offer of assistance with domestic care arrangements and costs can prove highly attractive to people with these responsibilities.

Many organisations are now offering “family-friendly” policies. The balance of the labour force is changing, with some increase in the numbers of women, young people, and most particularly older workers available for work. The value of labour market information is that it gives employers some forecasts from which they can decide how best to plan for future recruitment. Should the organisation make a positive move to attract older workers? What might best be done to counter any shortage of potential recruits with particular skills? Should training new and existing workers move higher up the priority list in the firm? Should the organisation make the introduction of family-friendly policies a priority so as to attract the widest range of suitable staff? Looking at all the options means that recruitment will be better targeted and therefore more efficient and effective.

5. The recruitment process

A vacancy presents an opportunity to consider restructuring, or to reassess the requirements of the job. This assessment is valid whether it is to fill an existing job or a new one. Ask questions such as:

- Have the functions and responsibilities changed?
- Have work patterns, new technology or new products altered the job?
- Are there any changes anticipated which would require different, more flexible skills from the jobholder?

Answers to these questions should help to clarify the actual requirements of the job and how it fits into the rest of the organisation/department/company. Exit interviews or consultation with the current jobholder and colleagues may well produce good ideas about useful changes. Writing a good job description or job specification helps in the process of analysing the needs of the job.

6. The job description/job specification

This should detail the purpose, tasks and responsibilities of the job. A good job description should include the following:

- **Main purpose of the job** – try and describe this in one sentence.
- **Main tasks of the job** – use active verbs like ‘writing’, ‘repairing’, ‘machining’, ‘calculating’, instead of vague terms like ‘dealing with’, ‘in charge of’.
- **Scope of the job** - expanding on the main tasks and the importance of the job. Job importance can be indicated by giving information such as the number of people to be supervised, the degree of precision required and the value of any materials and equipment used.

A good job description is useful for all jobs. It can help with induction and training. It provides the basis for drawing up a person specification – a profile of the skills and aptitudes considered essential and desirable in the jobholder. It enables prospective applicants to assess themselves for the job and provides a benchmark for judging achievements. Here is an example of a job description:

- i. Job title
- ii. Department/Section
- iii. Main purpose of the job
- iv. Responsible to (reporting relationship)
- v. Salary notch
- vi. Output profile (key customers and stakeholders)
- vii. Key result areas/key tasks/main duties
- viii. Performance indicators
- ix. Competency profile skills
- x. Duties

- xi. Career pathing
- xii. Qualifications needed for the post

7. Person specification

Drawing up the person specification allows the organisation to profile the ideal person to fill the job. It is very important that the skills, aptitudes and knowledge included in the specification are related precisely to the needs of the job; if they are inflated beyond those necessary for effective job performance, the risk is that someone will be employed on the basis of false hopes and aspirations, and both the employer and employee will end up disappointed in each other.

Another good reason not to set unnecessary requirements is to avoid any possibility of discrimination against particular groups of potential applicants. The very process of writing a job and person specification should help the employer to develop and implement a policy of equal opportunity in the recruitment and selection of employees.

Factors to consider when drawing up the specification include:

- Skills, knowledge, aptitudes directly related to the job;
- The type of experience necessary;
- The competencies necessary; and
- Any criteria relating to personal qualities or circumstances which must be essential and directly related to the job, and must be applied equally to all groups irrespective of sex, sexual orientation, race, age, nationality, disability, religion or belief, membership or non-membership of a trade union. To do otherwise is potentially discriminatory.

The person specification helps the selection and subsequent interview to operate in a systematic ways, as bias-free as possible. The use of competency-based approaches can help by focusing on the “match” between candidate and role, but they are best used where they are an integral part of the continuing assessment and development of staff.

Table 1 below illustrates an example of a person's specification.

Name of Company/Organisation/Department:

Job title:

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications		
Attainments/Competencies (provide list)		
Previous experience		
Experience required for the post		
Special aptitudes (e.g. verbal or written skills, manual dexterity, etc.)		
Physical abilities, circumstances (only if a justifiable requirement for the job)		

8. Remuneration

After setting the job and the person specifications, consideration should be given to pay rates. Factors such as scales, grades and negotiated agreements with unions, as well as market rates and skills shortages, may affect the wage or salary and organisations should be aware of the requirements of equal pay and discrimination legislation. Unless there is a formal system for increments or length of service, paying the new employee a different rate from that paid to the preceding post-holder may contravene the relevant legislation.

9. Attracting applicants

The search for suitable candidates now begins. The process of marketing needs to be undertaken carefully so as to ensure the best response at the least cost. The object is to get a good selection of good quality candidates.

Possible methods to consider are:

- **Internal recruitment** – this method can have the advantage of building on existing staff’s skills and training, and provides opportunities for development and promotion. It is a good way to retain valuable employees whose skills can be further enhanced. Other advantages include the opportunity for staff to extend their competencies and skills to the benefit of both the organisation and the individual and the enhancement of individual motivation. Use of a consistent, clear procedure agreed jointly between employer and employees has many advantages and avoids suspicion of favouritism.
- **Learning and skills council** – may well have trained workers available through their recruitment service, and can tailor training to an employer’s requirements.
- **Commercial recruitment agencies** – often specialise in particular types of work, e.g. secretarial, insurance, industrial, computing, banking, and may already have potential applicants registered with them.
- **Executive search organisations** – usually working in the higher management or specialist fields, will seek out suitable candidates working in other companies by direct approach, or via specialist advertising.
- **National newspapers** – e.g. *Sunday times, City Press, Sowetan, Die Volksblad, The Citizen*, etc. Advertising in the national press is expensive, but likely to produce a good response for particular, specialist vacancies. Remember too, there are national ethnic group newspapers which will reach a wide audience.
- **Internet** – is a widely used recruitment medium and can reach thousands of people in a short space of time.
- **Local newspapers** – for less specialised jobs or to target groups in a particular local area, advertisements in the local media may produce a good response.
- **Radio and television** – can also be useful means of recruitment but in most instances target the elite.
- **Local schools, colleges and the careers service** – maintaining contact with schools, colleges and careers advisers will ensure that the organisation’s needs for school/college leavers with particular skills and abilities are known. It can be particularly useful to offer learners/students the opportunity to spend some time at the company, on work experience or “shadowing”.
- **Specialist and professional journals** – are less expensive than the national press and can guarantee to reach the precise group of potential applicants for specialist and professional vacancies.

Once the recruitment channel or channels are decided, the next step is to consider:

- The design and content of any advertisement used.
- How applicants are to respond – by application form, fax, telephone, in person at the organisation or agency, by letter, by e-mail on the Internet, by tape, or Braille.
- Who is to be responsible for sifting the applications? What is the selection process going to be?
- If interviews are held, when will they be and will everyone who needs to be involved be available?
- Are selection tests to be used? Is there the expertise to administer them and ensure they are non-discriminatory and appropriate
- Inform candidates for middle and senior management posts, that they will be subjected to a competency assessment test. Also inform them if they will be required to prepare a PowerPoint presentation.
- Are references/medicals to be requested?
- Are arrangements in hand to give prompt acknowledgement of applications received?

10. The advertisement

Any advertisement needs to be designed and presented effectively to ensure the right candidates are attracted. Look at national, local or professional papers and see what advertisements catch the eye. The newspaper office will often advise on suitable formats.

Advertisements must be tailored to the level of the target audience and should always be clear and easily understood. They must be non-discriminatory and should avoid any gender or culturally specific language (they should be culture free and culture fair). To support this, the organisation/company/department should include in the advert its statement of commitment to equal opportunities, which will underline the organisation as one that will welcome applications from all sections of the community.

Consider the following factors in the advertisement:

- If the organisation is well known, does it have a logo that could feature prominently in the advertisement? Make the advertisement consistent with the company image.
- Should the job title be the most prominent feature?
- Keep the text short and simple while giving the main aspects of the job, remuneration, career prospects, location, contract length.

- Can specific details such as remuneration package, qualifications and experience required be given in a way which will reduce the number of unsuitable applications?
- Is it possible to avoid generalisations such as “attractive salary”, or “appropriate qualifications” which may discourage valid applications?
- Can you provide job details on tape or in Braille and accept applications in a similar format?
- Is the form of reply and the closing date for applications clear? Is there a contact name and phone number for further information and enquiries?

All advertisements should carry the same information, whether for internal or external use.

11. Application forms

Application forms can help the recruitment process by providing necessary and relevant information about the applicant and their skills. The design of the form needs to be realistic and appropriate to the level of the job. Using application forms has the following advantages:

- Comparing like with like is easier. CVs can be time-consuming and may not provide the information required.
- They provide the basis for an initial sift and then for the interview.
- The standard of completion can be a guide to the candidate’s suitability, if writing and presentation skills are essential to the job; however, be aware of the possibility of disability discrimination.
- They provide a record of qualifications, abilities and experience as stated by the applicant.

Care also needs to be taken over some less positive aspects of applications forms:

- There is a temptation to use application forms to try to extract too much information, e.g. motives, values and personality characteristics. The form should concentrate on the experience, knowledge and competencies needed for the job.
- Some people may dislike filling in forms and so be put off applying for the job. Some very experienced people may find the form inadequate, whilst those with little in the way of qualifications or experience may be intimidated by large empty spaces on the form.
- Application forms may inadvertently be discriminatory, for instance, to require a form to be filled out “in your own handwriting”, where written English is not relevant to the

job may discriminate against those whom English is not their first language, or who may not have well-developed literacy skills.

Any information such as title (marital status), ethnic origin or date of birth requested for monitoring purposes (e.g. for compliance with the legal requirements and codes of practice on race, sex, disability and age discrimination) should be clearly shown to be for this purpose only, and should be on a separate sheet or tear-off section. Such information need only be provided on a voluntary basis. Medical information should also be obtained separately and kept separate from the application form. All applications should be promptly acknowledged. Verification of an individual's qualifications, criminal records, business interests, etc., should be submitted to the National Intelligence Agency (NIA) for auditing and obtaining clearance.

12. Selecting the best candidate

Whatever form the applications take, there may be a need to sift them before moving on to the interview stage. Such a sift serves to match the applicants as closely as possible to the job and person specification and to produce a shortlist of people to interview. To avoid any possibility of bias such sifting should be undertaken by two or more people, and it should involve the direct line manager/supervisor as well as personnel.

The sifting stage can also help the organisation by providing feedback on the advertising process and the suitability of the application form. It can also identify people who might be useful elsewhere in the organisation. If references or medicals are to be taken up before the invitation to interview stage, it should be made on the application form/information pack sent to the applicant. Some jobs require medicals to be given at the commencement of employment, and employers may seek preliminary information on a separate medical questionnaire at the time of recruitment. This applies mainly in driving work and industries where there is an exposure to certain chemicals.

If your organisation believes that pre-employment health screening is necessary, you must make sure it is carried out in a non-discriminatory way. It is unlawful to ask health-related questions before making a job offer (whether conditional or unconditional), except in order to:

- Determine if a candidate can carry out a function which is essential to the job;
- Ask whether candidates need special arrangements for any part of the application process;
- Anonymously monitor whether candidates are disabled;
- Take positive action to assist disabled people; and
- Check that a candidate has a disability where this is a genuine requirements of the job.

If a report from any individual's doctor is sought, then permission must be given by the individual and they have the right to see the report. The candidates who best match the specifications may then be invited for interview. The invitation letter should tell candidates that they should advise the organisation in advance if any particular arrangements need to be made to accommodate them on arrival or during the interview; for instance, ramp access or lighting levels. The invitation letter should also clearly state whether the organisation will pay the candidate's reasonable travel expenses for the interview.

13. Who makes the decision?

In some companies/organisations/departments there will be a personnel or human resource specialist (or committee) who will undertake most of the sifting and short-listing. It is very important that the line manager/supervisor for the job also be involved, both at his job and person specification stage and at the interview stage. The final selection will thus normally be a joint decision, except in those very small companies where only a line manager/supervisor is available to do the recruitment of staff. In most government departments, from levels 1-12, Regional Head Deputy Director General has a final say in the appointment of the successful candidate and from level 13 upwards, only the Head of Department/Director General and/or the Political Head/Minister of the Department have the final say.

Gaining the commitment of the immediate manager/supervisor by involving them in the selection process can be vital to ensuring that the new employee is settled successfully into the organisation. It may be useful both for the candidates to see the environment in which they would be working, and, if they are to be part of a team, for the current team members to meet the candidate.

14. Selection techniques

There is a variety of methods available to help in the selection process – including interviews, competency assessments, role plays, PowerPoint presentations, and team exercises. Usually a range of methods will be used by the organisation depending on the type of job to be filled, the skills of the recruiter and the budget for recruitment.

In conclusion, recruiting people with the right skills and qualities is essential for an organisation if it is to maintain and improve its efficiency. Careful analysis of the job to be done and of the competencies required to do it, is necessary if the right people are to be fitted into the right job.

3

INTERVIEWS

1. Introduction

Most jobs are filled through interviews. The interview has two main purposes – to find out if the candidate is suitable for the job, and to give the candidate information about the job and the organisation. Every candidate should be offered the same opportunities to give the best presentation of themselves, to demonstrate their suitability and to answer questions of the interviewer.

A **structured interview** designed to discover all relevant information and assess the competencies of the applicant is an efficient method of focusing on the match between the job and candidate. It also means that there is a consistent form to the interviews, particularly important if there are a number of candidates to be seen. During this interview, the interviewer makes use of a previously compiled list of questions to obtain certain information from the applicants. The response of each applicant to each question is recorded.

Unstructured interviews are very poor for recruiting the right person. The structured interview is most likely to be effective in obtaining specific information against a set of clearly defined criteria. However, not every manager is skilled at interviewing, and may not be able to judge efficiently the applicant's skills and competencies. Ideally all interviewers should receive training, including the equal opportunities aspects of recruitment and the relevant legislation. During the unstructured interview, the interviewer is free to adapt questions during the course of the interview.

The interview requires little or no preparation. Care must be taken, however, that the unstructured interview does not deviate so far that the interviewer no longer succeeds in collecting facts on which an objective evaluation of the various candidates can be based. On the other hand, the unstructured interview can enable the interviewer to ask those questions that may help to make a delicate distinction between candidates of almost the same quality. The unstructured interview may begin by asking the applicant to tell more about himself/herself. Then further questions can be asked.

Semi-structured interviews requires that only the most important questions should be compiled in advance. This thus leaves room from flexibility in the type of questions asked. The interviewer can ask questions about aspects that require deeper investigation. Because the structure is not so rigid, it is more difficult to recall the detailed content of interviews. This type of interview serves a dual purpose, i.e. to collect factual information and to allow scope for asking additional questions to gain deeper insight into certain aspects.

Interviews need not be formal. The length and style of the interview will relate to the job and the organisation. Some vacancies may call for a formal interview panel. Some vacancies may call for a less formal, one-on-one interview. The interviewer(s) should consider the job and the candidates when deciding on the nature of the interview.

All interviews, whether formal or informal, need careful preparation if they are to be successful. Each candidate should leave with a sense of being treated well and having had the opportunity to give their best. When weighing up the three types of interviews against each other, it becomes clear that the more structured the interview, the more reliable the information obtained.

2. Preparing for the interview

The **interviewer** should prepare by:

- Reading the application form, job and person specifications to identify areas which need further exploration or clarification.
- Planning the questions. In some interviews it is appropriate to ask only one or two questions to encourage the candidate to talk at length on certain subjects. In others it may be better to ask a series of short questions on several different areas. If there is more than one interviewer, different people can cover different topics, e.g. job knowledge, training, qualifications. Do not ask for personal information or views irrelevant to the job. Do not ask potentially discriminatory questions such as “Are you planning to go to the gym and lose some weight?”

- Being ready for the candidate's questions, and trying to anticipate what additional information they may seek.

3. The interview process

The interview stage may be the best time to get a look at a company/organisation's workplace in action – and to ask questions about its culture. But it is impossible to get a ballpark sense of those factors long before you visit the office. Use your network to find current or past employees, and ask them what working there is really like. Do not stop when you get a response or two. The more impressions you gather, the more accurate your overall picture is likely to be. Ask yourself whether you would be proud to let people know you work at company X. A sense of solidarity with the company's overall mission and values can motivate you to excel even during rough patches. Taking the time to identify employers that fit you can help you concentrate your job-search efforts on the most viable opportunities. It also prepares you to convince those companies – now or down the road – that you fit them too.

4. Conducting the interview

The interview should be conducted in an environment that will allow candidates to give of their best. Boardrooms can be ideal places to hold interviews or rental places (hotels, lodges, conference centres, etc.) away from the workplace. Arrange for there to be no interruptions, divert telephone calls, welcome the candidate(s), and show them cloakroom facilities (lavatory), etc. If possible, let the candidate have a brief tour of the place of work. This is particularly useful in the case of people new to the job market (school-leavers) who may have little or no experience of what to expect in a workplace. It may also prove valuable in offering an additional opportunity to assess the candidate's interaction with possible colleagues.

Consider whether any adjustments need to be made to accommodate an **interviewee** who has indicated a disability on the application form – it is easy to overlook simple adjustments that may be reasonable to make:

- Candidates with hearing impairment may not only need to be able to clearly see the interviewer as they are talking, but may need communication support if they are not to be placed at a disadvantage.
- Is there an alternative to steps for access to the building? Can the interview take place elsewhere, where access might be easier for someone with a physical disability?

It is common that both the interviewer and the interviewee (candidate) are nervous. Thorough preparation will help both of you. Be careful not to fill silences by talking too much – the aim of the interview is to draw information from the candidate to decide if they would suit the job. The candidate should do most of the talking.

Nevertheless, the interviewer will want to encourage candidates to relax and give of their best in what is, after all, a somewhat unnatural setting. It is important to keep the conversation flowing, and the introductions and initial “**scene-setting**” can help all parties settle to the interview.

The following pointers may be helpful in conducting the interview (hints for the interviewer):

- Introduce yourself (and other interviewers if present); this also gives the candidate time to settle down.
- Give some background information about the organisation and the job – this helps everyone to focus on the objective.
- Structure the questions to cover all the relevant areas, and do not ask too many ‘closed’ questions. Open-ended questions (i.e. ones that cannot be answered just by a ‘yes’ or ‘no’ answer) will encourage the candidate to speak freely – they often begin with ‘what’, ‘why’, ‘how’.
- Avoid leading questions.
- Listen, and make brief notes as necessary on salient points.
- Have a time frame and keep to it, allowing sufficient time for candidates to ask any questions they might have.
- Make sure the candidate is familiar with the terms and conditions of the job, and they are acceptable. If not, and the candidate is the best one for the job, then some negotiation may be necessary – be careful to avoid inadvertent discrimination.
- Tell the candidate what will happen next and when to expect to hear from the organisation.

5. Practical tests

If the job involves practical skills, it may be appropriate to test for ability before or at the time of interview. This is generally acceptable for manual and word processing skills (typing proficiency), but less useful for clerical and administrative posts. Telephone skills are increasingly in demand and candidates for telesales/telemarketing/call centre work will almost invariably be asked to undertake a practical test. Any test must, however, be free of bias and related to the necessary requirements of the job. Consideration in giving

tests must include the objectives of such a test, the efficiency of the method selected, the numbers of candidates (and vacancies), the costs and benefits of such a method.

6. Psychometric and psychological tests, including bio-data

There are numerous tests commercially available which can assist in measuring aspects of personality and intelligence such as reasoning, problem solving, decision making, interpersonal skills and confidence. Although many large organisations have used them for a number of years, they are not widely used, and some tests are considered controversial – for instance, those that assess personality. Any organisation considering the use of psychometric or psychological tests should refer to the guides available and make sure they have the skills and resources necessary (e.g. an appointed psychologist or psychometrist to administer them).

Tests should never be used in isolation, or as the sole selection technique. Where a decision is made solely on the automatic processing of personal data, an applicant may require that the organisation reconsider any rejection or make a new decision on another basis.

Bio-data (short for biographical data), is a questionnaire format with multiple choice answers. The questions are of a biographical nature and answers are scored according to the scoring key developed by the employer. In general bio-data is successfully used only by really large employers, who have a large throughput of applicants. Use of bio-data, like other tests, needs careful control to avoid any possibility of discrimination or invasion of privacy.

Think carefully before using any test – is it actually necessary for the requirements of the job? Is the test relevant to the person/job specification? What is the company/organisation's policy about using tests, storing results and giving feedback to the candidate? Marking criteria must be objective, and the record sheets should be retained in accordance with the data protection legislation.

7. Assessment centres, role-plays and team exercises

Assessment centres are often used by large organisations making middle and senior management or 'fast stream' graduate appointments. Exercises, sole and group, may take place over a few days, normally in a residential setting. The individual may also be required to make presentations and to take part in role-plays or team events.

8. Hints for preparing for a job interview

- Make sure of the time, date and venue of the interview.
- Obtain as much information as possible about the job you have applied for.
- Do some research about the company/organisation that offers the vacancy.
- Develop a list of possible questions to be asked during the interview and rehearse them with a friend or colleague.
- Remember to take your Curriculum Vitae (CV) with you to familiarise yourself with its content. Some companies ask questions based on information contained in your CV.
- Never arrive late. Be at least 15 minutes early. Arriving late sends a negative message, “You don’t care”.
- Be well dressed. If it is a management position, a tie and a jacket or a tie and a suit for a man are appropriate.
- Remember to switch your mobile phone off before you enter the interview room.
- During the interview, always maintain eye contact with the interviewer.
- Do not sit down before you are asked to do so.
- Be polite, confident about yourself and enthusiastic about the work.
- If you do not understand a question, ask for clarity or that the question be re-phrased.
- Answer questions honestly and to the best of your ability.
- If you have the relevant experience needed for the post, tell the interviewer about it.
- Never ask about how much you will be paid during the interview (rather let the company mention it). If you are the successful candidate you will negotiate your package.
- Ask for the scope for growth.
- Never ask questions such as “What does your company do?” If you have not done your homework and researched the company, you do not deserve a seat at the table.

9. Questions to ask in a job interview

Questions are a great way to demonstrate that you understand the company’s goals and challenges, highlight your qualifications and work ethic and, most importantly, make an impression that moves you to the top of the list of potential candidates.

The following questions will provide you with insight into the company/organisation and make a favourable impression:

- I have been told that I work well as a team member. What are some of the ways your company encourages teamwork?
- Long-term job satisfaction is important to me. Is the company/organisation/department committed to growing talent from within, whenever possible?
- I enjoyed your published mission and values. How are these reflected in day-to-day life? Can you share some examples that would help me to understand your corporate culture?
- If your son, daughter or a friend was looking for a job, would you recommend working for your company? Why?
- What do you think distinguishes your company from its competitors, both from a public and employee perspective?
- How does your company demonstrate a sense of pride in its employees? Can you help me to understand what it looks for in return.
- Are there paid, ongoing learning opportunities offered at my level of job responsibility? What obligations do I have if I take advantage of them?
- What does your company/organisation expect in the way of personal and professional growth for a person hired for this position?
- Does your company have a code of conduct covering work ethic and appropriate attire?
- Does your company have a policy with regard to what one can communicate to the media? Please elaborate.

Not every question will be appropriate for every job interview. Choose the ones that best address your career and personal goals and do not be shy about delving deeper into areas of particular interest. For example, if you may want to explore the company's commitment to work-life balance.

10. Questions which might be asked during the interview

- What do you know about this company/organisation/department?
- Why are you interested to work for us?
- Tell us what you know about the post you are applying for. How do you see your role in the post?
- What are your career goals and ambitions?

- Why do you intend leaving your current job?
- Do you like working on your own or in a group? Please elaborate.
- What are your strong and weak points?
- Tell us of an incident you were involved in conflict at work and how did you handle the conflict?
- The company is currently experiencing staffing problems, financial problems as well as low staff morale. What would be your turn-around strategy?
- What do you understand by “knowledge management” and how will you infuse it in the position you are applying for?
- What is “Medium-Term Expenditure Framework” and how will you apply it in financial management?
- What is a “budget”? and why is a budget important in the running of an organisation/company?
- As a supervisor, discuss the steps you will take in dealing with a grievance submitted to you.
- What is the turn-around time in filling a post within government departments?
- Discuss the difference between “incapacity” and “poor performance” within the workplace.
- What will be your internal and external stakeholders in the job that you are applying for?
- Why do you think you are the most suitable candidate for this post?

11. Strangest interview mistakes

Jobseekers frequently say and do the wrong things during interviews. Some could have been the result of nerves and others are just so weird there is no way to explain them. Here are some outrageous and real interview mistakes that surveyed employers have reported (CareerBuilder.com in *City Press* dated 20 January 2003 with the caption “How not to do an interview”):

i. Admitting to a thievery instinct

Candidate said he had to quit a banking position because he was always tempted to steal. Why it is a mistake: No one wants to hire a potential thief. What should you do: Say you want to explore other options or you need a position that is more aligned with your career

goals. Honesty is great, but an employer does not want to hear that you are possibly going to rob the company.

ii. Blatant lying

Candidate denied that he had a cell phone with him even though it could be heard ringing in his briefcase. Why it is a mistake? A ringing phone is a simple mistake; a lie is a deal breaker. What you should do: Say “excuse me” and quickly turn the ringer off. A sincere apology shows you are sorry and lets you get back to the conversation at hand.

iii. Boorish manners

Candidate emptied the employer’s dish of sweets into her pocket. Why it is a mistake? It is just weird. What you should do: Take a single sweet like a normal person – think about the others. Pouring the entire bowl of sweets into your pocket makes you look like you have no manners.

iv. Raising red flags

Candidate said he did not like getting up early and did not like to read. Why it is a mistake: Separately, these statements raises red flags, warning the employer that you are not keen on working too hard. Together, these statements are worrisome. What you should do: If early morning is not your preferred time to rise, you can admit this as long as you counter it by saying you have no trouble staying late. This only works if getting up early is not vital to the position for which you are applying. If you are asked what books you have read recently, you should have at least one title to mention. If the questions continue down that path, explain that you spend most of your time outdoors or doing something else.

v. Acting like a mobster

Candidate asked to be paid “under the table”. Why it is a mistake: Hopefully, illegal activity is frowned upon by all employers. What you should do: Do not ask to be paid illegally.

vi. Feeling up the interviewer

Candidate reached over and placed a hand on the interviewer’s knee. Why it is a mistake: Aside from the handshake, you should not really touch the interviewer. What you should do: Keep your hands folded on your lap, writing in your notebook or resting on the table.

vii. Being too Machiavellian

Candidate commented that he would do whatever it takes to get the job done, legal or not. Why it is a mistake: Crossing the line from passionate to a legal liability is worrisome for any company. What you should do: Stress your passion for the job and how eager you are to reach the company’s goals. Employers want to know you have got the strong will to make things happen, not that you are breaking the law on their behalf.

viii. Hugging

Candidate hugged the president of the company. Why it is a mistake: Hugging is never appropriate during an interview. What you should do: Unless there is some very unusual exception to the rule, interviewers and jobseekers should not hug. You really should not hug the president of the company unless you have been asked to do so. And if you have been asked to hug the president, you probably should find out why.

ix. Personal calls

Candidate called his wife to see what they were having for dinner. Why it is a mistake: Your focus should be on the interview at hand, not to mention that phone calls of any kind are never appropriate mid-interview. What you should do: If there is an urgent matter, such as your child is sick, explain to the interviewer that you might need to step out of the room if an emergency call comes in or that rescheduling might work better. What is for dinner is not an emergency.

x. Frivolous requests

Candidate asked to postpone the start date so she could still get holiday gifts from vendors at her current job. Why it is a mistake: That is not a good excuse. What you should do: If this or any other frivolous reason is why you want to postpone the start date, supply a better reason. Simply saying, "I have a prior engagement I can't get out of" or "I have to serve one month's notice in my current job", is better than saying, "I want gifts".

xi. Signs of being a malingerer

Candidate called in sick to her current employer during the interview, faking an illness. Why it is a mistake: You are showing your potential boss that you have no trouble lying. What you should do: Interviewing is tricky because you usually have to lie in order to get out of the office to get to the interview. Employers know that. However, they do not need you to tell that lie right in front of them. It is a sign that you do not know how to be discreet and professional.

xii. Admitting to laziness

Candidate said he did not want the job if he had to work a lot. Why it is a mistake: No one will hire a lazy person. What you should do: Do not admit you do not want to work a lot. If there is one thing you should not say in an interview, it is that you are looking for a job where hard work is not part of the package.

xiii. Greed and paranoia

Candidate would not answer a question because he thought they would steal his idea and not hire him. Why it is a mistake: This response makes you sound greedy and paranoid. What you should do: You definitely do not want to hand over all of your genius ideas and

secrets because a crooked company could definitely steal them. However, you should be prepared to give a sample of your ideas because sitting in silence or refusing to answer the question does not give the interviewer a chance to evaluate you.

14. Get noticed for the desired job

Here are some effective but indirect ways to get noticed by the people who can get you hired:

i. Best referrals are a friend of a friend

Ask friends if they know anyone who might know someone? Do not be afraid to discuss your job search wherever you go – at the gym, church, parties, social media and so forth. When the opportunity presents itself, be open and honest about what you are looking for.

ii. Attend association meetings in your field

Search for associations in your career field, and attend their meetings and networking events. Meet and greet potential employers and other professionals. When you walk into the room, look around and see who is there and who could help you. But be equally generous and see if there are people who you can help too.

iii. Find your best social media fit

For example, advertising and branding companies might prefer Twitter. “Soft sell” your skills by telling them what you dream of doing and having some interaction with the company even if it is with the social media community manager. Since your career is relevant to the brand, you could find support.

iv. Referral dos and don'ts

When finding the right people to refer you, especially at a networking event, avoid pitfalls by being the person they want to give support. Do not be nervous or shy. Smile. Keep it light. Others will see you as confident. Do not make it all about you. After saying hello, get them to talk about themselves. Listen for how you can support them. Do not ask for a job. Chances are even if they work at the perfect company for you, they are not the decision maker. And if they are, do not put them under pressure. Remember, they will need approval from others.

v. How do you win support?

Now that you have created an open listening, here is what to do. Speak with enthusiasm about the job/career you are seeking, ask for a business card, then ask them if they know anyone whom you can be referred to? End the meet-up by giving a thank-you handshake

and sending a CV right away. Send them industry articles. Take their advice and tell them how you did it. If they are not sure about your experience, offer to work as an intern or for a smaller salary.

vi. What if it is not working?

Perhaps it is time to transition into a more in-demand field? Apply for a related, more in-demand occupation. Look online for career niches within your chosen field. Search the Internet for sites that may have careers in similar occupations. Consider getting more opportunity and pay with a certification course or additional training.

vii. Customise and critique your CV

Brand your CV by customising it to fit the job. After you have developed three or four, you will find you can use them over and over.

viii. What is your hire-ability value?

Before you start, ask yourself these bottom line questions: “Where in the marketplace are my skills and experience most valuable?”; “What can I do to emphasise that I am the most desirable job fit?”; and “How can I overcome a no-hire weakness?” You can offer employers in the cover letter, “I am willing to work as an intern to gain experience and skills.”

ix. Study prospective employers

Get to know the company and any of its key personnel beyond the job description. Check out the website and research the company online. The more you know, the more you can target your CV to overcome rejections.

x. Are you emphasising your assets?

Add more emphasis on the skills that match their requirements. Elaborate more on the duties and accomplishments that they will find desirable. Then adapt your goal and job description’s wording so it is clear you and the employer want the same thing.

xi. Are you using their words?

Words can be misleading. Each industry is different. Rewrite your past experiences to fit better. Wherever possible, use the words in their job posting to customise your CV. Take out what is not related without showing an employment record gap.

xii. Your final resume critique

Now, take a break to clear your head, then review your CV. Will it grab the employer’s attention in 10 seconds? If not, what else can you do.

13. Making the decision after the interview

Decide whom to employ as soon as possible after the interview/test/assessment. Use of a structured scoring system helps here, particularly one that is based on the applicants' competencies, and, particularly one that is based on the applicants' competencies and avoid the pitfalls or stereotyping, making snap judgments and "mirror image" effects (that is, a subconscious subjectivity – looking for similarities to oneself in the candidate).

Structured scoring allows the organisation to weigh some elements or competencies if desired, and to compare a candidate's score with the job specification "ideal" score – although care must be taken when considering the results that a high overall score does not mask a low score in a crucial area. Write up notes immediately after the interview – recording relevant answers and detail. This is not only for the decision-making process but also to provide feedback to the candidate if requested. Be aware also that your reasons for appointing or not appointing a particular candidate may be challenged under discrimination legislation.

Table 2 below is an example of a scoring sheet used by the Department of Justice and Constitutional Development, Northern Cape Regional Office for interview purposes (not real names)*:

DEPARTMENT OF JUSTICE AND CONSTITUTIONAL DEVELOPMENT: NORTHERN CAPE REGION: SCORING SHEET

SELECTION COMMITTEE: e.g. Mr S.M. Cat (Chairperson); Ms B.W. Table & Mrs K.P. Waters*

HUMAN RESOURE'S SCRIBE: Ms W.O.P. Mercedes*

NAME OF POST: Assistant Director Administration (Level 9)

LOCATION OF POST: Komkuierspruit Magistrate Office*

CANDIDATE PROFILE			COMPETENCY	SELECTION COMMITTEE INTERVIEWING SCORES			FINAL RATING	OVERALL ASSESSMENT
NAME	Race	Gender		Panel Member 1	Panel Member 2	Panel Member 3		
				Score: out of 5	Score: out of 5	Score: out of 5		
			Project management					
			Document management					
			Conflict management					
			Decision making					
			Time management					
Total								

Panel member comments:

.....

.....

.....

.....

Panel member’s signature: Date:

Note: To reach the final rating score, the scores of all three panel members are added together and an average score is worked out.

Inform all the applicants of the outcome of the interview as soon as possible, whether successful or unsuccessful. Keep in touch if the decision is delayed. If you are anticipating a lot of candidates to apply, you may be tempted to include the clause that “due to the large number of applications we envisage to receive, applications will not be acknowledged. If you do not receive any response within 2 weeks/3 months, etc. please accept that your application was unsuccessful” at the end of your advertisement for the post.

Try to give positive feedback to unsuccessful candidates on any aspects they could reasonably improve for future success. It is sensible to maintain a favourable view of the organisation among the applicants – there may be future job vacancies for which they

would be suitable and for which you would wish them to apply. Failure to get one job does not necessarily mean unsuitability for other jobs with the organisation. You may want to keep CVs or applications on file for future matching. Also bear in mind that applicants and their families may be your customers as well as potential employees, so it makes business sense to treat them fairly and courteously.

14. Selection strategies

To make a final choice between the applicants for a specific job, a selection strategy must be decided on in advance, which will take into account certain important concepts. Here we refer to multiple predictors, placement and cost benefit analysis.

14.1 Multiple predictors

In a case where more than one predictor of success in the work situation or more than one selection technique are to be used, it must be decided what combination will be used to take the selection decision. According to Gerber, Nel & Van Dyk (1995:143-144), there are three approaches to this problem, i.e. multiple obstacle approach, the compensating approach and a combination of these two methods.

14.1.1 The multiple obstacle approach

The multiple obstacle approach means that each selection aid is regarded as an obstacle that the applicant must overcome before he/she can progress to the following step. Thus the candidate must go through each of the selection steps – from the provisional selection to the final step, i.e. the medical examination. If the candidate fails any of these steps, he/she is rejected.

14.1.2 The compensating approach

The applicant is not automatically rejected if he/she fails one of the steps of the selection process. The applicant can make up for a low score in one of the steps by achieving an above-average score in another. For example, an applicant who communicates badly will do poorly during the interview, but may compensate for this with a high score in a performance test. He/She is then not automatically withdrawn from the selection process, but is allowed to complete the entire process. At the end, the applicant is then weighed up against the other applicants.

14.1.3 The combined approach

The process begins with the multiple obstacle approach and ends with the compensating approach. The multiple obstacle method can, for example, be used up to the level where tests are conducted, because certain tests must be passed for entry into certain jobs. Those

who fail one of these selection steps are automatically eliminated from the selection process. During the steps after testing, the compensating method can be used, with the applicants being allowed to complete the selection process. The final choice can then be made from this group of applicants.

14.2 Placement

While selection is the process in which someone is selected to fill a specific job, placement is a wider process in which an applicant is considered for more than one job. The placement strategy will thus take into account the applicant's interests, skills and knowledge. If the applicant is not regarded as suitable for a certain job, he/she will be considered for others. As opposed to the selection process, the placement strategy makes particular sense under tight labour market conditions. A larger organisation with a more diversified job structure can also use the placement strategy to reduce the costs of recruitment and selection.

14.3 Cost benefit analysis

During the selection process, two types of cost must be taken into account. Firstly, there is the cost of filling a job (this includes recruitment, testing and interviewing). Secondly, there are the potential costs that may result from a wrong selection decision. These include aspects such as the cost of terminating service, the cost of selecting another employee, and low productivity.

These costs will vary, depending on the employment standards set during the selection process. It may be assumed that at a certain point the total costs will increase as the employment standards rise. It is thus important that the selection techniques and standards are periodically reviewed to ensure that they are still cost effective.

15. References and checking

You should state on the application form when any references will be sought, and do not approach a current employer unless the candidate has given express permission. If references are sought, they will be most effective if you include a job description with the request, with structured, relevant questions that will enable you to gain accurate further information about the candidate's abilities.

Do not ask for personal information or for conjecture about the applicant. Remember too that completing a reference takes time and proper consideration, so only seek such references if you believe they are necessary and appropriate. A simple form confirming dates of employment, capacity and particular skills may be satisfactory.

The holding of particular qualifications, training or licenses may be important to the job and it is reasonable to ask candidates for proof. If checks on such qualifications are to be made, it is good employment practice to make sure the applicant knows, and that copies of any relevant documents will be held on their personnel file.

The timing of reference and qualification checks is variable. It is often the case that references are taken up at short-list or offer stage, and the candidate may be asked to bring documentary evidence of qualifications to the interview. Job offers are sometimes made “subject to satisfactory references being received”, but this is not advisable. The referee may simply fail to provide any kind of reference. There is no legal requirement to do so. Or a referee may wrongly indicate the applicant is unsuitable, in which case if the offer is withdrawn on those grounds, the organisation could face legal action by the applicant. The organisation needs to have a policy of what to do in circumstances such as the non-supply of a reference – an initial “probationary” period might be an acceptable way of proceeding.

16. The offer

Once the successful candidate is identified, and any necessary references and checks completed, send out an offer letter. This is preferable to telephoning the candidate as a letter enables the specifics of the job to be re-stated, with the terms and conditions, any pre-conditions (e.g. subject to exam success), or post-conditions (e.g. subject to a satisfactory probation period).

Remember that the employment contract is a legal one, and exists even before the candidate has commenced employment. The offer letter should set out the following points:

- The job title and the offer of that job;
- Any conditions (pre or post) that apply to the offer;
- The terms of the offer – salary, hours, benefits, pension arrangements, leave entitlement, place of employment, etc.;
- The date of commencing and any probationary period;
- What action the candidate needs to take, e.g. returning a signed acceptance of the offer, agreement to references, any date constraints on acceptance; and

- If the letter is to form part of the contract of employment, it should say so. Alternatively it could form the main terms and conditions of employment – a written statement required by law to be issued to employees within one month of them starting work.

17. Preparing for the new employee

Once the candidate has accepted the job, the organisation must then prepare for the new employee's arrival and induction. Failure to attend to this can create a poor impression and undo much of the positive view the candidate has gained throughout the recruitment and selection process. A good induction programme reinforces positive first impressions and makes new employees feel welcome and ready to contribute fully.

In conclusion, reading as much as possible about the interview process and the kind of questions you may be asked will help keep you calm during an interview. This will also assist you to make thorough preparations for the interview that will help you to possibly get the job. Once you have been appointed and ready to start work, the induction process kicks in.

4

GETTING STARTED AFTER THE INTERVIEW

1. Introduction

Comparisons between job hunting and dating are common, and never are they more true than when it comes to the follow-up. After a date, you want to let the other person know you are interested, but you do not want to appear desperate. Plus, you do not want to feel foolish if he/she had no intention of contacting you again. On the other hand, what if he/she is waiting for you to make the call and if you do not, you will miss out on a great romance? So many questions and no definite answers to any of them. Ultimately, you have to use your judgment and hope for the best.

Following up after a job interview is similar. As if you were not nervous enough, you end up asking yourself a dozen questions and imagining hypothetical situations. “If I follow up now, do I seem desperate? If I wait too long, will they think I am lazy? What if I am the frontrunner but I bug them and they cross my name off the list? What if I am tied with someone else and my initiative gives me the edge?” As with dating, job hunts do not have rules set in stone. At best, you can do what feels right and see what happens.

Here are three (3) possible methods for following up with an employer and ways to know if you have crossed the line. Of course, you are bound to meet someone who broke one of these rules and impressed the hiring manager by his/her audacity. Perhaps going against etiquette will work for you. Just be aware that you are risking your professional reputation and could be removing yourself from the running for a job where you were a top candidate.

2. Possible methods for following up with an employer after the interview

2.1 The Thank-You note

The thank-you note is necessary after an interview, and no jobseeker can afford to forego it. They tell managers you respect their time and acknowledges how grateful you are to get some face time.

An e-mail note on the same day of the interview show you are courteous and do not dawdle. For most employers, an e-mail is an acceptable form of thanks because e-mail is a part of everyday business life. A handwritten letter can be sent as a supplement to the e-mail if you want to stress your gratitude or you know the interviewer is old-fashioned.

2.2 The phone call

The phone call is daunting and not the right move in every job situation. In fact, many job postings specifically state that no phone calls would be taken. So you might want to skip it.

Unless you were specifically instructed not to call the hiring manager or another contact, you can make the call after an appropriate amount of time has passed. In this case, if you were given a deadline for when a decision would be made, let it pass and wait a few extra days and then make the call, just once (unless instructed to call back).

The phone call is one of the easiest ways to sabotage your image. Call once, when appropriate, and do not call again unless you have been told to. Calls are a nuisance in a way that letters and e-mails are not and it is harder to ignore if it requires the hiring manager to screen his/her calls once you become a repeat offender. If the company wants you, it probably will not forget to call you.

2.3 The pop-in

The pop-in causes you anxiety when your in-laws do it. Your place is a mess and you are forced to entertain people whom you might not like very much. Do not do that to an employer.

Stopping by to visit the company is rarely acceptable. Unless you have an explicit indication that you are welcome to show up uninvited, which would actually imply that you are invited, showing up in person is considered inappropriate. This follow-up is one case where once is almost certainly too much.

When you show up and the hiring manager or receptionist gives you a look that says, “Why are you here?” you will know you have crossed a line. Employers are busy – they have

schedules, meetings, clients and tasks. By showing up unannounced, you not only disrupt their routine but also imply that you are more important than their immediate attention.

3. How to spot the warning signs

Always try to spot the red flags that indicate whether a certain job is wrong for you. Interviewers are prepared to instantly spot strengths and weaknesses in a job candidate. Naturally, they want to find somebody who is the best fit for the role and weed out jobseekers who are not up to the challenge. But do not forget that the company is interviewing for you too. It is up to you to spot the strengths and weaknesses of a company.

To avoid taking a job that is not right for you, look for these red flags in an interview and learn how to respond to the warning signs. You do not want to end up hating a job.

3.1 There are hints of high turnover

Whether it comes up naturally in an interview, or if you ask about it yourself, find out about the history of the job you are applying for, as well as the employees who formerly held the role. Hopefully, those employees have gone on to better positions, or have been promoted within the company. If the last employee was there for less than six months, or if there have been more than two people in the role in the past two years, consider that a potential red flag.

If there are signs of high turnover, further investigate the workload and responsibilities. There is a chance the role is overburdened if employees are getting burnt out quickly.

3.2 Career paths are not a priority

A common interview question is: “Where do you see yourself in five years?” After you have explained your hopes for your career path, do not be afraid to turn the question around. Ask about the future of the role and how the company expects the employee to advance. It is a warning sign if they cannot clearly and eloquently explain the future of the company, and where they hope to be in five years – especially if the interviewer would be your direct supervisor. If they do not know this now, they will probably lead you astray as you work.

3.3 Work environment is not positive

You can learn a lot about a business based on what the employees say or how they act around people outside of the company. Watch out for the tone with which they speak of the last employee. It is possible to get caught up in thinking that the person must not have

been great at the job since they are not there anymore. But if this comes across in the way people speak about them, that shows a low level of professionalism on their part.

Another warning sign is if the manager cannot explain with enthusiasm why they like working for the company. If the interviewer is not excited about the work environment, why should you be?

3.4 Not the role you applied?

When it comes time for you to ask questions, ask what a typical day looks like in that role. If possible, ask the supervisor and an employee who does that job. If their answers are vastly different, that is a red flag.

Also find out what their expectations will be of you immediately upon starting the job. Watch out if they are looking for someone who will hit the ground running. While this is not make or break, it is typically the sign of a company with no training process. If you require formal training, manuals and documented procedures, this may not be the company for you. The same applies if you ask what would be your first priority in the first 30 days and they say anything other than learning.

3.5 How to respond to the red flags

If red flags are popping up in an interview, there are ways to investigate. If you notice that an interviewer is unprepared to openly answer a valid question, try asking it in different ways or from different angles. Inconsistent responses are a red flag that something may be happening behind the scenes. Try to determine if the question is a deal breaker for you, or whether someone else in the organisation can more fully answer your question.

If you see red flags, is the job a lost cause? Not necessarily, but you absolutely do have to be honest with yourself about the type of work environment you are getting yourself into. The best thing to do during the interview process is to take in information. Afterwards, you can make your decision if it is a good match, just as the interviewer would.

4. Unusual tactics to land the job

Would you hire the person with a tattoo on his palm, a ring in his nose and dreadlocks when you want to appoint a Marketing Manager for your company? Do you think he is employable because he is wearing a yellow suit and glasses? He just might.

Jobseekers tend to do unconventional things in hopes of landing a job. Although we are starting to dig ourselves out of tough economic times, these circumstances have still led

some jobseekers to resort to, shall we say, unusual measures to try to stand out from the competition. And those unusual measures may just be working.

While we are seeing positive signs in the job market as employers gradually add headcount, competition is still high for open positions. As a result, more candidates are turning to unconventional tactics to attract the attention of hiring managers. While these tactics may work, occasionally, they still need to be done with professionalism. That way, candidates are remembered for what they can offer an organisation and not just for an unusual antic.

While doing strange things to get a job may have had a bad rap in the past, it is not all, “thanks for your time, these gentlemen will escort you out”, on the employer end. Some hiring managers look at candidates who can think outside interview walls and see an innovative new employee in their future. But what really works and what flops? Candidates are wise to show what they can offer an organisation when considering an unusual approach. Otherwise, it is just an empty attention grabber – and employees will likely see through it right away.

Here are a few incidents employers shared when asked what unusual job tactics made them say, “You are hired”:

- Candidate brought in a DVD of his former boss giving her a recommendation;
- Candidate applying for a casino-table-game position came into my office and started dealing on my desk while pretending to talk to players, which showed me his guest-service skills;
- Candidate sent in a letter that explained how to solve an issue our company was having with a certain type of technology;
- Candidate who was a prospective teacher brought in a box of props to demonstrate her teaching style;
- Candidate came prepared with unique business cards featuring our logo and had a brochure about herself;
- Candidate wrote a full business plan for one of our products with his CV submission; and
- Candidate created a full graphics portfolio on our brand.

5. Waiting for a job? Start working part time

Matthew Tarpey in the *City Press*, date 21 April 2013, p. 2 in an article titled “Waiting for a job? Start working part time”, asserts that for many recent graduates, life may not be going exactly as planned. The rocky job market has many wondering when they will put

their education to use at a real, full-time job. But rather than accept unemployment until things turn around, they should consider taking part-time positions. There are a number of reasons young people should look more seriously at part-time jobs. Chief among them is money. But the benefits go much deeper than funding weekend partying and staving off financial problems. A part-time job shows prospective employers that you can take life seriously and be proactive.

Employers may question gaps in a candidate's CV, especially ones that stretch over a long period. Show employers that you are responsible by taking a part-time job to help pay off your student loans while looking for more permanent employment.

When researching part-time positions, look for ones that would give you experience in your desired field and possibly introduce you to professional contacts that may be useful down the road. For many employers, a candidate's prior experience is an important factor, and professional referrals remain one of the most trusted and widely used methods among hiring managers for filling vacancies. A part-time job in a related field is often more beneficial than a full-time position in an unrelated one.

Even if your part-time job is not in your desired field, it is still a good way to round out a CV, as well as prove you are a driven self-starter. It may also lead to letters of recommendation, which will be invaluable in your job search. It never hurts to have a little income, and it will get your parents off your back. Student-loan debts may be due soon, plus the sooner you are able to start saving money, the sooner you will be able to move out of your parents' house – not to mention that having an active social life requires cash.

Taking a part-time job will also help in your quest to find sustainable employment in less direct ways, such as improving your time management. With nothing to do each day but fill out the odd job application and make a phone call or two, it is easy for an unemployed jobseeker to get distracted and disorganised.

A part-time job can help create structure that is likely to spill over into the rest of your life and prepare you for a full-time schedule. A part-time job makes a great transition into the hustle and bustle of the daily workforce. So, while it may not be what you originally wanted, any chance to put yourself to work, fill CV gaps and build worthwhile experience should be looked at as an opportunity.

6. Lessons to remember when you get your first full-time job

Your first full-time job may have been ages ago, but it taught you more lessons than you may realise. From spending habits and co-workers to promotions, your entry to the

workforce was a learning experience. Reflect on your first job, and apply those lessons to your current role.

Getting along with your co-workers is just as important as doing your job. When you arrived on your first day, you may remember being both excited and nervous. Who would your new co-workers be? What would they be like? For 40-plus hours a week with your new “family”, making a good impression and forming relationships makes work easier and more fun. This remains true throughout your career, no matter how many times you change companies or jobs. You still have a “work family” that you spend much of your time with, and it is still important to keep that family strong. When you are close to your co-workers and have established trusting relationships, everybody works harder and more efficiently.

There is no thrill quite like receiving your first pay cheque. It is a step into adulthood as well as a step towards the finer things in life. In most black cultures in South Africa, your first pay has to be given to *umalume* (uncle) and you have to organise *Mpho ya Badimo* (a traditional feast to appease the ancestors) as a way of thanksgiving. With your first pay cheque comes finer things. Suddenly, a nicer wardrobe and new ride were deemed just as important as paying your bills and saving money may have been a struggle. Getting smarter with money does not come naturally with age – it is a discipline that takes practice and effort. Bills and practical purchases should take priority, and so does saving for the future. However, remember the excitement of your first salary and the validation it gave you for taking the job, and celebrate your hard work with occasional fun purchases.

When you started your first job, you had to adjust to your new co-workers and had to rely on them to show you the ropes, answer your questions and support your efforts. Maybe you are no longer the “newbie”, but you should listen and learn from your peers just as much today as you did on your first day. Everybody you work with was hired for a reason, and everybody is an expert in some area. Not only can you take advantage of these areas of expertise when you have questions, but you should also return the favour and be as helpful to them. Make an effort to keep close working relationships with your co-workers, and create a strong, capable team that is ready to help the next new employee.

The first meetings you were invited to probably felt more exciting and special than the ones you attend now, though that is not a good enough reason to show up unprepared. It is easy to fall into the habit of “winging it”. Not only is this disrespectful to the person who called the meeting, but it slows down the productivity of the meeting as well. When you first began working, you likely felt an urge to prove your worth, so you went over the materials, came prepared with thoughts or ideas and contributed to the meeting in any way you could. Such a helpful attitude only makes you look better as time goes on. Do not fall for the misconception that experience means you do not have to try as hard.

The first week on your new job was filled with hesitant moves: “Am I allowed to do this?” “Is this okay?” “Will I get fired for this?” As you settled in, you realised how silly some of those thoughts were, and it was unlikely you would get fired for five extra lunch minutes. Fast forward to now, and you are confident you have earned enough freedom to do what you like, as long as your projects are finished, But that mind-set may lead to trouble. No matter how long you have worked somewhere, your job is not 100% secure. You are working for others, and must meet their expectations.

7. The induction process

After a candidate has started at his/her new place of work, induction kicks in (the process of familiarisation with the organisation and settling into the job). An **induction programme** is the process used within many businesses to welcome new employees to the company and prepare them for their new role. Induction training should include development of theoretical and practical skills, but also meet interaction needs that exist among the new employees.

It is easy to forget that the selection process is only the beginning of the employment relationship, and the future of that relationship depends to a considerable extent on how the new employee is settled into the job. Most employee turnover is among new employees, and work efficiency is reached only after a period of learning and adjusting to the new environment.

By planning an induction programme in consultation with the trade union or other employee representatives, if available, the organisation can quickly build on the positive attitude of the successful candidate. However keen new recruits may be, they may have anxieties about how well they will:

- get on with their co-workers/colleagues;
- understand the standards and rules (written and unwritten) of the organisation;
- make a good impression on their new manager or supervisor; and
- be able to do the job.

8. Benefits of an induction programme

An induction programme is an important process for bringing staff into an organisation. It provides an introduction to the working environment and the set-up of the employee within the organisation. The process will cover the employer and employee rights and the terms and conditions of employment. As a priority the induction programme must cover

any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee.

An induction programme is part of an organisation's knowledge management process and is intended to enable the new starter to become a useful integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the company.

A good induction programme makes business sense, whatever the size of the organisation, and whatever the job. It introduces the newcomer not only to their immediate colleagues, but to other workers with whom they may have less day-to-day contact including trade union representatives or employee representatives on any staff committee or council.

Good induction programmes can increase productivity and reduce short-term turnover of staff. These programmes can also play a critical role under the socialisation to the organisation in terms of performance, attitudes and organisational commitment.

A job induction enables the individual to:

- Consolidate their understanding of the duties and responsibilities of the job;
- Understand the expectations of them in the form of standards, objectives or a work portfolio, set with the line manager;
- Understand how their work performance will be monitored (including probation and performance review processes);
- Discover the information and support that is available to them including coaching and mentoring and key contact;
- Highlight areas where training and development would be appropriate; and
- Apply their skills and knowledge to performing the job and demonstrate that they successfully meet probation requirements.

9. A typical induction programme

The induction programme must be designed so that it will meet the needs of both the organisation and the new employee. The needs of the organisation are aimed at making a profit or service delivery, which means that the organisation wants the new employee to make a productive contribution to profit-making or service delivery using minimal resources.

A typical induction programme will include at least some of the following:

- An overview of the organisation – its goals, norms, service charter, standards and philosophy, the organisational structure, products and services, the job environment;
- An overview of policies and procedures – how to communicate, the usage of state property; security and risk management, etc.;
- Tasks and responsibilities- detailed explanation of the task based on job description; explanation of the importance of the task; explanation of performance standards; explanation of general problems in the work situation;
- Labour relations – employee rights and responsibilities; employee organisations; employment conditions; grievance procedures; discipline; communication channels;
- Any legal requirements (e.g. that Health and Safety training for the company is obligatory);
- Any regulatory requirements (e.g. in the banking sector certain forms need to be completed);
- Fringe benefits: insurance, medical benefits, unemployment insurance; leave, retirement benefits, recreation facilities, etc.;
- Facilities – cafeteria services, parking, rest rooms;
- A guided tour of the building;
- Set-up of payroll details;
- Introductions to key members of staff;
- Completion of quarterly performance reports during the incumbent's probation period; and
- Specific job-role training (Alvenfors 2010, Gerber *et al.* 1995).

10. The induction timetable

In order to fully benefit the organisation and employee, the induction programme should be planned in advance. A timetable should be prepared, detailing the induction activities for a set period of time (ideally at least a week) for the new employee, including a named member of staff who will be responsible for each activity. This plan should be circulated to everyone involved in the induction process, including the incumbent. If possible it should be sent to the incumbent in advance, if not co-created with incumbent.

Induction often begins before the person has actually started, in that the organisation will supply material as part of an initial “information pack”, or with the invitation to interview, or with the letter of job offer. This may be particularly important in jobs of a technical nature, where it is helpful for the new starter to be as well informed as possible about that side of the work. Clearly, learning the particular projects and initiatives will have to be done in the workplace but much “mental preparedness” can be undertaken in advance.

A good reception with the line or personnel manager spending time with the new employee, is important on the first day. There may be further documentation to complete, perhaps a preliminary discussion about training either immediately or in the future, an explanation of the development opportunities that are available, and of course enough information to give the incumbent a good grasp of the working practices of the organisation. Any particular health and safety requirements should be made known, together with details of whom to go to for help and advice during the course of their employment. Many companies use a “buddy” system, where an experienced worker is nominated to assist the new recruit in all the day-to-day questions that may arise.

The induction programme may be spread over several days or weeks, and may incorporate specific job training, but the following points should be kept in mind:

- All employees need to be able to work in a safe and healthy manner. Recruitment and placement procedures should ensure that employees (including managers) have the necessary physical and mental abilities to do their jobs, or can acquire them through training and experience. Employers should have systems in place to identify health and safety needs arising from recruitment.
- People can take in only so much information at any given time, and should not be overloaded. It is important that health and safety is introduced in a structured way.
- If there are special health and safety requirements, make sure the new starter fully understands their importance – otherwise there is the risk of being exposed to unnecessary danger or endangering their co-workers. All employees must know what to do in the event of a fire or other emergency.
- Setting out the plan of induction at the beginning avoids the problems that can arise in trying to arrange time in the future, when the employee is established in the job.
- Do not forget induction needs for shift workers or night workers. They may need some time on days, or modified shifts to cover the induction period.
- Even if the induction period covers job training, try to let new starters do some practical work, as this will assist their learning and enable them to relate what they are being taught to what they will be doing.

The outcome of all this is that the incumbent should have a good feel for the organisation, and should continue to feel that they made the right decision in joining the organisation.

11. Management/professional trainees

Commonly, management and professional trainees are not recruited for specific jobs but undergo further education and training after their employment commences. This may indicate they are less able to be involved with practical work, and without care this can lead to a loss of interest and motivation. Their induction period should attempt to include them in appropriate work in the organisation if at all possible.

12. Who is responsible for the induction process?

There may well be several people involved in the planning and delivery of the induction programme. In a small company, it may be the personnel officer, the manager or supervisor and perhaps a “buddy”. A larger organisation may call on the abilities and skills of many people. These could include:

- The personnel or human resource manager. Their likely involvement would be to cover the terms and conditions, complete any necessary paperwork, and perhaps give an overview of the company organisation.
- A competent health and safety adviser, particularly if there is a need for specific safety procedures or protective clothing, etc. This person assists an employer in applying the provisions of health and safety law.
- The training officer.
- The line or department manager. This person will normally provide the more local welcome to the organisation, explaining where that particular department or section fits with the whole, and providing the first round of introductions to the department.
- The supervisor, who will have the greatest responsibility and interest in getting the incumbent settled in and effective as soon as possible. This is generally where the use of a checklist can best be made, with the supervisor able to check easily what has been covered, what needs to be done, and any particular points that may need further explanation.
- The trade union or employee representative and safety representative, to explain their role.

It is often useful to have a co-worker to act as a guide and adviser to the new recruit, even if the organisation does not have a formal “buddy” system. This person can help in those everyday questions such as canteen facilities, bursary scheme, introducing other co-workers, explaining the layout of the building, etc. in an informal way as they occur. This process can also be a good way of providing a development opportunity to the person who acts as guide and mentor.

13. Types of induction

13.1 Local induction

Refers to the introduction of the staff member’s local work area where he/she will be undertaking his daily tasks. The local induction will be completed by the staff member (new recruit/incumbent) and their immediate supervisor. On commencement of employment the new staff member will complete a local induction with the immediate supervisor. The supervisor will:

- introduce new staff member to their colleagues;
- show them their work space;
- ensure the new staff member has been given access and password to the company/organisation’s IT system;
- show them any facilities within the work area, e.g. smoking room, photocopying room, lavatories, etc.;
- advise them of any specific work and break times;
- discuss the probation requirements and processes with the new staff member; and
- any other relevant information to assist the new staff member.

The local induction will vary within each section/department/unit and portfolio. Any other matters may be discussed at this time and the new staff member given an opportunity to ask questions.

13.2 Occupation Health and Safety induction

It entails the introduction to the organisation/company’s health and safety matters affecting the new staff member. Occupational Health and Safety (OHS) induction will be completed by the staff member and the OHS representative.

Following the completion of the local induction, the new staff member and their supervisor will complete the OHS induction. The supervisor will:

- introduce the new staff member to the OHS representative and local area First-Aid Officer;
- show the new staff member the local area emergency assembly points;
- show the new staff member escape routes in case of fire;
- advise the new staff member of any emergency procedures related to the specific unit or portfolio;
- advise the new staff member on how to report fraud or corruption, injuries or hazards and where forms can be obtained, etc.; and
- discuss the new staff member's workstation set up and, if required, arrange for an ergonomic assessment to be undertaken with the Risk, Health and Safety portfolio.

13.3 Corporate induction

It entails a general overview of the workplace providing a wide range of information to the staff member. The corporate induction advises them on the purpose, mission, vision, values, strategic objectives and goals of the workplace, significant policies and procedures, labour matters, staff support, health and wellbeing resources and other resources that may be of use to the staff member.

The new staff member is advised of the corporate induction time and venue in a form of a letter. In the week of their corporate induction the new staff member will receive an e-mail from Human Resources advising them of their corporate induction date, time and venue. A representative of the Human Resources Portfolio, nominated by the Human Resources manager (or nominee) will undertake the corporate induction with the new staff member. The representative will:

- outline the purpose of the induction;
- provide information on the organisation's current charter, mission, vision, values, strategic objectives and commitments;
- provide information on specific legislation, policies and procedures all staff members are required to be aware of;
- provide information on general OHS processes and the injury management process;
- provide information on services and resources available to staff;
- provide information on Human Resources matters and general working arrangements; and
- provide information on any other resources or facilities.

New staff members will be given the opportunity to ask questions relating to the information provided, and about matters relating directly to their employment. The new staff member will be provided with a checklist that they will be required to complete and sign. The checklist will detail the items covered in the corporate induction presentation and an acknowledgement by the new staff member that they are responsible for ensuring they familiarised themselves with the policies and procedures of the organisation. The completed checklist must be returned to the Human Resources representative at the conclusion of the corporate induction. From time to time Human Resources may have speakers involved in the corporate induction to provide specific information on sections of the presentation.

At the end conclusion of the induction, the HR representative will sign the corporate induction checklist and file it on the staff member's personnel file. A notation will be made of the induction spreadsheet to indicate the staff member has attended induction. Human Resources will e-mail or write to each staff member who attended the induction and provide them with a PDF copy of the induction presentation and a link to the Human Resources corporate induction webpage.

14. Centrally provided coordinated induction

It is important that the organisation also supports staff who are internally appointed to new roles and an induction programme for such staff should be followed. This should include in-house training to ensure that officials are on-par with the latest developments in their new roles and responsibilities. Training should be ongoing and should aim at improving the profit margins of the organisation, e.g. happy and satisfactory clients, business sustainability, improved service delivery, high staff turn-over, high profit on sales, etc.

Training should be run in such a way that it ensures equal opportunities in access to induction events in accordance with the organisation's Equal Opportunity Policy, Employment Equity Policy and Affirmative Action Policy.

15. Heads of Organisations/Companies/Departments

- They should give full support to adopting best practice induction processes; and
- Ensure that some courses/trainings individuals attend aimed at staff development are accredited for career pathing purposes and advancement.

16. Monitoring

As with any work activity it is recommended that the recruitment and induction process be reviewed for its effectiveness. If any stage of the recruitment process failed to produce the expected result, e.g. if the advertising method has produced too many candidates, you may want to examine what happened and why to make it more efficient in the future. Future recruitment exercises may require modifications to the methods used – a successful recruitment for one job does not automatically mean the same method will be as successful again.

This is particularly true if the labour market changes with for instance, fewer school leavers but more mature workers being available.

Recruitment and induction may be a continuous process in your organisation, necessitating more or less constant monitoring. Monitoring regularly will also ensure equal opportunity policies are being actively pursued, and that internal candidates are receiving the same consideration as external candidates.

17. Conclusion

Recruiting people with the right skills and qualities is essential for any organisation if it is to maintain and improve its efficiency. Not only the personnel manager but also the line manager/supervisor has a part to play in the selection process. It is crucial that both these people have training to enable them to carry out their roles effectively.

Careful analysis of the job to be done, and of the competencies and skills to do it, is necessary if the right people are to be fitted into the right job. Having selected the best candidate for the job, the next stage is to ensure that the new recruit is successfully integrated into the organisation through a well-planned induction programme.

Induction need not be an elaborate exercise, but it must be thought out in advance, carried out in a timely and careful manner, and evaluated to ensure that it meets the needs of the employee. The benefits of a good induction programme are a more settled employee, a more effective response to training, lower employee turnover, high staff morale, and improved employment relations.

5

PERFORMANCE COACHING

1. Introduction

Authorship is a lonely occupation and one that does not lend itself to a lot of delegation. But the finished product is the sum total of an enormous amount of wisdom, knowledge and experience from a host of different people. The same applies to the performance coaching. For individuals to be on top of their game in as far as their functions and responsibilities are for effective and efficient organisations, performance coaching plays a key role.

2. Delegating to develop

The most widely accepted definition of a manager is someone who gets things done through other people. That is what management is all about. It is the ability to delegate; it distinguishes the good manager from the bad. The manager who utilises the skills, aptitudes and commitment of his/her subordinates to develop them and broaden their experience is the one most likely to succeed and become a prime candidate for promotion.

Delegation is a misunderstood technique and one that is undergoing considerable review in the light of sweeping changes in the way organisations are being run. The principle, however, remain the same and in order to understand the benefits of delegation, it is important to grasp the significance of three terms that form the core of delegation. These are responsibility, authority and accountability (Oates 1993).

Responsibility relates to the ownership of the task that has been delegated. As soon as a subordinate is entrusted with a project it is his/her responsibility to see it completed

in accordance with the aims and deadlines agreed with the delegating manager. The subordinate may require support and coaching, but the responsibility to see the job done has been passed down the line like the baton in a relay race.

Authority is the power that is vested in the subordinate to enable the responsibility to be successfully discharged. This means ensuring that the subordinate is authorised to use whatever resources are necessary to perform the delegated task and that he/she is in a position to make the necessary decisions relating to it. Nevertheless, senior managers are always accountable for what happens in the sector of the organisation. Simply because they have passed on the responsibility and authority to the subordinate does not mean that they can abdicate all **accountability** when something goes wrong. It is this risk element that causes senior managers to be reluctant delegators. They are only too aware that the buck will always stop with them and yet they feel that they have lost control once they have handed over a task to a subordinate.

The idea is fast growing that delegation can be used as a tool for performance coaching. The benefits are that performance coaching is an ongoing daily activity which makes the use of existing resources and builds on existing working relationships. By contrast, external training courses are expensive, time-consuming and often of short-term impact.

3. What performance coaching entails

Performance coaching is not the same as mentoring, which is normally carried out by someone remote from the subordinate's immediate working environment. Performance coaching requires new resources and therefore adds nothing to overheads. It does not cut across the normal chain of command and can be done every day, as opposed to conventional training courses which tend to be sporadic at best and the lessons learned soon forgotten.

The demand for coaching skills is growing as a number of innovative companies are restructuring to focus on the customer/client and turning their senior managers into coaches to support the front-line troops. This calls for a dramatic switch in style on the part of the senior managers, who no longer operate in a command and control mode, but provide support and counselling to those at the leading edge of their organisations. At the same time, the front-line employees, often operating as self-managed work groups, find themselves empowered to take decisions that normally would have been the responsibility of more experienced managers.

Adriaan Savage in Oates, D (1993:109) has introduced a performance coaching system. The system involves five stages which are encapsulated by the acronym PAPER – Purpose, Authority, Practice, Evaluation and Reflection.

Figure 1: Illustration of Performance Coaching System

- **Purpose** – Performance coaching should always be undertaken with a specific purpose in mind. Perhaps the subordinate needs to learn a particular skill. Maybe he/she needs to gain particular experience or to improve standards in a specific area. Whatever the purpose, you must be clear about it. So must the person you are coaching. Nobody should be asked to undertake any development activities without knowing the purpose and objectives.
- **Authority** – To allow people to learn through their daily work, you must delegate full authority to complete the task. You must allow them to stand on their own feet. Delegate the necessary authority to take any essential decisions. Delegating tasks while keeping the important decisions in your own hands will not help people to learn effectively. Asking somebody to come up with a range of options from which

you will make the final decision is sometimes effective, provided you can involve them in the decision or explain the outcome. This is not ideal. The best coaching situations demand that you let the subordinate have full responsibility and accept the possibility of a mistake. If you allow a degree of risk, the task is not a suitable one for the purposes of coaching.

- **Practice** – People do not always get things right the first time. If you expect instant results you are certain to be disappointed. The coaching process will quickly turn into a frustrating and acrimonious argument. You must allow people to face a situation a number of times, learning more each time they deal with it. Practice makes perfect.
- **Evaluation** – A coaching task differs from any other task because there is a conscious evaluation when it has been completed. To be a learning experience, you and your subordinate must take the time to consider the outcome and what can be learned from it.

It is vital that you allow your subordinates to make this evaluation. We learn best from ourselves and our own actions. People learn very little from being given good advice by others. By thinking things through ourselves, we make evaluation real. Your role in this process is to provide feedback. This may involve giving your opinions, pointing out things your subordinate might not have considered, explaining possible repercussions and providing praise or constructive criticism.

- **Reflection** – People find it hard to recall large numbers of facts. It is much easier to recall a set of principles which can be applied to many situations. To derive general principles from specific actions demands reflection. We evaluate the outcome of an action, then reflect on it and discover what general principles can be abstracted and used for future guidance.

Very few situations are identical to the ones in which the learning took place. If we can only apply our learning to identical situations, it will be of little use. Only by generalising a set of principles applicable to many situations have we gained a useful addition to our repertoire of skills.

The manager or supervisor has a key role in helping subordinates work through this process of reflection. You may need to encourage them to think about the situation by using appropriate questions or by allowing them to explain their understanding to you. Explaining to some other person what we think we have grasped frequently shows us gaps in our understanding. Teaching other people what we have learned is an excellent way of fixing it in our minds. Above all, you need to allow people

time to reflect. Time spent in learning a lesson to last a lifetime is well worthwhile. Hurrying to the next task ensures that the same mistakes will be repeated.

4. Differences between old style delegation and performance coaching

Old Style Delegation	Performance Coaching
1. Delegate solely to get the job done.	1. Delegate to develop subordinate(s).
2. Do not delegate decisions.	2. Delegate decisions that do not have major impact initially. Gradually delegate more important decisions.
3. Do not take risks when delegating.	3. Accept there is always an element of risk when delegating.
4. Admonish subordinate when he/she gets it wrong.	4. Accept mistakes are inevitable. Use them as a learning process.
5. Do not waste time discussing results of a delegated task.	5. Take the time to reflect on the outcome of a delegated task with the subordinate.

5. Conclusion

Performance coaching is a way of exercising control over the vaguer elements of delegation as well as developing the skills of the subordinate. For most organisations big or small the following are worth noting:

- One is to make clear that coaching is not about being nice to people. It is not about having a welfare officer type of role.
- Coaching is about getting the job done better by your subordinates.
- Delegation is the principal tool of coaching, because it is no use sitting down and talking to someone like a Dutch uncle if you never allow them to do anything. Most people learn by doing much more than by listening.
- There are an enormous range of times in which you can delegate but you, the manager, stay in control.

The difference between delegating simply to get the task done and delegating with the aim of developing your subordinates is all to do with intention. In the case of the former, the subordinate is set a task within a given time frame and either succeeds or fails to perform, in which case he/she will receive the approval or disapproval of the boss.

If you delegate in order to develop someone, on the other hand, you are using delegation as a coaching tool. You have to make the time available to sit down with the subordinate to talk about what has been learned from the exercise, whether it was done well or badly. A lot of managers will claim they do not have the time for such in-depth analysis, but a short-term sacrifice can lead to a long-term advantage. Once subordinates start to master the higher level responsibilities you steadily pass on to them, you will find your own work load reducing to the extent that you can concentrate on the strategic issues you are really there to solve.

The real advantage of performance coaching is that it is an on-going process that can be practiced day in and day out, steadily building up confidence and expertise.

6

CAREER MANAGEMENT

1. Introduction

Career management is part of the throughput process and occurs in the job context environment. The interaction of career management in the various environments is seen to have a direct influence on the development, status and recognition of workers in the job content environment. In the job context environment it has an influence on management philosophy, leadership, working conditions and intergroup and intragroup relations. In the external environment, career management is directly influenced by the national human resources policy, politics, technology and economic conditions in South Africa.

It is to the advantage of any organisation to retain productive employees for as long as possible. Ideally there should be sufficient opportunities and promotion possibilities to enable employees to remain with their employer for the duration of their working life. The long-term interests of employees should be protected by the organisation and, on the other hand, employees should be encouraged to grow and realise their full potential for the benefit of the organisation. If the career planning and development of employees is effective, they will realise their full potential and will probably be prepared to remain with their present employer till retirement.

Succession planning in an organisation is essential to ensure that suitably qualified and experienced employees are available when vacancies arise. As well as to fill human resources needs that result from the growth and reorientation of the organisation in the economic environment in which it operates. Employee succession and filling of new jobs – particularly management jobs – are therefore essential for the survival of any organisation.

2. What is career management?

A *career* can be defined as a series of jobs that follow a hierarchy of levels or degrees of difficulty, responsibility and status (Graham & Bennett 1993:389).

Career planning may be defined as the process by which an individual analyses his/her work situation, specifies his/her career goals and plans various means to achieve these goals. To plan a career, an employee must set certain career priorities, evaluate the behaviour and attitude of other people who have successfully achieved such a career, choose a type of work that makes use of his/her strong points, undergo the necessary training, and where possible get a good mentor to guide him/her. The individual must then regularly monitor his/her progress against the goals that have been set, investigate shortcomings and, where necessary, replan.

A *career path* can be seen as flexible lines of progression from the organisation's point of view, through which an employee typically moves in his/her career. By following an established career path, the employee participates in career development with the assistance of the organisation.

Career development is defined as a formal approach taken by the organisation to ensure that employees with proper qualifications and experience are available when they are needed by the organisation (Gerber *et al.* 1995:165).

An important question is: Who is responsible for career planning and development? The answer is: It normally requires effort from three sources – the organisation itself, the employee's immediate manager and the employee.

- The organisation's responsibilities: An organisation cannot and should not bear the sole responsibility for planning and developing an employee's career. The organisation has to furnish career opportunities for its employees and advise employees about the various career paths that are available in that organisation to enable them to achieve their career goals. The human resources department is generally responsible for relaying this information to employees and informing staff when new jobs are created and old ones are phased out. The human resources department therefore needs to work closely with individual employees and their superiors to ensure that their career goals are realistic and are followed within the constraints of the organisation.
- The employee's immediate superior: This person, although he/she is not expected to be a professional counsellor, can and should take part in facilitating his/her immediate subordinates' career planning. The superior should act as communicator, counsellor, appraiser, coach and mentor, ensuring that the subordinates employee gets the information necessary for furthering his/her career. It is unfortunate that many superiors do not see it as part of their duties to assist in the career development of their

subordinates. Either they do not know how to go about it or they see every subordinate as a potential threat to their own position, so they give no assistance, and they may even exert a negative influence.

- The individual employee: The final responsibility for career planning and development rests with individual employees because they know what they want from their career and how hard they are prepared to work.

Successful career planning and development is therefore a joint effort by the individual employee, his/her immediate superior and the organisation: the employee does the planning, the immediate superior provides the resources and the organisation provides the means and structure for development.

There are a number of reasons for implementing career management in organisations:

- Being given the ability to advance increases the quality of work life of employees. Employees wish to have control over their own careers, and the new generation of younger employees wants greater job satisfaction and more career options.
- It is necessary today for organisations to avoid obsolescence by encouraging employees to learn new skills. This is because rapid changes in technology and changes in consumer demand cause skills to become outdated. With career development programmes, employees can gain new skills when their old skills are longer in demand.
- Career management reduces staff turnover in the organisation. Employees experience less frustration and greater job satisfaction because they know they can advance in the organisation.
- When employees' specific talents have been identified, they are given the opportunity through career planning to perform better and to be placed in jobs that fit their ambitions and personal talents.

Career management integrates the objectives of the individual and the organisation in such a way that both will gain. The employee will experience satisfaction and personal development, while there will be increased productivity and creativity within the organisation. The end result of career management in an organisation staffed by committed employees who are well trained and productive.

3. Career stages and choices

Analysis of the various career and life stages of people shows that the most important decision a person makes is what career to follow. It is generally accepted that what employees accomplish and derive from their career will depend on the congruence

between their personality and the job environment. Each individual resembles one of six personality types to some extent, and people choose their occupation in accordance with their personality, in order to follow a career that generally matches it. People sometimes have a combination of these personality characteristics. The personality types are:

- Realistic: individuals who prefer activities involving the use of machinery or tools; for example artisans, farmers, engineers and carpenters.
- Investigative: individuals who are analytical, curious, methodical and precise; for example biologists, medical technologists, astronomers, lecturers.
- Artistic: people who strive for self-expression, are non-conformist, original and introspective; for example musicians, actors, sculptors and film directors.
- Social: individuals who enjoy helping and working with others and who avoid systematic activities such as working with tools or machinery; for example soldiers, psychologists, social workers and pastors.
- Enterprising: individuals who enjoy activities that permit them to influence others to accomplish their goals; for example life insurance agents, business managers and lawyers.
- Conventional: individuals who enjoy the systematic use of data or reproduction of material; for example accountants, admin clerks and typists.

Depending on the personality type, alternatively referred to as “career anchors” by some authors, an employee could find an occupation that suits his/her personality or combination of characteristics. Organisations should be flexible enough to provide alternatives for satisfying employees’ varying career needs. Organisations should also recognise that not every employee is or wants to be the enterprising type. With counselling, each employee can find the best career path.

4. Career development

Career development is a formal approach by the organisation to ensure that employees with proper qualifications and experience are available when needed. To realise this goal, the organisation needs to support career development and be committed to it. Its policy must be to make resources available for promotion of the career development plans of employees. In most government departments, the performance and talent management unit is responsible for development plans for employees.

The performance and talent management unit should control and coordinate all career development programmes and provide information, tools/resources and guidance so that

employees can implement their development activities. The immediate supervisor of the employee is of cardinal importance in providing support, advice and feedback, but the employee is ultimately responsible for his/her own career development.

Employees proceed from one job to another in a certain sequence. It is generally accepted that the right sequence of jobs contributes materially to career development. In the first place career development starts with the job itself. Each day the employee faces different challenges and different tasks to be mastered. What is learned at work often has a greater influence than formally planned development activities.

Secondly, different jobs demand different skills: a supervisor needs human relations skills, and a training specialist needs teaching skills and technical knowledge. Development can take place when a person is assigned a job for which he/she has not yet developed the necessary skills, and he/she would learn the skills while doing the job.

Thirdly, a transfer might help an employee to acquire the skills and knowledge needed for a promotion.

Fourthly, a rational sequence of job assignments can reduce the time required for an employee to develop the necessary skills for a chosen target job. If particular jobs teach particular skills, a series of job assignments should be selected that will provide the best means of development over the course of an employee's career.

Career development programmes can use both formal and informal means. Informal means would, for example, be on-the-job training or off-the-job training, but within the organisation. Alternatively, the trainee can participate in off-the-job programmes away from the organisation, for example seminars and short courses provided by universities, PALAMA (Public Administration, Leadership and Management Agency), Justice College and other accredited service providers. If employees want to be successful in their career, they must be on the constant lookout for the best career opportunities. In addition, they must keep their options open; not waste time working for a manager who procrastinates; ensure that they are vital subordinates to a proactive supervisor; strive for exposure and visibility in the organisation; be prepared to present themselves when jobs become vacant; leave the organisation if their career development slows down too much; be ready to resign if necessary; and not let success in their present job jeopardise their career plan, because it would reduce their upward mobility.

5. Career development methods

There are a number of methods used in carrying out career development. The most important are outlined below:

- Performance appraisal: The organisation can use performance appraisal as a valuable tool for career development, because the strengths and weaknesses of employees are assessed.
- Workshops: Through workshops lasting two or three days, employees can be actively assisted with the planning and development of their careers as long as the content presented is relevant to their job functions.
- Career counselling: The human resources unit or outside service providers can assist employees by counselling them on their careers.
- Tailor-made materials: Some organisations provide material that has been specifically developed to assist employees in their career development and planning, for example, departmental brochures showing future plans and expansion.
- Management by objectives: This could be an excellent means of assisting employees with career development, because supervisors and subordinates jointly agree on ways to achieve the organisation's goals while also taking employees' personal goals into account. When goals are not achieved, new development needs may be identified and included in employee's career development.

It is essential that each employee involves himself/herself in a career planning exercise to determine what he/she wants to do now and in future. This means that the organisation must have very clearly defined strategic and tactical plans, that is, that careful organisational planning is undertaken.

In addition, the employer should undertake human resources planning, which will indicate exactly what the demand will be for particular employees in the organisation at any particular time, and whether there will be sufficient people to meet the demand. Job analysis is also important, because it indicates what the personal requirements are for a job and what the job entails. It is then easy to determine whether a specific employee is capable of doing a particular job. Recruitment and selection are also easier if career planning is one because employers are able to fill specific vacancies internally. Career development will identify staff when capable outside employees cannot be recruited.

The reward system could motivate employees to develop themselves in a particular direction. It can also gauge how successful an employee's career development programme has been. Performance appraisal also plays a role in employee career development in that it can be used to determine an employee's developmental potential.

An individual who is already in the employ of the organisation must go through a specific procedure related to his/her career before he/she can participate in career development.

The following steps are suggested by Gerber *et al.* (1995:176-177):

- Self-assessment: employees must develop a personal profile of their unique attributes. This will help them to recognise their skills or lack of skills.
- Work values: employees need to crystallise their perception of the work environment, that is, whether they are equipped to be in a position of power, whether they seek and receive recognition, and whether they are working towards becoming an expert or are inclined to provide service only.
- How to decide on a career: employees must be taught how to decide scientifically on a career. The employer should provide exercises and case studies and expose employees to the decision-making process.
- Connection workshop: at such a workshop, employees are made aware of the organisation's labour needs. They review all the issues previously mentioned, including the needs of the organisation, to decide on a particular job. Once they have decided on a job, they should be given an opportunity to discuss the job with an incumbent to confirm that their perception is in line with the reality of the job. The discussion with an incumbent is important to dispel any misgivings an employee may have about the chosen job.
- Discussion with the relevant supervisor or manager: it is imperative that the employee has in-depth discussions with the relevant supervisor or manager to ensure that he/she understands the environment within which the job is to be performed. From the discussion the employee will gain essential information about the job. Supervisors and managers should be trained to counsel subordinates.
- Writing the individual development plan (IDP): by this stage an employee should have sufficient information on the career he/she plans to follow. A career development plan should be drawn up in conjunction with the relevant section head and the performance and talent management unit, outlining as precisely as possible how it should unfold. The matching process between the needs and goals of the individual and those of the organisation is then completed. This means that the employee and employer have reached consensus as to what should happen and how and when it should take place to equip the employee for a rewarding career.

In conclusion, there is a close relationship between training and development and career development, since training and development are means that enable employees to achieve their own career goals. It is also of cardinal importance, however, that employees know what they want and how they want to spend their working lives. They need to plan their career in terms of their own talents and limitations. If people know their personality traits and apply themselves to improving their attitudes and skills, they will make a success of their career.

Employee career development plays an important role in an organisation's survival strategy, particularly if there is total commitment to success, because it is a joint employer-employee responsibility. Successful career development meets the goals of both employees and employers.



MANAGEMENT

1. Introduction

What is Management? Management in all business and organisational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently, economically and effectively. Management comprises planning, organising, staffing, leading or directing, and controlling an organisation (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources (Gomez-Meija, David, Cardy & Cardy 2008).

The verb “manage” comes from the Italian *maneggiare* (to handle, especially tools), which derives from the Latin word *manus* (hand). The French word *mesnagement* (later management) influenced the development in meaning of the English word “management” in the 17th and 18th centuries.

The following are some of the definitions of management:

- Organisation and coordination of the activities of an enterprise in accordance with certain policies and in achievement of clearly defined objectives. Management is often included as a factor of production along with machines, materials, human beings and money.
- Management consists of the interlocking functions of creating corporate policy and planning, organising, leading and controlling and directing an organisation’s resources in order to achieve the objectives of that policy.

- A process or series of activities that gives the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions.

2. Theoretical scope

At first, one views management functionally, such as measuring quantity, adjusting plans and meeting goals. This applies even in situations where planning does not take place. From this perspective some management scholars consider management to consist of six functions: forecasting, planning, organising, commanding, coordinating and controlling.

Another way of thinking defines management as “the art of getting things done through people”. This notion of management is found to be far too narrow. The phrase “management is what managers do” occurs widely, suggesting the difficulty of defining management, the shifting nature of definitions and the connection of managerial practices with the existence of a managerial cadre or class.

3. Nature of managerial work

The need to manage has existed for as long as there have been workers and bosses. Management has as its primary function the satisfaction of a range of stakeholders. This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers), and providing rewarding employment opportunities and job satisfaction for employees. In non-profit management (especially in the public sector), the aim is to render effective and effective services at reasonable costs.

In the public sector of countries constituted as representative democracies like South Africa, the United States of America, Brazil, Kenya, China and Brazil to mention a few, voters elect politicians to public office. Such politicians hire many managers and administrators and in countries like South Africa, political appointees lose their jobs on the election of a new political party, new president, premier or executive mayor.

The purpose of an organisation (church, political party, mining business, government, etc.) is to realise specific goals because man as a social being organises himself in groups to achieve objectives that would be too difficult or too complex for him to achieve on his own. A sheep farm, for example, endeavours to increase its turnover; the South African athletics team has set its sights on winning gold medals at the Olympic Games; the municipality aims to improve its services; the African Methodist Church is hoping to attract more people to its congregation and the Department of Justice strives to ensure that beneficiaries get their maintenance pay-outs on time.

Organisations do not however, achieve their objectives on their own. Someone has to deploy the basic resources that an organisation has at its disposal to help it realise its goals. This vital element is management (Smit & Cronje 1992:3). Managers must activate and guide the organisation. That is, they must get things going and keep them going until the goals have been realised. Without management, an organisation is lifeless.

4. Basic management functions

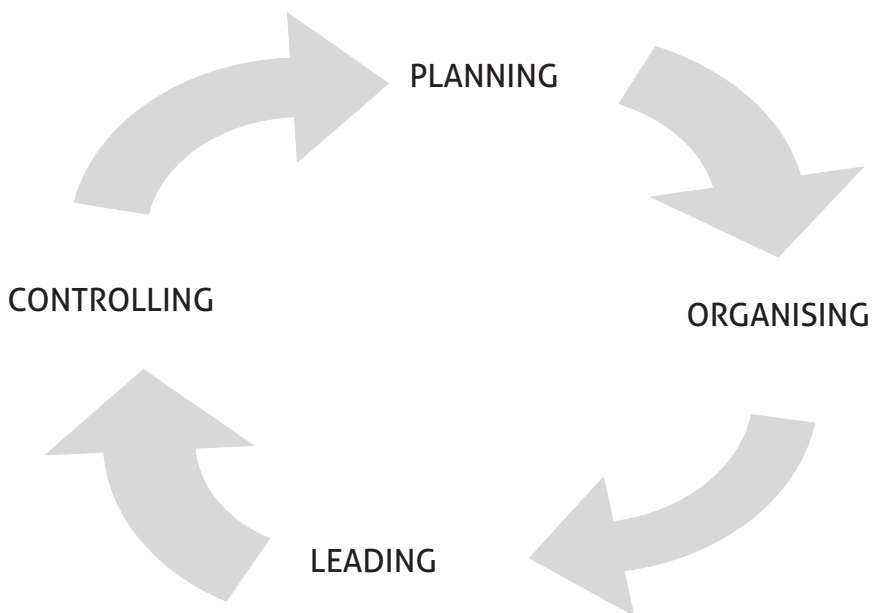
Management operates through various functions, often classified as **planning, organising, staffing, leading/directing, controlling/monitoring/evaluation** and **motivation**:

- **Planning:** Deciding what needs to happen in the future (today, next week, next month, next year, over the next three years, etc.) and generating plans for action. It includes identifying ways of attaining the goals as well as the resources needed for the task. It entails determining the future position of the enterprise, and guidelines or plans needed to reach that position. Hence, the activities of the enterprise cannot be performed in a random fashion but should follow a specific logic, scientific method or plan.
- **Organising:** (Implementation) pattern of relationships among workers, making optimum use of the resources required to enable the successful carrying out of plans. Once the goals and plans have been determined, management has to allocate the organisation's human and physical resources to relevant departments or persons. Duties have to be defined and procedures fixed to attain the objectives. Thus organising involves developing a framework or organisational structure to indicate how personnel and materials should be employed to achieve the goals. The success of an organisation lies in the different resources being directed towards a common goal. The better the resources are co-ordinated and organised, the more successful the organisation will be.
- **Staffing:** Job analysis, advertising, recruitment and hiring for appropriate jobs.
- **Leading/directing:** Determining what needs to be done in a situation and getting people to do it. Managers do not act in silos and do not only give instructions – they collaborate with their superiors, equals and subordinates, with individuals and groups to attain the goals of the organisation.
- **Controlling/Monitoring:** Checking progress against existing plans and developing strategies to address shortcomings and/or beef up successes. Managers should constantly make sure that the organisation is on the right track in the attainment of its goals. The aim of control is therefore to check that performance and action conform to plans to attain the predetermined goals. Control also enables

management to identify and rectify any deviations/discrepancies from the plans and at the same time obliges it continually to revise its goals and plans.

- **Motivation:** Motivation is also a kind of basic function of management, because without motivation, employees cannot work effectively. If motivation does not take place in an organisation, then employees may not contribute to the other functions (which are usually set by top-level management).

Figure 2: Illustration of the four fundamental management functions



According to Cronje & Smit (1992:8), management exists for the following reasons:

- Management in a free-market economy is necessary to enable the enterprise/organisation to attain its goals at the highest possible level of productivity. This is also a measure of management's effectiveness in carrying out its task. Ultimately productive enterprises are those that are most successful and the ones that utilise their resources most judiciously to best serve the interests of their communities.
- Management is necessary to direct an enterprise towards its goals. Without the inputs of management the enterprise/organisation's resources will not be channelled in the direction of its goals. An organisation/enterprise (church, school, political party, government department, grocery store, etc.) cannot achieve or uphold its reason for existence without management – without management it is doomed to failure.

- Management is necessary to keep the enterprise/organisation in balance with its environment. Management adapts the organisation to the environment by accommodating environment change. However, it also endeavours to maintain the equilibrium between the organisation and the environment by trying to change the environment so that the organisation can attain its goals more easily. It may do this for example, by assisting with education and training in the effort to increase the standard of living of consumers in the lower socio-economic classes.

5. Why is management important?

Managers influence all aspects of organisations and organisations in turn influence all aspects of the society to which each of us belong. Marketing managers conduct research on markets to determine people's needs, and then decide to provide particular products/goods and services in order to satisfy these needs and to improve the marketing or manufacturing of these products and services available to consumers as conveniently and productively as possible.

Production managers run the manufacturing processes that make furniture, electrical appliances, food and many other products available to people to satisfy their numerous needs. Financial and Human Resources managers organise the human and financial resources that make production and marketing possible, e.g. personnel and money. University Deans and Rectors of colleges run academic institutions. Ministers in government run their ministries in line with government priorities and goals. Organisations depend on managers for productive functioning. The quality of a society's managers can ultimately be measured against the standard of living in that particular society. The shortage of skilled workers and the need for increased productivity in South African and other developing countries make even greater demands on management.

It is therefore no wonder that throughout the world politicians, authorities, academics and persons who are in some way concerned about the welfare of their societies are studying the question of management education, development and training. Management education, development and training are closely related to the question of prosperity and success. An organisation/enterprise that is well managed or productively managed uses fewer resources per unit of output and therefore has more resources to satisfy other needs of the country. It is clear that the ultimate goal of a country, namely to create wealth and foster economic growth which leads to higher employment, higher income and an improved standard of living, depends on management education.

Man's very existence revolves around satisfying his many needs, physical, physiological and psychological. The work that every member of society performs is directly or

indirectly related to satisfying needs, for in every inhabited area of the world there is a need for goods and services. To satisfy the country's needs, man needs resources such as natural resources (ore, diamond, gold, etc.), human resources (people), capital (money) and technical/business skills.

Communities with good managers can better utilise their scarce resources and therefore better satisfy their own needs. This includes political stability, good governance and social progress, which go hand in hand with wealth.

6. Changes in the theoretical foundation of management

Insight into the development of management theories explains the framework in which management principles are studied as well as the framework and approach followed. A theory is a conceptual instrument and framework for organising knowledge. In studying the evolution of management one should bear in mind that any science is happed by environmental influences. Certain environmental forces are responsible for the evolution of management thoughts. Nowadays these forces, namely *social, economic, technological and political* forces are still mainly responsible for the status of management. As these forces change, the theoretical body of knowledge of management also changes to adjust to changing circumstances. Thus, social and political changes in South Africa have led to changes in the right of workers.

The right to form trade unions, minimum wages, industrial strikes, and numerous other consequences of social and political changes and expectations play a decisive role in the creation of management theories concerning negotiation, labour relations, motivation and leadership. Likewise, economic factors such as inflation, competition, growth and interest rates, to mention a few, influence management thinking in respect of planning, environmental scanning and organisational design. Technological innovation also affects the actions of management and the design of organisations. Because of its knowledge of and skill in computers, middle management, for example, is in a stronger position than in the past because it controls the information sources needed for decision making. Technological development has therefore played a significant role in the industrial revolution and the rise of the large enterprise. In reviewing developments in management thoughts one should bear these environmental forces in mind.

In the recent past, managers were self-appointed persons who alone bore the risk and took all the profits of an organisation/enterprise. Experience and not scientific management was the prerequisite for scientific entrepreneurship. Thus a one-man business or non-corporate entrepreneur was a typical example of how capitalism was organised. Capitalism, however, has changed drastically since the end of the 20th century. The technological innovation that

resulted from the industrial revolution which made mass production possible, not only promoted population growth and higher standards of living, but also created an almost insatiable need for products. This confluence of factors required an organisational form far larger than the individual small entrepreneur to make possible the large-scale financing necessary for large-scale production. Thus the company or corporation as an organisational form with its large numbers of shareholders and suppliers of capital was born and widened the gap between the suppliers of capital and management. The result was suppliers of capital who did not manage, and managers who did not supply capital.

This unique combination of circumstances in the capitalist world gave rise to a need for professional management, for it soon became clear that the management issues of the new organisational form could not be solved merely by experience. Thus managerial capitalism, that is the free-market economy managed by professional managers, came into existence.

7. Management Styles

What makes a good manager? For many it is someone who can inspire and get the most from their employees. The actions, statements and conduct of managers because of their respective role, naturally carry especial significance. There are many qualities that are needed to be a good manager – consider the following:

- Be able to think creatively to provide a vision for the organisation and solve problems;
- Be calm under pressure and make clear decisions;
- Possess excellent two-way communication skills;
- Have the desire to achieve great things;
- Be well informed and knowledgeable about matters relating to the business/organisation;
- Explains the reasons for instructions and procedures are objective;
- Give personal guidance and direction;
- Empathetic and understanding;
- Be firm but fair;
- Give credit where credit is due;
- Maintain an open door policy;
- Handles disagreement privately, and is there when needed;
- Want subordinates to be successful; and
- Give at least a second chance and never flaunt authority.

Do you have to be born with the correct qualities or can you be taught to be a good manager? It is most likely that well-known managers such as Richard Branson, Basetsana Kumalo, Sir Alex Ferguson or Patrice Motsepe are successful due to a combination of personal characteristics and good training.

Managers deal with their employees in different ways. Some are strict with their staff and like to be in complete control, whilst others are more relaxed and allow workers the freedom to run their own working lives. Whatever approach is predominately used it will be vital to the success of the organisation. An organisation is only as good as the person running it.

Management styles are characteristic ways of making decisions and relating to employees/subordinates. Arguably, the style of management is at times dependent upon the prevailing circumstances; therefore managers should exercise a range of management styles and should deploy them as appropriate.

The following is a list of various management styles that managers can utilise to effectively run their organisations:

7.1 Participative or Consultative management style

It integrates the need, expectancy and reinforcement theories of motivation and includes people taking part in the decisions that affect their work. Here, the manager in making a decision become part of a collective and does not work in silos. This style can be highly advantageous when it engenders loyalty from the employees, leading to a lower labour turnover, thanks to the emphasis on social needs. A good example of participative management style is when decisions are taken to uphold good governance, e.g. cabinet decisions, a decision by senior management of an organisation.

7.2 Autocratic management style

An autocratic management style is one where the manager takes decisions alone, and without much regard for subordinates. As a result, decisions will reflect the opinions and personality of the manager, which in turn can project an image of a confident, well managed business.

7.3 Persuasive management style

A persuasive management style involves the manager sharing some characteristics with that of an autocratic manager. The most important aspect of a persuasive manager is that they maintain control over the entire decision-making process. The most prominent difference here is that the persuasive manager will spend more time working with their subordinates in order to try to convince them of the benefits of the decision that have been made. This

management style has disadvantages. There may not be enough or even an entire lack of support from employees for management. Seeing as how the employees will have no input into the decision-making process, they also may not trust the decisions that are made. A system that has no input from employees minimises access to one of the most valuable resources that an organisation have; the ideas of the people who are working on the “front line”. As a result, employees will show no initiative, which can reduce productivity.

7.4 Democratic management style

In a democratic management style, the manager allows the employees to take part in decision making but makes the final decision. Everything is agreed upon by majority, e.g. deciding on smoke breaks, lunch time, flexi-hours, etc. A democratic style of management will put trust in employees and encourage them to make decisions. They will delegate to them the authority to do this (empowerment) and listen to their advice.

7.5 *Laissez-faire* management style

This French phrase means “leave it be,” and it describes managers who allow their people to work on their own. A *laissez-faire* leader lacks direct supervision of employees and fails to provide regular feedback to those under his/her supervision. This management style works best with very professional, self-motivated and creative employees. The downside to this approach is that if the manager is not engaged, he/she is probably not deliberately utilising this management style. The result is a lack of clear direction or focus. This leadership style hinders the production of employees needing supervision. The *laissez-faire* produces no leadership or supervision efforts from managers, which can lead to poor production, lack of control and increasing cost.

7.6 MBWA (Management by Walking Around) style

Management by Walking Around (MBWA) is a classic technique used by managers who are proactive listeners. Managers using this style gather as much information as possible so that a challenging situation does not turn into a bigger problem. Listening carefully to employees’ suggestions and concerns will help evade potential crises. MBWA benefits managers by providing unfiltered, real-time information about processes and policies that is often left out of formal communication channels. By walking around, management gets an idea of the level of morale in the organisation and can offer help if there is trouble.

A potential concern of MBWA is that the manager will second-guess employees’ decisions. The manager must maintain his/her role as a coach and counsellor, not director. By leaving decision-making responsibilities with the employees, managers can be assured of the fastest

possible response time. One downside is that MBWA poses the threat of the manager losing authority as the employees feel that they can run the business.

8. Things that bad managers do

Managers are busy people. Every day brings new challenges and not enough hours to accomplish what they need to do. But no matter how busy they are, the best make time for their people. Indeed, a manager's style figures more heavily than anything else in keeping employees productive and loyal.

A high percentage of employees in the private sector who quit their jobs do so because of problems with their bosses/managers. While they may give the human resources staff other reasons for quitting, they will tell their friends, "I'd still be there even for that pittance of a salary if it weren't for that awful boss".

The following list of actions will clarify what awful bosses do. This list is anchored in employees' actual workplace experiences. Proceed with caution. If you manage your employees with consistent use of these actions, you will eventually find yourself in a very peaceful, quiet workplace. Why? You will be alone!

8.1 Embarrass employees in public

At some point, nearly everyone has observed someone being ridiculed in public at work. Yet, public humiliation is an old, outdated habit of the classic authoritarian management style. Unfortunately, it is still commonly used, as employees' stories attest. Billy, a new Inspector of Interpreters for the Department of Justice, recalls being chastised almost daily in front of his subordinates for not providing language services to courts on time. Lebo, a clerk at Walmart left her job because her manager would yell criticisms at her in front of long queues of people at the check-out point.

8.2 Do not follow up on employee ideas

Employees thrive on providing ideas and feedback, but if mistrust is part of the set-up they will not commit to results. Zakes, a manager in the advertising field, was once invited to an offsite lunch with a group of other managers by the company's elite directors. The managers were told in advance that, at the luncheon, they would have a part in planning initiatives for the future of the company. However, once there, they discovered that the directors had already put together a list of twenty initiatives and were really just asking them to volunteer to work on them. What resulted was the assignment of initiatives to

unprepared, uninterested managers. Due to lack of interest, no actions were taken and the initiatives were never mentioned again.

8.3 Withhold praise

During the meeting of Court Managers of the Northern Cape Region, Department of Justice and Constitutional Development, managers were asked to cite indicators of a good workplace. Among the responses, one of the most frequently mentioned comments was, “I have received praise during the last 60 days at work”. Giving employees sincere praise is a deceptively simple action that many managers are unable to perform.

Even when employees take the initiative, praise is impossible for some managers. Cindy, a former SABC news producer recalls, “I had a news director who refused to acknowledge my winning a Grammy. I had to confront him about it, saying “Did you know I won a Grammy Saturday night?” His response was, “Oh, that’s nice when that happens,” and walked away.

8.4 Ignore professional growth needs

When employees take steps for self-development, it is important for managers to be their biggest cheerleaders. Adult learning research repeatedly shows that management reinforcement of training is what makes it stick, yet too often trainers have heard managers’ last minute excuses to not attend a training initiative. How many of you reading this book have been denied a professional development opportunity because your own manager said that it would take too much time away from work?

8.5 Demand unrealistic rules of order

Managers enforce rules and regulations. Poor managers enforce unrealistic rules that cause employees to feel like children. Larochelle, a former senior editor of a national magazine, recalls working for a manager who stormed out of her office one day to proclaim that thenceforth there was to be no laughter in the office. She said it was unprofessional.

Chad, a marketing director, describes a former boss in an executive search firm who was upset that employees took too long to come to his office and say, “Good morning”. He called a special staff meeting to explain that this was to be done the minute staff members walked in the door, before taking off their coats. This same boss also strongly discouraged co-workers from going on lunch together. Perhaps this boss was unaware that workplace friendships are a leading factor in keeping employees on the job.

8.6 Be vague and indirect

Poor managers communicate with assumptions, generalities, lack of direction, and impatience. One manager recalls a director who gave projects without clearly specifying desired outcomes. When employees attempted to turn in results she would say, “No that’s not it. I’ll know it when I see it.” She was unwilling to tell her staff what she wanted or even what she did not want. Needless to say, turnover was high in her area, and nobody mourned her final departure to another department.

A staff development manager for a major airline, Bruce, shares an instance when a department director, who needed some numbers for the Chief Executive Officer, gave the assignment to a new recruit with few instructions and a quick due date. Unfortunately, the numbers were held in a seldom-used database, and the new employee, who had never been trained on that database, was not able to get the numbers on time. He failed in the director’s eyes and, to this day, is flustered with even the simplest of inquiries.

8.7 Show you do not care

The bulk of horror stories reported by employees on websites that bemoan bad management describe uncaring bosses. One example is a tale from an employee who counselled his manager not to interfere with an intricate computer programme during the time he would be out for nasal surgery. Unfortunately, the manager did not heed the advice, tampered with the data, and then called the employee in to fix it. The employee, still in outpatient recovery, drugged and eyes swollen, arrived at work to fix the programme and fell asleep at his desk during the process. The manager saw this and chastised him on the spot for sleeping on duty.

In another sad tale, an employee who had lost three friends to a devastating motor accident the night before found out at work the next day that a fourth had also died. Grief stricken, the employee was dumbfounded when her manager scolded her for allowing grief to interfere with her work.

8.8 Be all-knowing all of the time

Most managers get to where they are because they have demonstrated skill in their areas. Poor managers use that expertise to lord over employees and micromanage projects. Managers who micromanage are guilty of crimes such as “taking every suggestion made by an employee and tweaking it so as to add a personal touch”, “allowing employees to have the office key and thus access to thousands of rand of company-owned information and equipment, yet not allowing them to adjust the amount of an account without approval”.

All-knowing managers are very busy managers; they have to be everywhere all the time to make sure their expertise is known.

8.9 Ignore individual differences

Managers are coached to be fair and consistent, but, in reality, all employees are different. Poor managers put employees in one big box with little regard for individuals. Culturally and behaviourally, people are brought up with different values and methods of operating in the world of work. Too often, managers get caught up in the habit of rewarding individuals who are most like them and punishing those who are different.

8.10 Never say you are sorry or wrong

Being able to say you are sorry or wrong is a mark of healthy self-esteem. It is the first step to getting a problem situation back on track. In association management, which functions among volunteers, deadlines, policy changes and member turnover, there is ample opportunity for miscommunications and frequent mistakes. There is also ample opportunity for apology and correction. Your workplace climate can be as de-motivating or motivating as you make it. As a manager, you will have to reinforce good behaviour, admit it when you are wrong and respect individual differences.

9. Levels of management

Most organisations have three (3) management levels: first level (supervisor, assistant director/manager), middle-level (deputy director) and senior/top-level managers (director, chief director, chief executive officer, deputy director general, director-general, superintendent). These managers are classified in a hierarchy of authority, and perform different tasks. In many organisations, the number of managers in every level resembles a pyramid. Each level is explained below in specifications of their different responsibilities and likely job titles.

9.1 Top-level managers

Consist of board of directors, president, vice-president, director-general, CEOs, etc. They are responsible for controlling and overseeing the entire organisation. They develop goals, strategic plans, company policies and make decisions on the direction of the business. In addition, top-level managers play a significant role in the mobilisation of outside resources and are accountable to the shareholders and general public.

According to Kleinman (2011), the following skills are needed at the top management level:

- Broadened understanding of how: competition, world economics, technology, politics, and social trends effect organisational effectiveness.
- Laying down of objectives and broad policies for the organisation.
- Issuing of necessary instructions for preparation of departmental budgets, procedures, schedules, quarterly and annual reports.
- Preparation of strategic plans and policies for the organisation.
- Appointment of the executive for middle management, i.e. departmental managers.
- Controls and coordinates the activities of the department.
- Responsible for maintaining contact with the outside world (stakeholders; clients).
- Providing guidance and direction.
- Overall performance of the organisation.

9.2 Middle-level managers

Consist of general managers, branch managers and departmental managers. They are accountable to the top management for their department or sub-directorate's function. They devote more time to organisational and directional functions. Their roles can be emphasised as executing organisational plans in conformance with the company's policies and the objectives of the top management, they define and discuss information and policies from top management to lower management and most importantly they inspire and provide guidance to lower level managers towards better performance and service delivery.

Some of their functions are:

- Designing and implementing effective group and intergroup work and information systems.
- Defining and monitoring group-level performance indicators.
- Diagnosing and resolving problems within and among work groups.
- Designing and implementing reward systems supporting cooperative behaviour.

9.3 First-level managers

Consist of supervisors, office managers, section leads, foremen, etc. They focus on controlling and directing. They usually have the responsibility of assigning employees tasks, guiding and supervising employees on day-to-day activities, ensuring quality and

quantity production, making recommendations, suggestions and up-channelling employee problems, etc.

First-level managers are role models for employees that provide:

- Basic supervision;
- Motivation;
- Career planning; and
- Performance feedback.

10. Management roles

According to Henry Mintzberg in Lussier (2000:13), there are 10 roles that managers undertake to accomplish the management functions of planning, organising, leading and controlling. A “role” is a set of expectations of how one will behave in a given situation. These roles are grouped into three categories. The **management role categories** include the following:

- Interpersonal
- Informational
- Decisional

10.1 Interpersonal roles

Interpersonal roles include figurehead, leader and liaison. When managers play interpersonal roles, they use their human and communication management skills as they perform the necessary management function. Managers play the **figurehead role** when they represent the organisation or department in ceremonial and symbolic activities. Michelle played a figurehead role when she greeted visitors and gave them a tour of the museum. Managers play the **leader role** when they motivate, train, communicate with, and influence others. Throughout the day Michelle performed the leader role as she directed employees to maintain floor coverage. Managers play the **liaison role** when they interact with people outside of their unit to gain information and favours. Michelle was a liaison at the district meeting, which included the museum walk-through.

10.2 Informational roles

Informational roles include monitor, disseminator and spokesperson. When managers play **informational roles**, they use their human and communication management skills. Managers

play the monitor role when they read and talk to others to receive information. Michelle was continually monitoring the situation to ensure full floor coverage of the museum. Managers play the **disseminator role** when she was at the district meeting. Managers play the **spokesperson role** when they provide information to people outside the organisation. Michelle played the spokesperson role when she made business calls in the morning and gave the interview to the author of this book.

10.3 Decisional roles

Decisional roles include entrepreneur, disturbance handler, resource allocator, and negotiator. When managers play decisional roles, they use their conceptual and decision-making management skills. Managers play the **entrepreneur role** when they innovate and initiate improvements. Michelle had the visual staff set up new displays to help improve the museum sales. Managers play the **disturbance-handler role** when they take corrective action during disputes or crisis situations. Michelle had to deal with a customer who was not satisfied that an employee would not give a cash refund for merchandise returned. Managers play the **resource-allocator role** when they schedule, request authorisation, and perform budgeting and programming activities. Michelle allocated sales associates to cover the floor. Managers perform the **negotiator role** when they represent their department or organisation during non-routine transactions to gain agreement and commitment. Michelle played the **negotiator role** when she made business calls to outside contractors.

In conclusion, all managers perform four management functions: planning, organising, leading, and controlling. However, the time spent on each function varies with the level of management. It is generally agreed that first-line managers spend more time leading and controlling, middle-level managers spend equal time on all four functions, and top managers spend more time planning and organising.

8

LEADERSHIP

1. Introduction

According to Smit *et al.* (1992:332), if enterprises consisted only of machines that could execute management's orders promptly, totally predictably and with mechanical precision, only the planning and organisational tasks of management would be necessary for its objectives to be attained. But enterprises consist of machines and people. It is people who give life to the enterprise; this is why they are one of its most important resources. People are probably also the most complex resource in the enterprise, because they are unpredictable and different. Each individual in an enterprise has a different combination of interests, capabilities, habits, skills and objectives and is differently motivated.

Leadership is one of the most controversial and researched subjects in management. For an organisation to attain its objectives, someone must set certain activities in motion and keep them going. Planning and organising as the first two activities of management set the wheels of management process in motion, but the process is by no means complete, because the plans formulated to achieve the objectives must become reality. Thus the management activities that are set in motion must also be kept in motion for the objectives to be attained. It is here that the third fundamental element of management comes into play, namely the lead that management takes to set the organisation's activities in motion. By leading, management also gives direction to the organisation's activities so that all its resources are deployed as effectively as possible to realise its objectives. Once management has provided the necessary leadership to set the management process in motion, it must periodically monitor the situation to see that the activities and resources are applied properly to enable

the organisation to continue functioning productively. Thus control is exercised, and this is the fourth fundamental management task.

2. What is leadership?

Leadership is a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. According to Northouse (2007:3), leadership is a process where by an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills.

While leadership is learned, the skills and knowledge processed by the leader can be influenced by his/her attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while other attributes give the leader certain characteristics that make him/her unique.

3. Factors of leadership

There are four major factors in leadership:

3.1 Leader

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader or someone else who determines if the leader is successful. If followers do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself, or your superiors, that you are worthy of being followed.

3.2 Followers

Different people require different styles of leadership. For example, a new recruit requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must come to know your employees' **be** (such as their beliefs and character), **know** (such as jobs, tasks, human nature) and **do** attributes (such as implementing, motivating, and providing direction).

3.3 Communication

You lead through two-way communication. Much of it is nonverbal. For instance, when you “set the example”, that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees/followers.

3.4 Situation

All situations are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behaviour, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. Also note that the situation normally has a greater effect on a leader’s action than his/her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations.

Various forces will affect the above four factors. Examples of forces are your relationship with your seniors, the skill of your followers/subordinates, the informal leaders within your organisation, and how your organisation is organised.

4. Leadership in action

Leadership involves taking the lead to bridge the gap between formulating plans and reaching objectives, in other words, to translate plans into reality. **Leadership** is a somewhat illusive concept that is difficult to define precisely and **involves elements** such as **influencing, giving orders, motivating and handling people, either as individuals or in groups, managing conflict and communicating with subordinates**. Although from a management perspective there are various facets of leadership, it is fundamentally the task of management to direct the activities and performance of people productively so that the objectives of the organisation can be attained. Leadership is therefore the activity that infuses energy into the organisation to activate its members and resources to get things moving and keep them in motion.

Leadership also entails activities such as transmitting information to subordinates; formulating the organisation’s mission, objectives and plans and explaining these to subordinates; giving orders and instructions to subordinates; deliberating with subordinates; supervising the work of subordinates; and dealing with conflict. Included in this is the fact that a leader also motivates his personnel, has knowledge of how people behave as individuals and in groups and communicates well – all of which are in the interests of higher productivity and performance.

In short, taking the reins of leadership is a duty that is performed by someone who is in charge of the activities of others. In its simplest form, leadership is the relationship and interaction between a superior and a subordinate. Leadership is the influence of a leader on his followers and conversely, the influence of a subordinate of a leader. The latter refers more specifically to information and reactions fed back to the leader, which enable him/her to adjust his/her style of leadership and plans. Against the background of this overview of the nature of leadership, this concept can now be defined from a management perspective as influencing and directing the behaviour of individuals and groups in such a way that they work willingly to pursue the objectives and goals of the organisation. This task involves knowledge of individuals, groups, motivation and communication.

5. Components of leadership

Against the background of the preceding overview of the nature of leadership, it is clear that it is a complex management activity and that the definition formulated above is merely an attempt to give direction to the numerous perspectives on the concept. If one wishes to formalise the complex process of leadership from the preceding discussion and definition, six components emerge, namely:

- authority
- power
- influence
- delegation
- responsibility
- accountability

Authority is the right of a leader to give orders and demand action from subordinates. **Power** however, refers to the ability of a leader to influence the behaviour of others without necessarily using his authority. **Influence** is the ability to apply authority and power in such a way that followers take action. Thus, leaders influence soldiers in such a way that they kill people, and in the context of the organisation, followers are often influenced to make personal sacrifices for the sake of the organisation. For example, the sacrifices made by Nelson Rolihlahla Mandela for the African National Congress as well as those of Chris Thembisile Hani for the South African Community Party who finally paid with his life.

At times the task of a leader might also involve passing his authority on to a subordinate to do something on his behalf. This is known as **delegation** and entails subdividing a task and passing a smaller part of it on to a subordinate together with the necessary

authority to execute it. The final component of leadership is accepting **responsibility** and **accounting** for oneself. The essence of this is the responsibility of a leader to perform a task according to orders and his/her duty to account to his/her actions. Knowledge of the interaction and maintenance of the balance of the components of leadership is important to an understanding of the concept of leadership.

5.1 Authority

On occasion every leader is also a manager who has to ensure that his/her subordinates work together to attain the objectives of the organisation, regardless of the level of management he/she operates at. Without authority he/she cannot manage – he/she cannot set the management process in motion and keep it going. Authority therefore entails having the right to perform certain actions according to specific guidelines, the right to say who must do what, the right to expect people to do their duty and to punish failure or negligence (Smit *et al.* 1992). Thus what it boils down to is the right to insist on action by subordinates and the right to act against subordinates. Authority ultimately resides in the owners or shareholders, who delegate it to the directors, who in turn pass it on to the top managers, who again delegate it to middle management, and so on right down to the lower levels of management. Delegation is in a certain sense the source of authority, and management delegates authority to subordinates so that they in turn can perform certain actions and enforce action on the part of others.

5.2 Power

Leaders can influence their followers and apply their authority effectively because a true leader has power of one kind or another. Without power, it is believed, a leader would not be able to influence his subordinates properly to voluntarily perform their duties in the productive attainment of the organisation's objectives. One example that comes to mind is when the African National Congress Youth League (ANCYL) President, Julius Malema was suspended by the ANC for amongst others, sowing divisions within the ANC tripartite alliance. Without him as the mouthpiece of the ANCYL, the league became paralysed and unable to function optimally. Because of his dictatorial type of leadership style he lost favour amongst most political parties and civilians and recently his assets were attached for tax invasion and he has also lost his popularity. He was arrogant, full of himself, and never subjected himself to authority and has only himself to blame for his downfall.

Power, or the ability to influence the behaviour of others, has nothing to do with a manager's position in the hierarchy and is not acquired through a title or an entry in an organisational diagram. It has to be earned by the leader. This is precisely why a person who has both authority and power, that is a manager with power, is far more effective than a manager who has only authority.

French and Raven cited in Griffin (1987:477-479), identifies the following kinds of power:

- **Legitimate power.** This refers to the authority that the organisation grants to a particular position. Thus a manager has the right to compel subordinates to perform their duties and to dismiss them if they do not. Legitimate power is therefore the same as authority. However, the fact that a manager does have legitimate power does not necessarily make him/her a good leader.
- **Reward power.** This is the power to give or withhold rewards. Such rewards may be included in the raise in salaries, performance bonuses, recognition or interesting assignments. The greater the number of rewards conferred by a manager and the more important these rewards to his/her subordinates, the greater his/her reward power.
- **Coercive power.** This is the power to enforce compliance through fear, either psychologically or physically. Examples of leaders who used this type of power are the late Libya's leader, Muammar Gaddafi, Afrikaanse Weerstaandsbeweging's leader, Eugene Terblanche and Zimbabwe's State President, Robert Mugabe. Criminal gangsters often exercise this power through physical violence. There is certainly no question of physical violence in a contemporary organisation, but psychological or emotional fear of dismissal or social exclusion from a group is a kind of power that managers can use to bring pressure to bear on subordinates.
- **Referent power.** This refers to personal power and is a somewhat abstract concept. In this situation subordinates follow their leader simply because they like him/her, respect him/her or identify with him/her. In other words, the leader's personal characteristics make him/her attractive. Such leader is said to have charisma, e.g. Pope Benedict IV of the Roman Catholic Church and the President of the USA, Barack Obama.
- **Expert power.** This is power based on knowledge and expertise and a leader who possesses it has special power over those who need this knowledge or information. The more important the information and the fewer the people who possess it, the greater the power of the person who commands, it. For example scientists, engineers and cyber experts.

6. Bass' theory of leadership

Bass' theory of leadership notes that there are three basic ways to explain how people become leaders (Bass & Bass, 2008):

- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Event or Great Man Theory.
- Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.
- People can choose to become leaders. People can learn leadership skills. This is the Transformational or Process Leadership Theory. It is the most widely accepted theory.

7. The importance of leadership

The performance of any organisation, small or large, is directly related to the quality of leadership. In fact the business world as well as the government of the day, has many examples in which success or downfall of a particular enterprise/organisation can be attributed to a specific leader. In 45 years, Raymond Ackerman of Pick ‘n Pay established what has become the biggest retail operation in South Africa. Likewise, the roles played by the late Oliver Tambo, Walter Sisulu, Helen Joseph, Dr Ahmed Kathrada and Nelson Rolihlahla Mandela, to mention a few, has laid a solid foundation for the ANC to be a formidable political organisation in South Africa.

Itumeleng Khune, from the Kaizer Chiefs Football Club and Bafana Bafana (South Africa’s National Football team) and no. 1 goalkeeper, is another example of a leader who made a significant impact for his team during the 2012/13 Premier Soccer League season. Kaizer Chiefs Football Club managed to win the league as well as the Nedbank Cup. For his hard work as the skipper for the team, he scooped four awards and earned himself more than five hundred thousand rand.

The success of an enterprise/organisation is not necessarily due to the individuals’ competence as managers, but rather to their ability as leaders. Thus in numerous other fields, for example, in the political and military fields, certain leaders give direction to man’s existence. The point I am trying to make here is that good managers will lead their organisations to greater heights of achievement, productivity and ultimately profitability/success if they lead well. And it is here that good leadership is so important from a management perspective. Good managers are not necessarily good leaders. To increase the performance of the enterprise/organisation, it is obviously desirable that all managers should also be good leaders, that is why enterprises/organisations seek – and train – people who are good managers and leaders. Turning managers into leaders so that they can become better managers is the underlying principle behind the study of leadership.

Managers are bearers of the authority assigned to them by the organisation, that is the authority to use coercion and the right to organise and lead the activities of others. This

entails giving orders and ensuring they are carried out. A **leader**, however, gets results without coercion. He/She is a leader because he/she has specific traits and a particular power base, consults his/her followers in certain matters, and motivates them to co-operate of their own free will. Because the influence that leaders have on subordinates has such a profound effect on the performance on the enterprise/organisation, numerous efforts have been made to establish exactly what it is that enables leaders to influence their subordinates.

8. Political behaviour in organisations and leadership

Politics can generally influence the behaviour of leaders and subordinates in an organisation. Political behaviour in an organisation entails people gaining and exercising power to obtain a specific outcome. Politics in organisations may concern important decisions such as the location of a factory, a liquor store or less important decisions such as what time lunch should be served. People participate in politics to advance themselves, protect themselves from others or simply to gain and exercise power. This power can be exercised by individuals or groups of individuals.

There are four basic forms of political behaviour that occurs widely in organisations. They are **inducement**, **persuasion**, **creation of obligation** and **coercion**.

Inducement occurs when a manager offers or promises something to someone in exchange for that person's support. Thus, a manager will "see" if he/she cannot perhaps create a post for a subordinate's friend or husband if this subordinate is prepared to put in a good word for the manager's section at the evaluation of the management committee. The second kind of political behaviour is **persuasion**. Persuasion plays on a subordinate's emotions and may even include fear or guilt. A third kind of political behaviour is the **creation of an obligation**. One manager might, for example, support another in a specific matter, even if he/she opposes it, because he/she is fully aware that he/she is going to need the first manager's support sometime in the future to realise his/her own objectives. Electioneering during municipal elections would also be relevant in this regard.

Finally, **coercion** is behaviour that borders on the use of violence to get one's own way. A manager may, for example, threaten to withhold someone's reward or resources in an effort to get his/her own way. Political behaviour in organisations is a behavioural factor that can either strengthen or neutralise the influence of leaders, and as such should be managed constructively.

9. Qualities of good leadership

The following is a list of qualities of good leadership, but is not cast in stone:

- Good leaders are good listeners. You need to become a good listener in order to be a good learner.
- They are tolerant of disagreement.
- Be tough yet firm and fair.
- Keeps promises.
- For them, business is number one.
- Trust subordinates.
- Possesses an air of authority.
- Takes the blame if things do not go right – seeking responsibility and taking responsibility for your actions.
- Put the interests of others first than their own.
- Ensure that tasks are understood, supervised and accomplished.
- Accepts people's limitations (weaknesses and strengths).
- Are able to bury the hatchet (to forgive and forget).
- Do not command respect instead earn it through their actions.
- Make sound and timely decisions.
- Use the full capabilities of your organisation – by developing a team spirit, you will be able to employ your organisation, department, section, etc. to its fullest capabilities.

10. Leadership styles

The following leadership styles in organisations can be identified:

10.1 Autocratic or Authoritative leadership style

He/She likes to make all the important decisions and closely supervise and control subordinates. The leader makes decisions unilaterally and without much regard for subordinates. He/She does not trust others and simply gives orders (one-way communication) that subordinates are expected to obey. An autocratic leader mobilises the team toward a common vision and focuses on end goals, leaving the means up to each individual. The authoritative style works best when the team needs a new vision because circumstances

have changed, or when explicit guidance is not required. It is not the best fit when the leader is working with a team of experts who know more than the leader but can be effective in certain situations. For example, when quick decisions are needed in an organisation (e.g. in a time of crises) or when controlling large numbers of subordinates (e.g. police services, labour union, strike action).

There are two types of autocratic leaders:

- A directive autocrat makes decisions unilaterally and closely supervises subordinates.
- A permissive autocrat makes decisions unilaterally, but gives subordinates latitude in carrying out their work.

10.2 Affiliative leadership style

The affiliative leader works to create emotional bonds that bring a feeling of bonding and belonging to the organisation. If this style were summed up in one phrase, it would be “People come first”. The affiliative style works best in times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild trust.

10.3 Coaching leadership style

The coaching leader develops people for the future. If this style were summed up in one phrase, it would be “Try this”. The coaching style works best when the leader wants to help teammates build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or the leader lacks proficiency.

10.4 Coercive leadership style

The coercive leader demands immediate compliance. If this style were summed up in one phrase, it would be “Do what I tell you”. The coercive style is most effective in times of change, such as in a company turnaround or a takeover attempt, or during an actual emergency like a tornado or a fire. This style can also help control a problem teammate when everything else has failed. However, it should be avoided in almost every other case because it can alienate people and stifle flexibility and inventiveness.

10.5 Democratic leadership style

The democratic leader builds consensus through participation. If this style were summed up in one phrase, it would be “What do you think?” In a democratic style, the manager allows the subordinates to take part in decision making: therefore everything is agreed upon by the majority. The communication is extensive in both directions (from subordinates to leaders

and vice-versa). The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan or goal or if he/she is uncertain and needs fresh ideas from qualified/well-informed teammates.

This style can be particularly useful when complex decisions need to be made that require a range of specialist skills, for example, when a new ICT system needs to be put in place, and the upper management of the business is computer illiterate. From the overall business's point of view, job satisfaction and quality of work will improve, and participatory contributions from subordinates will be much higher. However, the decision-making process could be severely slowed down unless decision processes are streamlined. It is not the best choice in an emergency situation, when time is of the essence for another reason or when teammates are not informed enough to offer sufficient guidance to the leader.

10.6 Task-oriented leadership style

Leaders who use the task-oriented leadership style may have once been project managers. They are experts in planning projects, allocating resources, assigning roles, setting benchmarks and keeping to tight and strict deadlines.

10.7 Bureaucratic leadership style

Bureaucratic leaders work “by the book”. They follow rules rigorously and ensure that their people follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved. Bureaucratic leadership is also useful in organisations where employees do routine tasks (as in manufacturing).

The downside of this leadership style is that it is ineffective in teams and organisations that rely on flexibility, creativity, or innovation. Much of the time, bureaucratic leaders achieve their position because of their ability to conform and uphold rules, not because of their qualifications or expertise. This can cause resentment when team members do not value their expertise or advice.

10.8 Charismatic leadership style

A charismatic leadership style can resemble transformational leadership because these leaders inspire enthusiasm in their teams and are energetic in motivating others to move forward. This excitement and commitment from teams is an enormous benefit. Charismatic leaders have a broad knowledge of the field, have a self-promoting personality, high energy level and willing to take risks and use irregular strategies in order to stimulate their followers to think independently. Charismatic leaders are often focused on themselves, and may not want to change anything. The downside to charismatic leaders is that they can

believe more in themselves than in their teams. This can create the risk that a project or even an entire organisation might collapse if the leader leaves.

11. Skills a good leader needs

Perhaps the most important skill a leader needs is to be able to make decisions; leadership is all about having a vision of where you want to be and making decisions along the way to get close to achieving this vision. Decision making in leadership however involves other people as leaders need followers, so the decision-making process will usually have an impact on your team of followers. With this in mind, a good leader also needs strong “people skills” since a leader needs to be able to communicate the vision and motivate the team to follow.

Along the way to achieving the vision the leader will come upon many problems, hence problem solving is therefore another key leadership skill. Problems come in all shapes and sizes, from those related to the people in your team when mediation skills may be needed, to those of a more strategic nature and everything in between. A good leader will not be afraid of problems and, with trust and respect, followers will not be afraid to discuss problems or potential problems. With a positive attitude problems can become opportunities and learning experiences. A leader’s biggest asset is information as the more information a leader possesses about how to achieve the vision or individual goals along the way, the more the leader learns about the direction needed to get there. Problems provide information and therefore good problem solving is a very powerful skill for the leader.

As with anything in life, things do not always go according to plan and leadership is no exception. The direction a leader takes in order to realise their vision is likely to change. Strong leaders embrace change and can adapt quickly and efficiently to new situations since they learn to balance opportunity and risk while being aware of their (and their team’s) strengths and weaknesses.

A leader also needs to be a strong facilitator – that is, providing the support necessary for the team to achieve their goals. Support may be as simple as words of encouragement or a specific tool needed to perform a task. By listening to team members, a leader can often learn about the barriers preventing a goal from being achieved and, through facilitation, find a way to an appropriate solution.

A common mistake of a leader is to try to do everything themselves. A good leader will delegate responsibility to team members and, with the help of motivation and facilitation, aim to enable success. Delegation also allows the leader to learn more about the strengths and weaknesses of the team members and therefore make better informed decisions about individual roles and responsibilities.

12. Leadership is not the same as management

People often confuse the terms manager and leader; they are not the same thing although it is possible to be both. A leader has a vision, a number of visions, or is creating visions – in this context a vision is an overarching idea or achievable dream. For example, Martin Luther King Jr. one of the United States of America’s Civil Rights Movement proponent’s dream was to see all Americans, black and white living in peace and harmony.

Managers plan: planning is used to enable the manager to do the job well. Leadership is about asking the questions, “what” and “why” and empowering people (followers) by giving them the responsibility to do things right. Leaders therefore work with people and their emotions. Managers as, “how” and work mainly with processes, models and systems – things.

One of the most famous distinctions between managers and leaders is that “managers do things right but leaders do the right things”. This is down to how we think about things – if you think about doing something right you tend to think about mechanisms or “how-to’s” of the task at hand – this is what a manager does. Doing the right thing however is a much more philosophical concept and make us think about the future, about vision and dreams. This is a trait of a leader.

Table 3 below illustrates a comparison between being a manager and being a leader:

A MANAGER	A LEADER
Administers	Innovates
Maintains	Develops
Focuses on systems and structure	Focuses on people and emotions
Controls systems and people	Inspires people
Accepts the way things are	Challenges the way things are
Has a short-range view	Has a long-range perspective
Manages tasks	Leads people

The distinction between the manager and leader is also about the risks (or perceived risks) that either will take. Managers tend to be risk-averse whereas leaders are generally more likely to take risks, although this does not necessarily make them thrill seekers. Leaders are more concerned with fulfilling their vision and therefore consider it natural to encounter problems and barriers that must be overcome along the way. They are generally more comfortable with risk and therefore accept that the direction needed to reach their vision is

not always the easiest path. A leader can turn problems into opportunities and will happily break rules in order to get things done. Managers tend to be more focused on the status quo and will try to minimise risk.

A surprising number of leaders have overcome some form of handicap in their lives, for example, traumatic childhoods, dyslexia, and even being shorter than average. This perhaps taught them the independence of mind that is needed to do things differently, take risks, and to not worry about what others are thinking about them.

Managers have subordinates, people who work under them and follow the rules. Leaders, at least when they are leading (many are also managers), have followers. Following is a voluntary action and is achieved, at least in part, by the charisma of the leader. Charisma comes from excellent interpersonal skills and the understanding that you cannot tell people what to do – you have to inspire them and make them want to follow you. Leaders often use transformational benefits as motivators for their followers, that is the belief that somehow the follower will become a better person for following. Such motivators are very powerful, more so than more traditional work-related motivators such as money, better working conditions or other benefits.

The roles of manager and leader are often blurred and, due to individual personalities and skills, it may not always be obvious who is a leader in any given situation.

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training and experience. Good leaders are continually working and studying to improve their leadership skills; they are not resting on their laurels.

13. Goals setting

Your thinking skills can be considered directional skills because they set the direction for your organisation. They provide vision, purpose, and goal definition. These are your eyes and ears to the future, allowing you to recognise the need for change, when to make it, how to implement it, and how to manage it. You find vision by reaching for any available reason to change, grow, and improve. Just as you perform preventative maintenance of your automobile, you must perform preventive maintenance of your organisation. Do not believe in the old adage, “If it ain’t broke, don’t fix it”, for the people who do go broke! Treat every project as a change effort. Treat every job as a new learning experience.

Good organisations convey a strong vision of where they will be in the future. As a leader, you have to get your people to trust you and be sold on your vision. To sell your vision, you need to possess energy and display a positive attitude that is contagious. People want a

strong vision of where they are going. No one wants to be stuck in a dead-end organisation going nowhere ... or a company headed in the wrong direction. They want to be involved with a winner! And your people are the ones who will get you to that goal. You cannot do it alone! (Hersey & Blanchard 1988).

When setting goals, keep these points in mind:

- They should be realistic and attainable.
- They should improve the organisation (morale, monetary, etc.).
- All the people should be involved in the goal-setting process.
- A programme should be developed to achieve each goal.

The following are steps of goal setting:

Step 1 – Vision

The first step in setting goals and priorities is to personally develop what the organisation should look like at some point in the future – a vision. A junior leader, such as a supervisor or line manager, will mainly be concerned with a department, section, or small group of people. While senior leaders set the vision for the entire organisation, both types of visions need to support the organisation's goals.

The mission of the organisation is crucial in determining your vision. Your vision needs to coincide with the big picture. The term “vision” suggests a mental picture of what the future organisation will look like. The concept also implies a later time horizon. This time horizon tends to be mid to long term in nature, focusing normally 3-5 years in the future for visions affecting the entire organisation. However, leaders such as supervisors or line managers tend to have shorter time horizons, normally 3 months to a year.

The concept of a vision has become popular within academic, government and corporate circles. This has spawned many different definitions of vision. But, the vision you want should be a picture of where you want your organisation to be at a future date. For example, try to picture what your department would look like if it was perfect, or what the most efficient way to produce your product would look like, or perhaps if your budget was reduced by 20%, how you could still achieve the same quality product. Once you have your vision, it needs to be framed in general, immeasurable terms and communicated to your team. Your team then develops the ends (objectives), ways (concepts), and means (resources) to achieve the vision.

Step 2 – Goals

The second step involves establishing goals, with the active participation of the team. Goals are also stated in immeasurable terms, but they are more focused. For example, “the organisation must reduce subsistence and travelling costs”. This establishes the framework of your vision.

Step 3 – Objectives

Definable objectives provide a way of measuring the movement towards vision achievement. This is the real strategy of turning visions into reality. It is the crossover mechanism between your forecast of the future and the envisioned, desired future. Objectives are stated in precise, measurable terms such as “by the end of the second quarter, the company must have sold 80 photocopiers”. The aim is to get general ownership by the entire team.

Step 4 – Tasks

The fourth step is to determine tasks. Tasks are the means for accomplishing objectives. Tasks are concrete, measurable events that must occur. An example might be, “The transport officer for the region will obtain a list of all vehicles involved in accidents in the 2013/2014 financial year”.

Step 5 – Timelines

This step establishes a priority for the tasks. Since time is precious and many tasks must be accomplished before another can begin, establishing priorities helps your team to determine the order in which the tasks must be accomplished and by what date. For example, “the report of all vehicles involved in accidents in 2013/2014 is expected by 8 February 2014”.

Step 6 – Follow up

The final step is to follow up, measure, and check to see if the team is doing what is required. This kind of leader involvement validates that the stated priorities are worthy of action. For the leader it demonstrates his/her commitment to see the matter through to a successful conclusion. Note, validating does not mean to micro-manage. Micro-management places no trust in others, whereas following up determines if the things that need to get done are in fact getting done.

14. Inspiring your employees

Getting people to accomplish something is much easier if they have the inspiration to do so. Inspire means “to breathe life into”. In order to perform that, we have to have some life ourselves.

Three main actions will aid you in accomplishing this:

- i. **Be passionate:** In organisations where there is a leader with great enthusiasm about a project, a trickle-down effect will occur. You must be committed to the work you are doing. If you do not communicate excitement, how can you expect your people to get worked up about it?
- ii. **Get your employees involved in the decision-making process:** People who are involved in the decision-making process participate much more enthusiastically than those who just carry out their manager's order. Help them contribute and tell them you value their opinions. Listen to them and incorporate their ideas when it makes sense to do so.
- iii. **Know what your organisation is about!:** The fundamental truth is that “the Army is not made up of people. The Army is people. Every decision we make is a people issue”. Your organisation is the same. It may make a product or sell a service, but it is still people! A leader's primary responsibility is to develop people and enable them to reach their full potential. Your people may come from diverse backgrounds, but they all have goals they want to accomplish. Create a “people environment” where they truly can be all they can be.

15. Training and coaching

Training and coaching are two different things, although some people use them interchangeably. Training is a structured lesson designed to provide the employee with the knowledge and skills to perform a task. Coaching, on the other hand, is a process designed to help the employee gain greater competence and to overcome barriers so as to improve job performance.

You might picture it as when you were in school. During physical education, the gym leader (trainer) taught you how to play basketball. Next you went out for the school team. You had a basic understanding of the game and its rules, but the coach personally taught you (coaching) the finer points of the game. Training and coaching go hand-in-hand. First you train people with lots of technical support, and then you coach with motivational pointers.

Both training and coaching help to create the conditions that cause someone to learn and develop. People learn by the examples of others, by forming a picture in their minds of what they are trying to learn, by gaining and understanding necessary information, by applying it to their job or practice.

Both coaching and training have the following points in common:

- Evaluate to determine knowledge, skill, and confidence levels.
- Define objectives that can be measured periodically. It helps to break them down into step-by-step actions.
- Clarify direction, goals, and accountability. To foster accountability, involve the person or team in the decision making.
- Encourage peer coaching by reminding them that everyone has a stake in each other's success.
- Coaching is more than telling people how to do something. It involves giving advice, skill-building, creating challenges, removing performance barriers, building better processes, learning through discovery (the Aha effect), etc.
- Deal with emotional obstacles by helping them through change, reviewing and pointing out ways that they hold themselves back, comforting them when they become confused, etc.
- Give feedback by pointing and hinting towards solutions; try to stay away from critiquing errors.
- Lead by example by demonstrating desired behaviours.

16. How to be more like Richard Branson

Richard Branson, Virgin boss, said the following in an article titled “The people factor” in the *City Press*, p. 1, dated 18 August 2012:

The people factor is the basis of many entrepreneurial successes and because many business leaders discount it, it leads to innumerable failures. While the current thinking in most business schools is that all someone with an idea needs to succeed are focus, clarity and a good business plan, bringing together a great team that is united by strong motivation, determination and bravery is much more important.

16.1 Find good people

The success of Richard Branson's Virgin businesses were all based on them assembling a great management team that had a vision, passion and a real sense of ownership. “We look for leaders with the ability to listen to feedback from employees and customers. This is crucial to keeping a service or product fresh and innovative. Often, when things start going wrong, you will notice the staff members feel ignored and good ideas are not bubbling to the top. Leaders should have the character to make tough decisions, and the passion and

ability to inspire their staff. Our best CEOs tend not to be concerned about the size of their offices or the thickness of their carpets in them” (Branson 2012).

16.2 Realise that the employees are the business

“A successful business is not the product or service it sells/offers, its supply chain or its corporate culture. Rather, it is a group of people bound together by a common purpose and vision. In Virgin’s case, we fly the same planes as our competitors and our gyms offer much of the same equipment as other gyms. So what separates our businesses from the competition? Our employees.”

The best-designed business plan will come to nothing if it is not carried out by enthusiastic and passionate staff. This is especially true when things go slightly wrong – a friendly and proactive team can often win people over and avert a potential disaster.

16.3 Always look for the best in your people

Lavish praise; never criticise. Rather than focusing on mistakes, a leader needs to catch someone doing something right every day. If this culture of fostering employee development through the praise and recognition starts at the top, it will go far towards stamping out the employee fear of failure that can stunt a business. When mistakes happen – which is inevitable – I always take the position that you have to learn from them and not dwell on what went wrong. It is almost always better not to go over the obvious with the people involved. They know exactly what happened.

16.4 Do not take yourself too seriously

“At Virgin, we pride ourselves on finding the fun in our businesses. We try to ensure that our staff and customers feel a sense of warmth and affection, and that they are part of the family. I have led from the front on this by dressing up in costumes and trying all manner of stunts (not all going 100% as planned), and generally showing that I do not take myself too seriously. My approach will not work for all businesses, but keeping a sense of perspective and not allowing management to be seen as aloof will help keep your staff on side.

To foster a personal interest in clients’ needs, it is crucial to ensure employees enjoy what they are doing. Everyone must be proud of the company. This is vital to building lasting success and ensuring an edge over the competition. To find employees who will take such an interest in our customers, we look for people who show genuine enthusiasm and character.”

16.5 Be courageous and follow your instincts

Starting a business requires taking risks and innovating where others have not. Money, reputation and personal relationships are often at stake, but entrepreneurs have to know when to take chances, and when not to. When Richard Branson launched Virgin Atlantic airlines in 1984 and Virgin Australia in 2000, his fellow board members were sceptical about the chances of success. But Branson recognised an opportunity and stuck to it, and it has paid off. Virgin Atlantic now carries more than 5 million passengers a year, and Virgin Australia has become the country's second-largest airline.

16.6 Do not let personal obstacles get in the way

Diagnosed with dyslexia, Richard Branson left school at 16 because he was unable to follow the curriculum. But he turned that disadvantage into an advantage as an entrepreneur. In reviewing Virgin's advertising and marketing, Branson's colleagues read everything aloud, giving him a sense of the overall concept and allowing him to weed out industry jargon in favour of ordinary language. "Whenever something goes wrong or you find yourself at a disadvantage, often the best way to handle it is to turn a negative into a positive," Branson says.

16.7 Encourage teamwork and fun

As the founder of your company, you may be the one telling the world about your incredible new product and showing it off at industry event. But this would not be possible without your partners and teammates working hard behind the scenes. Teams that are happy and work well together can accomplish great things. The Virgin Group celebrated Olympics in 2012 by taking part in fun races. "Events like these can go a long way toward showing your staff that it is okay to have fun at work," says Branson.

16.8 Just do it

Finally, you must have the bravery to give it a go. Starting a business is a big risk. An entrepreneur needs resolve and conviction to overcome the early hurdles. A key ingredient of success is the ability to pick yourself up and try again. If it starts to look like your business is not going to make it, some on your team might start to lose courage. At that crucial time, your knowledge of the people factor may make or break your company.

In conclusion, all leadership styles can become part of the leader's repertoire. Leadership styles should be adapted to the demands of the situation, the requirements of the people involved and the challenges facing the organisation.

17. Conclusion

The need for animals to work in teams in order to survive varies. A pride of lions is a tight-knit social group that depends on teamwork in order to hunt and feed. Giraffes, on the other hand, are not particularly bonded to one another – except, of course when mating. They also love to indulge in “necking”, which is both a courtship ritual and a test of strength between young adult males.

As humans, our objectives in business or running effective organisations might be transformation, increasing profit, growing our customer base, or retaining qualified staff. Achieving these objectives, and therefore assuring our own survival, takes place in a business environment equally as tough and competitive as that of the natural world.

A pack of wild dogs is arguably one of best examples of effective teamwork. Wild dogs forge strong social bonds with one another; they take care of the young, elderly and sick members of the pack; they hunt together as a team; and it is estimated that in certain areas up to 60% of their hunts result in a kill. With such an impressive track record, is it possible that wild dogs – and other animals – can teach us how to work together effectively as a team?

According to Cresswell (2007), humans do not operate in isolation. More often than not, it is almost impossible for us to reach our goals without the buy-in and support of others. This is true in our business environment, effective organisations, in our family life, in our communities, politics, on the sports field and in fact, in all teams of which we form a part. Would you not like to improve your success rate in the goals and objectives that your organisation sets itself?

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CORPORATE LESSONS: MANAGING EFFECTIVE ORGANISATIONS

Being a manager is a tough job; being a good one is even tougher

– Wayne Turk

Well-known successful persons such as Richard Branson and Bill Gates have attained success because they have vision, commitment, and courage and are able to multiply their effectiveness by sharing their vision and goals with others.

Most successful employers can credit their successes to the following single sentence: "Treat others as you would want to be treated". They treat employees and clients with respect.

Corporate Lessons: Managing effective organisations effectively delineates job hunting; from writing a successful Curriculum Vitae to the feared interview and finally employment. Lebitso also manages to successfully provide information on making the right career choice. The various management styles are carefully explained and he distinguishes between leadership and management.

This book is an effective tool for job seekers and employers alike; it will broaden your perception regarding seeking employment and how to envision a successful business. Managers and jobseekers will be empowered with skills that will enhance their business, promote high employee morale, and improve employer-employee communication skills, as well as how to expand profit margins with minimal effort.



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