



**THE ROLE OF STAKEHOLDER ENGAGEMENT IN STRATEGIC MANAGEMENT  
FOR SERVICE DELIVERY BY A GOVERNMENT DEPARTMENT IN THE  
WESTERN CAPE**

**by**

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## DECLARATION

I, Nqwenelwa Ncedo, declare that the contents of this thesis represent my own unaided work, and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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**Signed Date**

## ABSTRACT

This study aimed to explore stakeholder engagement in the strategic management process for service delivery by government, using a government department in the Western Cape as a case study. The main objective was to determine the factors influencing stakeholder engagement challenges in strategic management processes for service delivery by a government department. The research study was motivated by the government's continuous service delivery challenges, and it raised the possibility of using strategic management as a tool for service delivery by critically analysing the core factors that have led to inadequate service delivery by government departments. Given the continual service delivery challenges and through the lens of the applicable theoretical framework, it was arguable that the service delivery strategy was out of sync with the expectations of internal and external stakeholders. According to Zwane and Matsiliza (2021), efficient service delivery may be accomplished by active engagement of all actors in service delivery decision-making. Based on the findings of the research, it is intended that a network of aligned interests will be established for continued engagement in the implementation of the Western Cape Education Department's (WCED) strategic plan and basic education service delivery in accordance with the department's mandate.

The study considered strategic management as a tool in the public sector for identifying citizens' demands and providing prioritised and sustainable services to meet their expectations. As a result, the relevant literature on strategic management, strategic alignment, strategic management process, framework on strategic planning in the public sector, service delivery strategy, strategic management of the private sector, strategic management of the public sector, and the differences between sectors were discussed. The literature laid a theoretical and empirical underpinning for strategic management and service delivery. According to the examined literature, there is a theoretical relationship between the role of strategic management and service delivery.

The study applied Actor-Network Theory (ANT) as a theoretical lens through which it explored the phenomenon to understand and interpret the interplay between the Western Cape Education Department (WCED) strategy formulation, execution, and stakeholder engagement. Twum-Darko and Harker (2017) state that ANT is used to inspect unstable interactions between players in a network of diverse interests, and that these relationships are studied through the four moments of translation, which are problematisation, obligatory

passage point, interessement, and enrolment. ANT is also utilised to gain a better understanding of how networks are formed and maintained through the interests and enrolments of players (Cresswell, Worth, and Sheikh, 2010 in Nakashololo, 2021). In this case, the Actor-Network Theory enabled the study to assess the interaction between actors in a network of non-aligned interests and proposed how the actors' diverse interests could be aligned to build a stable network to institutionalise effective service delivery.

The theory was used to the design of the data collection apparatus as well as the interpretation of the data acquired. The significance of the use of the theory in this research was to develop a general framework to improve institutional design, provide efficient systems, facilitate the alignment of diverse interests, implement integrated strategic management in government, and improve the provision of services to citizens. Given the nature of the phenomenon, it was thought appropriate from an epistemological standpoint to use an interpretive paradigm as the leading research philosophy, employing a mixed qualitative and quantitative approach, with the quantitative data used to triangulate the reliability of the qualitative data. The study found that including stakeholders in the development and implementation of service delivery strategies can help to solve non-service delivery.

The study proposed a general framework to aid public institutions in determining elements that are likely to influence the improvement and entrenchment of stakeholder engagement processes. According to the suggested framework, if all stakeholders are involved in the strategy development and implementation phases, they will abandon their interests and align with the network, thereby automatically owning the process. This framework is expected to integrate all stakeholders into a network of diverse interests with the goal of accomplishing government's intended goals and outcomes. Furthermore, the general framework will promote, ensure, and reinforce planning, monitoring, and evaluation to improve service delivery and satisfy our citizens' expectations.

Although, it is not a "silver bullet", the proposed general framework can thus be used as a guide in government departments to align the diverse interests of internal and external stakeholders towards the institutionalisation of strategic management processes. The research findings are beneficial to all government departments, public institutions, and the private sector. This model can be used as a guide to all government departments and public institutions. In addition, the research underpins the need to consider all stakeholders in a social network to be involved in the strategy formulation and implementation process.

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## **DEDICATION**

This dissertation is dedicated to my Lord, my saviour, my light, and my redeemer, for directing my steps and carrying my plans through. You have been with me all the way and protected me through this journey and from all the challenges I have encountered along the way. You have walked before me and levelled the mountains for me. Without you in my life, I would not be where I am today. You are to be honoured and worthy to be praised. Your blessings and mercies are a “Yes” and “Amen”. There is no one like you.

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## GLOSSARY

Listed alphabetically in the table below are several acronyms, terms, and concepts pertinent to the following research study, as well as their generally accepted definitions.

<b>TERMS/ACRONYMS/ABBREVIATIONS</b>	<b>DEFINITION /EXPLANATION</b>
ANT	Actor-Network Theory
DPME	Department of Planning, Monitoring and Evaluation
FY	Financial year
KEF	Khayelitsha Education Forum
MM	Middle Management
MOU	Memorandum of understanding
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
PFMA	Public Finance Management Act
SAM	Strategic Alignment Model
SDIP	Service Delivery Improvement Plan
SGB	School Governing Body
SMS	Senior Management
STATS SA	Statistics South Africa
WCED	Western Cape Education Department

<b>KEY CONCEPTS</b>	<b>DEFINITION</b>
Strategic management	Strategic management is the situation in which the organisation functions and resources are incorporated and synchronised to implement articulated strategies which are associated with the environment
Strategic alignment	Strategic alignment is regarded as how the strategy, employees, consumers and major processes work together to impact positively in the company
Strategic management process	A strategic management process involves the formulation of a strategy, the implementation of the strategy, and the evaluation of the strategy's success
Service delivery	Service delivery is the provision of essential public needs and services, such as housing, water and sanitation, land, electricity, and infrastructure
Public Administration	Public Administration is the machinery and integral processes whereby the government conducts its functions
Batho Pele principles	fairness, openness, inclusiveness, and honesty
Actor or Actant	Any element which bends space around itself makes other elements reliant upon it and transforms its will into a language of its own (Callon and Latour, 1981)
Actor-Network	Heterogeneous network of aligned interests (Callon and Latour, 1981)
ANT	ANT is a theory which defines social order by introducing a network of connections between human and non-human agents
Speaker/ Representative	A representative is an actor who represents other actors (Callon, 1986)

Quantitative research	Quantitative research is defined as "a means for testing objective theories by examining the relationship among variables"
Qualitative research	Qualitative research is considered as an avenue for discovering and interpreting the meanings that specific individuals or groups assign to certain social or human phenomena

# CHAPTER 1: INTRODUCTION

## 1.1 INTRODUCTION

This study aimed to explore stakeholder engagement in the strategic management process for service delivery by a government department in the Western Cape. Thus, the main objective was to determine the factors influencing stakeholder engagement challenges in strategic management processes for service delivery by a government department. Since the introduction of a National Treasury Framework for Strategic Plans and Annual Performance Plans in 2010, government departments have been required to develop Strategic Plans and Annual Performance Plans. The goal of this strategic management tool is to equip public institutions for better planning, monitoring, and evaluation, as well as to provide South African citizens with quality and enhanced services.

The recent service delivery challenges faced by the government department raised concerns with strategic management as an instrument for service delivery that required critical analysis - the core factors that led to the non-delivery of services. According to the National Planning Commission (2011), the outbreaks of service delivery protests in some communities across the country reflect intense frustration at the snail pace of service delivery and poor stakeholder engagement. The slow speed of service delivery damages the country's socio-economic condition. According to Ndevu (2018), the public chooses protest action when they are dissatisfied with government structures' lack of intervention, political manipulation, corruption, lack of accountability, lack of transparency, lack of stakeholder engagement and participation, poor human resource policies, shortcomings in managing change, lack of employee capacity, improper planning, and inadequate monitoring and evaluation. Stakeholders play an important role in the strategic management process. Mathur, Price and Ali, 2008 in Salum (2017: 295) explain that, if stakeholders are not involved in strategic planning, the strategy might not have a positive impact to the beneficiaries. The authors go on to discuss some of the advantages of involving stakeholders in strategic planning, such as brand management, relationship preservation, and organisational goodwill. It is believed that when stakeholders are involved in strategic planning it improves an organisation's ability to develop sustainable and collective relationships with economic and non-economic partners to find solutions (Sharma and Starik, 2004 in Salum (2017: 295). Furthermore, Johnson and Scholes (2002) in Salum (2017:285) argued that for the organisation to achieve its objectives, it must manage the diverse interests

of stakeholders. Stakeholders are important for the success of strategic planning and execution. Fobbe, 2020 in Furu and von Schenck (2022) emphasised that stakeholders are the drivers of sustainability.

This study argues that the interests of stakeholders have been overlooked by the departmental officials of a selected government department. The public service environment is turbulent, and government departments must constantly adjust to changing conditions. The South African constitution (1996) establishes cooperative government principles as a means of restoring peace and connections between officials and communities. The public sector's system is bureaucratic; therefore, departments must adapt to a changing environment (Pasquini and Shearing, 2014). Economic, political, geographical, and social issues confront the department, while internal influences include departmental goals, tactics, and outcomes, the experience of department officials, infrastructure, and financial resources. According to Pasquini and Shearing (2014), the department must adjust to these elements to run and deliver services effectively. According to Zwane and Matsiliza (2021), community needs appear to be more than what the public sector can provide; thus, government is not always successful in addressing community needs and providing effective and efficient services. Furthermore, Zwane and Matsiliza (2021) suggest that efficacy is linked to the environment, and as such, its context must be viewed as cyclical, with positive outcomes when the environment is favourable. Following 1994, and under the New Public Management (NPM) system, the public sector and its administration have been scrutinised and held accountable for their decisions. Given the aforementioned, Mabizela and Matsiliza (2021) contend that different public rallies and service delivery protests in South Africa indicate the community's unhappiness with government performance. The situations presented in the problem statement below support this claim. Government officials' work has become complex and sophisticated, and the issue of networks is critical for government departments to maintain governance interactions with stakeholders such as communities or the public, including provincial and national governments.

Given the current service delivery issues, it was arguable that there was a lack of strategic management alignment with internal and external stakeholders to meet service delivery standards. The entrenched Bill of Rights, Section 12 of the South African Constitution (1996), recognises South Africa as a sovereign democratic state. Parliament endorsed a people's parliament in the Constitution (1996) as a platform that fosters public engagement to enhance democracy and public participation. According to Chapter 10 (s 195 [1]) of the Constitution of

the Republic of South Africa (1996), public administration must be guided by democratic values and principles, such as responding to people's needs and encouraging the public to participate in policy-making. The constitution (1996) establishes cooperative government principles as a mechanism for restoring peace and relations between officials and communities. The public sector is required to comply with all rules and laws that protect citizens' rights during public participation under delegated legislation such as the Public Service Act of 1994, the Public Service Charter (2011), and the Service Delivery Improvement Plan (2011). The goal is to restructure the economy and the public sector. The Public Service Act (1994) encourages stakeholder involvement to advise government on business concerns, including community and other groups' participation in matters impacting them. Furthermore, the Mid-Term Strategic Framework (2019-2024) outlines the projects that the government intends to implement over the next five years to bring government and its services to the people. Service delivery is accomplished through the implementation of the service delivery charter and the Batho Pele Programme, which prioritises people, service delivery, and citizen responsibility. Government departments can fulfil their mandate through communication, collaboration and allowing full participation of stakeholders in decision-making where their needs and demands are concerned. Zwane and Matsiliza (2021) argue that effective service delivery can be realised through active participation by all actors in decision-making about service delivery. The study considered strategic management as an instrument in the public sector used to identify the needs of the citizens and provide prioritised and sustainable services to fulfil their expectations. Furthermore, stakeholders in this study refer to government officials who contributed to the crafting of the service delivery strategy and beneficiaries of the services. Given the nature of the phenomenon, it was arguable to be ontologically subjective to determine the truth. Therefore, it was deemed appropriate, epistemologically, to adopt an interpretive paradigm using a mixed method approach; where quantitative data was used to triangulate the reliability of the qualitative data in the context of a case study, to bring out the richness of the outcome (Yin, 2014). The study used a government department as a case study. The department was chosen due to its suitability for teasing-out service delivery challenges.

The vision of the Western Cape Government is “an open-opportunity society for all” (Provincial Strategic Plan, 2014-2019)<sup>1</sup>. Residents of the province are free to live the lives they value. The view of the Western Cape Government is that development must be established in a “whole-of-society” manner, in which participants actively partner with the state under the banner “Better Together” (Provincial Strategic Plan, 2014-2019). The study focused on the education department, which is accountable for public schooling in the province, from Grades R to 12. The vision of the department is to create opportunity for all through improved education outcomes, which are embedded with three departmental goals, namely, an enhancement in the level of language and mathematics in all schools: an increase in the quantity and excellence of passes in the National Senior Certificate and an improvement in the value of education delivery to communities in poor areas.

The study applied the ANT as a theoretical lens to explore, understand and interpret the phenomenon. This was due to the theory's ability to predict how participants in a network with aligned interests interact and how the network can or is institutionalised. The theory was applied to the design of the data collection apparatus as well as the analysis of the gathered data. The use of theory in this research was significant in that it helped to develop a general framework for improving institutional design, providing efficient systems, facilitating the alignment of diverse interests, implementing integrated strategic management in government, and improving the provision of services to citizens. The suggested general framework is expected to encourage, ensure, and reinforce planning, monitoring, and evaluation for improved service delivery to fulfil our citizens' expectations. This study responds to the research aim by focussing on the problem statement, literature review, theoretical framework, research methodology, investigation into South African service delivery and strategic management framework, findings and interpretation, conclusion, and recommendations.

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<sup>1</sup> [https://www.westerncape.gov.za/text/2015/October/western\\_cape\\_provincial\\_strategic\\_plan\\_2014-2019.pdf](https://www.westerncape.gov.za/text/2015/October/western_cape_provincial_strategic_plan_2014-2019.pdf)

## 1.2 THE PROBLEM STATEMENT

Given the recent service delivery challenges across South Africa, it is argued that there is a misalignment between the government's strategic focus and the expectations of external stakeholders. The preliminary investigation that prompted this research revealed that senior officials developed government strategic management with minimal involvement from internal stakeholders such as middle and lower management, and external stakeholders were not involved during strategy formulation, resulting in non-alignment between senior management, middle/lower management, and external stakeholders (e.g., management at a lower level/supervisory, employees, learners, parents and the community). Stakeholder engagement is one of a few domains with insufficient theoretical understanding in strategic management regarding public service supply. However, the scope of this study is limited to the role stakeholder participation can play in strategic management for service delivery.

The Western Cape province considerably contributes to the country's economic growth (Provincial Strategic Plan, 2014-2019). Despite its successes, such as being renowned as the home of some of Africa's recognised educational institutions, health facilities, businesses, and historical monuments, the province is also the country's best-performing province. The province also suffers various issues that are primarily the result of previous political regimes, such as deteriorating infrastructure, a lack of security, child abuse, pupil transportation, and cleanliness. Challenges in service delivery are attributed to government departments failing to meet citizens' interests. The preceding argument is supported by Mofolo, Mkuyane, and Skade (2014); Moh'd, and Lyimo (2019), who argue that there are numerous obstacles related to organisational dynamics, inefficiencies in resource allocation, and non-compliance with laws and regulations.

The National Treasury Framework for Strategic Plans and Annual Performance Plans (2010) and the Department of Planning Monitoring and Evaluation Revised Framework for Strategic Plans and Annual Performance Plans (2020) require government departments to document, table, and publish strategic plans and annual performance plans outlining how they will pursue their vision, mission, and strategic goals in the short and medium term. This method is unsatisfactory due to insufficient stakeholder engagement, as previously described and stated by the National Planning Commission (2011) and Ndevu (2018).

The desired outcomes are a clear view of the desired future with regards to the provision of services. The provision of services will require internal and external stakeholder involvement

in strategic planning and implementation processes for adequate service delivery to beneficiaries. Evidence about service delivery challenges facing the department can be highlighted by the following reported cases from the media – this is a platform where most of the public dynamics that the research focuses on, plays out:

- Case 1: On March 7, 2019, the South African News Broadcasting Agency- eNCA broadcasted: "There were overcrowded classrooms in Cape Town Schools." Every day, teachers in certain Cape Town schools must deal with more than 100 students. Due to staff shortages, several children did not receive instruction this year. According to the Western Cape Education Department, systems are in place to deal with problems in Cape Town schools. During a surprise visit, the South African Human Rights Commission discovered that students in Mfuleni do not have their own school building and that teachers are compelled to educate 100 of them at a time. Human Rights Commissioners had to intervene after frustrated parents complained about the quality of schooling their children were receiving."
- Case 2: Tammy Petersen writes in a News24 newsletter (15 May 2019): "79 students in one class: Parents and students shut down an overloaded Cape Town school. Picture 79 high school students crowded into one average-sized classroom. Principal Ntombi Goniwe and her students at Bloekombos Secondary School in Kraaifontein do not have to envision this because it is a reality. Parents became frustrated with the situation and shut the school gates on Wednesday, while students demonstrated on the side of the road outside the school, demanding that another school be built in the vicinity to address overcrowding.

Goniwe expressed sympathy for their anguish. The school has a capacity of 1200 students. There are 2 113 students enrolled. "When there are at least 60 children in a classroom, learning suffers." She explained to News24, "The teacher cannot reach everyone." "The situation also places a heavy burden on the teacher, who is unable to do justice to [what they are hired to do]."

### **Overcrowding issue**

The school was opened in 2009. Before then, pupils were taught from a temporary structure for at least three years. According to the school governing body (SGB), the overcrowding issue was brought to the Western Cape Education Department's

attention five years ago. The SGB said classrooms were jam-packed with pupils. A shortage of furniture and deteriorating infrastructure exacerbated the situation. Vandalism meant excessive maintenance costs while school discipline was also on the decline, said SGB secretary Buhle Buso. "Teacher workloads doubled. [They are] teaching big classes and assessment is compromised. Monitoring day-to-day functionality is not possible with these huge numbers. "Specialist classrooms were being used to accommodate the teaching of other subjects at the expense of practical subjects including science and technology, Buso said. Matric results were also on the decline. SGB member Siyabulela Sulelo said numerous education department officials had been contacted to deal with the overcrowding, but no assistance had been received.

Jessica Shelver, spokesperson for Education MEC Debbie Schäfer, however, said the school had since last year been instructed not to admit more pupils. The school was already at capacity, she said, and in January, a new school was opened nearby. "Both the SGB and the principal blatantly ignored this instruction and did exactly the opposite. They have admitted far more learners for 2019 than they can manage, and they have not referred new learners to the new high school that has opened its doors and is currently under-utilised," said Shelver. "They are now demanding a new school and we are not in a position to assist in the matter. The [department] will not be building yet another school in the area when a nearby school can accommodate the learners. "If they continue to shut down the school, we will be forced to consider legal options and disciplinary action against those involved."

Goniwe said she had been in her position since last October and according to school records, the department had known about the issue since 2009. "The very first year it reached 1 200, which is its capacity," she said.

### **Mobile classrooms**

The department had requested that the school serve as a hub for unplaced children and had furnished them with 18 mobile classrooms. Goniwe stated that the school administration and governing board had sought the establishment of a new school with these classrooms to accommodate 900 pupils and teachers.

*"We were never told about the new high school [being] their plan to alleviate overcrowding at our school. Our plan has never been hidden," she said.*

- Case 3: Sisonke Mlamla, a multimedia journalist, wrote in the Cape Argus newspaper (7 February 2022): "Full-time attendance of learners in schools welcomed, but overcrowded classes a concern." Although many have welcomed the full-time return of all children to school today, education campaigners are urging the government to address the issue of overcrowded classrooms in the Western Cape."
- Congress of SA Students (COSAS) provincial secretary Mphumzi Giwu said "they were concerned about overcrowded township schools that are experiencing an influx and that the Western Cape Education Department (WCED) has over time ignored their call to engage with the former Model C schools about their standard operation procedure with regards to their intake and the management of that intake, so as not to exclude learners from historically disadvantaged areas".
- Education MEC Debbie Schäfer welcomed the confirmation by Basic Education Minister Angie Motshekga on the state of readiness for full-time return to classrooms. Schäfer was disappointed that the publication of the official directions has been delayed until the last minute.
- "We are well aware that we will have schools with overcrowding. The increase of learners by about 18 000 a year in the province continues, Covid19 has not changed this," Schäfer said. She said the increases would continue to exacerbate overcrowding.
- "We will monitor these individual cases and any difficulties are being addressed on a case-by-case basis supported by our district offices," Schäfer said.
- Motshekga said "children at primary, secondary and special schools would resume full-time attendance and that the scrapping of the rotational timetable, which was implemented due to the Covid-19 pandemic, had been gazetted". The move came after a Cabinet decision at the end of January to end rotational learning with immediate effect, and to remove physical distancing measures.
- Progressive Principals' Association (PPA) spokesperson Anthea Adriaanse said, "while they promoted the full-time return to school for all learners, teachers needed to

adapt to a class scenario of 45-plus learners, and there was a concern about their ability to cope”.

- National Professional Teachers Organisation of SA executive director Basil Manuel said they were comfortable with the full-time return to school. “We are comfortable with the return to school. We are not comfortable with some of the things that have been left undone.”
- Education activist Hendrick Makaneta said “the return of all learners to full-scale timetables would certainly restore order to learning and teaching. It should be clear at this point that, learners lost most of the lessons as a result of the rotational timetable. What is encouraging is that the minister has responded partly to the question of safety by giving an indication that there should be minimal movement in and out of schools by members of the public. Such a move will address some of the burning issues, such as parents going into schools to attack teachers – as has happened in some of the schools across the country”. Xola Fakude, Head of Secretariat at SA Democratic Teachers Union, expressed that they had suffered from the rotational learning system. “It bears a heavy administrative burden on teachers and learners as well. We observed that we even lose the momentum in terms of the learning and therefore that affects curriculum coverage, Fakude said”.

Given the above cases, it was evident that the underpinning justification for the phenomenon came about because of government officials who design service delivery strategies without exhaustive consultation with their immediate administrators and the citizens (e.g., management at a lower level/ supervisory, employees, community leaders, educators, learners and school governing bodies). According to Hudson, Hunter and Peckham (2019: 3-6) the challenges encountered are due to lack of joint efforts towards policy development, problem solving, ineffective communication of strategy, poor leadership; lack of political will; shortcomings of management and inadequate institutional design. Amollo (2012) in Moh'D and LYIMO (2019: 4) expressed that, less attention is paid to strategic planning in the formulation of the policy. As articulated in the research problem, the lack of involvement of subordinates and other stakeholders during the formulation of a strategy creates non-alignment of strategic focus.

Notwithstanding the above, the inappropriate use of resources is a major problem (National Treasury, 2007: 2). Therefore, the latter created non-alignment of strategic management

towards service delivery. This phenomenon is institutionalised in most government departments to such a degree that it has resulted in inadequate allocation of resources to meet the service delivery expectations of citizens. This claim is supported by Hudson, Hunter and Peckham (2019: 6) who argue that improvement and the provision of better services to citizens will require legislation and the provision of efficient systems, hence the proposed general framework discussed in chapter 6. National Treasury Framework for Managing Programme Performance Information (2007) emphasised that any public entity is likely to perform well if there are good systems in place and performance is monitored. This framework makes the role of stakeholder engagement in strategic management vital to improve service delivery, hence this research to determine the challenges in implementing this framework.

Figure 1.1 below depicts the problem conceptualisation to understand and interpret the phenomenon indicates that if diverse interests are aligned in the current strategic management framework, it will yield citizen-centric service strategy, thus the need to investigate to determine the factors that will ensure that this phenomenon is addressed.

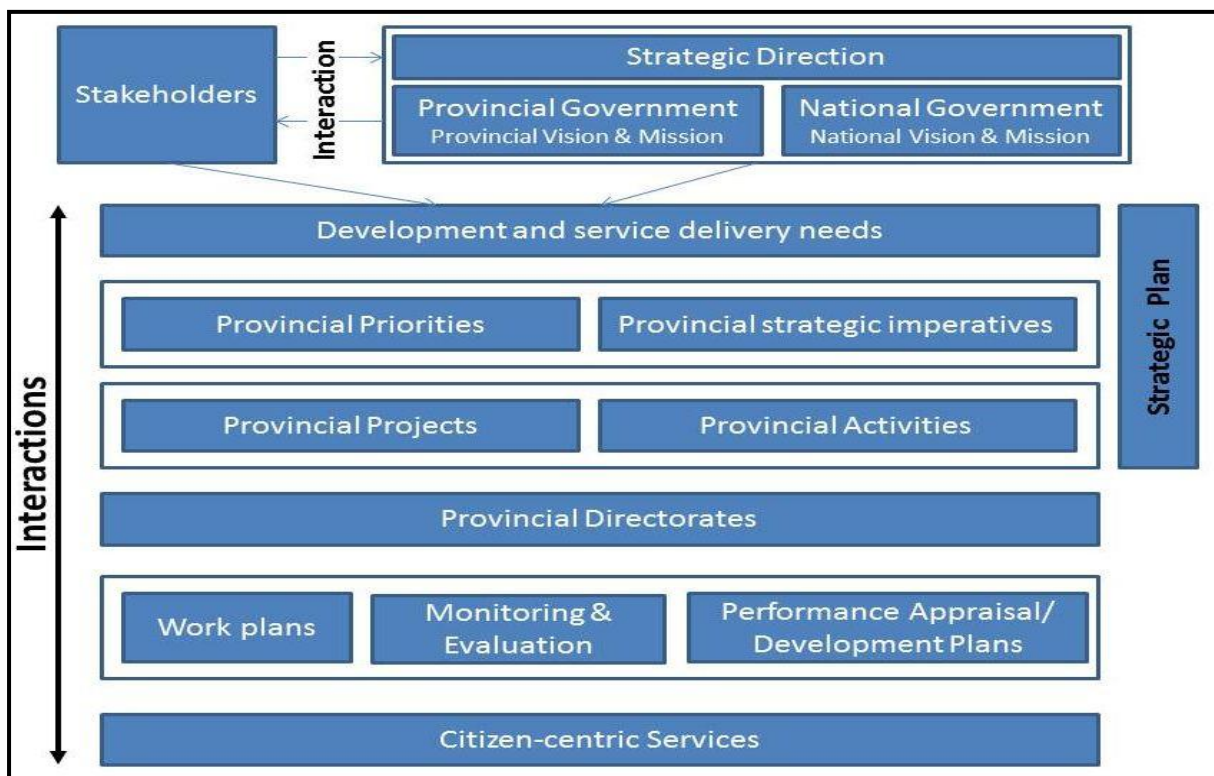


Figure 1.1: Problem conceptualisation: Alignment of diverse interests (my own work)

**Strategic direction:** The strategic direction of the South African government is guided by the Medium-Term Strategic Framework (MTSF) through the Integrated Development Plans of local governments, the Mid-term expenditure framework (MTEF), National Treasury (NT) Framework for Strategic Plans and Annual Performance Plans (2010) and the Department of Planning Monitoring and Evaluation (DPME) Revised Framework for Strategic Plans and Annual Performance Plans (2020). South Africans vote in National and Provincial elections every five years to elect a political party to govern the country for the next five years.

**Stakeholders:** Citizens who are stakeholders interact with the strategic direction through the process of buy-in as outlined in the manifesto of the political party. Citizens elect a national political party to implement goals and plans outlined in their election platform for the following five years. In each provincial legislature, the ruling party or majority coalition elects a Premier, who subsequently appoints a new Executive Committee as part of the strategic direction.

**Strategic Plan:** The government's strategic planning process should coincide with the electoral cycle in both the national and provincial spheres of government. This synchronisation is to ensure that the government's strategic direction and actions are to implement the policies and plans required to carry out the electoral mandate. The planning process strives to establish and implement service delivery needs in accordance with the ruling party's agenda, to which residents have aligned and agreed.

The strategic planning process cascades down from the ruling party's manifesto to the national and provincial governments for implementation. These branches of government are obligated to construct their strategies in accordance with the mandate, vision, and mission of the ruling party. The provincial government establishes the provincial strategic imperatives for implementation through the Five-Year Strategic Plan and the Annual Performance Plan. The strategic plan outlines the strategic aims and objectives that the provincial government and departments must achieve in their respective service delivery sectors over the next five years. Through the Annual Performance Plan, the province/department will also select priorities as a focus area for implementation over the next five years. This Plan establishes goals, implements the strategic plan, and tracks success on a yearly basis. The Five-Year Strategic and Performance Plans lay out the province's and its departments'/public institutions' plans for the following five years.

**Provincial directorates:** Senior management must guarantee that resources are available to support the chosen planning method, and stakeholders must adhere to the mission and goals. After establishing a strategic strategy to entrench procedures, management persuades many stakeholders to reach an agreement. The priorities of the province will be carried out through projects with tight implementation and service delivery schedules. The execution will be cascaded down through the government department's directorates or business units. The directorate within the department specialised in several areas of execution, such as human resources, operations, or monitoring and evaluation. Each directorate will be responsible for implementing specific projects or programmes to help the Five-Year Strategic Plan come to fruition. Projects or programmes are divided into activities or tasks. These responsibilities are delegated to directorates for completion. Execution involves information systems, people, and processes, all of which influence process entrenchment.

### ***Work Plans***

Each directorate will have a work plan or operational plan with specific actions, roles, and duties, as well as an implementation budget. The plan should address the allocation of each resource to the programme. There are skilled and specialised professionals within the directorates to implement the project and deliver services within the timeframes specified.

### ***Monitoring and Evaluation***

Monitoring and evaluation will take place on a regular basis to ensure that plans are implemented correctly, and that performance is tracked to guarantee that beneficiaries receive effective and efficient services.

### ***Performance Appraisal / Development Plans***

Employees are recognised for their performance and productivity to foster a positive work environment and enhance morale. Employees receive training and development to help them gain the skills, information, and results they need to specialise in providing effective and efficient services to beneficiaries. Performance appraisal strives to embed and keep individuals to make the business the greatest place to work. Furthermore, in terms of alignment, staff will be brought up to date on new developments within the province/departments, opening a platform for engagements, innovation, and recommendations. While human and non-human goals may coincide, it is important to note

that not all solutions are successful. As a result, process entrenchment is vulnerable to failure (Al-Turki, 2012). According to Al-Turki (2012), a failed strategy is defined by a lack of ownership, a planning strategy culture, and a lack of top management and stakeholder commitment; thus, additional steps are implemented to ensure that the strategic objectives are carried out methodically. The performance of the province and departments against the Five-year Strategic and Performance Plan, which is derived from the Mid-Term Strategic Framework, will be evaluated, and reported in the End-Term Review to measure the realisation of the government's Five-year planning cycle. To align the process, clear rules are essential, and the system is critical to enable and sustain the plan. To guide human and non-human behaviour within the organisation, clear guidelines are required. According to Al-Turki (2012), when there are systems and alignment, the entrenchment of processes becomes successful. Systems are used to automate processes which enable the institution to operate optimally. The process will lead to citizen-centric services.

### **1.3 RESEARCH AIM AND OBJECTIVES**

Given the background and the problem statement, the researcher aimed to explore stakeholder engagement in the strategic management process for service delivery in a government department in the Western Cape.

#### **1.3.1 Main Objective**

The main objective was to determine factors influencing insufficient stakeholder engagement in strategic management processes for service delivery by a government department.

#### **1.3.2 Sub-Objectives**

To achieve the main objective, the following subordinated objectives were set:

- a) To determine how service delivery strategies are formulated within the strategic planning process.
- b) To analyse the process of stakeholder engagement in government departments.
- c) To determine how strategic management can improve service delivery in government departments.
- d) To recommend a general framework to guide service delivery-based strategy formulation in government departments.

## **1.4 RESEARCH QUESTIONS**

Given the research aim and the objectives of the study, which were driven by the problem statement, the following questions were formulated to tease out the socially constructed phenomenon: strategic management influence on service delivery by government departments.

### **1.4.1 The Main Question**

What are the factors influencing insufficient stakeholder engagement in strategic management processes for service delivery by a government department?

### **1.4.2 Sub-questions**

- a) How is service delivery strategy formulated within the strategic planning process?
- b) How can government departments align their interests with officials and communities to improve service delivery?
- c) How can strategic management improve service delivery in government departments?
- d) How can communities and stakeholders participate in the formulation of service delivery strategies?

## **1.5 PRELIMINARY LITERATURE REVIEW**

A literature review established the theoretical and contextual background for this study. The study reviewed the strategic management literature in its past and academic context. There is an extensive body of knowledge and investigation on strategic management (a lot of research includes literature dealing with implementation and corporate performance). While this assessment was planned in a comprehensive and inclusive fashion, it briefly presented the most imperative matters of strategic planning literature related to this study. ANT was utilised as a spectacle to understand, interpret and analyse the nature and extent of the problem to assist in re-aligning actors for the strategy and service delivery to be effective. Hence, Figure 1.1 illustrates the phenomenon: problem conceptualisation. The overview of the entire literature on strategic management and public service provisions such as service delivery is extensively discussed in Chapters 2 and 5 of this research.

### 1.5.1 Strategic Management

According to Ehlers and Lazenby (2008: 2), strategic management refers to scenarios in which a business's operations and resources are integrated and synchronised to accomplish articulated strategies related to the environment. This is done to realise the company's long-term goals and objectives, gain a competitive edge, and add value to stakeholders. According to Weeks and Lessign (1993:3), strategic management has several definitions in terms of scope and content. Johnson (1987: 59) reaffirmed that assertion by stating that there is no simple explanatory strategic management model since the level of complexity under consideration cannot be reduced to a single model. According to Koteen (1989: 17), "strategic management entails active leadership that can direct organisational-wide systems of strategic management and be capable of mastering the events and consequences of rapid environmental change." In other words, strategic management comprises identifying the institutional vision and mission statement through an examination of the environment's strengths, weaknesses, opportunities, and threats, as well as plan design, implementation, and evaluation of the results.

It specifies the organization's desired and future condition. It is about where you are (current state) and where you want to be (desired future state of the organisation), while considering the environment, values, and resources you will use to get there.

Mintzberg (1993) extended on this further by exploring several definitions of strategy. Mintzberg covers the following definitions: Strategy can be defined as a plan to do something, a backward-looking pattern of unwavering behaviour, or strategy given the organization's position in its larger external environment.

The definitions provided above are essential strategy factors, including options, incorporation, distinction, and long-term benefit. They define strategy as a combination and integration of possibilities that, if successful, will provide the institution with a competitive edge (Craddock Associates, Inc., 2015).

According to the literature, strategy formulation entails choosing a path from the current state A to the desired state B. The predicted future state should be relevant to the organization's purpose, vision, and goal statement. The strategy is at a high level and addresses the question, "How do we get there?" according to The Standard for Portfolio Management

(PMI, 2015). The solution includes the establishment of strategic initiatives performed through projects.

When projects are aligned and integrated, it is expected that the organisation's vision and mission statements will be completed successfully.

### **1.5.2 Strategic Alignment**

According to Khadem (2008: 29), alignment is critical to an organisation's success. Alignment is defined as the point at which the strategy, personnel, customers, and important processes all work together to improve the organisation. When organisations are aligned, it is considered that they benefit from increased consumer and staff satisfaction and provide superior returns for shareholders (Labovitz, 2004: 30). Alignment is critical since it increases an organisation's effectiveness. For a company to achieve its objectives, its business units and activities must be aligned and meet a common goal.

To achieve its objectives, an organisation's primary focus should be on aligning strategy, business, employees, and management procedures. Furthermore, employees should be engaged and satisfied with their jobs because they are the major drivers in implementing the organisation's strategies. Fonvielle and Carr (2001: 5) defined alignment as "joint agreement about goals and means," and they agree with Labovitz (2004), who argued that alignment is a necessary requirement for organisational success.

Strategic alignment assesses organisational success (Labovitz and Rosansky, 1997; Labovitz, 2004). These authors agree that alignment gives managers the opportunity to adopt excellent business plans, to be customer-driven, to make provisions for workers to focus on customers, to encourage customer attention, and to continuously improve company processes. According to Khadem (2008) and Kim and Mauborgne (2009), alignment is critical for implementing an effective plan.

Based on the prior definition of alignment, it is believed that alignment can improve economic performance by determining the best fit between internal arrangements and exterior positioning (Ciborra, 1996). It is widely considered that when an organisation focuses heavily on aligning its business processes with business strategies, it will attain its full potential. According to Salki (2014), strategic management in the public sector includes activities such

as: developing strategies, identifying key priorities, defining roles and responsibilities, understanding the internal and external environment, implementing relevant policies and procedures, and performing management functions such as planning, leading, organising, and controlling.

Bryson (2020) outlined some of the advantages of strategic planning in the public sector, including (a) the promotion of strategic thinking and action, (b) the enhancement of a good decision-making process, and (c) the promotion of organisational development, productivity, and the benefit of all personnel in the organisation under review).

### **1.5.3 Strategic Management Process**

Both the corporate and public sectors use strategic management procedures. In recent years, the public sector has shown a strong interest in strategic management and planning (Poister and Streib 1999; 2005: 46). This procedure applies to both public and private organisations. The difference between the two entities is that management in the public sector deals with various stakeholders. The Public Service Regulations and the Treasury Regulations govern the strategic management process in the South African Public Service. Strategic management in the public sector focuses on ensuring that stakeholders collaborate to ensure synergy in their strategic plans.

Public institutions must examine strategic management processes to verify that the methods used to measure the process's effectiveness are compatible. The strategic management process is critical in every organisation since it offers direction on plan management, execution, and implementation. Because the process is continuous, Poister and Streib (1999: 317) underlined that the strategic management team is responsible for the conception, implementation, and execution of a strategic planning process. These authors also emphasise the importance of the strategic management team meeting on a regular basis to address challenges, monitor progress, and provide strategic management and leadership.

Jones and Hills (2008: 7) emphasised that strategy is the consequence of excellent planning. As a result, strategic management is crucial in this process. As Katsioloudes (2006) put it: "This being the case, we conceptualise strategic planning as a continuous process and define a dynamic strategic management process as one that involves the formulation of a strategy, the implementation of the strategy, and the evaluation of the strategy's success." Given this

statement, institutions should use the strategic planning process to develop organisational strategies.

#### **1.5.4 Strategic Management in the Public Sector**

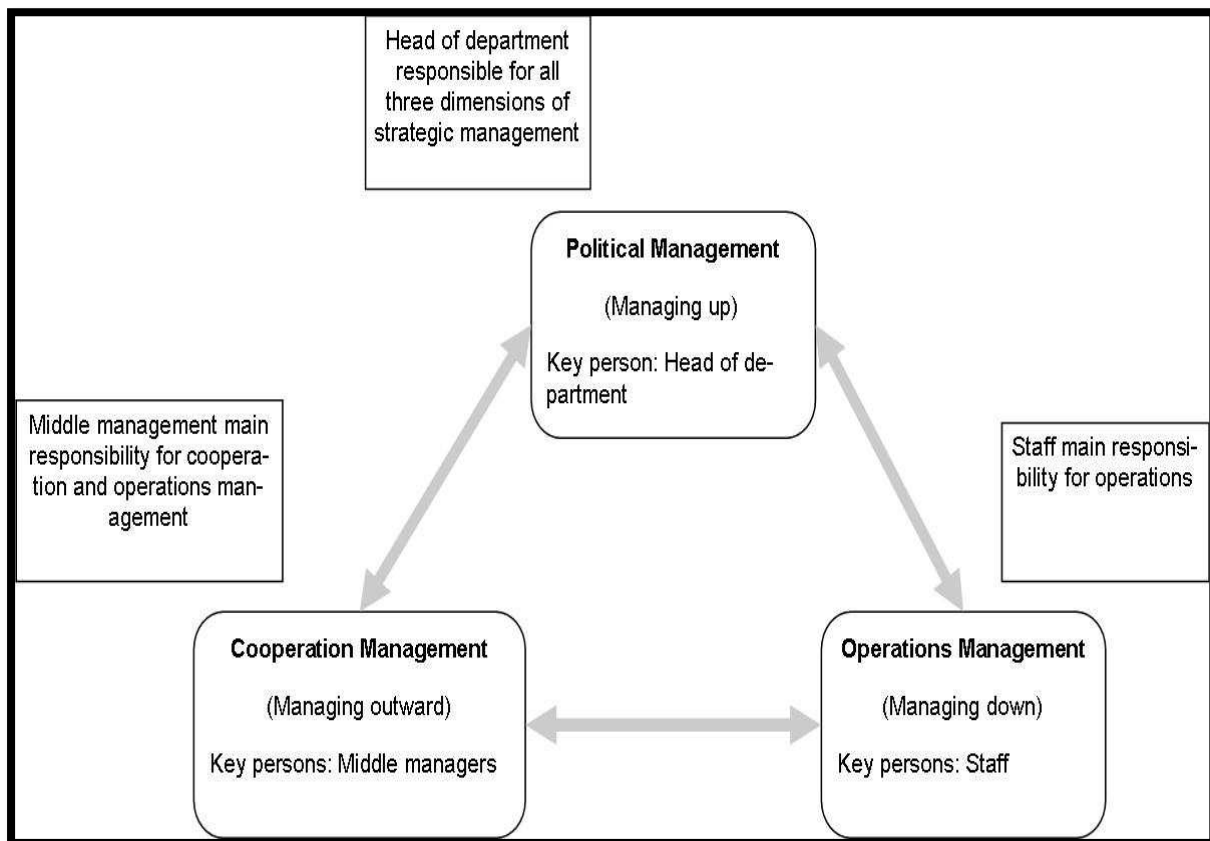
The public sector is faced with various challenges to transform the mission, the organisational culture and practices of the legislative bodies such as the legislature or boards of directors. These challenges limit the flexibility and independence of the public sector to perform its duties. Goals are often impractical and defied because strategic plans are poorly developed and implemented. According to Maleka (2014: 6) the reasons for this effect are as follows:

- A defined and detailed process to accomplish strategic planning is not followed by leadership; as a result, time is wasted in creating documents that are of poor quality and end up being ignored and not realised,
- In most cases, the strategic planning process is assigned to a planning group to complete their respective areas, and this may compromise the whole organisation because it might be beneficial to few individuals,
- Leadership does not set aside the time to develop the strategic plan as a collective team effort and,
- A defined process or methodology to develop a comprehensive strategic plan is not followed by leadership; furthermore, there needs to be a communication plan and implementation guidelines. As a result, the plan is implemented in pieces or unfunded and ignored (Maleka, 2014:6).

The above reasons do not have to become a reality. Strategic plans are formulated efficiently and on time considering that senior management is committed to work together for long periods to develop the plans (Maleka, 2014: 6). While there are challenges in the strategic planning process, the authority of leaders is limited, and political interference and public scrutiny is common practice. At the same time, the strategy is formulated due to broad accountability to the public. As a result, performance expectations constantly shift.

The public service by legislation is the environment, the co-dependent actors, and the interest is to satisfy the act of strategic management (Nutt and Backoff, 1992). These authors pointed out that the way stakeholders view and understand things paints a clearer picture than the claims made by the government. Public institutions differ from private institutions regarding environmental, social and economic factors. The environmental factors comprise economic and political influence, which has been placed on government institutions by legal mandates and “market forces” of important role players who expect the public sector to join forces to achieve social aims. The transactional factor in the public sector involves coerciveness and scope of impact, which is more comprehensive than in the private sector. All transactions are subject to public scrutiny through the annual report, which enforces accountability and collective ownership. Management must include fairness, openness, inclusiveness, and honesty. The public sector is not profit-driven; therefore, measuring its performance is difficult and complex. Thus, incentives are not easy to organise as the sector is not for financial gains; instead, it is driven by ethical standards, crucial problems that need to be solved, important tasks and critical roles and responsibilities. The Public service is protocol-driven and affected by legal constraints. The nature of the public service, where the market environment and achievements are concerned, has a definite impact on the model’s accessibility to strategic management (Alford, 2001). Strategy as a scope is crucial for a public institution as a competitive advantage and to position itself within the environment it conducts the business.

Public institutions must position themselves within the authorising environment by producing results and adjusting their scope. The strategy sets the current and the future plan due to the uncertainty of the domain. Lax and Sebenius (1986) and Moore (1995) stated that setting long-term goals in the public sector would be more difficult. However, delivering good products and services to satisfy current general needs is more important. Strategic fit is realised by taking full advantage of public value and attracting full permission and compatible resources (Heymann, 1987). The researcher believed that strategic fit could lead to most preferred alternatives following what is valuable and suitable in the present political atmosphere. Brudney and England (1983) and Osborne and Gaebler (1992) stated that strategic leaders are encouraged to utilise internal capabilities and garner support from co-producers and external stakeholders. The organisational strategy must look convincing to both internal and external stakeholders.



**Figure 1.2: Diagram of the strategic triangle in the public sector (Source: Moore, 1995: 71)**

This diagram depicts how authorities must manage the strategic triangle if they are serious about strategy implementation and public value. Moore (1995) suggested that looking at the diagram and the factors that positively impact the dimensions during the implementation process can provide some explanations in social reality. Moore (1995) argued that the incremental process triumphed over the synoptic process due to the political, multi-stakeholder context and the participation of typical incremental processes.

### 1.5.5 Strategic Management in the Private Sector

Strategic management's goal from a business standpoint is to produce anticipated results for the company in an uncertain environment (Helvaci, 2005). The study also emphasised that strategic management gives a competitive advantage for organisations since it allows them to be opportunistic. Strategy is about making long-term decisions. Strategic management entails developing a plan, making the best decisions, and putting aggressive tactics into action in

competitive marketplaces (Aktan, 2005). Maleka (2014) defines strategic management as "the formulation of a vision, the mission of the organisation, and the goals and tools to be used systemically." The strategic management concept is about planning for the future of the organisation and setting practical and attainable goals to ensure the organisation's long-term viability.

### **1.5.6 Comparison: Strategic Management in the Public Sector and Private Sector**

Both the private and public sectors utilise strategic planning as a tool to manage performance and development. Strategic planning is used in both sectors to provide direction by clearly outlining the vision, mission, and goals. However, these industries take different approaches and use various technologies. Private sector strategy is concerned with one's own organisation and what it can do to improve its performance, whereas public sector strategy is concerned with the influence it will have on enhancing community service delivery (Bryson and Roering, 1987). According to Nartisa, Putans, and Muravska (2012), the private sector outperforms the governmental sector in terms of efficiency and results-oriented action. The commercial sector is more focused with earnings, whereas the public sector is more concerned with outcomes.

Strategic planning in the public sector focuses on management rather than implementation. As a result, services are occasionally delayed or never delivered (Nartisa *et al.*, 2012). However, these writers contended that in the private sector, risk takers such as entrepreneurs tend to focus on short-term results, revealing a lack of foresight into the future and thereby restricting growth opportunities. Nartisa *et al.* (2012) uncovered a lack of delegation of work in the private sector. Furthermore, there are no clear roles or responsibilities because entrepreneurs sometimes combine tasks to achieve better results.

In a nutshell, both industries may learn from one another and increase their competitiveness and performance. The business sector should learn how to create long-term goals and plans with realistic timescales, while the public sector should learn how to turn long-term goals into action. In conclusion, all sectors should be more responsible in their operations and should focus on developing fit-for-purpose organisations that deploy capable resources to satisfy their stakeholders (Alford, 2000).

**Table 1.1: Summary of the difference between Private Sector and Public Sector strategic Management**

Factors	Private Sector	Public Sector
Stakeholders	Limited or few stakeholders	Multiple stake holders
Driver	Profit driven	Service delivery focus
Politics	Less political influence	Too much political influence
Policy and Regulations	Shareholders and Boards	National Treasury, Department of Planning, Monitoring and Evaluation and Public Service and Administration
Performance Monitoring	Key performance Indicators	Balance Scorecards

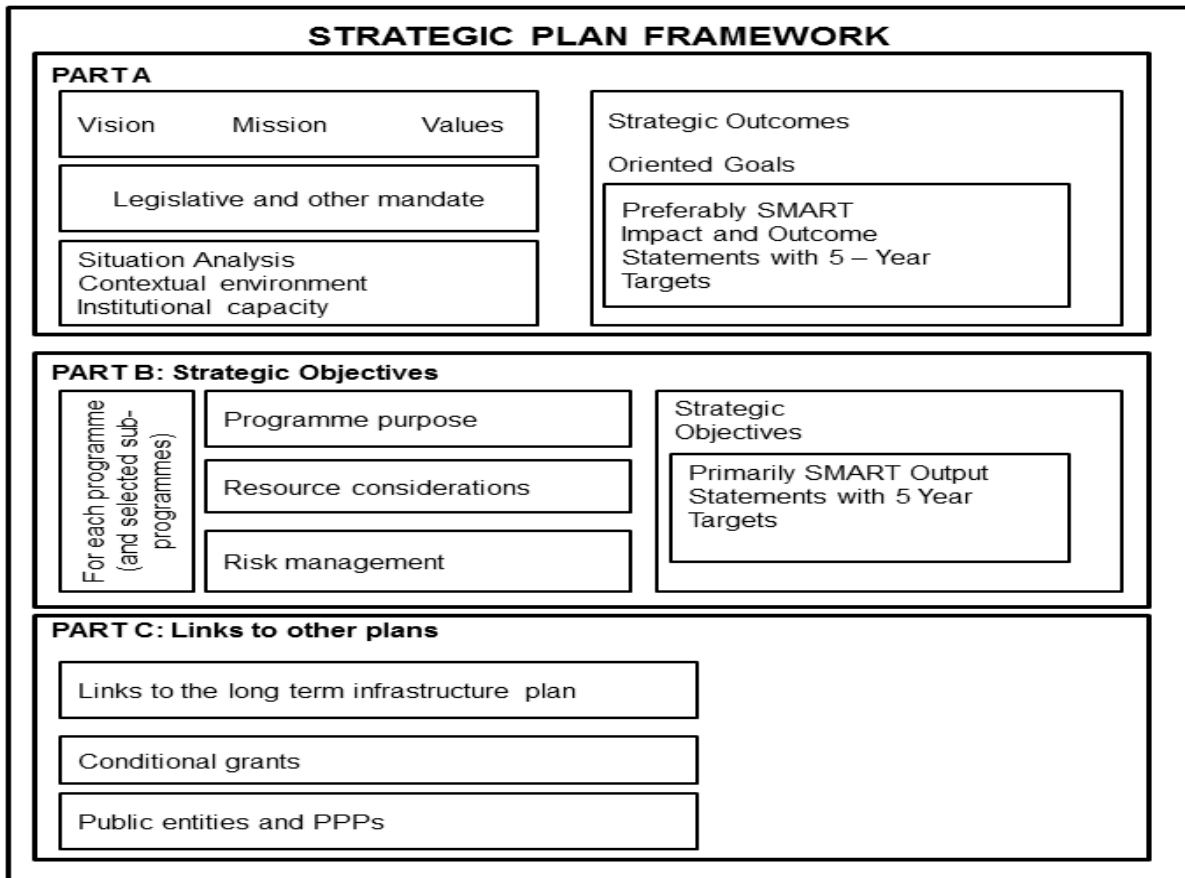
### **1.5.7 Framework on Strategic Planning in the Public Sector of South Africa**

According to Sulle (2009:6), strategic management begins with the development of an organisational strategic management model. According to Hansen and Ferlie (2014: 3), an organisation's core principles might lead to the adoption of strategic management models by institutions. Public institutions adopted the strategic planning approach outlined below. This framework aided departments in planning, leading, organising, and controlling their resources, allowing them to achieve full strategic management capacity.

To have successful strategic management, a government entity must have collective agreement on the vision and mission, which involves management, staff, and external players (Poister and Streib, 1999: 312). According to Rothaermel (2013: 32), an effective articulated strategy should provide direction to the organisation. The framework's goal is to encourage institutions to identify role players and offer a forum for positive engagements to generate appropriate implementation strategies. This framework is expected to strengthen the department's engagement with its stakeholders, allowing for faster decision-making.

The strategic plan should concentrate on critical strategic concerns. All strategies produced within institutions to carry out their mandates should address these concerns. Plans should include performance agreements between the President and Ministers, as well as Service Delivery Agreements agreed into in terms of the overarching strategic outcomes (National Treasury, 2010). Strategic priorities such as finance, supply chain management, information systems, and human resources should have a positive impact on service delivery and

performance. Similarly, if a public institution provides bad services, it is critical to prioritise boosting productivity. The emphasis must be on the outputs produced and the influence sought in its constituency. A strategic plan's objective is to give a model that advances from the broad to the specific (National Treasury, 2010).



**Figure 1.3: Framework for strategic plans (National Treasury, 2010: 11)**

**Part A** of the strategic plan pays more attention to a strategic overview of the institution and stipulates the institution’s vision, mission, values, and the strategic outcome-oriented goals it intends to attain over a five-year period.

**Part B** focuses on strategic objectives, resource implications and the risks entailed in the strategic objectives and how to manage and achieve the objectives. Strategic objectives should be deliberated within the framework of approved programme budget structures.

**Part C** links to long-term infrastructure plans of institutions, conditional grants, public institution plan review processes and public-private partnerships (National Treasury, 2010).

### **1.5.8 Service Delivery Strategy**

According to the National Development Plan (NDP), Vision 2030 emphasises the need for a state that can play a transformative and developmental role in addressing the challenges of poverty, inequality, and unemployment (Statistics South Africa, 2015/16 - 2017/18). This necessitates an efficient and well-managed organisation that employs qualified and professional public servants capable and eager to work and provide high-value services to all residents without jeopardising the nation's development goals. According to the Medium-Term Strategic Framework (2019-2024), (MTSF), improved service delivery must be complemented by operational accountability to citizens. The acknowledgement and renewal of the Batho Pele Programme, which is about openness, transparency, justice, and the application of the Public Service Charter, is the foundation for government institutions' knowledge of their role participants.

Statistic South Africa's Service Delivery Improvement Plan (SDIP) focuses on providing a continuous improvement approach on key products that are consistent with the Batho Pele principles, which serve to ensure effective and efficient service delivery by putting 'People First' (Statistic South Africa, 2015/16 - 2017/18). The SDIP and strategic plan strive to address stakeholder demands while also identifying areas for improvement to serve stakeholders with excellence and integrity (Statistic South Africa, 2015/16 - 2017/18). Improving public service delivery entails correcting historical disparities while maintaining good service to society and focusing on satisfying the needs of the 40% of impoverished and previously disadvantaged persons (Public service and administration, 1996).

This encompasses things like welfare, equity, and efficiency. This will also have a significant impact on how services are delivered. This approach emphasises new thinking and innovative approaches that prioritise people and their needs in a more responsive manner (Public service and administration, 1996).

## **1.6 OVERVIEW OF THE THEORETICAL FRAMEWORK**

Many theoretical frameworks, such as the balance scorecard, activity theory, theory of change, and the Log frame, can be used to examine or determine the gaps in strategic management as they relate to public service provision. Strategy design and implementation establish a network of players' interests, which may be aligned to improve services or may be misaligned

to impede service delivery. As a result, the Actor Network Theory (ANT) was chosen for this study due to the interplay between all players in service provision, which is driven by a misalignment of actors' interests that required to be understood and interpreted. As a social theory, ANT offers a different perspective on comprehending social issues buried in strategic management processes. As mentioned below, the four moments of translation idea of ANT was used as a theoretical framework for this study to comprehend and explain the interplay between the network initiator and other participating actors to align their diverse interests to reach a shared purpose. Walsham and Waema (1994); Hanseth and Monteiro (1996); and Holmström and Robey (2000) all report on the usage of ANT in interpretative case studies. Through strategic management, the rationale and process-oriented sociology of ANT provides substantial theoretical support for comprehending and interpreting the logical relationship between legislation and the coordinated various interests of players in a social network.

Walsham and Waema (1994); Hanseth and Monteiro (1996); Holmström and Robey (2000); and Twum-Darko and Harker (2017) all employ ANT in interpretative case studies. According to the notion, social change can be implemented by negotiating and aligning the diverse interests of actors who might otherwise oppose transformation. According to Braa (1997) and Walsham (1997, 2001), ANT is not a solid body of knowledge that scholars may utilise without difficulty because its developers have altered or extended portions of it. The consensus is that there are several basic ANT ideas that have stayed stable in recent years.

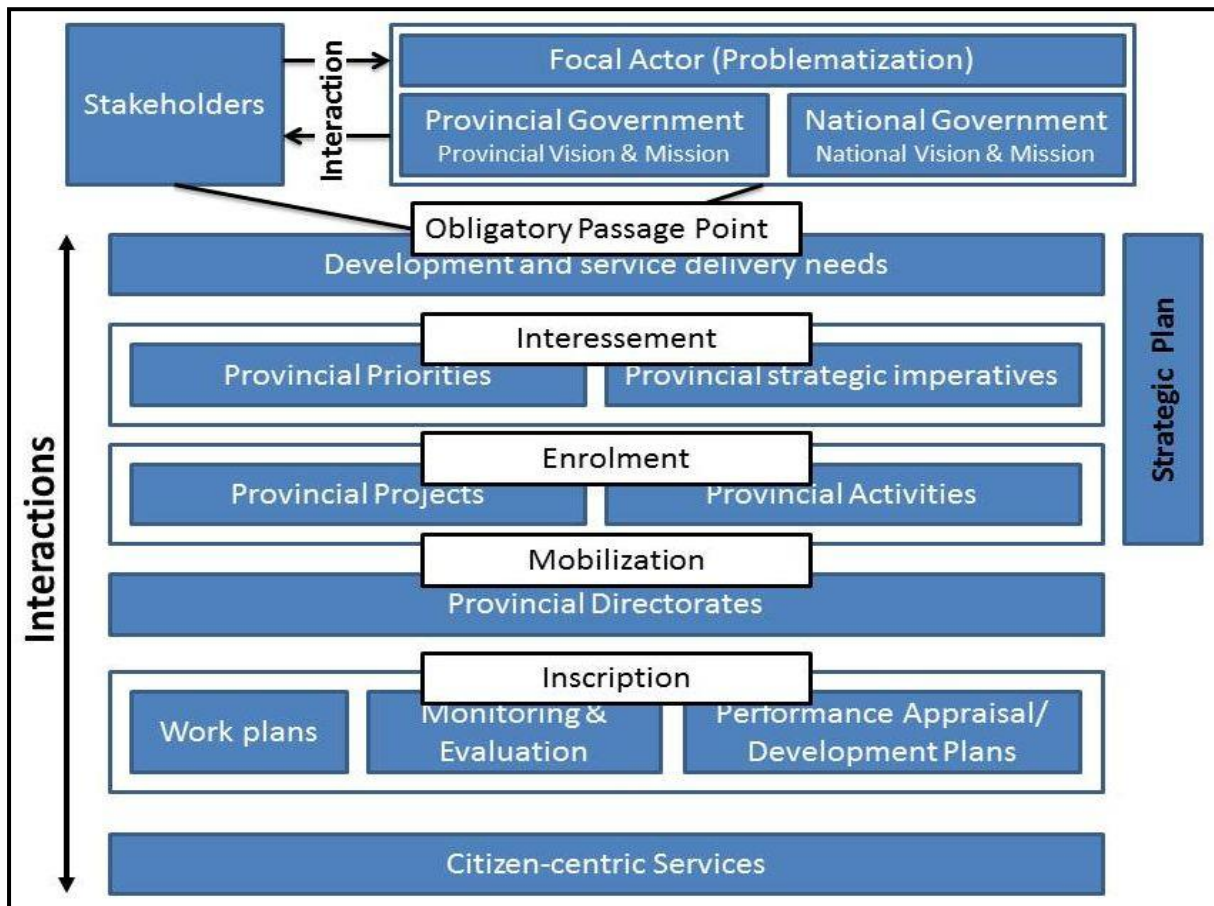
The table below outlines the ANT concepts and terminologies used throughout the study. The third chapter goes into detail regarding the four (4) moments of translation defined by Latour (1984) to provide a better understanding of the phenomenon as seen through the ANT lens, which is a network of aligned diverse interests. A government agency establishes its priorities in accordance with the province vision and mission statement, which stems from the national vision and mission statement.

Part A of the diagram, as shown in Figure 1.3 above, outlines the department's priorities, objectives, and prospects. Communication between management and staff is critical during this process. When all stakeholders - internal and external (actors) in the network of service delivery - understand and accept the strategy, various expectations, or interests (mobilisation) should be aligned.

The consolidation of the coordinated various expectations of all stakeholders (enrolment) could be done via the lens of ANT by signing a memorandum of understanding (MOU) that specifies the agreed services to be supplied by the government department to the community. Figure 1.3 above shows no sign of external stakeholders being included in the department's service delivery strategy. The priorities were established with the assumption that all stakeholders in a network understood and agreed to them. The department's structure for pursuing its vision and mission statement was determined to be deficient since not all stakeholders (actors) were included in the process. It was based on managerial perceptions, research, and desktop information. Part A of the diagram reveals little evidence of communication between the department and the community, nor is there evidence of employee buy-in to the approach. Part A of the diagram was used to identify the problem, which was then escalated to Part B of the schematic. Part B is where the department's goals and priorities were carried out. Employees should carry out the department's mandate in this area. If personnel are not properly consulted, there will be productivity and execution challenges, which will contribute to service delivery deficiencies. Part B of the diagram emphasises the necessity of selecting personnel who are fit for purpose, are part of the network, and are eager to provide public services. The department should provide attractive benefits and a pleasant working environment for its personnel.

The department's administration and personnel must then serve the public with dignity, integrity, and respect. Employees should understand the audience it serves and their requirements, and management should offer guidance. Employees and management should collaborate closely with the community. As a result, the community should safeguard public property and guarantee that services are appropriate to their requirements. The public has a mission to provide advice and suggestions to the government on how to improve service delivery standards and communication.

If the network is aligned, it will result in fewer system defects and an improvement in the lives of the people served by the department; thus, the four moments of translation of ANT overlay the problem conceptualisation to understand the interplay of actors, as illustrated in Figure 1.4 below.



**Figure 1.4: Conceptual Framework (my own work)**

A conceptual framework was established to create a viable data collecting and analysis instrument based on the phenomenon under study, the preliminary literature review, and the theoretical framework. Figure 1.4 shows how the phenomenon of insufficient stakeholder participation can be explored using the ANT lens. Chapter 3 contains in-depth examinations of the theoretical framework that underpins this research.

## 1.7 OVERVIEW OF RESEARCH DESIGN AND METHODOLOGY

Given the nature of the phenomenon, it was agreed that determining the truth would be ontologically subjective. As such, it was deemed epistemologically legitimate to adopt an interpretive paradigm as the dominant research philosophy, employing a hybrid strategy that included both qualitative and quantitative parts, with quantitative data used to triangulate the reliability of the qualitative data. According to Yin (1989), empirical research can be either qualitative or quantitative.

Rather than employing a well-defined research problem and explicitly stated hypotheses, a mixed methods technique was chosen to perform an in-depth analysis of the phenomenon from the inside. Furthermore, a qualitative approach supplied more detailed information about the current complex situation, but generalisation from the study was significantly more challenging. To understand and interpret the complex phenomenon of strategic management's impact on service delivery, the researcher decided to draw reports from various literature, conduct surveys, and test the reliability of the outcome using face-to-face interviews with relevant stakeholders from selected departments.

The survey's primary data was collected, and the face-to-face interviews were processed and summarised. The secondary data came from several reports. A total of 26 people, including management, were used in the study (see Table 1.3 below). The source data was organised in a useful way, and the data was examined and interpreted to reach the required results. The facts influenced the recommendations.

The survey data was utilised to triangulate the qualitative data's dependability. This approach was deemed appropriate for understanding the underlying reasons, motives, and perspectives of participants on service delivery issues. The sample included five managers at the directorship level and six officials at the middle management and supervisory levels who had worked in the WCED for at least five years and had participated in the department's strategic planning, implementation, and management in the Cape province and nationally. The sample also included fifteen members of the Khayelitsha Education Forum (KEF), which represents the community, school governing bodies, and school principals/educators from 64 schools in and around Khayelitsha that have a partnership and are represented by the forum; this was done to better understand the perspectives of the external stakeholders in the context of this study. The sample size was often small, and the respondents chosen met the study's objectives (see Table 1.2 below).

The raw data was organised in a useful way. To get the desired results, data was examined and interpreted. The goal of this technique was to get a knowledge of the underlying causes and opinions. This strategy aided in finding trends in people's views and attitudes, as well as delving further into the cause of the problem. Due to the sensitive nature of local politics, the KEF that represents citizens was chosen by a snowball non-probability sampling operation across Cape Town, providing locals the opportunity to rely on subjective opinion. Although it was noted that this strategy may make generalising results difficult due to the possibility of

bias, the survey data was used to triangulate the reliability of the interview data; to remove the judgemental components associated with snowball sampling.

**Table 1.2: Sampled Population**

Department	Participants	Primary Data	Secondary Data
A government department	5 Senior Managers	Survey Questionnaire	Annual Reports (2019/20 FY)
A government department	6 Middle Managers and Supervisors	Survey Questionnaire	Annual Reports (2019/20 FY)
General citizens from Cape Town (refer to the table illustrated below)	15 members of the Khayelitsha Education Forum which represents the community 64 School Governing Bodies around Khayelitsha with partnership with KEF and represented by the forum and 64 school principals from high schools and primary schools with a partnership with KEF	Focus group Interviews	Annual Reports (2019/20 FY)

### 1.7.1 The Case: The Western Cape Government

#### 1.7.1.1 Unit of analysis

As previously stated in the opening section, the Western Cape is one of South Africa's most beautiful provinces and one of the world's most beautiful cities (Provincial Strategic Plan, 2014-2019). It is home to some of Africa's most prestigious educational institutions, health care facilities, commercial organisations, historical sites, and so on (Provincial Strategic Plan, 2014-2019). Because of its considerable contribution to South Africa's economic growth, the Western Cape is one of the top performing provinces in the country. While the province has a favourable impact on the country's economic progress, it has several issues because of the apartheid rule, such as unemployment and poverty.

The Western Cape Government's objective is for "an open-opportunity society for all" (Provincial Strategic Plan, 2014-2019). The province's residents are free to live the lifestyles they want. The Western Cape Government believes that growth must be based on a "whole-of-society" approach in which participants actively collaborate with the state under the slogan "Better Together" (Provincial Strategic Plan, 2014-2019). The Western Cape Strategic Plan is tied to the NDP and the MTSF, both of which aim to eradicate poverty by 2030. The Provincial Strategic Plan, 2014-2019, is founded on six key values, which are as follows: caring, competence, accountability, integrity, innovation and responsiveness.

#### **1.7.1.2 Western Cape Education Department**

The WCED oversees public education in the province from Grade R to Grade 12. Its aim is to improve educational outcomes to generate opportunity for all. The WCED's vision is anchored by three departmental goals, including an increase in the quantity and quality of passes in the National Senior Certificate, as well as an improvement in the value of education delivery in underserved areas of our communities. The mission of the department is to offer quality education to the learners in the province by means of the following:

- a) Inclusive planning for, and administration of, the education system
- b) Providing education in public ordinary schools
- c) Providing support to independent schools
- d) Providing education in public special schools
- e) Early Childhood Development (ECD) in Grade R
- f) Providing training prospects for teachers and non-teachers

An earmarked feeding programme and other poverty eradication and welfare measures to support teachers by means of providing basic conditions of service and other related programmes (Western Cape Strategic Plan, 2014-2019).

#### **1.7.2 Data Analysis and Validation**

The quantitative data acquired by means of a questionnaire was examined using quantitative data analysis software. To do this, a computer package known as a Doctoral studies research questionnaire (Google Forms) survey application was used to evaluate numerical and/or statistical data. A statistician was consulted to offer appropriate numerical and thematic data analysis. The data patterns, relationships/correlations, and frequencies that emerged played an important role. Furthermore, the qualitative data collected was evaluated using Atlas.ti qualitative data tools.

This package maintained the research focused on the qualitative data collected. Qualitative data analyses encompass all types of data acquired using qualitative methods, regardless of the paradigm used to guide the research (Babbie and Mouton, 2007). According to Pope, Ziebland, and Mays (2000), data in qualitative analysis is kept scripted and referenced to develop analytical categories and theoretical explanations. In qualitative research, analytical categories are employed to explain social phenomena, according to Pope *et al.* (2000). These categories come from the data. To establish analytical categories, every data in this study was classified, sorted, structured, grouped, and connected using a method known as constant comparison. Content analysis was utilised. The analysis entailed meticulous coding and categorising of the extensive data examined to offer meaning for the problem under consideration.

#### **1.7.2.1 Descriptive data analysis**

The conclusions from the survey data were analysed using descriptive statistics. This involved describing and summarising the data gathered in the attained unit of analysis (Welman and Kruger, 2001: 208). This included numerically analysing and evaluating the sample data (Coughlan and Ryan, 2007: 662).

#### **1.7.2.2 Reliability and validation**

Reliability and validity were utilised to improve the credibility, reliability, and validity of qualitative analysis, which necessitated the use of effective data collection and analysis methodologies (Patton, 1999). The data's dependability was assured by producing identical results from distinct objects of analysis within the unit of analysis. Furthermore, the validity of the data analysis was employed to assure trustworthiness (Thomas, 2006: 234) by relating the honesty and authenticity of the research data to the qualitative data (Anderson, 2010:2). This was done to ensure that what the participants said or answered during the interview was exactly what was documented and disclosed in the findings.

### **1.8 ETHICAL CONSIDERATION**

According to Neuman (2000: 90), research ethics encompasses what is good and wrong in research and is an essential component of any investigation. Neuman (2000: 90-91) argued that ethics in research increases the length of time required for the study, depending on the

type of problem being investigated, the reporting of the speculative structure thereof, the way the study is directed, the data collection mechanisms used, the data collection methods employed, the research subjects, the data analysis processes used, and the way the data is conveyed. All these processes confirmed that the study was well-piloted. In other words, the research interviews were structured subjectively within the theoretical context to ensure the research technique (Neuman, 2000:283-285). Ethical issues in research technique are primarily centred on studies involving human beings, which in this case was the targeted group. Neuman's (2000: 92) investigation found the following precautions: The study's aims were related to the research emphasis, and participation was entirely voluntary. The required ethical requirements were met during the research commission, in accordance with university policy.

An ethics clearance application was submitted to the Cape Peninsula University of Technology University Ethics Committee. Permission to gather empirical data was sought from relevant stakeholders before the research project was approved by the university Ethics Committee. The nature and purpose of this research project was explained thoroughly to the potential study participants prior the approval of the research project by the relevant gatekeepers. The identity of the researcher (doctoral candidate) and university under which this research is conducted was revealed to the potential study participants. The study guaranteed that the nature of participation in this study was completely voluntary.

Participants were not required to participate in the study, and they were advised that if they wished to withdraw from the study, they could do so. Participants were free to utilise the language in which they were conversant. English translation was used to accommodate participants and foreign nationals. The responses gathered were kept safely and treated in a confidential manner. Data was kept in a safe place, where only the researcher had access to it. The password(s) used to upload and store data to the computer were only known by the researcher. Nobody else had access to the information.

Stringent measures were attached to this confidentiality to ensure complete anonymity to the participants. This was done using coded/disguised and/or pseudonyms of participants, to ensure full protection of their identity. Protecting their privacy let them feel at ease during their involvement. The study participants incurred no expenditures. The study did not harm or hurt anyone, and it did not seek information at the expense of others. As a result, the research avoided potential dangers while maximising benefits for participants. There was no discomfort

or wounded feelings among participants. Participants received no accumulated rewards for participating in the trial. Participants were informed that the results will be disseminated in the form of a completed doctoral thesis. Before the interviews, the study participants provided informed consent that explicitly stated the researcher's identity and the goal of the study (ideally in writing). This document was carried by the participants along with other research tools into the field.

## **1.9 SIGNIFICANCE OF THE RESEARCH**

South African Literature pertaining to the role of strategic management on service delivery is lacking. As a result, the purpose of this thesis was to add to the body of knowledge by presenting a normative framework to guide the development and implementation of strategic management within the South African public sector. This thesis provides greater guidance to the entire public sector on the role of strategic management in service delivery, as well as areas that could be addressed to reduce service delivery strikes.

The alignment of interests between managers, officials, and the community is critical for the stability of the country's public institutions, communities, and economy. Making a decisive leadership role available will boost employee morale and aid in the development of effective and efficient service delivery (McBain and Smith, 2010 in Ncedo, 2013). Getting these crucial fundamentals right will offer a competitive advantage to organisations retain employees, improve service, reduce costs and eradicate public service protests. Good strategic alignment is critical for improving relationships among managers, leaders, employees, and the community. The public service must identify areas that are currently stressful at work and in our communities and endeavour to address them to decrease flaws and improve public service performance.

According to McBain and Smith (2010), businesses should try to increase job satisfaction to retain talented individuals and improve productivity. Training people, developing their potential, and improving workforce talents will offer organisations with a competitive advantage. According to McBain and Smith (2010), devoted employees had higher levels of job satisfaction. Furthermore, employees that are immersed in their work are more satisfied with their jobs and deliver better results. While this research was conducted in a specific department, it is not limited to the public sector. Many organisations are threatened by extremely inadequate strategic management, job satisfaction as well as challenges caused by

inadequate service delivery. Because this topic is broad, the importance of obtaining favourable results from this study is that the lessons learned could be employed in other organisations.

## **1.10 OVERVIEW OF CHAPTERS**

Chapter 1: Introduction and background: This chapter presented the introduction and background to the study.

Chapter 2: Service delivery and strategic management: This chapter presents a literature review on strategic management, strategic alignment, strategic management processes, service delivery strategy, strategic management in the private sector and a comparison between the public and private sector strategies. This will afford the reader with a respectable theoretical foundation on strategic management and service delivery. The literature review chapter fully describes the relationship between strategic management and service delivery.

Chapter 3: Theoretical framework - ANT. This chapter discusses the Actor Network theoretical framework adopted in this study; and how it was utilised in comparison with reviewed literature to conceptualise the problem.

Chapter 4: Research methodology and design. This chapter explains the research approach and methodology employed in this study. It elaborates on the research method, the literature cited, the nature of the survey and the interviews conducted.

Chapter 5: This chapter elaborates on the South African service delivery and the current framework of strategic management in the public sector of South Africa

Chapter 6: This chapter covers the data analysis approaches employed in this research and discusses the findings of the study.

Chapter 7: This chapter provides the summary, conclusion, and recommendations. It also provides recommendations for future studies.

## **CHAPTER 2: SERVICE DELIVERY AND STRATEGIC MANAGEMENT**

### **2.1 INTRODUCTION**

The preceding chapter discussed the role of stakeholder involvement in the strategic management process for service delivery in a government department in the Western Cape. The main objective was to determine the factors influencing insufficient stakeholder engagement in strategic management processes for service delivery by a government department. The chapter presented an overview of recent service delivery difficulties confronting the South African government. Many conflicts have erupted because of the service delivery issues, prompting the researcher to investigate whether there was a lack of strategic management alignment with internal and external stakeholders in relation to service delivery expectations.

Strategic management has long been considered a tool in the public sector for identifying citizens' requirements and providing prioritised and sustainable services that meet their expectations. Due to recent challenges in this area, the researcher felt it was necessary to investigate the strategic management tools used in the public sector to determine their suitability for resolving service delivery challenges; to tease out any shortcomings; and to recommend the best options for improving service delivery.

The goal of this chapter is to review the existing literature on strategic management, strategic alignment, strategic management process, service delivery strategy, strategic management in the public and private sectors, and the comparison of the two. The literature provides an acceptable theoretical foundation on strategic management and service delivery. The chapter also argues the theoretical relationship between the role of strategic management and service delivery.

### **2.2 PUBLIC ADMINISTRATION AND SERVICE DELIVERY**

According to Olla and Aderibigbe (2014) in Barbier and Tengeh (2022: 258), public administration is so vast and contentious that it is easier to explain than define in detail. The authors suggest that it should be more precisely defined. However, according to (Olla and Aderibigbe, 2014), it is primarily governmental. Public Administration is interrelated with

politics, and therefore it is referred to as public, as opposed to private. In his article, Lamidi (2015) defines "Public Administration as the machinery and integral processes by which the government conducts its functions." This definition clearly demonstrates that Public Administration is a component of the governmental system and is a government activity that supports the provision of goods and services to the people.

According to Reddy (2016: 8), service delivery is the supply of basic public needs and services such as housing, water and sanitation, land, energy, and infrastructure. The word service delivery encompasses all aspects of when, how, and where a client receives a service, as well as whether it is fair (Martins and Ledimo, 2015; Nel and Masilela, 2020; Regional School of Public Administration, 2018). Service delivery is defined by academics such as (Crous, 2002) in Barbier and Tenengeh (2022: 274) as a product or service delivered by a government to its citizens in fulfilment of its promises.

### **2.3 GOOD, BAD AND CITIZEN- CENTRIC SERVICE DELIVERY**

Muthwa (2016: 30) stated that good governance serves as a remedial action that pursues to bring the government closer to the people to provide required and decent services to the people. The principles that are associated with good service delivery, good governance, ethics, and integrity are listed below:

- **Participation**

According to Zondi (2014:9), public participation is a vital component of good governance that leads to effective service delivery. Stakeholders with gender representation of both males and females are the foundation of effective governance, which leads to good services (Hemson (2007: 66) in Muthwa, (2016: 30)). The researcher believes that public participation plays an integral part in freedom of expression, freedom of association and advocates for the establishment of organised civil society. Muthwa (2016: 30) feels that the public's failure to participate may jeopardise service delivery and result in service delivery strikes.

- **Transparency**

Transparency is the ability to access and provide useful information to citizens regarding government activities. According to Crous (2004: 1) and Muthwa (2016: 30), openness and transparency in government promote progressive stakeholder participation and

decent services to citizens. Transparency, according to the study, contributes to effective, ethical, and clean government in which decisions are made in accordance with rules and regulations. According to Karamoko (2011: 1) and Muthwa (2016: 30), the South African public service has failed to achieve transparency in decision-making channels. As mentioned in the last chapter, a lack of transparency within the government leads to service delivery protests across the country.

- **Responsiveness**

According to Gaventa (2005:66) and Muthwa (2016: 31), good governance necessitates that government institutions and processes serve all stakeholders within a reasonable timeframe. Good governance necessitates that public institutions to meet this requirement or risk undermining the essence of good governance. Integrating citizens' views and opinions is regarded relevant to citizens' needs; consequently, government must respond rapidly to citizens' wants. Muthwa (2016: 31) stressed the importance of responding swiftly because inaction and delays undermine the essence of good governance, resulting in poor service delivery. When citizens are not represented or responded to on time, it is considered that they become frustrated with government because their problems may not be resolved (Muthwa, 2016: 31).

- **Consensus-orientation**

The government must work with citizens to encourage communal decision-making. According to Muthwa (2016: 31), most South African residents continue to feel marginalised in decisions on developmental programmes, which has resulted in service delivery strikes across the country. According to Gaventa (2005:34) and Muthwa (2016: 31), "reaching a consensus in good governance means accepting 32 ideas from all parties affected by a final decision." This means that, even if systems are in place, involvement is not by the entire population, but by segments of the population.

- **Equity and inclusiveness**

Equitable levels denote a condition in which all citizens feel included and a sense of belonging in their country. According to Karamoko (2011:19), equity and inclusivity can lead to the abolition of service delivery. Drawing from the preceding paragraph, involving citizens in the decision-making process can lead to sanity and understanding. Bekker

(1996) remarked in Muthwa (2016: 31) that citizens should select which public policies would best serve the common interest. According to Muthwa (2016), most South African residents are not involved in choices or programmes that affect them. Obviously, this can result in service delivery demonstrations, as well as government failures in terms of cooperating with residents in communal decision-making.

- **Effectiveness and efficiency**

According to Ngidi (2012:208), public service would be rated based on effective service delivery that meets the basic requirements of all communities. Public institutions are expected to periodically review their performance against their targets to fulfil their mandates (Muthwa: 2016: 31). The researcher also mentioned performance standards that are explicit, straightforward, quantifiable, and easy to evaluate to allow for immediate comparisons with previous performance. Muthwa (2016: 31) underlined the importance of service standards as a component of service development programmes. This requires attention due to its emphasis on the demands of public citizens and service delivery. According to Muthwa's (2016) research, the public sector is still inadequate in terms of providing services to citizens in an effective and efficient manner. According to the report, many protests in South Africa are the result of government inefficiencies in service delivery.

- **Accountability**

Diamond (1994: 5) defines accountability as a requirement for good governance in the corporate, governmental, and non-profit organisations. All institutions must be accountable and transparent to citizens. Mubangizi (2010: 10) in Muthwa (2016: 31) stated that democratic states continue to lack accountability to their constituents. As a result, this calls into question the maturity of democracy. According to the researcher, poor accountability by the government has a potential to undermine citizens' faith and the legitimacy of the state. This threat, some argue, may lead to citizens banding together to topple the government rather than protect it. According to Mubangizi (2010: 10), democratic South Africa has failed to achieve effective implementation of ethical and clean government, posing a substantial risk to advance into a developmental state.

Citizen-centric service delivery recognises peoples' needs over organisational challenges and government imperatives (Gupta, 2006) in Abdullah (2020:103). According to Cai and Wang (2006), openness, access to information and reliable services to meet public citizen expectations are good citizen-centric service delivery principles. According to Abdullah (2020: 103), adjustments in Public Administration norms can identify citizen-centric service delivery.

Three Public Administration improvements are identified as follows:

- It focuses on refining the bureaucracy, initially known as Traditional Public Administration (TPA). The bureaucratic administration considered citizens passive recipients of public services, Fry and Nigro (1996) in Abdullah, A. (2020: 103).
- Secondly, citizen-centric service delivery encourages privatisation and corporatisation to prioritise end-user needs. Hood (2001) in Abdullah (2020: 103) revealed that in the new public management, the government is gradually implementing the private sector approach, where citizens have more options, like clients; for receipt of quality services.
- Lastly, the researcher reveals that in terms of policy development, the new public governance allows for more joint processes by various stakeholders (Hood, 2001 in Abdullah, 2020: 103).

According to Robinson (2015), most governments believe in the co-development of service users and the public to boost public service production while also facilitating public engagement and collaborative decision-making. According to the Organisation for Economic Cooperation and Development (OECD), the citizen approach to service delivery is effective due to active stakeholder involvement, policy creation, and expenditure choices aimed at meeting citizens' demands.

## **2.4 SERVICE DELIVERY IN THE PUBLIC VERSUS THE PRIVATE SECTOR**

Service delivery is categorised as either private or public sector services. According to Gildenhuis (1997) in Barbier and Tengeh (2022: 274), service delivery will be considered public service delivery under the following circumstances:

- Public services that the private sector cannot offer due to their social existence. The public service's social existence provides for the redistribution of revenue and social benefits like as social grants, free education, pensions, and free health care services. Government's job is to oversee markets, provide welfare services to all residents, and redistribute money (Gildenhuis, 1988:8).
- Public services are needed to achieve the objectives and goals of a government and are not supplied by the private sector for any reason; and
- Group work, rather than individual effort, can result in a more cost-effective and superior product.

The section distinguished between service delivery in the public sector versus the private sector and this research focuses on service delivery in the public sector. The distinction between the two sectors is also discussed in the previous chapter.

## **2.5 FACTORS THAT INFLUENCE SERVICE DELIVERY**

Ngobeni (2018: 17) stated that; in most organisations, service delivery has become a boundary to define the level of satisfaction amongst stakeholders. The researcher argues that service delivery has contributed to the development and the redesign of many organisations in both the private and the public sector. Service delivery has an influence in reshaping organisations politically, economically, socially, and environmentally. Furthermore, public institutions encounter various problems in delivering good services to the people, Ngobeni (2018: 17).

Lack of accountability, corruption, political manipulation, poor stakeholder engagement, insufficient human resource policies, change management failures, human resource incompetence, inadequate planning, insufficient infrastructure, and insufficient monitoring and evaluation are identified as barriers to reputable services, according to Ngobeni (2018: 17). Most government institutions are thought to be failing to operate and maintain their service

delivery mandate in a sustainable manner. This is compounded by several issues studied by numerous scholars in relation to service delivery.

According to Aminuzzaman (2010) in Ngobeni (2018: 17), many government personnel have lost their credibility because of poor service quality, scope, and a lack of coordinated procedures for service delivery to beneficiaries. Gwayi (2010) referred to lack of public involvement, budget constraints, political interference, poor leadership, poor infrastructure and lack of adequate skills as the most common factors that lead to poor service delivery. Ngobeni (2018: 17) also pointed to a lack of sufficient resources, circumvention of local authority by central government entities, inferior infrastructure, and a lack of complete autonomy of government officials, as barriers to efficient service delivery.

Aminuzzaman's (2010) study in Bangladesh revealed that constrained resources, poor capacity, and incompetence in human resource contributes to poor service delivery. The enquiry also indicated a lack of logistical support, such as transportation, as well as inadequate managerial abilities, indicating an inability to establish and implement long-term initiatives. Aminuzzaman (2010) in Ngobeni (2018: 17) mentioned that poor stakeholder relationship between service delivery beneficiaries and government officials in South Africa results in ineffective and dysfunctional objectives.

Other issues highlighted by Aminuzzaman (2010) in Ngobeni (2018: 17) were a deficient policy environment, poor planning, monitoring, lack of accountability, political intervention, lack of community understanding, budget constraints, and discrimination against women during decision-making. Sarshar and Moores (2006) in Ngobeni (2018: 17) also cited issues like human resource issues, financial constraints, corruption, lack of a performance monitoring system, a lack of synchronised procedures, political interference, and high staff turnover from employees exiting the system as detrimental factors to service delivery.

## **2.6 STRATEGIC MANAGEMENT AND STRATEGIC PLANNING**

### **2.6.1 Strategic Management**

According to Elkhdr (2019;58), strategic management is a process of projecting the future of an organisation based on present trends and signs, allowing the leadership to make the best decisions for the organisation's stability. Strategic management ensures the long-term viability

of the organisation. It is a systematic examination of certain factors that influence strategy, such as customers and competitors as external stakeholders and the organisation as the internal environment, which provide the foundation for the development of organisational management practises (Business Dictionary as cited in Elkhdr, 2019:58).

Accordingly, the Oxford Dictionary<sup>2</sup> defines strategy as "planning and directing how an institution should operate to achieve long and short-term goals." This entails management developing and implementing strategic initiatives in the best interests of the organisation and its shareholders/stakeholders. Strategy may also be defined as the act of selecting one of several processes to meet the organisation's long-term goals (Elkhdr, 2019). According to Bauman (2018:213), strategic management entails three continual processes: analysis, decisions, and actions to build and retain a competitive edge. According to these authors, for the strategy to be effective, leadership must examine the environment, values, resource allocation, economic, political, and environmental developments.

It is critical to understand the market you are serving and to supplement it with fit-for-purpose human capital with the appropriate skills and expertise, as well as to examine people's behaviour, belief systems, cultural values, and to have the appropriate information technology systems. This is considered a competitive advantage for an organisation's growth and sustainability. Thus, strategy is a road plan that establishes clear goals, objectives, targets, and performance measurements, promotes focus, specifies what the organisation intends to do, and gives recommendations (Maleka; 2014:13). This process includes critical thinking and planning, which requires certain processes of gathering and analysing data to inform strategic decisions. In essence, strategic planning is a collaborative approach and a tool that is used by management to determine priorities, allocate resources, strengthen operations, ensure teamwork between employees and management towards achieving goals and objectives of an organisation (Balance Scorecard Institute, 2017).

Strategic management in both the public and private sectors provides answers to key questions such as where the organisation is now (present state), where it wants to be (desired future state), and how it will get there while considering the resources required (David and

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<sup>2</sup> <http://oxforddictionaries.com>

Forest, 2017; Høglund, 2015; Thomas and David, 2012; Witcher and Chau, 2011; Charles and Gareth, 2010; David, 2007; Alan, 2003; Harold, 2001; Denise, 2000 in Safi, 2022: 5). The private sector refers to strategic management as the art and science that capacitate institutions to realise their objectives by formulating, implementing, and evaluating cross-functional decisions, David (2017) in Safi (2022: 5).

The public sector recognises strategic management as the application of strategic thinking, which allows the institution to recognise the bigger picture and articulate the organisation's mission considering the internal and external factors. Strategic management creates a fit for purpose organisations for effective management of resources to carry out the mandate of the institution (Alan, Richard, Mason and Karl, 1982) in Safi (2022: 5). Strategic management is a comprehensive approach adopted by public institutions through strategy formulation, strategy implementation and continuous strategic learning processes which helps the organisation to achieve its focus areas to create public value (Ferlie and Ongaro, 2015 in Safi, 2022: 2).

### **2.6.2 Strategic Planning**

Strategic planning is an organisational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working towards a common goal, establishes agreement on intended outcomes/results, assesses and adjusts the organisation's direction in response to a changing environment (Moh'D and LYIMO, 2019: 7). The researcher refers to strategic planning as a disciplined effort that produces fundamental decisions and actions that shape and guide what an organisation is, who it serves, what it does, and why it does certain things, with a focus on the future (Moh'D and LYIMO (2019: 7). Effective strategic planning articulates where the organisation is going, actions needed to make progress and how it defines its success (Howard *et al.* 1998 in Moh'D and LYIMO (2019: 7).

## **2.7 STRATEGIC PLANNING AND ORGANISATIONAL PERFORMANCE**

Effective strategic planning and organisational performance refers to a fit-for-purpose organisation with systems that are aligned with the structure, people practices, business processes, and technology (Pedersen, 2008 in Dlamini, Mazenda, Nhede, Masiya, and Tyanai (2019: 5). Strategic planning necessitates finance as well as skilled and dedicated human capital to increase organisational performance (Muell and Cronje, 2008; Schreurs (2010) in Dlamini *et al.* (2019: 5). Based on the preceding principles, strategic planning and

organisational performance must be aligned to achieve the intended goals. The company analyses its performance by implementing strategic plans and reviewing its progress on a regular basis.

Strategic planning sets out achievable goals and targets, to improve performance. Schreurs (op. Cit.) stated that a well-defined strategy with a robust framework assists in improving performance by implementing sustainable and methodical monitoring to ensure that there are no flaws in the way public officials accomplish their responsibilities. Mueller (2010) in Dlamini et al., 2019: 5) emphasises that strategy improves accountability as public officials are required to comply to their departments strategic plan, which is key to improve organisational performance. An organisation cannot function effectively if it does not have a strategic plan to guide the performance of employees. Strategic planning is essential to ensure the continual monitoring, tracking, and reviewing of performance, as well as clear accountability for holding teams responsible (Mueller, Op. Cit.).

For the strategic plan to be well executed, a need for the establishment of a strong monitoring and evaluation technique to act as an oversight mechanism in ensuring that the goals and objectives are achieved and well executed is required. Dlamini et al. (2019: 5) stated that this mechanism will also assist in rectifying any weaknesses to augment the organisational performance and service delivery. This process aligns with goal-setting theory, which requires goals to be assessed by management for better task performance (Op. Cit.).

## **2.8 STRATEGIC ALIGNMENT**

Henderson and Venkatraman (1993: 474) in Khalifa (2016:11) refer to strategic alignment as an integration between business strategy, IT strategy and Information technology infrastructure. Katz (2017: 41) refers to strategic alignment as a fit between the internal and external environment which allows the organisation to succeed. Strategy alignment is where internal resources such as human capital, customers and critical processes collaborate to maximise profits and development. Alignment can only be achieved when there is synergy between the departmental strategies of the organisation and other units of the organisation. The Revised Framework for Strategic Plans and Annual Performance Plans (2020) promotes the linking and coordination of departmental strategies and objectives to provide an overall organisational strategy.

Thus, the planning process and the organisational strategy are at the centre of organisational alignment. Katz (2017:21) argued that the interaction and fit between various departmental strategies needs to be understood and managed. Understanding these interactions gives insight into where one's strategy relates to another. The understanding of how different strategies impacts on each other serves as a competitive advantage in the overall strategy of an organisation. Kaplan and Norton (ibid.) argue that the hierarchy of strategies plays a role in enabling the institution to position and align itself. Additionally, Katz (2017) mentions that the overall strategy of an institution will work successfully because of the support of various departmental strategies.

Strategic alignment is important in supporting the implementation of an organisational strategy. When the organisational strategy has been defined; the organisation should align its departmental strategies, business plans of each department, departmental budgets, and organisational policies to achieve the overall strategic objectives of an organisation. Figure 2. below reflects the hierarchy of strategies and strategic alignment. As reflected in the diagram below, alignment is crucial for the overall achievement of goals, objectives, and outcomes of the organisation. According to Katz (2017: 43) strategic alignment is important and is one of the three key requirements for a successful strategy. Katz refers to the following key requirements as: the strategy needs to be correct, aligned with business values, structures, capabilities and other strategies, and must be well executed.

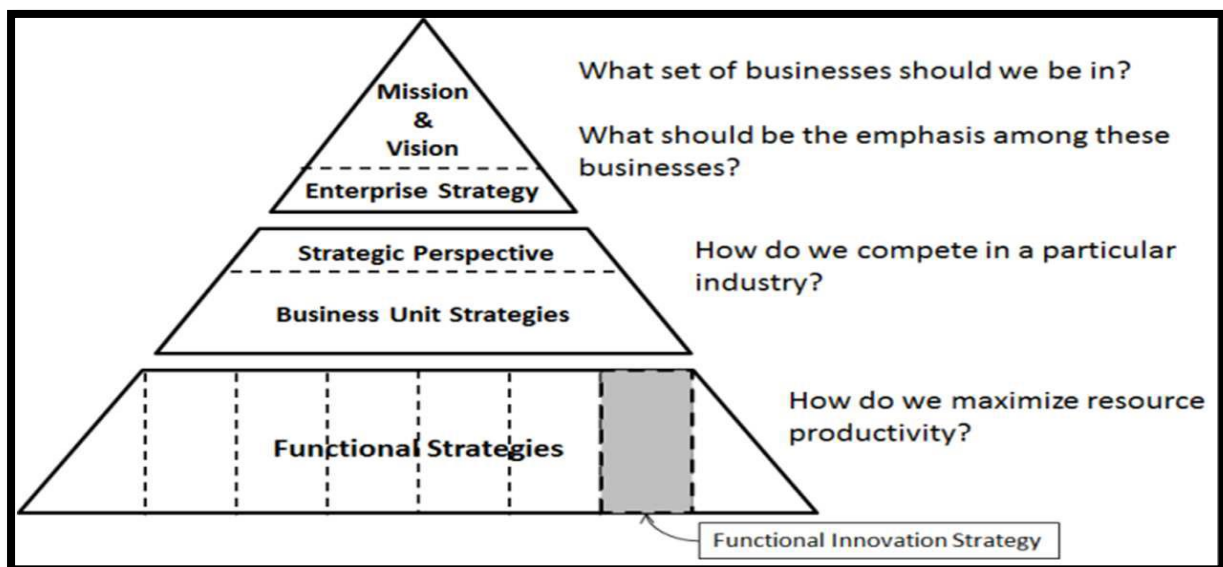


Figure 2. The hierarchy of strategies (Katz, 2017: 42).

## **2.8.1 Different Alignment Models**

Katz (2017); Kaplan and Norton (2001) outlined various business alignment models. Various business models are illustrated below.

### **2.8.1.1 The balanced scorecard Model**

The Balanced Score Card is a strategic management tool utilised to align the strategy with functions, improve stakeholder engagement and monitor performance against predetermined results (Guidelines for implementation of the Revised Framework for Strategic Plans and Annual Performance Plans, 2020:9). Brierley and Bruckman (2018) voiced that this model maps the vision and mission of an organisation and aligns it with its human resource, technology systems, processes, and customers. It aligns the goals and objectives of an institution across business units. This approach suggests that the organisation can be viewed from four perspectives, namely: customer, financial, internal processes and learning and development perspective.

The balanced scorecard develops metrics from these viewpoints; collects data and analyses itself relative to each of these (Guidelines for implementation of the Revised Framework for Strategic Plans and Annual Performance Plans, 2020:9). Among these models is the balanced scorecard. This model was developed by Robert Kaplan and David Norton and mainly focuses on matching a company's operations planning with operations planning at the enterprise level all the way down to the strategic business unit level. The Balanced Score Card methodology is well-known and widely used in businesses.

This model is believed to be the best method to use as it cuts across the institution by aligning its strategy with operations, information technology systems and processes, Kaplan and Norton (2012). Kaplan and Norton (2012) revealed that the name "balanced scorecard" comes from the idea of looking at strategic measures in addition to traditional financial measures to get a more "balanced" view of an organisation's performance. These academics support this approach and believe that it is a disciplined approach for managing strategy as it links strategic planning, budget processes and operations. This model shows the visibility between the projects and programmes that employees are working on and tracks progress by measuring organisational performance through a set of Key Performance Indicators (KPI's). Kaplan and Norton (2012) are adamant that this model ensures that employees are working towards the same goal and setting suitable objectives.

### **2.8.1.2 The Strategic Alignment Model**

Many scholars, including Khalifa (2016), use the Strategic Alignment Model (SAM) to assess the extent of strategic alignment in companies (Avison, Jones, Powell, and Wilson, 2004). Henderson and Venkatraman (1993, 1999) state that the goal of SAM is to establish alignment between the organization's mission and its resources *to efficiently operationalize the organization's vision* (Kriemadis, 1997 in Mhumbira, 2019: 11).

The model makes fundamental assumptions about the interaction between strategy and information technology. According to SAM, if a company does not value its information technology, there is a problem with alignment. SAM is regarded as a strategic facilitator and driver of business processes and organisations; it also allows IT infrastructure and organisations to perform properly. Luftman (2000) in Khalifa (2016) argued that strategic alignment can be realised by applying IT appropriately and timely to make it consistent with business strategies, goals, and objectives. Brierley and Bruckman (2018) believe that management's ability to align the administrative structures and processes directly to the strategy leads to better economic performance.

The Revised Framework for Strategic Plans and Annual Performance Plans (2020) requires government institutions to ensure that their strategic plans are in sync with other plans established inside the organisations to meet their missions. Strategic plans are linked to policies, budget processes, and performance agreements engaged into by officials in terms of broad strategic outcomes. The Department of Planning, Monitoring, and Evaluation oversees and assesses the implementation of departmental plans to ensure alignment with national government's plans.

Many organisations have used the SAM to measure the level of strategic alignment in organisations (Avison, Jones, Powell, and Wilson, 2004). This model is useful during the revision and assessment of organisational strategies to make them standard tools for directing the organisation. The critical step in SAM includes, focusing on perfecting the organisation's mission, programme planning, resources consideration, identifying performance and finding gaps which require amendment and population of amendments in the strategic plan (Mhumbira, 2019: 11).

## 2.9 STRATEGIC MANAGEMENT PROCESS

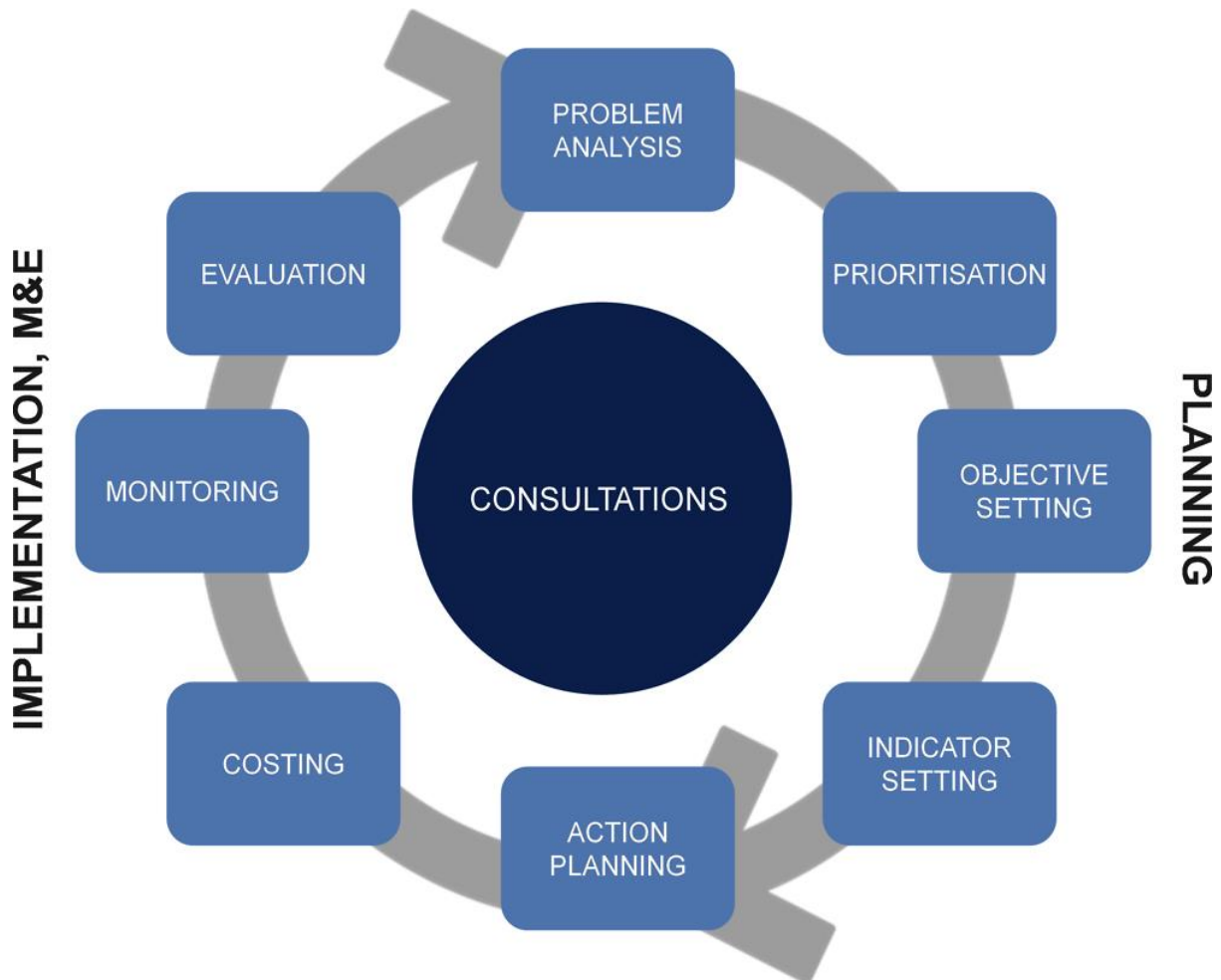
The diagram's cyclical approach presents the complex strategy development and implementation process; however, the phases of the strategy formulation process are not necessarily consecutive. Action planning and objective setting can be done concurrently. Strategy setting is viewed as a dynamic, multifaceted, iterative, and interactive process where a public institution identifies challenges; defines its objectives and priorities; plans activities; and sets out a framework to measure and validate progress (OECD, 2018:2). The strategy formulation process is into two phases, namely: planning phase and the implementation, monitoring and evaluation phase. The diagram below illustrates the strategy formulation cycle, which begins with a problem analysis of the current situation. This stage involves the analysis of the current situation, including the achievements, challenges, opportunities and lessons learned from the previous reforms and development plans, and it is a crucial step in strategic planning (OECD, 2018:2).

The problem analysis phase involves areas such as Human and Social Development, Sustainable Development, Economic Development, Security and Justice, and Effective Government and Transparency (OECD, 2018:2). This phase provides a clear image and lessons on the failure and successes of the previous policies as well as the evidence base for prioritisation and objective setting which are the second and the third steps of the strategy formulation process, (OECD, 2018:2). When a problem has been diagnosed, government will then follow a prioritisation phase which involves the opportunity areas, strategic lines and actions.

The strategy formulation process involves a process of data collection through benchmarking exercises, interviews with experts, civic participation and the different secretaries of the state government (OECD, 2018:2). According to OECD (2018:2), the diagnosis phase is context-specific, based on sound international and national sources that are shared by major stakeholders and lay a credible evidence-base for the strategic planning process.

The prioritisation process includes areas such as sequencing and trade-off between opportunity areas. These opportunity areas are prioritised according to their degree of feasibility and impact. Strategic alignment is also done during the strategic planning process, which includes prioritisation of resources and strategy implementation to ensure synergy between planning, budgeting, monitoring and evaluation processes. Strategy alignment plays a vital role in ensuring that the plan is realistic, implementable, and achievable, as

stakeholders are of the view that the Strategic Plan accurately reflects the general priorities of the state from the point of view of civil society (OECD, 2018: 2). Consultations are essential to identify the critical long-term issues of the state.



**Figure 2. 2: Strategy setting process, OECD (2018: 2)**

The second stage of planning is execution, monitoring, and evaluation. The strategic plan is implemented over a five-year period and is carried out annually through the annual and operational planning processes of public institutions (OECD, 2018: 2). The plan becomes effective when it is costed, funded, and approved by the government. Monitoring and evaluation instruments are applied simultaneously with periodic reporting and the evaluation of achievements and non-achievements of the set targets in the plan. The plan is implemented to ensure that the objectives and targets are achieved.

During the strategic planning and implementation phases, access to information and Integrity are the key elements to achieve accountability in public institutions (OECD, 2017:4). Furthermore, effective government, which is characterised by public spending, efficiency and transparency, may be a way of supporting the implementation, monitoring and evaluation of the Plan (OECD, 2017:4).

### **2.9.1 Strategic Planning**

Strategic planning, according to Dlamini *et al.* (2019: 5), is a procedure that clearly displays an organization's strategic choice. It identifies an organization's strengths, weaknesses, opportunities, and threats and serves as a platform for decision-making across the institution. According to Mhumbira (2019: 8) and Johnson and Scholes (2002), strategic planning is a sophisticated and relevant decision-making instrument; and Leslie (2008) defined strategic planning as the combination of strategy and planning. Strategic planning is to assist businesses in planning and implementing effective actions to adapt to ever-changing business environments (Mumbirha, 2019: 8). Strategic planning, in essence, is a guiding tool for proactive planning and decision-making that helps businesses achieve their long-term goals. Mumbirha (2019: 8) cites Smith (1990). According to Nickols (2016: 6-7) techniques involved in strategic planning includes the following:

- a) a strategic review and audit intended to explain factors such as mission, vision, strategy, driving forces and the concept of the business.
- b) a stakeholders' analysis to determine the interests and priorities of the major stakeholders in the organisation (for an example, board of trustees, employees, suppliers, creditors, clients, and customers) and
- c) an environmental analysis using a SWOT analysis, known as strengths, weaknesses, opportunities, and threats, will result in prioritising resources and strategic issues, Nickols (2016: 6-7).

It might be stated that strategic planning is at a high level and focuses on the big picture; to solve major and serious issues concerning the organization's sustainability, efficiency, and effectiveness. According to Kemp, Funk, and Eddie (1993) and Poister and Streib (1999), strategic planning has been employed by numerous enterprises for many years and is now gaining appeal in the public sector. As described in the last chapter, public institutions have understood the necessity of strategic planning as well as the need to respond appropriately to

developing crises. The public and commercial sectors have both acknowledged the changing environment and the need to adapt and align to social, economic, and political changes.

The Department of Planning, Monitoring, and Evaluation's Revised Framework for Strategic Plans and Annual Performance Plans (2020) specifies the common and critical factors that are developed and incorporated in strategic planning, such as an organization's vision and mission, identifying core values, assessing the internal and external environments, and developing a situational analysis on how the organisation relates to the environment. Furthermore, *to* move the organisation forwards, organisations must determine their goals and objectives, as well as design and implement action plans. According to the DPME Revised Framework, the final part of a planning process includes monitoring, evaluating, and reporting on progress, as well as amending the strategy as needed in response to changing environmental conditions. Adeleke (2008) argued that for a good formulation of strategic plans, the following stages are crucial:

- a) Environmental analysis: the need to conduct internal and external environmental analysis, which the organisation will operate under.
- b) Resource allocation: to determine the strength and weaknesses of the organisation, for example, human resources and machinery. This also serves as a competitive advantage to know your competitor's strongest and weakest points.
- c) Determination of the extent of the required strategy change: i.e., Top management decisions on when to modify or update the strategy. Some scholars refer to this as the 'performance gap' (Owolabi and Makinde; 2012).
- d) Decision-Making: The process of concentrating on what to do and on how things should be done.
- e) Implementation: the process of ensuring effective resource allocation, adapting the organisational structure to suit the strategy, and creating a conducive environment for implementation of the chosen strategy.
- f) Control: proper control is vital to ensure conformity and effective implementation.

### **2.9.2 Strategy Formulation**

Strategy formulation is defined as a phase of strategic management where an institution creates its own vision or direction, defines its objectives and sets a road map for the organisation to follow (Kruger 2017: 83). This is the stage where the strategic plan is developed. During the strategy formulation stage, a strategic planning expert is consulted, and

a planning committee is made responsible for coordinating the process. Strategy formulation consists of the strategy review process, alignment of the company's vision, mission, goals and objectives for the betterment of the company. Strategy formulation follows environmental scanning which involves the application of a SWOT analysis. The institution uses its strength to identify opportunities and take measures against its weaknesses, while assessing strategies to combat external threats, (Bradford, Duncan and Tarcy (2000) in Mhumbira (2019: 16).

During a planning process, the strategy is developed in a proactive manner. The process follows the planning and is based on conscious and calculated efforts. The strategy is aligned to suit the ever-changing environment and the internal processes are also aligned to suit external conditions. Strategic planning processes are constantly influenced by the changing environment which the organisation operates under and the environment can force the organisation to abandon some of its planned strategies to align with and adapt to environmental factors, Porter (1980).

Porter (1980) stated that strategy formulation follows two processes: namely the plan and the process. The researcher stresses the importance of adapting to both approaches and argues that failure to adopt these approaches can lead to a strategy running the risk of not being impactful. Hrebiniak (2006) emphasises that a poorly developed and unclear strategy can negatively affect the implementation process and lead to poor results.

Maleka (2014:8) argues that when strategic plans are not developed properly nor implemented appropriately because of improperly developed strategic plans with no implementation guidelines, implemented in pieces and other instances, plans might remain unfunded and ignored.

### **2.9.3 Strategy Implementation**

Thompson and Strickland in Nyamwanza (2014), refer to strategy implementation as a fundamental part of the strategic management process that converts a strategy into a series of activities to ensure that the vision and strategic goals of the organisation are achieved as planned. Strategy implementation is an execution process whereby a strategy is put into action by allocating resources to execute and get the intended results (Chikwana, 2016: 16). This is a process that requires a sequence of decisions and activities to be taken by management and employees to achieve the strategic objectives (Li et al., 2008 in Chikwana 2016, 16-17).

Strategy implementation shapes the direction which the organisation can take in building, exploiting, and merging organisational structures while following formulated strategies that can lead to improved performance (Soroshian et al, 2010). Cespedes (1991) emphasised the importance of resource consideration and the recognition of operational issues in strategy implementation. Adegwah (2014) argued that there are four items that influence strategy execution: namely, managerial skills, organisational policies, resource allocation and incentives. Adegwah (2014) suggests that recruitment and selection of managers and staff who are fit for the purpose in respect of strategy implementation, having effective organisational structures, constant communication with staff and good incentives are important drivers of strategy and productivity.

Yip (1992) developed a framework with four factors that were perceived as key in elevating the organisation. Yip (ibid.) argued that organisational structure, culture, people and managerial processes are crucial for organisational success. These factors are characterised into four broad categories: content, context, process and outcome. A formulated strategy that involves a good idea is crucial for the successful implementation. Mhumbira (2019: 16) stressed the mobilisation of resources, provision of a conducive environment and staff motivation are good for the achievement of strategic goals and objectives. He argues that the way the strategy is implemented will impact on its success; therefore, communication of the strategy stakeholders, monitoring reviewal are essential. Furthermore, how organisations go about strategy implementation becomes a significant contributor to performance; hence, developing methods for successful strategy implementation is crucial.

## **2.10 STAKEHOLDERS AND STRATEGIC MANAGEMENT**

The literature on stakeholders and strategic management suggests that managers must formulate and implement processes to satisfy those groups who have a stake in the business, (Moh'D and Lyimo, 2019: 11). The important part in this process is to manage stakeholder relationships, interest of shareholders, employees, customers, suppliers, and communities to safeguard the long-term success of the organisation. Stakeholders and a good strategic management approach requires active management of the business environment, profitable relationships and the promotion of shared interests. Moh'D and Lyimo (2019: 11) suggest that organisations must integrate the interest of stakeholders and the relationship should be managed in a coherent and strategic manner.

Strategic management cultivates a new direction for an organisation and considers how the organisation can affect the environment and how the environment may affect the organisation (Op. Cit.). This approach focuses on the organisation's existence and achievement of objectives. Stakeholders and strategic management inspire management to formulate strategies, identify and invest in relationships for the organisation's long-term sustainability (Op. Cit.). Within a corporate plan, values and 'values-based-management' play an important role. Rajasekar (2014) in Moh'D and Lyimo (2019: 11) that heterogeneous groups of stakeholders can only cooperate in the long run if, despite their differences, they share a set of values. For a successful stakeholder and strategic management strategy, values must be incorporated into the strategic management process.

### **2.10.1 Stakeholders and Stakeholder Engagement**

Edward Freeman (1980) in Moh'D, and Lyimo (2019: 11) refers to stakeholders as a person, a group of people or individuals such as employees, customers, suppliers and shareholders with a particular interest in the organisation. Weyana (2018) mentioned that stakeholders represent the organisation's interests, and their stakeholder interests are of fundamental value. Stakeholders are considered central people that impact the organisation's behaviour and may reflect on the organisation's previous trends, current environment and future, Rajasekar (2014) in Moh'D and Lyimo (2019: 11).

The name stakeholder is mostly used in the public sector and refers to a group of people who have an influence on how the organisation functions, they form part of governance structures, perform oversight on the organisation and receive reports on its performance, for an example, board members and the public. Private sector organisations have shareholders who have a stake in the company, influence decision-making, have voting rights, receive dividends and usually form part of the governing structures such as the board of directors of a company (Moh'D and Lyimo (2019: 11).

Moratis and Brandt (2017: 314) refers to stakeholder engagement as a strategic consultation process which aims to inform the firm about the stakeholder's interests, expectations and concerns, and allows stakeholders to participate in the company's decision-making processes. Greenwood (2007: 315) referred to stakeholder engagement as a practice where the organisation undertakes to involve stakeholders in a positive manner during the organisational activities. The International Organisation for Standardisation (ISO) refers to stakeholder engagement as "an activity which is undertaken to create opportunities for dialogue between

an organisation and its stakeholders; with the aim of providing an informed basis for the organisations decisions.” (ISO 2010: 4) in Furu and von Schenck (2022).

### **2.10.2 Importance of Stakeholder Engagement**

Stakeholder engagement is important in managing interactions between the project and its stakeholders, to guarantee the success and sustainability of the project (Aapaoja and Haapasalo (2014), Walley (2013), and Silvius and Schipper (2014) in Mortensen (2016:14)). According to Mortensen (2016:1), involving stakeholders may ensure the establishment of positive relationships and synergies among stakeholders, as well as produce added value by ensuring the project's success. Mortensen (2016:13) discovered that when stakeholders are involved in the development and implementation phases of a business venture, it creates an opportunity to align mutual interests, lowering the risks of failure and raising the chances of success. The researcher stated that organisations that recognise stakeholder requirements have shown to be commercially, socially, and environmentally successful (Mortensen, 2016:13). He also cautioned If stakeholders are not engaged in the early stages of a process, resistance to change may occur from stakeholders during the implementation phase, which will then cause delays in the project deliverables. (Bourne and Walker, 2006) (Boutilier, 2009) (Walley, 2013) in Mortensen (2016:13).

According to Mortensen (2016:13), stakeholder participation can provide novel of ideas, promote critical thinking, and lead to long-term solutions to sustainability concerns. His view is that stakeholder participation could foster good attitudes towards the project's completion and social acceptance. The researcher argued that by knowing the stakeholders and their needs and maintaining relationships, an institution creates ownership for the project and its results, builds consensus for action, creates innovative results and sustainability-based economic value (UNDP, 2012 in Mortensen (2016:13)).

### **2.10.3 The Role of Stakeholders in the Success or Failure of Strategic Plans**

Stakeholders are crucial in the strategic management process. Mathur, Price and Ali, 2008 in Salum (2017: 295) elaborate that, if stakeholders are not involved in strategic planning, the strategy might not have a positive impact to the beneficiaries. The researcher identified the benefits of stakeholder involvement in strategic planning, such as impression management, relationship preservation, and organisational goodwill. It is believed that involving stakeholders

improves an organisation's capability and engagement with economic and non-economic partners to find solutions (Sharma and Starik (2004) in Salum (2017: 295)). Furthermore, Johnson and Scholes (2002) in Salum (2017:285) argued that for the organisation to achieve its objectives, it must manage diverse interests of stakeholders. In this regard, the organisational environment includes internal and external stakeholders, where internal stakeholders refer to directors and employees, while external stakeholders include the government, customers, suppliers and the community.

Stakeholders are essential for the success of strategic planning and execution. Fobbe, 2020 Furu and von Schenck (2022) emphasised that stakeholders drive sustainability. Engaging stakeholders in strategic planning is essential to build long-lasting relationships for the organisation's future. Mortensen (2016:13) emphasised the importance of stakeholder engagement and that this matter should be exercised during the strategy development and implementation phases. Stakeholders in the strategic management process include those who have a vested interest in the success of the business, such as management, employees, unions, consumers, shareholders, regulatory agencies, suppliers, communities, and others who rely on and serve the organisation.

Each stakeholder has a unique perspective on what it will take for an institution to succeed. According to Mortensen (2016:13), external stakeholder views are crucial in the early stages of planning to contribute to the future direction of the organisation, share experiences and add value to the internal and operational environment of the organisation. Employees have an insight and understanding of the strengths and weaknesses of the organisation and what it takes to deliver on its mandate. According to Mortensen, 2016:13, for stakeholder relations and ongoing engagement in the strategic planning and implementation process, there are three essential things to remember: communication, active involvement of stakeholders in the strategic planning processes, and stakeholders should know the purpose of strategic planning and where they fit in. It is critical to share information purposefully and consistently. Stakeholders must understand the organisation's primary mandate. The active participation of stakeholders in strategic planning processes is critical for the strategy's successful implementation. The involvement of representatives from stakeholder groups in strategic planning conversations is crucial, since it provides for planning and review sessions for top management of the organisation. Furthermore, all stakeholders should be prepared and aware about the plan, where they fit in and how they contribute to its goals (Mortensen, 2016:13).

#### **2.10.4 The Nexus Between Strategic Management and Service Delivery**

To meet global socioeconomic issues, state institutions have adopted strategic management to implement reforms for enhanced service delivery. According to Mikalef and Pateli (2017:362), strategic management has gained appeal in government institutions since it enables institutions to provide quality services. He also mentioned how it ensures that public institutions are all working towards the same goal. Strategic management, as indicated in the preceding section, generates a new direction for companies and role players to examine ways to improve the environment and how the environment may aid the organisation (Moh'D & Lyimo, 2019: 11).

KerangaMwita, Awino, Ogutu, and Njeru, W. (2022) explain the purpose of strategic management and planning in public institutions, which is to guarantee the capability of a public institution to deliver value to the public, in line with its mandate. Strategic management and planning are adopted by different sectors across the world to enhance organisational performance Moh'D and Lyimo (2019:11). It is argued that, to enhance public value through strategic management; public institutions need to cultivate effective organisational capabilities (Mikalef and Pateli, 2017:362). These researchers suggest that organisational capabilities determine institutional strength. Drawing from the statements above, it is critical to channel resources towards a common goal for superior service delivery (OP. Cit.). These researchers argue that stakeholder engagement in strategic management assists with forming internal alignment and unity of purpose towards effective strategic implementation, which results in adequate service delivery.

### **2.11 STRATEGIC MANAGEMENT IN THE PUBLIC AND PRIVATE SECTORS**

As previously discussed in Chapter 1 of this research, Strategic planning was initially used in the private sector in 1950 and was considered a remedy for problem solving (Streib and Poister: 1999). Currently, strategic planning is a tool utilised by both the private and the public sector to manage performance and development. It provides guidance in both sectors by clearly defining the vision, mission, and goals of the organisation. According to Mulgan (2009), strategic management in the public sector is about the systematic use of public resources, power and advancing the political agenda of the ruling party. Mulgan (2009) believes that the goal of public institutions should be to strive and achieve the public goals that consider the organisation's strategy at the level of the political economy, geopolitics and public service

systems. Other authors such as Bryson and George (2020) describe strategy in the public sector as a way of aligning vision, goals and resources of a public institution to achieve their long-term goals. Furthermore, the public sector employs a strategic planning process, which is a strategy formulation approach that analyses internal and external elements, and illustrates how to address such difficulties, culminating in a vision for the future.

Bryson and George (2020) also emphasised that, the strategic planning in the public sector focuses on the bigger picture that guides the organisation on what it does and why it does it. Bryson and George (2020) stated that, public organisations act in an environment that is influenced by electoral outcomes, power struggles, conflict, and bargaining, although to some extent it varies in different communities. Public institutions must consider diverse stakeholder groups, both internally and externally, also their views and interests are considered in strategy formulation processes (Joyce, 2015; Dror, 1968). Strategy is considered as a tool in public institutions to improve organisational performance for the benefit of the public. It is also utilised as a road map for improving service delivery and sustaining organisations' long-term survival (Bryson and George, 2020).

In the private sector, managers concentrate on a few clearly outlined goals, such as growth and market share (Ring and Perry, 1985: 279 in Bryson and George; 2020). While there is room for organisational politics within the private sector, it does not amount to public sector politics (Quinn, 1978 in Bryson and George; 2020). According to Murray (2022) the private sector and the public sector strategy utilises strategy for various purposes. In the private sector, strategy is used for entering new markets and gaining a competitive advantage against rivals. Alford and Greve (2017) also stated that the private sector utilises strategic management for maximising profits, to foster growth and increase market share through rivalry or coalition with other businesses. Ugboro, Obeng, Spann (2011: 88) emphasised that, strategic management in the private sector must provide answers to the following quandaries:

- a) How to meet and fulfil customer needs?
  - b) How to get ahead of the competition?
  - c) How to expand the market? And,
  - d) How to improve the internal environment of the enterprise and organise its structure?
- (Ugboro, Obeng, Spann; 2011: 88).

Strategic management gives a competitive advantage to every organisation that practices it and aims to provide beneficial results in an uncertain environment (Mhumbira, 2019: 11). Strategic management must keep track of increasingly diversified operations in a continuously changing international environment. In Part Three of the International Strategic Management, statistics showed that Foreign Direct Investment had grown three times faster than trade and four times faster than world gross domestic product (GDP). These developments require coordination and integration of diverse operations with an integrated and agreed-on focus. Many companies are doing this to succeed, for example, Ford Motor, which has penetrated Thailand's market and established a robust sales force to gain a market share - International Strategic Management. The company's strategic plan must offer the right mixture of price and financing to a strategically recognised market segment. According to World International Management, major companies carefully consider the internal and external environment when formulating and implementing their strategies. During this process, companies assess the environment they operate under, goods and services they offer and evaluate their ability to compete and capture the market. The success of strategic planning depends on accurate forecasting of the external environment and a realistic appraisal of internal company strengths and weaknesses (International Strategic Management - Part Three).

## **2.12 SUMMARY**

This chapter outlined the key fundamentals of strategic management, stakeholder engagement and service delivery within government departments, in a range of literature by various sources. Literature on strategic management, strategic alignment, strategic management process, framework on strategic planning in the public sector, service delivery strategy, strategic management in the private and the public sector was presented. The literature review provided an empirical and theoretical foundation on strategic management and service delivery. The literature review argued that there is a theoretical connection between the role of strategic management and service delivery.

According to Trigeorgis and Reuer (2017: 362) the role of strategic management is to equip and guarantee the public institution to deliver value to the public according to the mandate. Service delivery refers to a product or service provided by government to its citizens in line with the strategic plan to fulfil the promises (Tengeh, 2022: 274). The purpose of strategic planning is to create an atmosphere of planning, leading, organising and controlling.

In this chapter it was argued that, for a strategic plan to be successful, a collective agreement by management, employees and external actors on the vision, mission and goals of the organisation must be reached (Poister and Streib (1999:312). The purpose is to align mutual interests, reduce the risks of failure, and increase the organisation's economic advantage. Literature argued the issue of alignment of interests between managers, officials, and external stakeholders as of importance for the stability of public institutions, communities, and the economy of the country.

Furthermore, a study by McBain and Smith (2010) emphasised on the provision of a decisive leadership role to improve employee morale and efficient service delivery. The chapter also outlined the key factors that affect service delivery, such as corruption, lack of accountability, political interference, lack of citizen participation, poor policy environment, change management, incompetence and lack of human resource capacity, inadequate planning, monitoring, and evaluation, Ngobeni (2018: 17). The literature review emphasised on strategic priorities such as organisational finance, supply chain management, information systems and human resources to positively impact on service delivery and improve organisational performance (Ngobeni, 2018: 17).

It is important for the selected department in the Western Cape to involve stakeholders in the strategic planning and implementation processes for effective and efficient service delivery to beneficiaries. In terms of the Public Service Act (1994), Service Delivery Improvement Plan (2011) and the White Paper on Transforming Public Service Delivery (1997), all stakeholders must be involved in the policy formulation and decision-making processes for effective service delivery. All stakeholders should be involved in the strategy formulation and implementation processes. The Western Cape should broaden its scope and apply other strategic management processes, techniques, and implementation tools to align strategic management with service delivery in accordance with the needs of stakeholders.

The next chapter discusses the underpinning theory of this study where the ANT as a social theory, is elaborated as means through which to understand and interpret the role stakeholder engagement plays in strategic management for service delivery by government departments.

## CHAPTER 3: THEORETICAL FRAMEWORK

### 3.1 INTRODUCTION

The previous chapter discussed the strategic management literature and presented the most imperative matters of strategic planning literature, stakeholder engagement and service delivery. The literature revealed some limitations in the private and public sector strategic planning process and the non-alignment of stakeholders' interests in strategy formulation, strategy implementation and service delivery, which has resulted in inadequate services to beneficiaries. While the government implemented steps to enhance systems, processes, and strategies, the process was only partially successful.

The literature review revealed factors contributing to strategies and service delivery success. It can be confirmed that people, processes, and technology influenced the successful implementation of the SP. Given the research problem, the aim of the study, the research objectives, the research questions, and the literature review, it was evident that a social theory would be better positioned to facilitate an understanding and interpretation of the subject under review, given its social nature. An ANT framework was employed to develop a framework for re-aligning actors for the strategy and service delivery to be effective.

Processes, systems, information technology, and the department's strategic plan implementation all contribute to effective strategic planning and implementation. For the successful development and implementation of the strategic plan, as well as good service delivery, various stakeholders, including external stakeholders such as the community, must be involved. For the government's strategic planning process to be successful and provide services to beneficiaries on schedule, all stakeholders must buy in. Stakeholders should be involved in strategy design and implementation since lack of involvement can lead to negative attitudes, which can jeopardise good service delivery to the people.

Wiegel (2016: 23) specified that ANT emerged in the early 1980s when the sociology of scientific knowledge gained appreciation in science studies. ANT studies the interaction between human and non-human entities in a social network by allowing an actor network's organisational, technical, and social aspects to be reflected and considered together (Diedrich and Guzman, 2015) in Twum-Darko and Harker (2017). ANT is about understanding how knowledge is created and how it is dispersed.

ANT offered a different explanation of social investigation that was technologically oriented. Callon's (1986) research states that ANT is a lens through which one can understand and interpret social and technological developments without being technically or socially focused. Twum-Darko and Harker (2017) refer to ANT as a theory which defines social order by revealing a network of connections between human and non-human agents. Both human and non-human elements can be actors within the same network that operates diversely. This framework argues that human and non-human elements can interact with each other intentionally in a socio-technical network.

Kashmeery (2016: 34) considers both non-human and human network participants. He believes that each constituent of a network plays a unique role in the network. This implies that there are no fundamental distinctions between human and non-human elements. (Law, 1992) stated that by deploying ANT, scholars could include actors in the form of humans, machines, animals, texts, money, architectures, or any other non-human elements in a network under study.

Pouloudi, Gandecha, Atkinson and Papazafeiropoulou (2004) argued that by adopting ANT to comprehend and understand a socio-technical network of actors with aligned interests, researchers could consider humans and non-human elements as being equally capable of agreeing or disagreeing on matters that are associated with a particular network. ANT proposes that any actor within a network can persuade other actors by forming alliances or by enrolling other actors to support their opinions on a particular matter. Pouloudi *et al.* (2004) shared that when human actors enrol or form alliances with non-human actors like objects or machines, they strengthen their shared beliefs concerning a particular issue.

ANT has contributed towards breaking barriers and changing epistemological norms by eliminating differences between subject and object, culture and nature, society and technology (Law, 1992). Human or inanimate actors in a particular network are considered equal and capable of contributing to a particular social network by developing relationships with other actors. ANT inspects the unstable relationships between actors in a network of diverse interests, and these relationships are examined in admiration of the four moments of translation: problematisation, obligatory passage point, interessement and enrolment (Twum-Darko and Harker, 2017). Actor-Network Theory is often used to achieve an understanding of how networks are established and come into existence through actors' interests and enrolments (Cresswell, Worth and Sheikh, 2010 in Nakashololo, 2021).

This chapter deliberates on the contextual knowledge and background of the ANT and its adoption in this research.

### **3.2 USE OF THEORY IN EMPIRICAL RESEARCH**

ANT studies a relationship between two phenomena and explains the relationship between them which enables a researcher to create connections between the tangible, intangible, the theoretical and the practical (ibid). Neuman (2014:56) revealed that through ANT, researchers were assisted in understanding the difficulty of dealing with the realities in social lives and explains people's behaviour in each environment, such as the role of stakeholder engagement in strategic management for service delivery - and then provides insight and direction for enquiries to be implemented.

For this research, ANT was utilised to provide concepts and relationships between concepts which directed the research inquiry. The purpose was to answer the research questions and make logical assumptions from the data collected and analysed, as they relate to the role of stakeholder engagement in strategic management of a selected government department in the Western Cape. ANT assisted in the development of a conceptual framework. During the process of developing the conceptual framework, the research problem was conceptualised, based on the variables identified in the literature and their relationship to the phenomenon, and to direct the data collection and the data analysis and interpretation.

Furthermore, ANT was employed to understand human and non-human interaction in the role of stakeholder engagement in strategic management for service delivery. There are many theories which the researcher can choose from to guide a research study. They include ANT, Activity theory, Social impact theory, Structuration theory and Grounded theory. According to Lee (2001: iii) "research in the information systems field examines more than just the social system or the technological system, or even the two systems side by side. It investigates the phenomena that emerge when the two interact." Aanestad, Berg and Hanseth (2004:117) described ANT as an appropriate examination device to equip the researcher to understand and explain the interaction between social and technical systems. ANT helps one to understand the complex social interaction associated with strategic management, stakeholder engagement and information technology.

The theory demonstrates the importance of human and non-human interaction in effective strategic planning, implementation, and innovation, such as stakeholder engagement,

including all stakeholders in strategy formulation and implementation for effective service delivery to beneficiaries. ANT believes that successful and effective service delivery relies on the interaction and alignment of interests of human and non-human actors. As such, ANT was employed in this study to understand and interpret the phenomenon being studied and to propose a framework as a solution to promote understanding of the role of stakeholder engagement in strategic management of a selected department in the Western Cape.

### **3.3 DIMENSIONS OF THE ACTOR NETWORK THEORY: THE FOUR MOMENTS OF TRANSLATION**

Problematization, interessement, enrolment and mobilisation are known as 'the four moments of translation' in a network of diverse interests such as ANT (Sarker, Sarker, and Sidorova, 2006). Translation is the positioning of the interests of actors with a focal actor in a network. The four moments of translation discourse the formation, growth, and stability of a network of aligned interests (Twum-Darko and Harker, 2017). For this study, the dimensions of the moment of translation (MOT) of ANT were employed as lens through which to comprehend and construe the phenomenon being studied. The intention of applying ANT was to understand and explain the interaction by the initiator of the network and other actors; to align their diverse interests to achieve a common goal.

ANT has been used in many interpretive case studies, some of which are reported in the works of Walsham and Waema (1994), Hanseth and Monteiro (1996) and Holmström and Robey (2000). The rationale and the process-oriented sociology of ANT, and in particular the dimensions of the moment of translation are to provide a strong theoretical support for understanding and interpreting the logical relationship between; in this case, legislation (aligned diverse interests of actors), strategic management (social structure), and actors to institutionalise a social network of actors with aligned diverse interests.

According to the dimensions of the moments of translations (MOT), social change can be enacted through the process of negotiation and alignment of diverse interests of actors, who might otherwise oppose a transformation process. Braa (1997) and Walsham (1997: 2001) stated that the MOT is not a firm body of knowledge that can be utilised by scholars without problems because the developers of MOT of ANT have on occasion, reviewed or prolonged elements of it. However, the common understanding is that there are some simple concepts of ANT which have continued to be consistent during recent years.

The section below briefly explains the four stages of MOT of Actor-Network Theory. Below is a schematic titled Alignment of Diverse Interests, which represents the four Moments of Translation.

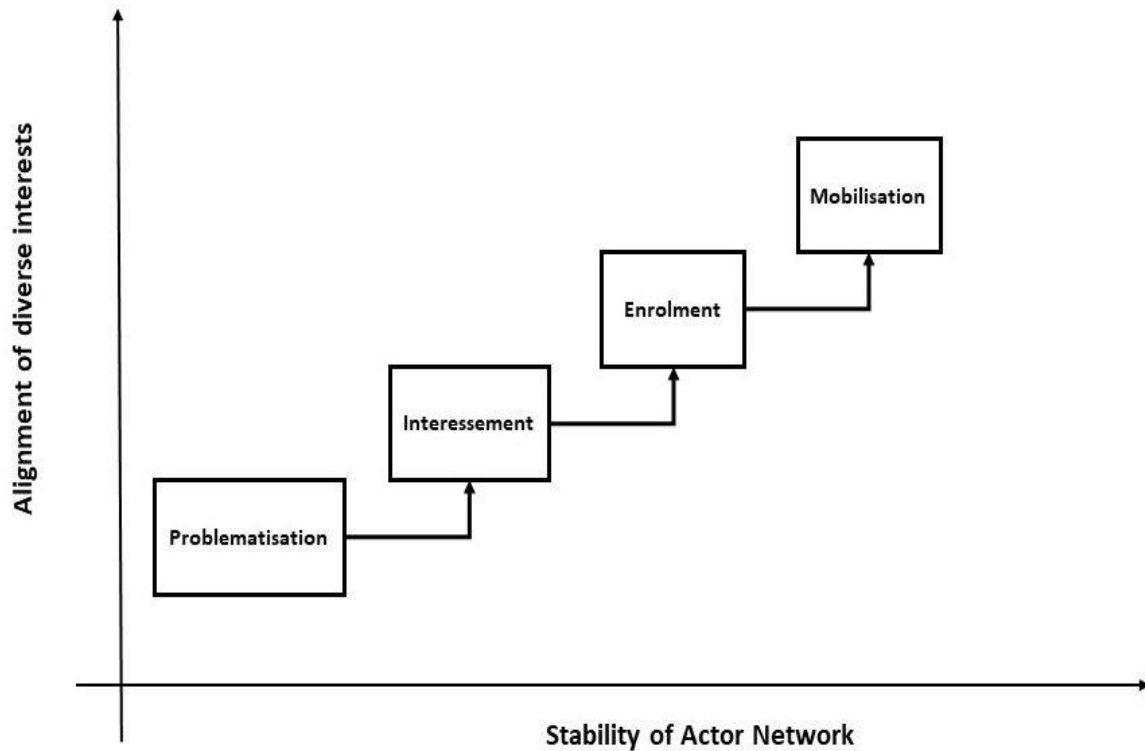
**Problematisation:** This is the first stage in a network of diverse interests, where a problem is defined by a group of one or more actors. When the problem is identified, a suggested solution has to make actors indispensable. During this stage, actors are characterised by fragmented alliances and instability or weak ties.

**Interessement:** This is the second stage of a network where key actors build interest and lock key allies in. A problem or solution will be (re)formulated so that key allies will associate their interest with the formulation. Through the translation process, actors are gradually locked into alliances and come together and build strong ties; after that, the network stabilises.

**Enrolment:** This is the third stage in a network, where the problem or solution is established and accepted. After a problem or a solution is accepted, it is legitimised by controlling or influencing the production of facts using spokespersons and allies. The problem or solution is inscribed or documented for organisational memory, for example; documents, agenda, and minutes.

**Mobilisation:** This is the last stage in a network of diverse interests and is a phase where the solution gains wider acceptance by a group of actors. Compliance of all actors is ensured through monitoring and dealing with matters as and when they arise. Key actors are responsible for ensuring that a network is stable to present solutions.

Given Figure 3.1 below, ANT implementation is an evolving process initiated and guided by actors with specific interests. The actors' plans are enacted through Inscription, translation, and framing. The Inscription of a plan and the translation sub-processes are used to enrol other actors who might oppose the new agenda. Through Inscription, actors enable material objects such as information systems to assume the role of actors in a network. By doing so, they stand in and entrench the plan. However, unexpected uses are developed, leading to a new perspective on what the technology does and what it is expected to do. The framing process defines the emergent outcome of the technology meeting practice.



**Figure 3.1: Alignment of diverse interests**

Table below summarises the concepts and definitions of ANT and MOT to be applied in this research.

**Table 3.1: Overview of Moments of translation (Sources: Latour (1984))**

Concepts	Definitions
Actor or Actant	Callon and Latour (1981) refers to actor or actant as any element which turns space around itself, making other essentials reliant upon it and changes their will into its own language.
Actor-Network	Callon and Latour (1981) defines Actor-Network as a heterogeneous network of aligned interests
Problematization	According to Callon (1986) problematization is the first instance of translation where a focal actor defines the characteristics and interests of other actors which are compatible with its own interests and establishes itself as an obligatory passage point (OPP), thus interpreting itself.
Obligatory Passage Point	Callon (1986), describes OPP as a state which must occur to allow all actors to be able to accomplish their interests as shown by the focal actor.

Concepts	Definitions
Interessement	A method of convincing actors to accept the definition of the focal actor (Callon, 1986).
Enrolment	A stage where actors agree on roles defined for them by the focal actor (Callon, 1986).
Mobilisation	A place taken by actors of which they choose to become legitimate spokespersons of the clusters they claim to represent (Callon, 1991).
Inscription	A technique of advancement of technical objects which ensures the protection of certain interests (Latour, 1992).
Speaker/ Representative	It refers to a representative or an actor that represents other actors (Callon, 1986).
Irreversibility	This is a stage where it is sequentially impossible to return to a point where alternate opportunities existed (Walsham, 1997).

### 3.4 THE CONCEPTUAL FRAMEWORK BEHIND THE RESEARCH STUDY

A conceptual framework was established to create a viable data collecting and analysis instrument based on the phenomenon under study, the preliminary literature review, and the theoretical framework. The conceptual framework is thoroughly described in Chapter 1 of this study under section 1.6: Overview of the theoretical framework.

Figure 3.2, which is the same as Figure 1.3 in Chapter 1, shows how the phenomena can be analysed using the principles of the four Moments of Translation (MOT) of ANT. The figure below depicts an understanding of the phenomenon via the viewpoint of a network of diversely aligned interests.

Given the conceptualisation issues, preliminary literature research, and theoretical framework, a conceptual framework has been developed to guide the design of the data collection instrument and subsequent analysis. The ANT translation moments were discovered to be appropriate for comprehending and interpreting this complicated phenomenon - the impact of strategic management on service delivery.

The first stage describes the problematisation stage, where the network spokesperson identifies the challenge and proposes a satisfying viewpoint for the targeted actor to align his/her interests in line with the network and to enrol. Twum-Darko and Harker (2017) describe

problematization as the stage where the initiator of a network or a focal actor frames a problem; considers various ways to resolve challenges.

This establishes the 'obligatory passage point' (OPP). The spokesperson of the Western Cape Education Department is responsible for schooling in the Western Cape, transforms the interests of an actor and suggests that his/her network is the best and only way to solve a problem. Usually, benefits are associated with accepting or going through the proposed OPP to resolve the problem. This is a phase where some actors identify a problem and initiate it by attempting to discover a suitable solution. According to Diedrich and Guzman (2015), the focal actor classifies the actors affected by this challenge and takes advantage of the challenge to substantiate the alignment of the actors' interest with the focal actor for the actors to pass through the OPP.

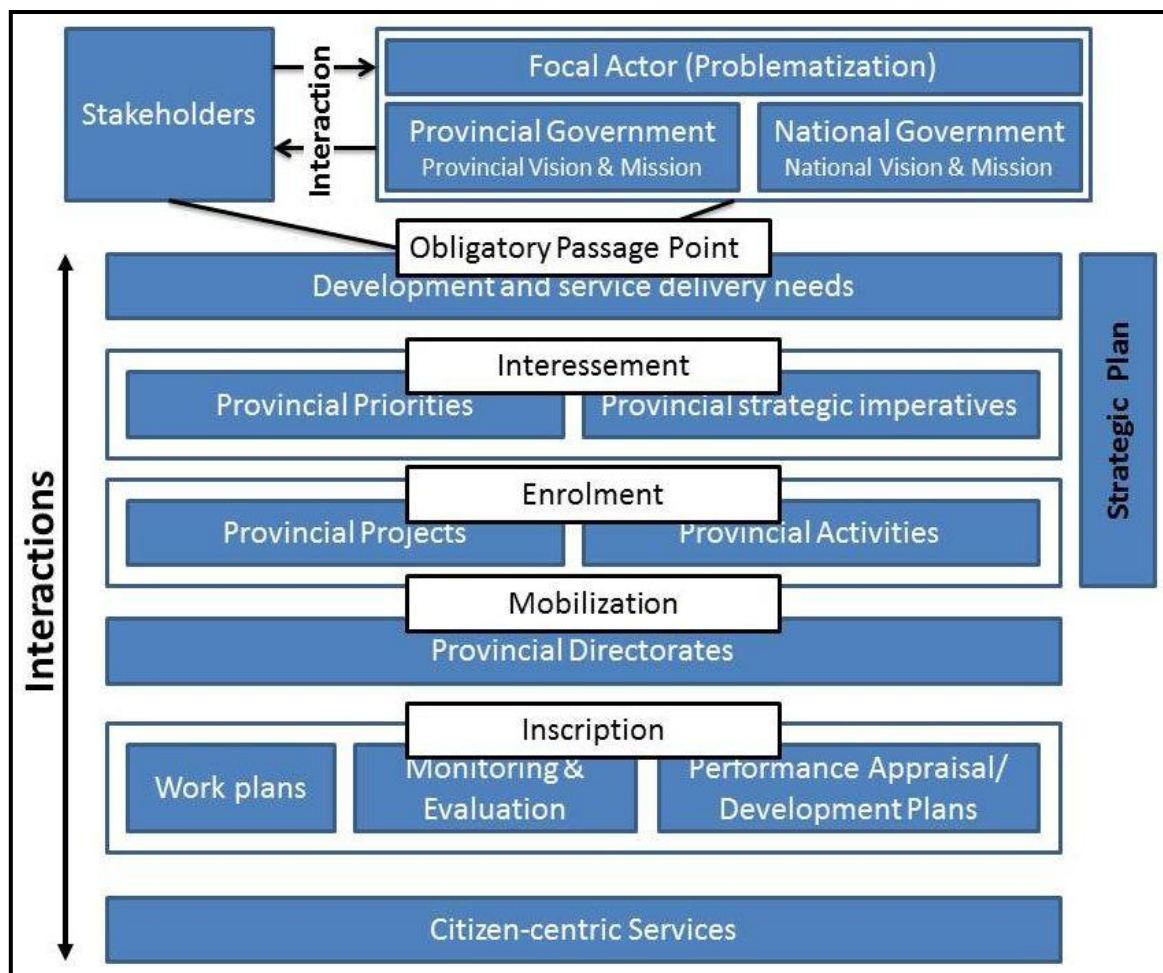


Figure 3.2: Conceptual Framework (my own work)

The second stage is interessement and defines the moment of translation when an actor believes that enrolling on the network is beneficial. Callon (1986) explained that this phase is about mobilising other actors within the network and convincing them of the benefits of a proposed solution to an identified problem. Diedrich and Guzman (2015) stated that this phase entails a concession process between the focal actor and the recognised actors to align their position with the interests of the focal actor. In the process of problematisation, a spokesperson of the network drafts and identity a location for the actor within the network of aligned interest. The initiators would also elaborate on how their solution could benefit the actors when they become enrolled in the network.

The actor will then decide if he/she wants to agree to the proposed identity and location. During this phase, the intention is to enrol as many actors as possible to strengthen the overall view of the proposed solution across the network. The network is considered successful when an actor makes a favourable decision by successfully enrolling into the network, marking the third moment of translation; for example, the enrolment phase. This process seeks to formally record the commitments made by each actor in a network. At this stage, documentation of commitments is necessary to have a shared recollection of the social system. Actors interested in a solution will be enrolled and form part of the network.

The Enrolment stage involves the inscription of actors into the Actor-Network as objects. This method protects actors' interests and promotes a stable network.

The last phase of the network is defined as mobilisation phase. This is the stage at which the initial actors ensure that the allied actors remain convinced of the solution, are fully supportive of it, and continue to believe in it (Callon: 1986). When the actor is enrolled into the network, the actor surrenders its interest to the spokesperson, who is permitted to speak in the name of the actor and all other network members. The central actor fulfils the position of speaker in the Actor-Network and brings together all the actors into action. The actor becomes entrenched and mobile, and by doing so, the spokesperson can utilise the actor or the actor's representative for different purposes in a network. The actor is given any task to pursue the objectives and advance the common cause of the network. The network exists when there is alignment of diverse interests. The Actor-Network achieves the stability stage when all actors are mobilised. Inscription can be considered as a precursor and an enabler for mobilisation. Only when a solution becomes well established and empowered by the majority of actors in a network can the network be stable. For the network to be stable it requires hard work and dedication.

The Actor-Network theory provides the same status and allows non-humans and objects to voice their interests. ANT allows for free associates and interactions. Latour (2005) explains ANT as 'sociology of association' –between humans, non-humans and objects. It is a strategy to break down the boundaries of existing social structures. ANT is a new sociology that departs from current traditions where social scientists use predetermined analytical categories, such as groups, organisations or institutions, to make sense of realities and to create social orders (Callon and Law, 1982; Callon, 1986; Latour, 1987; Latour, 2005). The existing social structure does not provide a way to determine that actors generate reality through frequent interactions.

The view of 'social' is diminished to relations between human and non-human actors, also called actants. According to Latour (2005), "social" is found to be between two actors or actants. Actor-network theory believes that social structures are the significance of action, while conventional sociology believes that social structures are programmed and exist outside actors' performances. ANT regulates its success through a stable network. The Actor-Network Theory's strength varies from the richness of vocabulary developed to inspect and describe a growing network.

Callon and Law (1982: 622) argue that ANT focuses on the examination, manipulation and transformation of interests. Scientists and other actors are interested in identifying and manipulating other actors' interests and persuading them to join their activities. The success of ANT is measured by persuading actors and the ability to enrol new members in a network of aligned interests. The identification, transformation and alignment process in a network is termed a translation process. The translation process grows a network (Callon and Law, 1982; Latour, 1987). This process proceeds along four stages known as the four 'moments of translation' (Callon, 1986).

Walshman (1997) stated that working together with a common goal can make it impossible to return to a point where alternative possibilities exist. This diagram demonstrates the significance of involving all stakeholders in the development and implementation of a service delivery strategy. The internal stakeholders, such as the Head of the Department, senior, middle management and officials of the WCED, including the external stakeholders (community) as beneficiaries, are critical in the policy formulation, strategy formulation, strategy implementation and decision-making for effective service delivery. External stakeholders or public citizens should not be limited to manifestos and strategy implementation; rather, the South African public service in general should allow both internal and external stakeholders to participate in policy and decision-making in accordance with the

South African Constitution, Public Service Act (1994), White Paper to Transform Service Delivery, Batho Pele Principles, and the Service Delivery Improvisation Strategy. Their participation should be streamlined according to the budget vote of each department, for example, communities, school governing bodies, teachers, and learners should participate in the Western Cape Education Department strategic planning session and strategy implementation for effective service delivery.

All WCED stakeholders should be involved in strategy development, which determines the department's direction, vision, and mission. Furthermore, all stakeholders should be involved in the development and delivery of service-centric services, WCED priorities, WCED key projects, strategy implementation, and service delivery monitoring. Work plans and performance evaluations should be restricted to internal stakeholders such as management and department personnel. The purpose of the work plans is to offer guidance on work activities, resource requirements and timeframes for task completion to improve the department's overall performance. Employees should be rewarded for adequate work and improvement in productivity to boost their morale. Furthermore, development plans will also allow training and continuous learning for the benefit of employees and the department.

### **3.5 CHAPTER SUMMARY**

Latour (1999) stated that the ANT studies society in a local setting. Latour (1999) argues that ANT can subjectively explain actors' morality and intentionality. This theory equips researchers to overcome the obstacles of explaining a society in its traditional sense. The ANT is suitable for this study as it gives knowledge and understanding of how to work as a team with diverse ideas to reach a common goal. The researcher claims that strengthening relations can lead to the improvement of service standards and can result in the reduction of the number of service delivery strikes.

## **CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY**

### **4.1 INTRODUCTION**

The previous chapter discussed the detailed background and knowledge of this study, considering relevant and current literature from the perspective of the underlying theory behind this research. The chapter discussed the moment of translation of the ANT and its adoption in the strategic management discipline. The researcher argued how ANT as a theoretical lens can provide a different understanding and interpretation of the role of stakeholder engagement in strategic management, in relation to the 'moment of translation'.

This chapter discusses the research approach and the methodology adopted in this study. It elaborates on the research method applied in this study, the literature cited, the survey and interviews conducted. The chapter goes on to discuss the research methods and techniques derived from the ontological and epistemological position adopted for this research. This chapter also discusses the research philosophy of the interpretive paradigm derived from its ontological stance, to address the phenomenon and provided a brief justification for using both qualitative and quantitative strategies in a mixed method approach. The research strategy of using a case study and the justification thereof is also discussed. Furthermore, this chapter examines the reliability of the research data, validity, validation and the methods used for data collection, as well as the methods of analysis that were adopted.

### **4.2 RESEARCH PHILOSOPHY AND APPROACH**

The literature review in Chapter 2 of this study revealed factors such as the people, processes, and technology as key drivers for the successful implementation of a strategy. The researcher elaborated by saying, for effective strategic planning and implementation and for effective service delivery, the involvement of all stakeholders (internal and external stakeholders) is essential. The preliminary study and the literature reviewed suggest that Government institutions occasionally involve external stakeholders during the strategy formulation phase. Drawing from Maleka (2014) in Dlamini, Mazenda, Nhede, Masiya and Tyanai (2019:7), it is arguable that, in most cases, the strategic plan is not developed and implemented correctly and referred to some reasons such as failure due to senior management failing to set aside the time to develop the strategic plan, as a collective teamwork product. It is also evident through the number of cases in the media, as displayed in Chapter 1 of this study and the

number of service delivery strikes in South Africa. It should be investigated and explained from the start as to the extent of government institutions' involvement of stakeholders.

Stakeholders must be identified, and the degree of their required (legislated) involvement must be outlined. The case study site is used as a detailed illustration of the extent of stakeholder involvement during the time the study was conducted. However, the buy-in of all stakeholders is crucial in this process for the successful implementation and provision of the required services to beneficiaries. This research focuses on social factors such as internal and external stakeholder's attitudes which supports strategic management processes for service delivery, thus making this a social study. Social research can take the form of a quantitative or a qualitative approach.

Saunders, Lewis and Thornhill (2009:151) stated that quantitative research is concerned with statistically derived numbers, and the quantity of perceptions, whereas qualitative research deals with obtaining in-depth insights about the phenomena. Qualitative research relates to processes to understand research participants in a specific context (ibid). Antwi and Hamza (2015) distinguished qualitative from quantitative research methods as follows:

- a) A quantitative approach applies a positivism paradigm, a deductive approach, and an objectivist epistemology.
- b) Quantitative research depends on quantitative data collection techniques, such as numerical data. Furthermore, concentrates on many samples to enable generalisation of findings; while,
- c) Qualitative research applies an interpretative, subjectivist epistemology and an inductive approach,
- d) Qualitative research relies on non-numerical data collection techniques such as interviews or pictures and focuses on in-depth understanding of reality using words and opinions (ibid). Furthermore, qualitative research does not intend to generalise findings, but rather focuses on a subjective account of the research participants responses and particularises the findings, Antwi and Hamza (2015).

This study used the 'moments of translation of ANT' as a lens to study the role of stakeholder engagement in strategic management processes for service delivery by a government department in the Western Cape. The objective of the study was to determine factors influencing insufficient stakeholder engagement in strategic management processes for service delivery by a government department. Thus, the objectives can be more suitably achieved using a mixed methods approach under a quantitative and a qualitative

methodology. The researcher had to interact with the research participants to obtain in-depth views on the phenomenon to achieve this understanding from a social perspective, thus qualitative data collection techniques served this purpose.

This approach allows the researcher to obtain an understanding about the phenomena from the affected individuals or those who have observed this phenomenon and can ask for further details. In this instance, a qualitative methodology was used to gather thoughts from the respondents. Clifton, Larkin, and Watts (2006) stated that this approach uses an intensive and detailed analysis of the accounts formed by a comparatively small number of participants, which is suitable for this study. In doing so, the researcher intended to provide an in-depth study of a particular case to provide answers to the research questions. The quantitative approach was used to triangulate the reliability and validity of the qualitative data. Quantitative designs are specific, reliable, clearly defined, correctly structured, easily recognised, and are useful for passing the triangulates for reliability and validity (Kumar, 2012:103 in Hambuda, 2017: 130). Bickman and Rog (2009:23) in Hambuda (2017: 130) stressed the importance of accurate, reliable and valid data as misleading data such as the research information is not useful for any research study. Ivankova *et al.* (2006:5) stated that quantitative data collection and analysis provides a generalised insight into the research problem, hence its suitability for this research study.

Research philosophy is a process where a researcher develops different understanding, knowledge and notions while conducting a study (Saunders *et al.*, 2009:107). This process allows a researcher to obtain new knowledge. (Saunders *et al.*, 2009:108) described research philosophy as a process where a researcher adopts and contains hypotheses about the way the world regards research. This is a process where a researcher adopts a philosophy that is built around his/her perception of the study. Therefore, adopting a research philosophy is critical to provide clarity on the research design, to identify which design is suitable for a specific study, to allow the researcher to stay within the boundaries of the research objectives and enable the researcher to provide a personal experience while conducting the research (Easterby-Smith, Thorpe and Lowe, 2002:28). Creswell, 2009:6 and Saunders, Lewis and Thornhill (2012: 129-137) mentioned three research philosophies that exist within management research. These philosophies are Positivism, Interpretivism and Pragmatism.

### **4.2.1 Positivist**

A positivist philosophy perceives that observable phenomena alone can provide tangible data, facts and information on social realities, with the emphasis on causality and law-like generalisations created from the simplest elements measured (Creswell, 2009:6; Saunders *et al.*, 2012: 129-137 in Hambuda, 2017:20). These researchers stated that an external, objective, and independent process of data collection must be followed. Primarily, quantitative research focuses on highly structured, large samples linked to observations interpreted by means of statistical analysis.

### **4.2.2 Interpretivist**

An interpretivist philosophy proposes that the world is too complex to simplify through linear or quantitative observations; and thus, it requires a qualitative approach to an investigation. (Saunders *et al.*, 2012:129-137 in Hambuda, 2017:20). The philosophy focuses on understanding the details, the reality and the subjective meanings which are the motivating actions behind certain social phenomena or situations. Furthermore, data collection is socially constructed, subjective and may change where multiple repetitions are used, with small samples being closely investigated (Creswell, 2009:6; Saunders *et al.*, 2009:119).

### **4.2.3 Pragmatism**

Pragmatism emerged because of a debate concerning which of the above two approaches should be chosen for a single study. Creswell (2009:6) and Saunders *et al.* (2009: 119), stated the pragmatic view requires insight from both quantitative and qualitative viewpoints to reveal the basis of a real-world problem. This philosophy incorporated different perspectives from the qualitative and quantitative approaches to answer the research questions. Given the nature of the phenomenon, it was agreed that an ontologically subjective approach should be adopted to determine the truth.

For this study, it was considered appropriate, epistemologically, to adopt an interpretive paradigm as the most popular research philosophy using a mixed approach of both qualitative and quantitative approaches. For this study, quantitative data was used to triangulate the validity and reliability of the qualitative data. Yin (1989) stated that empirical research was conducted both qualitatively and quantitatively to benefit from an in-depth investigation of the phenomena from the inside, rather than relying solely upon well-defined research problems

and clearly stated hypotheses. A mixed method approach is a good approach that helps researchers to thoroughly explore research questions. Yin (1989) stated that mixing data sets provided a better understanding of a problem and yielded more complete evidence. A mixed method approach allows a researcher to give both depth and breadth to an investigation.

As discussed in chapter 3, this research adopted the ANT as a lens through which to understand the role of stakeholder engagement in strategic management processes for service delivery by a government department in the Western Cape. The researcher used an interpretive case study approach, given that the study was using the concepts of 'moments of translation of ANT' as the theoretical framework and was focused in one organisation.

A case study is a qualitative research approach, which is suitable when the study is restricted to a certain number of participants (Welman and Kruger, 2001). Baxter and Jack 2008 in Hambuda (2017:47) stated that a case study is suitable for qualitative research, and particularly for unpacking the "how" and "why" type of research questions and it allows for an intensive description of the phenomenon being studied. In addition, case study research can follow either a single or a multiple case design, where the case represents the area of interest to be studied (Yin, 2003 in Hambuda (2017:47). Baxter and Jack 2008 in Hambuda (2017:47) stated that, while multiple case studies focus on more than one case study, a single case study focuses on one situation such as an event in an organisation.

This research follows a single case study by focusing on one organisation that applied strategic management processes for service delivery in its working environment. Furthermore, given Creswell's (2009:3) discussion on mixed methods, the adoption of a mixed approach for this research is valuable, particularly when multiple theoretical perspectives, different sources of data, and various methodologies were utilised in this research, this resulting in data corroboration and leading to richer information where ambiguities were revealed. In this study, the qualitative approach using mixed methods provided deeper information about the phenomenon.

### **4.3 RESEARCH DESIGN**

The research aimed to develop an understanding of the phenomenon and an exploratory case study was found to be suitable for this study. Zainal (2007) stated that case studies are suitable for use in social sciences when the researcher attempts to gather an in-depth understanding of a phenomenon. This study employed an exploratory case study, so the researcher was able to obtain internal stakeholder's views (management) and external stakeholders views (community) on the role of stakeholder engagement in strategic management processes for service delivery by a department. In this situation there was a need for the researcher to use qualitative methods of investigation to allow the respondents to bring new insights. Zainal (2007) revealed that exploratory research design is designed to discover new ideas and gain new knowledge to understand new phenomena.

The lack of literature on strategic management and social factors driving stakeholder engagement on strategic management processes in an organisation means that an exploratory study is suitable. This study employed a suitable research philosophy, research approach and research methods.

#### **4.3.1 Overview of the Case**

##### **4.3.1.1 The Case: The Western Cape Government**

The study took place in a selected government department located in the Western Cape. This department is in Cape Town, the province's capital city. As previously deliberated in Chapter 1, the Western Cape is the fourth largest of the nine provinces of South Africa, with an area of 129, 449 square kilometres (49,981sq mi), and the third most populous, with an estimated 7 million people in 2020. An explanation is that businesses and well-established industries in the province contribute to the lowest unemployment rate in the country. The case consists of a selected provincial government department of the Western Cape Province. The department under study strives to create opportunities for all through improved education outcomes. The following sections discusses the aim and the purpose of the department:

#### **4.3.1.2 Western Cape Education Department**

As discussed in Chapter 1, The WCED is responsible for public schooling in the province, from Grades R to 12. The vision of the department is to create opportunities for all through improved education outcomes. The WCED' vision is embedded on three departmental goals being; enhancement of language and mathematics in all schools; increasing the quantity and excellence of passes in the National Senior Certificate and improvement in the value of education delivery in poorer communities. The mission of the department is to offer quality education to all learners in the province by means of:

- a) Inclusive planning for, and administration of the education system.
- b) Education in public ordinary schools.
- c) Support to independent schools.
- d) Education in public special schools.
- e) Early Childhood Development (ECD) in Grade R.
- f) Training prospects for teachers and non-teachers.

Furthermore, a feeding programme and other poverty eradication and welfare measures to support teachers by means of providing basic conditions of service and other related programmes are considered (Western Cape Strategic Plan, 2014-2019). These unique programmes enable the WCED strategy for effective, quality teaching and learning to improve the overall performance of the Western Cape schools.

The research was conducted at the Western Cape Education Department situated in Cape Town. The Western Cape is rated among beautiful cities around the world and the most attractive provinces of South Africa. Cape Town is recognised as some of Africa's most recognised educational institutions, health services, business enterprises, and historical sites and is among the best-performing provinces in the country. The province contributes to the economic growth of the country. Despite its successes, the Western Cape province faces challenges from the apartheid regime, such as unemployment and poverty. The Western Cape Government's vision is "an open-opportunity society for all, where the residents are free to live the lives they want" (Western Cape Strategic Plan, 2014-2019). The view of the Western Cape Provincial Government is that of a "whole of society", where people must actively partner with the state under the banner; "Better Together" (Western Cape Strategic Plan, 2014-2019). The Western Cape Strategic Plan is derived from the National Development Plan and the Mid-Term Strategic Framework, which focuses on eradicating poverty by 2030. Caring,

competence, accountability, integrity, innovation, and responsiveness are the six key values embedded in the Western Cape Strategic Plan.

#### **4.3.1.3 Unit and object of analysis**

Babbie (2010: 101) describes the units of analysis as the “what” or “whom” being studied. In this research, the unit of analysis defines what the Western Cape Education Department case study will focus on in terms of the population, organisation, and the environment the study relates to, and identifies the boundaries for the population. The population of this research included Senior Management, Middle Management, Supervisors of the Western Cape Education Department (WCED), and members of the Khayelitsha Education Forum (KEF) which represents the community, School Governing Bodies of Khayelitsha Schools and School Principals of Primary and High Schools around Khayelitsha. Participants from the Western Cape Education Department were chosen owing to their involvement in the department's strategic planning, departmental operations, and implementation of departmental goals and objectives that effect service delivery. Respondents from various hierarchical levels, including senior, medium, and lower-level managerial roles, were recruited to collect responses to questions about overall departmental strategic planning and implementation. The KEF was chosen because it represents 64 local schools, 64 school governing bodies (SGBs) of Khayelitsha schools, 64 school principals, and the Khayelitsha community. The goal of selecting KEF was to understand their involvement in school management, school operational activities, and their perspectives as external stakeholders in the context of this study.

Strategic management, procedures, and operations typically involve managers at many levels, therefore several levels of management were chosen to complete this study. Senior management is primarily concerned with the department's long-term direction, vision, mission, and short, medium, and long-term objectives. Middle and lower-level managers are responsible for establishing and implementing the department's strategy in line with the MTSF and the NDP. Another justification for the choice of participants was the level of expertise in strategic management at a selected department and the external stakeholders being the recipients of the services by the WCED. Hence, the selected participants were chosen based on a common element: strategic management, alignment with organisational policies, standards, knowledge and expertise, implementation, and service delivery relevant to the study's objectives.

The WCED comprises several directorates representing the organisation under which the study population was chosen, and the KEF represents the department's external stakeholders who participate in and benefit from the department's services. These directorates are involved in service delivery to the communities through their business processes (e.g., planning, monitoring, execution), and managers are responsible for managing and supervising those activities.

#### **4.3.1.3 Sampling**

The survey data was utilised to triangulate the reliability and validity of the qualitative data. This method was considered most suitable to gain an understanding of the underlying reason, motivation and opinions on service delivery challenges from participants. The sample included five managers at a directorship level and six officials at middle management and supervisory levels who have worked in the WCED for at least five years and have participated in developing, implementing, and managing the department's strategic plan, which impacts the province and the nation. The sample also included members of the KEF, which comprises 15 members. The forum represents the community of Khayelitsha, 64 schools in the area governed by the school governing bodies (SGBs) to understand the views of external stakeholders in the context of this study. The sample size was small, and the respondents that were selected fulfilled the purpose of the study (see Table 4.1 below). The primary data was arranged in a constructive manner and the data was analysed and interpreted to achieve the desired outcomes; namely, to gain an understanding of the participants' opinions regarding service delivery challenges. People's thoughts and opinions were probed to get to the root of the problem. The selection of the participants who represented the citizens used snowball non-probability sampling across Cape Town due to the sensitive nature of local politics; thus, giving the researcher an opportunity to rely on subjective judgement. Although this approach was difficult to generalise the results due to the possibility of bias, the survey data was utilised to triangulate the reliability of the interview data and to remove any judgemental elements associated with the use of snowball sampling.

**Table 4. 1: Sampled Population**

<b>Department</b>	<b>Participants</b>	<b>Primary Data</b>	<b>Secondary Data</b>
A government department	5 Senior Managers	Survey Questionnaire	Annual Reports (2019/20 FY)
A government department	6 (Middle Managers and Supervisors)	Survey Questionnaire	Annual Reports (2019/20 FY)
General citizens from Cape Town (refer to the table illustrated below)	15 members of the KEF participated and represents the following structures: <ul style="list-style-type: none"> <li>• The community:</li> <li>• 64 School Governing Bodies around Khayelitsha in partnership with KEF and represented by the forum, and</li> <li>• 64 school principals from high schools and primary schools in partnership with KEF</li> </ul>	Focus group Interviews	Annual Reports (2019/20 FY)

## **4.4 RESEARCH METHODS**

### **4.4.1 Mixed Method Approach**

This study focused on empirical research to collect and analyse the primary data, and the secondary data informed the research direction. A mixed approach method containing qualitative and quantitative elements was considered appropriate to determine the truth. Quantitative data was used to triangulate the reliability of the qualitative data.

Both methods were utilised to conduct an in-depth investigation, gather facts and contribute to the knowledge of strategic management and propose a general model that would enrol and promote stakeholder engagement in the strategic processes of service delivery to eliminate inefficient or non-existent service to the community. Creswell (2009:3) emphasised that a mixed method approach is appropriate when multiple theoretical perspectives, data sources, or methodologies are used. This results in data corroboration, which could lead to thicker, richer data or uncover contradictions. The researcher did not oppose the fact that all methods

have shortcomings and that by triangulating the reliability of qualitative data, biases intrinsic in any method could be neutralised by biases of other methods employed. Adopting this technique was significant because it provided a broader perspective and a deeper knowledge, both of which were required to validate all findings (Creswell, 2009:3).

The mixed methods chronological explanatory design undertaken, consisted of two distinct phases such as the quantitative data collection, and analysis and the qualitative data collection and analysis (Ivankova, Creswell and Stick., 2006:5; Creswell, 2009:211):

- The quantitative data collection and analysis provided generalised insight into the research problem (Ivankova *et al.*, 2006:5). According to Creswell (2009:4), quantitative research is “a means for testing objective theories by examining the relationship between variables”. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. This method emphasised identifying the characteristics of observed phenomena and exploring the correlations among variables among several phenomena (Leedy and Ormrod, 2010:135).
- The qualitative phase entailed data collection and analysis to substantiate, expand and elaborate on the quantitative method’s statistical results by exploring participants’ views in much greater depth and detail (Ivankova *et al.*, 2006:5). Qualitative research is considered an avenue for discovering and interpreting the meanings that specific individuals or groups assign to particular social or human phenomena. This approach includes a direct encounter, where the investigator, the research instrument, is concerned with how people construct, interpret and give meaning to certain phenomena (Creswell, 2009:4; Leedy and Ormrod, 2010:135).

The research strategy was based on Creswell's (2009:4) work and included a variety of developing topics and approaches, as well as data gathering from participants in their natural environment. Data was collected, and basic themes were established through data analysis and interpretation of data meanings.

The qualitative technique allowed the research to obtain new insights, generate new ideas, and find issues within the phenomenon under study. The design took assumptions and generalisations into account, theories were used, and data gathering procedures and analyses were performed to determine the validity of the data acquired. The techniques used to ensure the validity of data collected that enabled accurate and reliable conclusions included:

- **Triangulation:** The quantitative data from the survey was used to verify the consistency of the findings from the qualitative data to increase the validity of the results.
- **Pilot Testing:** The data collection instrument was tested with three interviewees and five questionnaires before the actual study was conducted to identify any possible issues with the data collection instrument, procedures, and the questions and adjustments were made where necessary.
- **Expert Review:** The data collection instrument, the methodology and the research design were reviewed by the scientific committee of the Graduate Centre for Management. The feedback received was used to revise the instrument, methodology and research design that eliminated possible biases and flaws likely to affect data validity.

Furthermore, the techniques used to ensure the validity of data analysis included:

- **Content Analysis:** Done to identify themes, patterns, and consistency from the qualitative text data to validate the accuracy of collected information.
- **Comparative Analysis:** The findings were compared with existing literature, including the reviewed literature and the theoretical underpinning of this research, to ensure consistency between the results and previous research to determine the validity of the data.
- **Peer Review:** The research methodology, data collection procedures, and analysis techniques were given to peers pursuing their PhD studies in 3 different departments of the University to review, and their feedback were used to improve the research methodology, data collection procedures, and analysis techniques to ensure the validity of the results.

According to Leedy and Ormrod (2010:136), the methodologies described above allowed for the testing of the assumptions, theories used, and generalisations made.

This strategy supported the focus on the meaning to be obtained as well as the consideration of needing to deal with the phenomenon's complexity while also attempting to be exact (Creswell, 2009:4). Following the conclusions derived from the two phases, the findings were evaluated and debated to produce a sequential narrative on a theme-by-theme or construct-by-construct basis, allowing the outcomes of this study to be addressed in relation to the research objectives. The data collecting and analysis methods and procedures for each phase are covered in detail in the sections below.

#### **4.4.1.1 Motivation for the mixed method research approach**

The first and second movements in research methodologies have resulted to the development of quantitative and qualitative research methods. Quantitative research formulates a background for general conclusions, such as humans' social patterns (Denzin and Lincoln, 1994; Neuman, 2000; Rocco, Bliss, Gallagher, and Perez-Prado, 2003; Williams and May 1996). According to Polit and Beck (2006), qualitative research is beneficial for different explorations and interpretations of data such as individual experiences.

According to Cameron and Miller (2007), shortcomings were identified in qualitative and quantitative research approaches; however, some were rectified in the quantitative approach. Bazargan (2007) identified shortcomings in the qualitative research approach as the lack of attention to the quantitative aspect of the phenomenon (Bazargan, 2007), the limited possibility to generalise some findings (Denzin and Lincoln, 2004; Husen, 1997), and some limitations in performing qualitative research (Neuman, 1997, 2000; Williams, 1996). These constraints can hinder a complete understanding of the phenomenon under study.

It is evident that both methods hold some weak and robust components in research methodologies; hence Kelle (2006) suggested integrating the two methods. This research argues that combining both methods when conducting research contributes immensely to the analysis and comprehension of the phenomenon. The choice of a research method determines how a researcher conducts research and significantly impacts data collection and analysis of the research study. According to Kelle (2006), a mixed-method approach and its applied objectives are crucial in conducting a robust research study.

Drawing from Creswell and Miller (2000), this study used the quantitative data collected from WCED's managers to triangulate the qualitative data from the focus group as a validity procedure whereby the two different sources of information converged to form the themes for data analysis. Thus, the triangulation results complemented the quantitative and qualitative

methods, whereby the quantitative method findings were derived from the qualitative methods (Risjord, Dunbar, and Moloney (2002: 269). The results through the quantitative method are used to inform the development of the qualitative method (Flemming, Adamson, and Atkin, 2008). Furthermore, the study initiated a process of challenging the results of a quantitative method through a qualitative method to obtain different perspectives on the same phenomenon. Given the results, applying the mixed method approach affirmed the exploratory nature of the study. However, there were contradictions in some of the responses obtained from the focus group discussion and the quantitative data collected from WCED that provided new ideas and insights about the phenomenon under study (Rocco et al., 2003).

Additionally, other opportunities or possibilities were identified using the mixed method approach for examining this phenomenon (see future studies in Chapter 7). Therefore, expanding the study to include quantitative data from WCED provided more detail and deepened the study by exploring specific aspects of each method, as discussed in Chapter 6. By applying simultaneously in this study quantitative and qualitative methods, the study collected different and various elements that extended the breadth and range of the study (Cited in Rocco et al., 2003: 23), which supported the main objectives of the research. Drawing on Onwuegbuzie and Leech (2004), this study has been enhanced significantly through the findings in that the qualitative method of data collection did help to explore similar data from the quantitative method of data collection.

#### **4.4.2 Data collection**

As previously stated, a mixed methods approach comprising quantitative and qualitative data collection methods was employed in this research. For the quantitative section, a questionnaire was utilised. For the qualitative research, in-depth interviews were utilised to gather data. The permission to conduct the research was granted through the Faculty of Business and Management Science of Cape Peninsula University of Technology ethics committee on 21 June 2019. The permission from the Research Directorate of WCED to conduct the research with the external (i.e., KEF and the larger community) and internal stakeholders (i.e., WCED staff) was also granted on 16 August 2021.

#### 4.4.2.1 Survey instrument: Questionnaire

An electronic survey questionnaire was utilised to collect data under the quantitative method of the mixed method as per the table below from 1 September 2021 to 11 December 2021:

Department	Participants	Salary Level	Primary data
Western Cape Education Department (WCED)	30 Senior Managers	13 to 15	Survey
	30 Middle Managers and Supervisors	9 to 12	Survey

As narrated in detail in the ethical consideration section below, the online survey complied with all ethical principles required to conduct ethical research. The benefits of this approach include shortened turnaround times, an enhanced method of great sense of anonymity and the ability to attract respondents who are located nearby and recipients of the services being discussed.

However, only 11 (i.e., 5 Senior Managers and six middle managers/supervisors) of the 60 participants responded. The application used was a Google Forms survey application and a Doctoral studies research questionnaire (Google Forms). The application allowed for the creation of several categories comprising many questions and with several responses to choose from. The questionnaire provided an easy-to-use interface for the participants. The questionnaire was divided into sub-questions, and the intention was to meet the research's aim and objectives while offering a user-friendly tracking and export data function.

The questionnaire in Annexure D generated a descriptive view of the opinions and experiences of the internal WCED stakeholders concerning the research topic. The research data collected included several questions about the research topic, which required participants' answers to get insight, gather facts, and arrive at conclusions. Leedy and Ormrod (2010:187-188) agreed with that approach and classified using surveys as suitable for descriptive quantitative research. Agreeably, gathering information regarding opinions and experiences was necessary by asking questions and recording the responses (ibid.).

The questions were meant to get a clear view of what transpired during the facilitation of strategic planning processes in the organisations. Leedy and Leedy and Ormrod (2010:187-

188) also believed that surveys take a photographic view of a certain point in time, written questionnaires. A questionnaire was administered via electronic means to the senior management, middle management, and supervisors at the WCED. As stated earlier, the application used was a Google Forms survey application known as a Doctoral studies research questionnaire (Google Forms).

#### **4.4.2.2 In-depth interviews**

Interviews were conducted through a focus group. A focus group is a type of qualitative research technique which employs interviews on a specific topic with a small group of people. The focus group is usually homogeneous, and in this study, the focus groups comprised the Khayelitsha Education Forum. The focus group discussions aimed to verify the findings obtained from the questionnaires and to allow interaction, discussion and gathering of information on specific issues.

The discussions were directed by feedback from the participants and questions from the interview guide. According to Patton (2002), focus group interviews may present quality controls due to participants tending to provide checks and balances on one another. This may limit false views from the participants. Focus groups were also used to gather rich data that appeared through interaction within the group.

During the focus group interviews, participants develop and express ideas they would not have thought of independently. As part of the data collection process, interviews were conducted with focus groups from 26 August 2021 for three (3) hours to gather valid and reliable facts. Face-to-face engagements were held in the boardroom of Khayelitsha Campus of False Bay College with 15 KEF members who represented the community's structures, 64 schools, 64 principals and 64 School Governing Bodies, and educators around Khayelitsha.

According to Pellissier (2007:20), this approach provided a meaningful engagement between two or more individuals to gather valid and reliable information relevant to the study. The in-depth interview process made use of open-ended questions. The process was helpful because it allowed for individual variations, and as a result, participants were active and provided meaningful and valuable information. There are three types of interviews, namely:

- a) Unstructured informal, conversation interviews
- b) Semi-structured interviews

c) Standardised open-ended interviews.

The unstructured informal and semi-structured interview types use an interview schedule with a predetermined list of themes and questions (See Annexure G) to be covered. In contrast, there were no predetermined responses with the standardised closed-ended interviews. In a standardised open-ended interview, the interview schedule is flexible. It can vary from interview to interview, depending on the organisational context or responses gained with a specific topic.

The sample also included six (6) officials at the middle management and supervisory level and five (5) Senior Managers of the WCED (see Table 4.2 above). The primary data was arranged constructively and analysed and interpreted to achieve the desired outcomes. The recommendations were informed by the data which originated from the study. The face-to-face interviews were analysed and summarised.

An audio recording was used to record the interview data during the focus group interviews (See Annexure G for questions). The participants were informed about the process, its intentions and the media utilised. The process was transparent and was done with the participants' consent. Participants provided meaningful information, and the interviews yielded positive results for the study. The information provided included facts, beliefs and perspectives, feelings, motives, behaviours and standards, and reasons for actions or feelings. Leedy and Ormrod (2010:148) also believed that interviews are essential as they provide much helpful information. Creswell (2009:182) and Saunders *et al.* (2009:320-321) support this approach because it is credible due to how interviews are conducted. The process was ethical and transparent from start to end, with the participant's approval. The interviews were semi-structured or open-ended and mainly focused on a few core questions. The focus group interviews were adaptable, which resulted in more information being provided. The results of the questionnaire and focus group interviews are detailed in Chapter 6 of this study.

#### **4.4.3 Various literature and the Annual Report as secondary data**

As previously stated, the first phase of the qualitative research study consisted of a thorough literature review and a scan of secondary data, which provided input into developing an interview schedule. This approach entailed data collection and analysis to substantiate, expand and elaborate on the quantitative method's statistical results. A comprehensive literature study served as the primary source of data collection for this research. The

secondary data was drawn from various reports and literature. The Annual Report from the Western Education Cape Department and other government reports, such as legislation, was also used as secondary data. The literature review also includes secondary sources of information such as books, dissertations, theses, accredited journals and newspaper articles.

## **4.5 DATA ANALYSIS AND VALIDATION**

The quantitative data collected through a questionnaire was analysed using quantitative data analysis packages. As stated in Chapter 1, Google Forms survey application, a Doctoral studies research questionnaire (Google Forms) was utilised to analyse numerical and statistical data. A statistician was consulted to provide a suitable numerical and thematic data analysis. Patterns, relationships/correlations, and frequencies that emerged from the data played a crucial role in this study. In addition, the qualitative data collected was analysed using a qualitative data package called Atlas.ti. This package was useful as it sustained the research focus, which was on the data collected. Babbie and Mouton (2007) argued that qualitative data analysis points to all forms of data collected utilising qualitative techniques, irrespective of the standard used to govern the research.

Data was kept textual during the qualitative analyses and indexed to generate analytical categories and theoretical explanations. Pope et al. (2000) supported this approach and stated that qualitative research uses analytical categories to describe and explain social phenomena. As a result, the categories were gradually obtained from the data. In this research, all data was classified, sorted, organised, categorised, and examined through Constant Comparison, in which each item was checked or compared with the rest of the data to establish analytical categories. This analysis entailed systematic coding and categorisation of the rich data analysed to provide meanings to the problem under study.

### **4.5.1 Descriptive Data Analysis**

Descriptive statistical analysis was used to analyse the findings obtained from the survey data. This required describing and summarising the data obtained from the unit of analysis achieved (Welman and Kruger, 2001: 208). It included the analyses and interpretation of the sample data numerically (Coughlan and Ryan, 2007: 662).

#### **4.5.2 Reliability and Validation**

This approach was used to improve the credibility of the qualitative analysis, which included maintaining effective data collection and analysis methods, as well as ensuring reliability and validity (Patton, 1999). Reliability was ensured by producing the same results during different object of analysis in the unit of the analysis. Furthermore, the validity of the analysis of data ensured trustworthiness (Thomas, 2006:234) in such a manner that it relates honesty, authenticity, and genuineness of the research data to the qualitative data (Anderson, 2010:2). Moreover, this maintained credibility by ensuring that what was said or answered by the participants during the interview was the same as what was disclosed in the findings.

#### **4.6 ETHICAL CONSIDERATIONS**

In this chapter, credibility issues are discussed to highlight our claims for the reliability of this study. The researcher addressed ethical matters that underline a study's authenticity (Akaranga and Makau, 2016). Ethical issues were considered due to the nature of this study, as it involved interventions into people's lives and social life in general. Ethical issues were taken care of to prevent the possibility of participants being put at risk for providing information that might be sensitive. Akaranga and Makau (2016) mentioned that social exploration may comprise an intervention into people's and social lives; hence ethical issues were considered critical in this research.

The study ensured that ethical requirements were complied with and were in line with the university policy. Firstly, an application for ethics clearance was submitted to the Cape Peninsula University of Technology Ethics Committee. Upon approval of the research project by the University Ethics Committee, permission to gather empirical data was sought from the relevant stakeholders. Upon the approval of the research project by the relevant gatekeepers, the nature and purpose of this research project was explained at length to the potential study participants. The identity and the institutional association of the researcher (doctoral candidate and the university under which this research is conducted) was revealed to the potential study participants.

The study guaranteed that the nature of participation in the study was completely voluntary. In this regard, participants could withdraw their participation without any undue influence when they could not participate, due to unforeseen circumstances. Participants were not forced to partake in the study. The participants could use the language they felt comfortable with.

English was used to accommodate foreign nationals. The responses provided by the study participants were treated in a confidential manner and were kept safely. The data was kept in a safe place and only the researcher had access to it. The password(s) used to upload and store data to the computer were only known by the researcher. Only the researcher had access to the data.

Attached to these confidentiality arrangements were stringent measures to ensure anonymity of the study participants. This was done using coded/disguised and/or pseudonyms of participants and the institutions to which they belonged to ensure full protection of their identity. Protecting their anonymity was a priority to make them feel comfortable during participation in the study. Participants incurred no costs in participating to the study. The study did not harm nor hurt anyone or find out information at the expense of other people. As such, the research minimised the possible risks and maximised the benefits for participants. There were no discomforts and hurtful feelings on the side of the participants. No benefits accrued to the participants partaking in the study. The dissemination of the results was in a form of a completed doctoral thesis.

Finally, the informed consent (clearly stipulating the purpose of the study and identity of the researcher) and (preferably written) was obtained from study participants before the interviews were conducted. This was carried alongside other research tools into the field. The researcher was fully aware of what was right or wrong when steering the research. The study was piloted in a proper manner. The research interviews were outlined subjectively within the theoretical context, to guarantee assurance of the research procedure (Arifin, 2018). In research methodology, ethical issues are mainly focused on studies which require participation from human beings, which is the targeted group. The intentions of the study were linked to the research focus. Partaking in this study was voluntary. On that note, it is important to mention that this study did not comprise vulnerable people such as children or patients.

#### **4.7 CHAPTER SUMMARY**

This chapter explained the research methodologies and techniques that were adopted for this research. The research was approached subjectively, and the rationale behind that has been explained. The adoption of the interpretive paradigm has been discussed and justified. In addition, the reason for the adoption of the research approach was explained. The basis for the adoption of both qualitative and the quantitative research methods was analysed. The research credibility was justified mainly by triangulating the reliability of the qualitative data.

The techniques utilised for data collection and the reasons for selecting them were provided for both the quantitative and qualitative approaches. This covers both primary and secondary data sources, such as interviews, documents, and archive records.

# CHAPTER 5: SOUTH AFRICAN SERVICE DELIVERY AND STRATEGIC MANAGEMENT FRAMEWORK

## 5.1 INTRODUCTION

The previous chapter discussed the research methodologies utilised in this research. The research concept was also explained and identified as ontologically subjective to determine the truth. The research also demonstrated the epistemological paradigm, recognised as interpretive and qualitative research. The previous chapter also identified and elaborated the combined quantitative and qualitative research approaches. The research strategy was a case study of a selected provincial government department in the Western Cape of South Africa. Subsequently, the research approach was inductive, discussed and explained thoroughly in the previous chapter. The data collection methods, reliability and verification, were also explained in the previous chapter.

This chapter focuses on the South African Public Administration, Service Delivery Strategy, and the Framework used by government departments for strategic planning, as outlined in Chapter 1 and expounded on in Sections 5.3 and 5.4 below. Kanyane's (2006:112) analysis found that several departments in South Africa require good planning, which will result in enhanced service delivery. Van der Waldt (2014:132) showed issues relating to the organisation's poor overall performance and bad audit results from the Auditor General South Africa emanating from inadequate planning and non-compliance with legislation. In response to these issues, the South African public sector has embarked on various programmes, such as performance monitoring and evaluation, to improve strategic planning in public institutions, accountability and transparency (Dlamini, Mazenda, Nhede, Masiya and Tyanai, 2019:3).

While many strides have been made to improve service delivery, e.g. the development of the Service Delivery Improvement Plan, the review of the Revised Framework for Strategic Plans and Annual Performance Plan, the creation of the Department of Planning Monitoring and Evaluation in the Presidency and the annual budget increase for all departments and public entities by the National Treasury, however, it remains a challenge judging from incidents of community unrest. The decline in the provision of services, as outlined in Chapter 1 and through the commissions of enquiry and media, results in poor performance in many organisations (Henri, 2004:34). As emphasised by (Dlamini, Mazenda, Nhede, Masiya and

Tyanai, 2019:3), for any institution to survive, it will have to improve its strategic planning processes.

Chapter 5 of the Treasury Regulations and the Public Financial Management Act No. 1 of 1999 mandates government departments to embark on an annual strategic planning process. The Act subjects the Accounting Officer of a department to submit measurable objectives for each primary division of a particular department's vote (or programme) to the National Assembly each year during the period of the budget presentation. Furthermore, section 27(4) and section 36(5) of the Public Financial Management Act requires the Accounting Officer to establish procedures related to quarterly reporting to the Executive Authority (Minister) to facilitate effective performance monitoring, evaluation, and corrective action.

Further discussions around the South African Public Administration, Service Delivery Strategy and the Framework for Strategic Management in the South African Public Sector are discussed in the sections below.

## **5.2 PUBLIC ADMINISTRATION IN SOUTH AFRICA**

The Constitution of the Republic of South Africa, 1996, set the guidelines on how public institutions should function. In terms of the South African constitution, there are three government levels such as; national, provincial, and local (Moloto, Mkhomazi, and Worku, 2020). These spheres of government provide essential services to the people of South Africa. When the new government of South Africa took office in 1994, a unique mandate was agreed upon to provide all citizens with adequate services. The agreement occurred at a time when the public service was not citizen-focused and its Public Administration desperately required improvement. As previously noted, Democratic South Africa is still transforming the public sector through amended policies, frameworks, legislation, and the newly constituted Department of Planning, Monitoring, and Evaluation (Chandrashekhar, 2020 in Barbier and Tengeh, 2022: 258). When South Africa's democratic government entered office in 1994, it committed to serve its people without discrimination and to protect its integrity by guaranteeing efficient and effective service delivery (Department of Public Service and Administration, 2013).

The Constitution of the Republic of South Africa, 1996, set the guidelines on how public institutions should function. In terms of the South African constitution, there are three government levels such as; national, provincial, and local (Moloto, Mkhomazi, and Worku,

2020). These spheres of government provide essential services to the people of South Africa. When the new government of South Africa took office in 1994, a unique mandate was agreed upon to provide all citizens with adequate services. The agreement happened when the public service was not citizen-focused, and its Public Administration badly needed to be reformed. Democratic South Africa continues to transform the public service today through the revised policies, frameworks, legislation and the newly formed Department of Planning Monitoring and Evaluation, as previously discussed (Chandrashekhar, 2020 in Barbier and Tengeh, 2022: 258). When the democratic government took office in 1994, the people of South Africa were promised to be served without discrimination and that the government would uphold its integrity by ensuring efficient and effective service delivery (Department of Public Service and Administration, 2013).

Thus, it is evident that Public Administration comprises and utilises the knowledge required to implement government policies. The mandate and goal of the government is to respond swiftly to the citizens of South Africa by providing efficient and effective service delivery, which is heavily dependent on an efficient Public Administration. Efficient public administration requires the government to provide all necessary efficient and effective services to its residents. The government must ensure that it improves its service delivery standard and provides sound and quality services to its citizens.

### **5.3 AN OVERVIEW OF SERVICE DELIVERY IN SOUTH AFRICA**

South Africa has been a democratic republic since 1994. South Africans have long been expecting to see redress of racially based service delivery injustices caused by the apartheid system in accordance with the Batho Pele principles. The Institute for Security Studies (2009) and Zerihun and Mashingo (2022: 3) reported that service delivery protests averaged 94 protests per year. This demonstrates the lack of accountability for service delivery in South Africa. While there is a lack of accountability, there is access to essential services, but the services are of poor quality (Hunter 2015). Due to the poor quality of services, communities have resorted to service delivery strikes for essential services such as water, electricity, housing, education, and other essential services characterised by violence (Herman, Wallace, and Tanja, 2018).

Subban and Theron (2016) stated that the Batho Pele principles should be addressed in an integrated manner to provide a holistic approach to the national developmental agenda, which is socially inclusive. Improvement in service delivery was noted during the dawn of democracy.

However, the search for better and all-inclusive service delivery has been continuing for the last 27 years after democracy was implemented (Lekalake, 2016) in Zerihun and Mashingo (2022: 3). According to Breakfast, Bradshaw, and Bradshaw (2019), while service delivery has improved, violent service delivery strikes continue to occur across the country. In Zerihun and Mashingo (2022: 1-2), these strikes have the potential to undo democratic republic accomplishments and weaken the rule of law (Chikulo, 2016; Marcel, 2015; Nkomo, 2017).

Between 2004 and 2016, there were an average of 94 protests against municipalities in South Africa (Institute for Security Studies, 2009; Municipal IQ, 2017) this is an indication of a lack of accountability for service delivery in many South African communities. While some degree of increased access to services is acknowledged, the strikes are directed at the poor quality of services provided (Hunter 2015). Communities have mobilised against the government for lacking essential services like water, electricity, housing and other basic services.

Subban and Theron (2016) in Zerihun and Mashingo (2022: 3) believe that addressing the Batho Pele principles in an integrative manner with a developmental agenda will ultimately provide a more holistic approach to socially inclusive development. As stated above, some service delivery improvements have been noted, and the search for better and all-inclusive service delivery continues even today (Lekalake, 2016) in Zerihun and Mashingo (2022: 3). Many violent service delivery protests in the country proved this.

According to Chikulo (2016), Marcel (2015) and Nkomo (2017: 3-4) these protests have the potential of reversing the democratisation process and undermine the rule of law in South Africa. To mitigate this, these authors suggested that the government should address these social ills and implement resilient social contracts (Ndinga-Kanga, Van der Merwe and Hartford, 2020). Reddy (2016) in Zerihun and Mashingo (2022: 3) revealed that, since 1994, South Africa has put systems in place to provide essential services to the citizens to comply with its constitutional mandate. While there is an urgent need to provide essential services as enshrined in the constitution; the delivery of services by the government has not yet produced satisfactory results, as a result the public is not satisfied with the quality and quantity of services provided.

As stipulated in the National Planning Commission (2011), the outbreaks of service delivery protests in some communities across the country reflect intense frustration at the snail's pace of service delivery and poor stakeholder engagement. This snail's pace harms the socio-economic status of the country. Ndevu (2018) stated that the public is opting for protest action

when they are dissatisfied due to the lack of interventions by government structures, political manipulation, corruption, lack of accountability, lack of transparency, lack of stakeholder engagement and participation, poor human resources policy, failure to manage change, lack of employee capacity, poor planning and poor monitoring and evaluation.

Zerihun and Mashingo (2022: 2-3) stated that since the adoption of the 5-year strategic planning system that is in line with the government electoral cycle, the Mid-Term Strategic Framework of government and the Service Delivery Improvement Plan, more citizens have gained access to essential services such as water, electricity, good roads, education, sanitation, and housing. The research also revealed increased opportunities for economic development brought about by the new dispensation.

For the government to positively impact society, it must improve accountability, monitoring and evaluation using the Revised Framework on Strategic Plans and Annual Performance Plans (DPME, 2020). This framework focuses on service delivery and alignment. The framework includes developing key performance areas to measure performance against targets. The central focus areas of the framework and the key priority areas (KPAs) are financial viability, service delivery and infrastructure development. In addition, local development, municipal transformation, institutional development, good governance and community participation are also priority areas. Government is responsible for ensuring that all people have access to affordable and sustainable services.

#### **5.4 FRAMEWORK FOR STRATEGIC MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SECTOR**

Planning in government is informed by the Framework for Strategic Plans (SP) and Annual Performance Plans (APP) introduced in 2010 by the National Treasury (NT). In 2019, the NT and the Department of Planning, Monitoring and Evaluation (DPME) revised the framework, and the cabinet signed it off in January 2020. The reason for the revised framework was to continue to advance government planning systems and processes and to institutionalise planning across the government. It is a mandatory requirement that all departments, constitutional institutions and public entities listed in Schedules 3A and 3C should comply with the framework.

The purpose of the framework is to provide a degree of standardisation across national and provincial institutions and public entities with short and medium-term plans. This framework has been widely consulted with key stakeholders in the planning process. These stakeholders are government departments, schedule 3A and 3C public entities and constitutional houses. Planning and budget units of the department and public entities were invited to participate during the revision of the framework. The aim of the framework is to:

1. Improve the quality of SP and APPs.
2. Strengthen accountability for the performance results of public institutions.
3. Improve service delivery.
4. Promote alignment between the planning, budgeting and reporting processes.
5. Improve evidence-based performance and contribute to achieving long-term National Strategic Goals and Outcomes.

The revised framework spells out the requirements for strategic planning, annual performance planning, operational planning, implementation programme planning, infrastructure planning, monitoring, reporting and evaluations. Furthermore, the revised framework focuses on impacts, outcomes, outputs, inputs and risks to align the SP with programmes and identify the outcomes that the organisation wants to achieve at an institutional level (Revised Framework for SP and APP; Department of Planning, Monitoring and Evaluation, 2020). Sulle (2009: 6) stated that strategic management starts with developing the institution's strategic management model.

Hansen and Ferlie (2014:3) stated that a public institution's core values lead to the possibility of adapting to the strategic management model. The strategic planning framework tabled below is what the public institutions should adhere to during the strategic planning process. The framework is deemed suitable to assist public institutions in planning, leading, organising and controlling their resources to reach their full strategic management capability.

As previously discussed in Chapter 1, Part A focuses on the strategic overview of the institution, which is the vision, mission, values and strategic outcome-oriented goals over five years. Part B of the strategic framework spells out the objectives, resource implications, risks

entailed and how they would be managed to achieve the strategic goals. This framework takes into account resource considerations as well as budget structure. The last Part of the framework links the strategic plan of an institution or department with other plans, such as infrastructure planning, conditional grants, and public entities' plans which fall under the same department and shows how to manage the department's plans to review its public-private partnerships (National Treasury, 2010). Poister and Streib (1999:312) argued that, for a strategic plan to be successful, a collective agreement by management, employees and external actors to the vision, mission and goals must be reached. Rothaermel (2013:32) supported this statement and suggested that an effective communication strategy should guide everyone in the organisation.

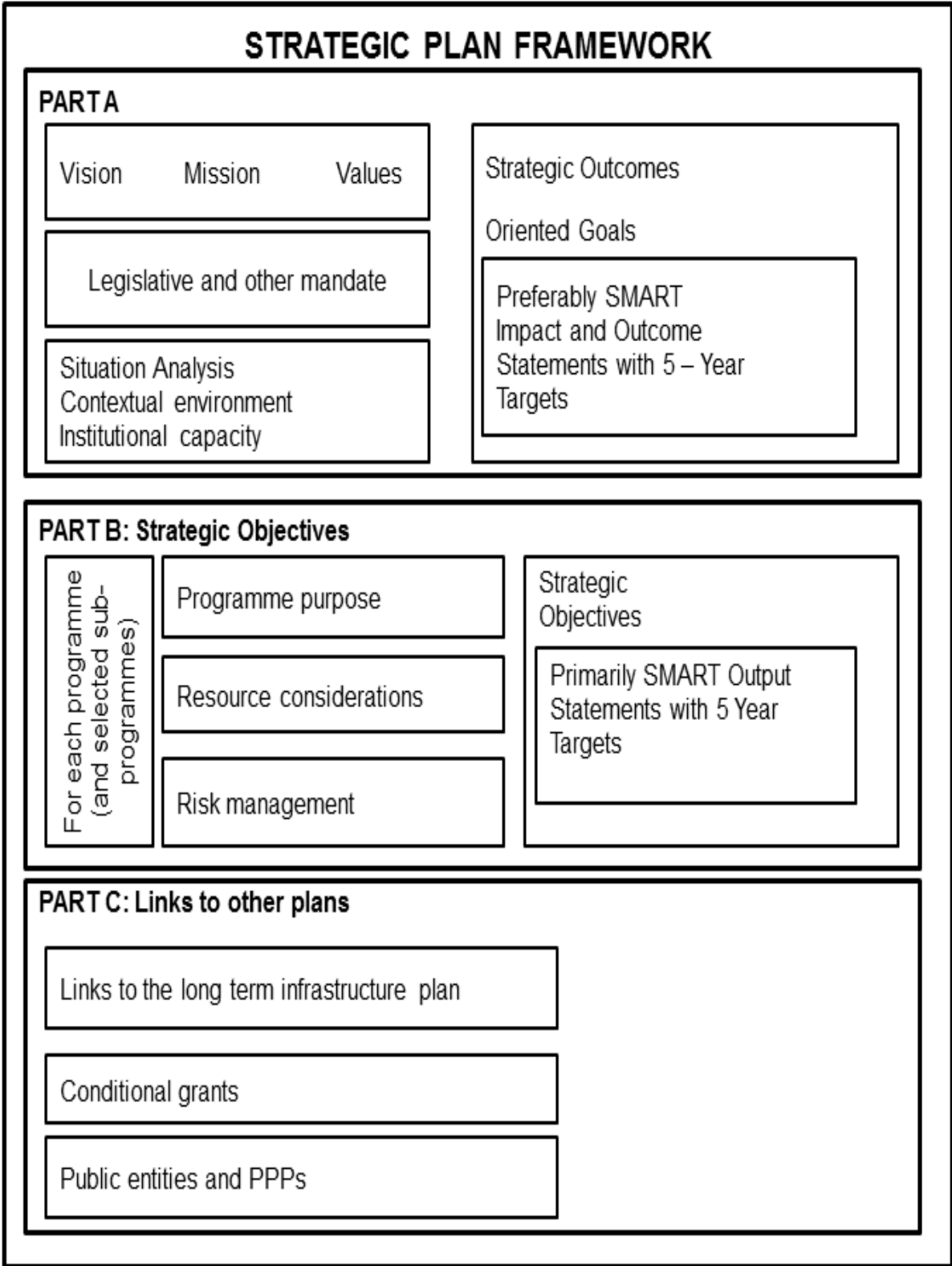


Figure 2.1: Framework for SP (National Treasury, 2010: 11)

The framework's goal is to encourage the institutions to contact relevant actors, create a platform for constructive engagements, develop sound strategies and proceed with implementation. Ngcamu's (2019) research revealed South Africa as the area with the highest number of protests in the world, with diverse triggers of protests, including dissatisfied citizens, due to inadequate consultation by the government. This has resulted in the burning of public institutions such as schools (e.g., the case of Vuwani in Limpopo). This advocates for constructive engagements between public institutions and stakeholders to eliminate this shocking image. The framework aims to improve the relationship and flexibility between the department and its stakeholders and create a better and quicker decision-making platform. Strategic planning and the APP should focus on important strategically driven issues. These critical issues should flow from many plans, such as operational plans developed within institutions to accomplish their mandates.

SPs are required to follow the institutional mandate and vision of the organisation and are thus crucial documents. These plans outline the organisation's goals and the activities required to accomplish those goals and categorise trends and issues against which to support organisational priorities (Cutting Edge Insights, 2019). SP link the action and purpose by communicating human goals and the organisation of human activity to achieve the objectives. Strategic priorities such as organisational finance, supply chain management, information systems or human resources must positively impact service delivery and improve organisational performance.

Similarly, institutions must emphasise service delivery and prioritise people. The focus is duty-bound to be on the outputs it produces and the impact it seeks to achieve for its constituents. The purpose of the strategic plan is to provide a model that moves from the general to the specific (National Treasury, 2010 and DPME, 2020).

## **5. 5 SERVICE DELIVERY STRATEGY OF SOUTH AFRICAN GOVERNMENT**

The National Development Plan (NDP) Vision 2030 highlights the importance of a state that can play a transformative and developmental role in addressing the challenges of poverty, inequality, and unemployment (Statistic South Africa; 2015/16 - 2017/18). The NDP establishes a policy framework within which public entities can construct their strategic plans. It details the country's challenges and strategic choices to create a better life for all South Africans. The NDP provides extensive detail on the challenges facing South Africa.

Among these and essential to the selected department is the challenge revealed in the statement, “The quality of school education for black people is poor.” (National Development Plan, 2030). In response to these challenges, the NDP aims to eliminate poverty and reduce inequality by 2030. This will be done by improving the quality of education, skills development, and innovation, raising employment through faster economic growth, and building the capability of the state to play a developmental and transformative role. To achieve this, it requires an effective and well-run institution comprising skilled and professional public servants who can work and deliver high-value services to all citizens without compromising the nation’s developmental objectives.

The Medium-Term Strategic Framework (MTSF; 2019-2024) is a Government Policy Framework for the five-year electoral term of government. It reflects the commitments made in the governing party’s election manifesto, including implementing the NDP. The MTSF sets out the actions that the government will take and the targets to be achieved through taking the government and its services to the people. The MTSF (2019-2024) sets out targets to achieve the NDP goals over its 5-year. The MTSF is structured around fourteen priority outcomes, of which the selected department is linked to outcome 1: “Improved *Quality of Basic Education*”.

The MTSF focuses on service delivery and accountability to citizens. Service delivery is realised through implementing the service delivery charter and the Batho Pele Programme, which focuses on putting people first. The SDIP and the strategic plan aim to meet the statistical needs of all stakeholders and identify areas that are in need. (Statistics South Africa, 2015/16 – 2017/18).

Ndevu and Muller (2018) stated that performance management is essential. It is a fundamental requirement by legislation and forms an integral part of the new public management system. This system focuses on a results-based management approach and is adopted to restructure the public service in South Africa. This approach promotes effectiveness and efficiency and helps to improve accountability towards stakeholders. It also enforces utilising limited resources to address people’s demands. Cameron and Sewell (2003:243) stated that a performance management approach was initially intended for the private sector. However, at present, this approach is entrenched and is more effective in public sector operations.

The Public Financial Management Act No. 1 of 1999 mandates the Accounting Officers of Departments to submit measurable objectives for each primary division in the particular

department's vote (or programme) to the National Assembly each year during the period of the budget presentation. Furthermore, Section 27(4) and Section 36(5) of the Public Financial Management Act stipulates that the Accounting Officer must establish procedures related to quarterly reporting to the Executive Authority, to facilitate effective performance monitoring, evaluation and corrective action. This means that performance management is a mandatory requirement taken seriously in the public sector. Section 27 (4) of the PFMA stipulates the basis for developing measurable objectives, which must be included in national and provincial institutions' annual budgets. Sections 40 (3) and 55 (2) provide the basis for reporting performance against predetermined objectives in institutions' annual reports.

The PFMA also provides the basis for reporting against predetermined measurable objectives in short and medium-term plans. Section 38 (d) of the PFMA stipulates that the Accounting Officer is responsible for managing, safeguarding, and maintaining a department or an entity's assets and for managing its liabilities.

Armstrong and Baron (1998:7) and Medlin (2013), in their own words, "define performance management as a strategic and integrated approach to delivering sustained success to the organisation by improving employee performance and developing the capabilities of teams and individual contributors." From this definition, the primary objective of performance management is to improve results at an individual level, in a team and the entire organisation. Grobler, Warnich, Carrell, Elbert, and Hatfield (2011:293).

Analysis of performance management is a process which affects organisational success by having managers and employees working together to set expectations, review results and ultimately reward excellent performance. The study by Aguinis (2009) in Sitanggang (2018:4) emphasised that management should ensure that employees' activities and outputs are consistent with organisational goals and objectives to assist organisational effectiveness.

These arguments state that performance management directly links employee performance, organisational goals and objectives and makes the employees' contribution to the organisation clear and understandable. *Performance management* is a tool that assists management in implementing an organisation's strategy. It is regarded as creating a work environment where people can perform their duties to the best of their abilities to meet institutional goals. Scholars such as Hood; (1995: 98) reiterated that this approach should be encouraged to manage results and not rules. He continued by saying that the focus should be on achieving

organisational objectives and not monitoring how procedures and policies are implemented. Aguinis (2009) mentions steps in the performance management process, namely:

1. Goal set to align with higher level goals.
2. Behavioural expectations and standards are set and aligned with employee and organisational goals.
3. Ongoing performance feedback is provided during the cycle.
4. Performance appraised by the manager.
5. A formal review session was conducted, and
6. HR decision-making (e.g., pay, promotion, Etc.).

Performance evaluation gives managers important information on which to base human resources decisions. Those decisions should be based on salary increases and bonuses. Promotions and performance evaluation also assist in identifying employees' training needs to boost their performance. Ncedo (2013: 82) revealed that strategies such as fair performance appraisal practices, merit-based recruiting and opportunities for training and development may strengthen the productivity and growth of an organisation. Furthermore, Smith (2010) in Ncedo (2013: 82) stated that personal recognition is a powerful tool in building morale and motivation.

Cavalluzzo and Ittner (2004:251) argued that an institution adopting this system should produce improved decision-making. The government has shifted towards this approach to improve performance and accountability and to become more closely aligned with the private sector management system. Sharma and Gadenne (2011:167) believed that the public sector had adopted sophisticated performance management and control systems. These researchers stated that the financial indicators alone were insufficient to measure performance or manage the organisation. Kaplan and Norton (1992:75; Turk 2016:24) advised that an institution and its senior management need various kinds of information about the goods and services that the organisation is offering (such as quantity, quality, market, consumers, suppliers, competition and technology), as inputs for decision-making and strategic planning. Performance management systems assist in making informed decisions by those

entrusted by the government in the decision-making process. Improving public service delivery means rectifying the disproportions of the past while sustaining good service to society and concentrating on meeting the needs of the 40% of South Africans who are living in poverty and those who have been previously disadvantaged due to the imbalances of the past (Public service and administration, 1996).

The intentions of the government may include welfare, equity, efficiency, and so on. This will also make a significant difference in service delivery, shifting away from inward-looking, bureaucratic systems, processes, and attitudes and towards new ways of thinking and doing that prioritise people and their needs in a more responsive manner (Public Service and Administration, 1996). While efforts to improve service delivery need an all-inclusive and better service to continue even after democracy (Lekalake 2016). Service delivery strikes continue, which poses a threat to the already-built infrastructure in South Africa (Breakfast, Bradshaw & Bradshaw 2019). The National Planning Commission (2011) raised concerns about the violent service delivery protests. It claimed that these protests are driven by dissatisfaction with the quality or quantity of services and that community concerns are overlooked.

Ndevu and Muller (2018) emphasised that the public tends to protest when they are dissatisfied with the services offered due to insufficient interventions by government structures, political manipulation, corruption, lack of accountability and transparency, inadequate citizen participation, poor human resources policy, failure to manage change, lack of employee capacity, poor planning and poor monitoring and evaluation (Ndevu & Muller 2018). While the government opted for a robust public service system as per the constitutional mandate, service delivery is still inadequate; as a result, the public is dissatisfied with the quality and quantity of services. According to Chikulo (2016) and Malose and Kiguwa (2013) in Zerihun and Mashingo (2022), nepotism and supply chain irregularities when awarding tenders should be avoided because it compromises service delivery and leads to violent protests. The government should implement a robust social contract (Ndinga-Kanga, Van der Merwe, & Hartford 2020).

## **5.6 SUMMARY**

The South African Public Administration and the provision adequate services to communities requires strategic thinking, good leadership and decision-making. Adequate planning and alignment of budget, systems, and policy is crucial in implementing a strategy and can add

value to many organisations. The framework for strategy in the South African Public Sector provides a frame of reference for implemented processes and directives. Innovative strategic plans require leaders to think carefully and produce operational plans that concurrently achieve set targets (Dlamini, Mazenda, Nhede, Masiya and Tyanai, 2019:3). According to Nickols (2016: 6-7), the strategic planning process is the culmination of several integrative and consultative processes that clearly define delivery agreements for tracking the performance of an organisation. The result-based planning provides a competitive approach for organisations (Revised Framework for SP and APP; Department of Planning, Monitoring and Evaluation, 2020:22).

## **CHAPTER 6: RESULTS, INTERPRETATION AND DISCUSSION**

### **6.1 INTRODUCTION**

The previous Chapter elaborated on the South African Public Administration, Service Delivery Strategy and the Framework for Strategic Management in the South African Public Sector to better understand the South African public sector, service delivery challenges and framework for implementing strategic plans, monitoring, and evaluation. The previous Chapter discussed the provision of adequate services to South African communities that require strategic thinking, good leadership and decision-making. Therefore, the budget, systems, and policy alignment is crucial in implementing a strategy (Dlamini, Mazenda, Nhede, Masiya and Tyanai, 2019:3).

Furthermore, chapter 4 of this study provided the reader with the research methodologies utilised. The research concept was also explained and identified as ontologically subjective to determine the truth. The research also demonstrated the epistemological paradigm, recognised as interpretive and qualitative research. The previous Chapter also identified and elaborated on the combined quantitative and qualitative research approaches. The Chapter further discussed the research strategy as a case study of a selected provincial government department in the Western Cape in South Africa. Subsequently, the research approach was identified as inductive, discussed, and explained thoroughly. The data collection methods, reliability and verification, were also discussed and thoroughly explained.

This current Chapter presents the results of the research data collection as they relate to each of the research questions, which were presented in Chapter 1 and detailed in the data collection instruments being a questionnaire and an interview schedule. This Chapter also provided a detailed analysis of the findings and details on the implications of the findings concerning the literature and the underlying theory – Actor Network (ANT). In terms of fulfilling the ethical requirements to conduct the research, permission was granted from the WCED of the Western Cape Government to conduct the research in their schools, supported by an ethics clearance certificate from the university.

The case study undertaken was to thoroughly explain the most relevant issues associated with understanding and interpreting the interplay between the WCED and its stakeholders during strategy formulation and implementation. This Chapter describes the tale of the WCED's departmental strategy formulation and implementation with stakeholders. The

fieldwork conducted utilised an online survey and focus group interviews to collect data using the data collection instruments in Annexure D. Table 6.1 below illustrates the Unit and Object of analysis, respectively, as the study is focused on understanding and interpreting the phenomenon at the end of the study by interpreting the data that was collected while trying to learn something about the unit of analysis.

**Table 6:1: Unit and Object of Analysis**

Data collection type	Participants	Category		Number of participants
Focus group Interviews	Stakeholders  15 members of the KEF represents the following structures: <ul style="list-style-type: none"> <li>• the community:</li> <li>• 64 School Governing Bodies around Khayelitsha in partnership with KEF and represented by the forum, and</li> </ul> 64 school principals from high schools and primary schools in partnership with KEF	Community	F1	15 members of the Khayelitsha Education Forum which represents the community
		SGB's (SGB's)	F2	15 members of the KEF represents: 64 SGB's around Khayelitsha.
		Educators	F3	15 members of the KEF represents: 64 school principals from high schools and primary schools with a partnership with KEF.
Survey Questionnaire	WCED	Middle management and supervisors	MM	6
		Senior Management	SMS	5

Table 6.1 above is into four columns: data collection type, participants, category, and number of participants. The data collection column refers to the qualitative and quantitative data collection methods used in this research. Participants refer to the focus groups or stakeholders from the KEF consulted through interviews.

The second group of participants refers to the survey questionnaire, used to collect data from the middle, supervisory and senior management levels of the WCED. The survey data collected from this group was used to triangulate the qualitative data obtained during the focus group; for its reliability under the category column:

- **F1** refers to the KEF, which comprises fifteen KEF members representing the community.
- **F2** refers to SGBs in Khayelitsha, which comprised 64 SGBs in Khayelitsha. These SGB's have a partnership with the KEF, so; the forum represented them.
- **F3** refers to Educators, which consisted of 64 school principals/educators from high schools and primary schools in Khayelitsha. These educators have a partnership with the KEF and are represented on KEF.
- **MM** refers to six middle-management and supervisory-level employees of the WCED who participated in the survey.
- **SMS** refers to five senior management-level employees of the WCED who participated in the survey.

The survey questionnaire, to collect data from the supervisory/middle management and senior management levels of employees of the WCED, was labelled as MM and SMS to distinguish between the management levels. The number of participants column refers to the number of participants who participated in the study per category. This section of the analysis was to analyse and interpret the case study from the perspective of ANT in the context of the 'moments of translation' where the focus was on the establishment and sustainability of a network of aligned interests, i.e., the "Actor Network" was established because of non-service delivery. The premise of the analysis is that a stable actor network existed under the old dispensation but now had to include new interests brought in by stakeholders' continuous *non-service delivery strikes* to address service delivery issues. The thesis argues that stakeholder engagement can address non-service delivery during service delivery strategy formulation and implementation.

## **6.2 CREATING A NETWORK OF ALIGNED INTERESTS**

Callon [1986], Walsham and Waema (1994), Hanseth and Monteiro (1996), Holmström and Robey (2000) and Twum-Darko and Harker (2017) stated that establishing a network of aligned interests, discussed as the 'sociology of translation' is a process comprising the stages of problematisation, interessement, enrolment and mobilisation. A Callon and Latour (1981), 'Translation' is understood by this research as "all the negotiations, intrigues, calculations, acts of persuasion and violence, which an actor is forced to take on itself to have the authority to speak or act on behalf of another actor or force".

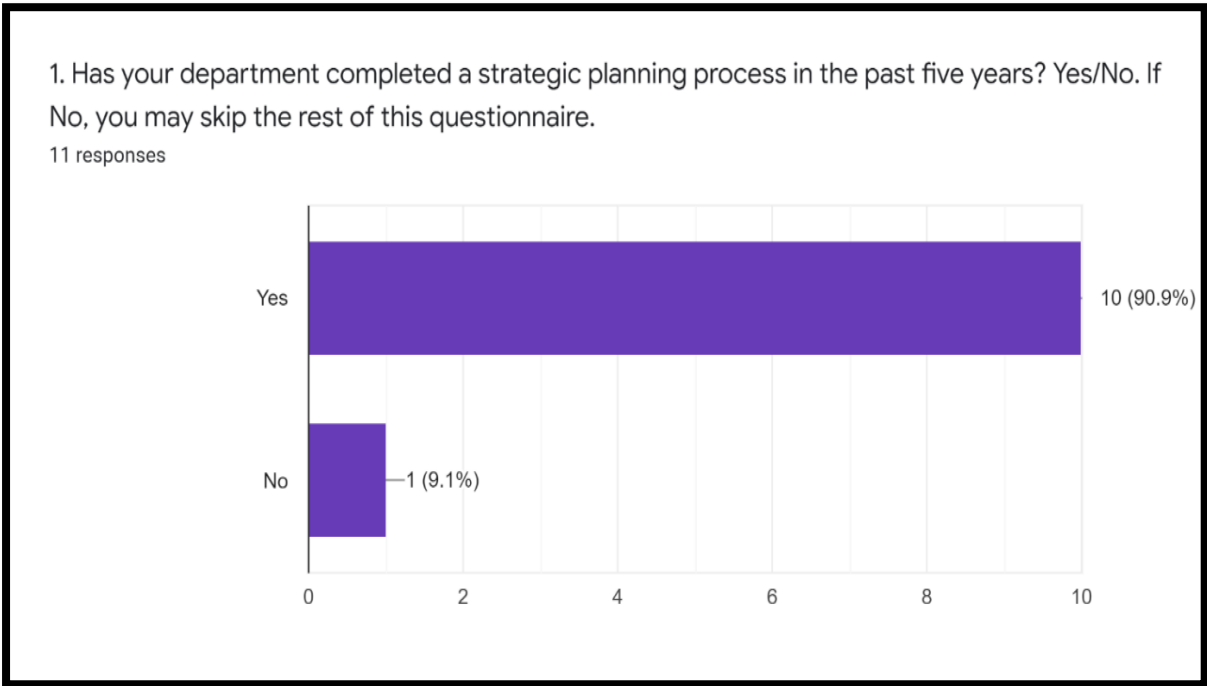
### **6.2.1 Problematisation**

Taking reference from Chapter 3 of this research, Callon (1986), Callon and Law (1982), Latour (1987), Latour (2005), and Twum-Darko and Harker (2017) stated that problematisation occurs when the focal actor makes itself indispensable by establishing identities and interest of other actors which are dependent of the focal actors' interest thereby instituting an OPP (a compromise) to align diverse interests. In other terms, problematisation is when a focal actor frames a problem and comes up with possible ways to address this; and, by so doing, establishes an OPP to align diverse interests. A focal actor identifies actors affected by the problem and uses the problem to pursue other actors through an OPP to align their interests with the focal actor's.

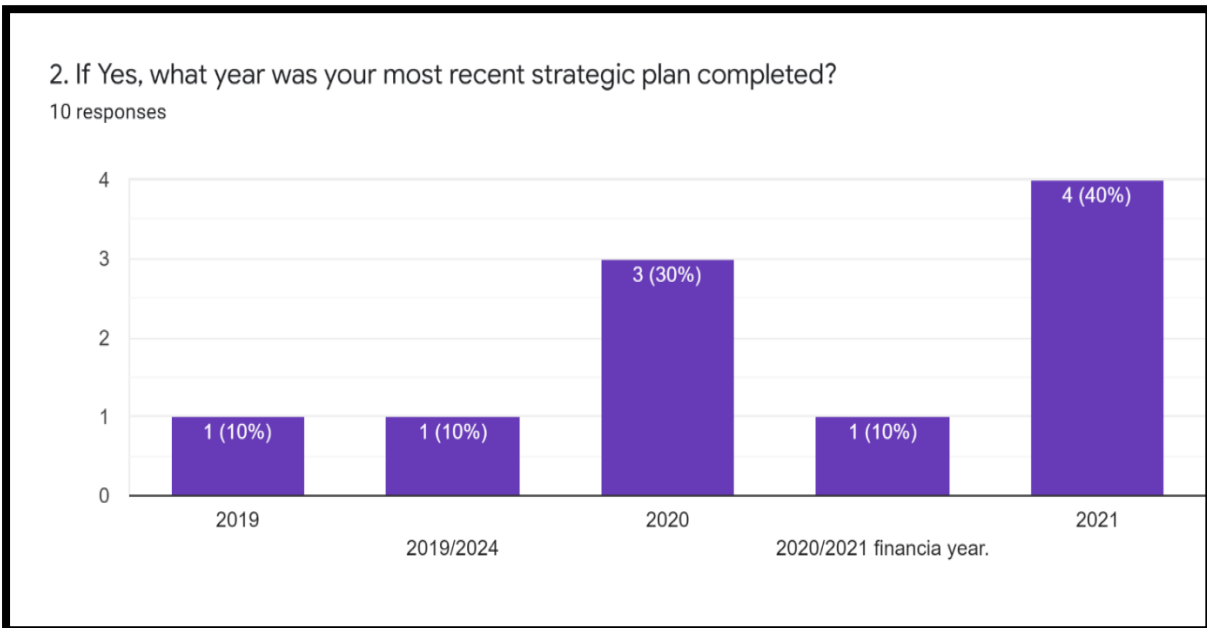
#### **6.2.1.1 The interests of Actors**

##### **(i) Western Cape Education Department (WCED)**

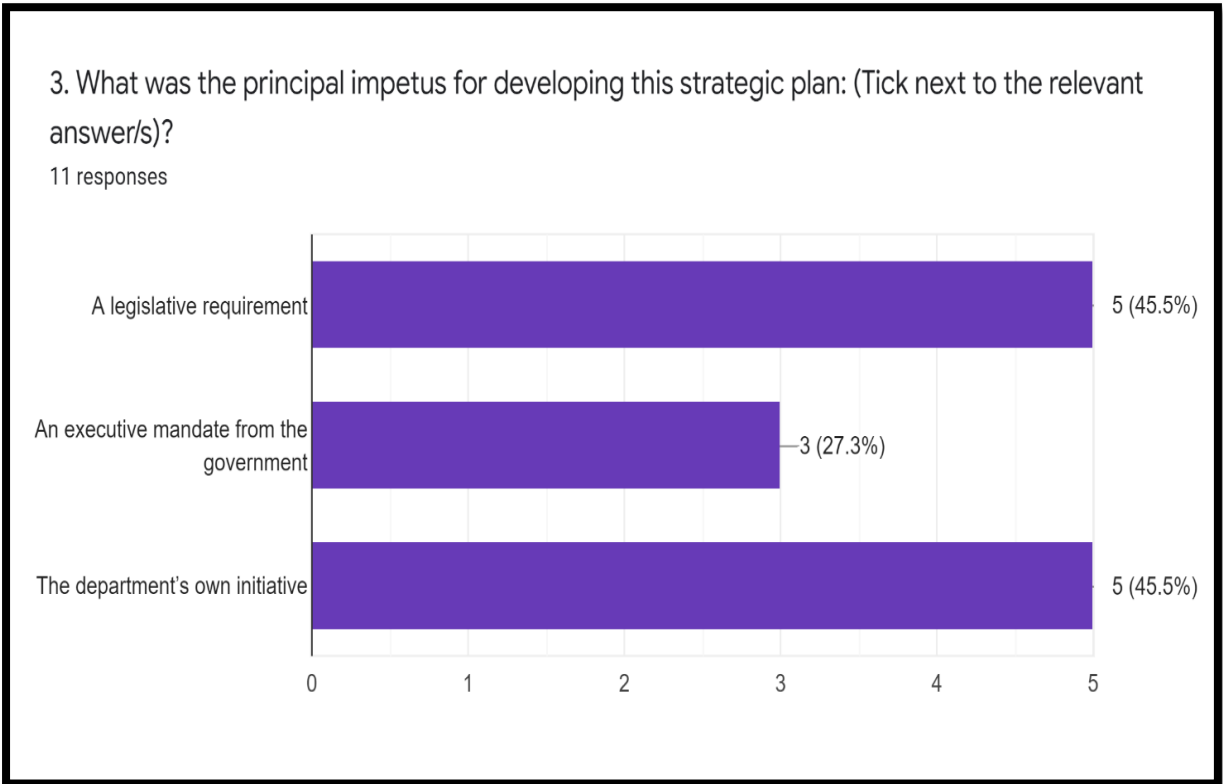
Legislatively, WCED has; a) to ensure that its five-year strategic plan is implemented and achieved according to its mandate, vision, mission, strategic goals and objectives. b) To ensure that the department delivers on the mandate and priorities; complies with policy and the regulatory and legislative framework. c) To also ensure that the budget is utilised for what it is intended for and that services are delivered to beneficiaries on time, in line with the mandate and objectives of the WCED. As discussed in the previous chapter, In terms of legislation, the department's mandate is to develop a five-year strategic plan and the Annual Performance Plan in line with the government's five-year term electoral cycle. Therefore, for the survey questions on strategy formulation (Figure 6.1 – Figure 6.7), only the WCED officials responded because the focus group made up of KEF did not participate in the strategy formulation of the department.



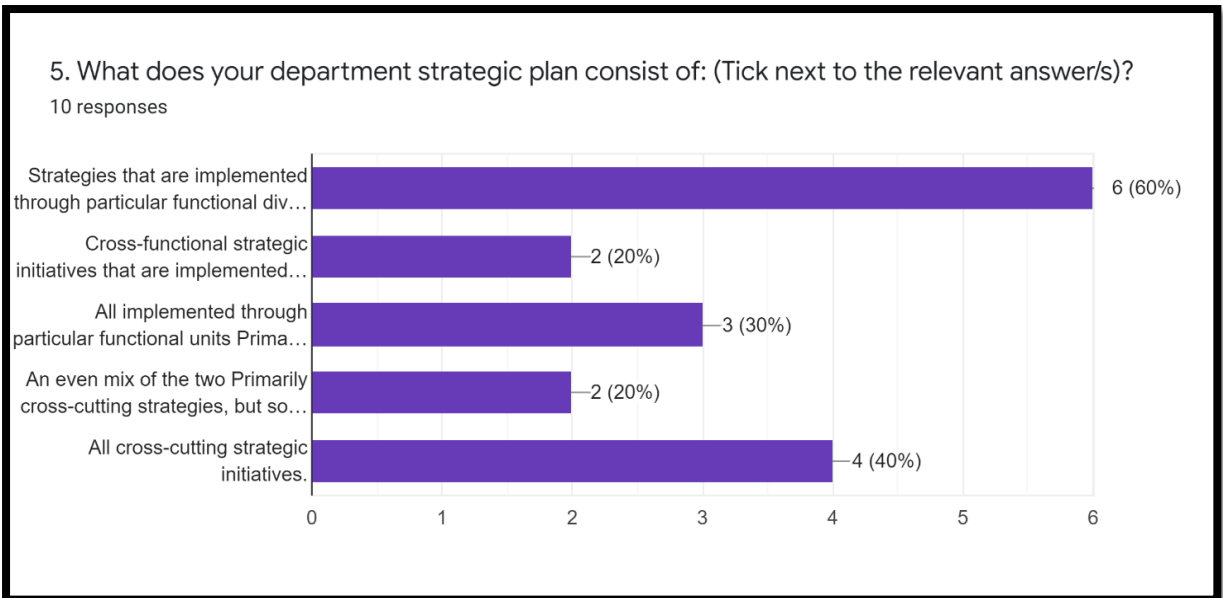
**Figure 6. 1: Strategic Planning Process**



**Figure 6. 2: Last Update of the 5 - Year strategic plan**



**Figure 6. 3: Factors for developing the strategic plan**



**Figure 6. 4: Components of the WCED strategic plan**

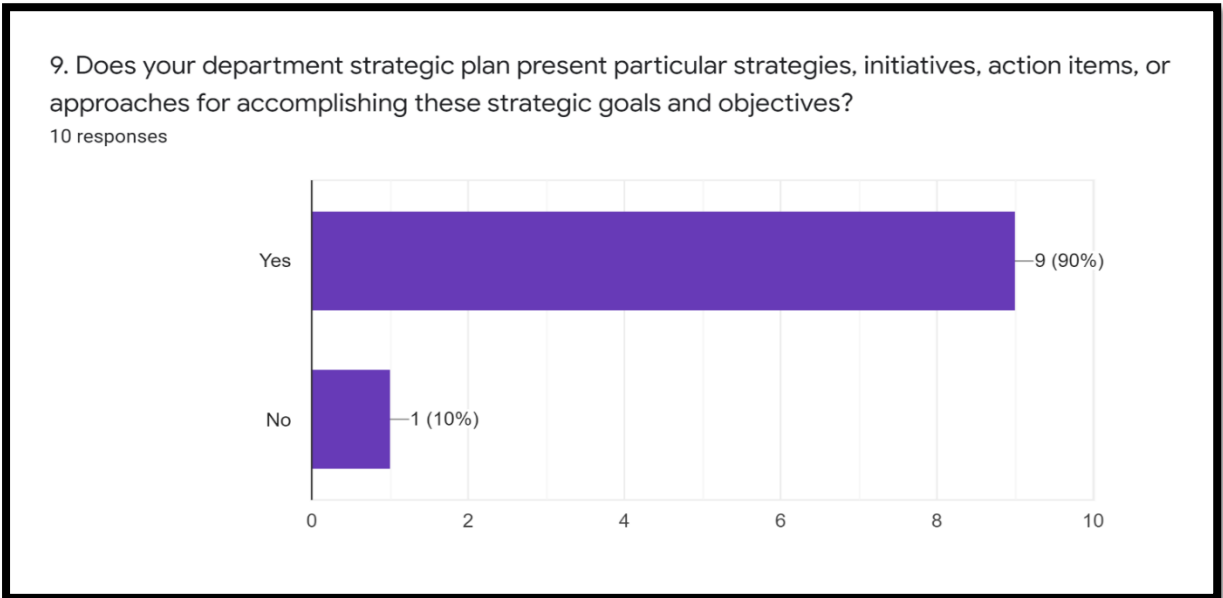
Given the above figure; 90.9% of the respondents agree that the department has embarked on a strategic planning process.

**When the question “Does your department’s strategic plan define strategic goals and/or strategic objectives” was posed, the figure below illustrated the response:**



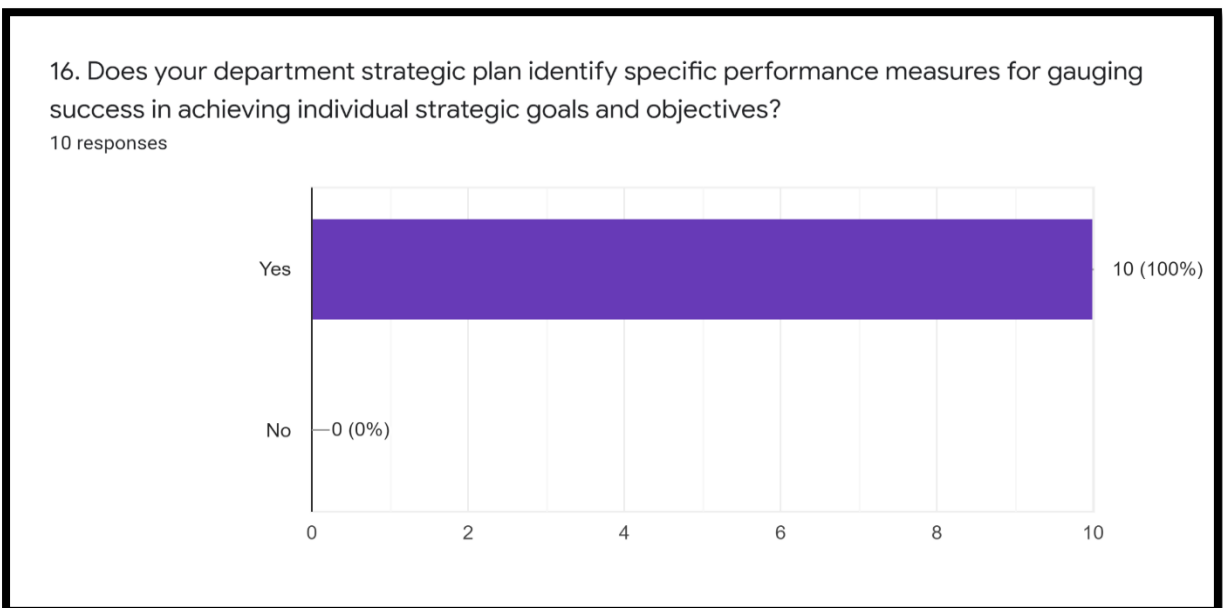
**Figure 6. 5: Strategic goals and Objectives of the WCED**

Given the above figure, 90.9% of the respondents agree that the WCED strategic plan defines strategic goals and/or strategic objectives.



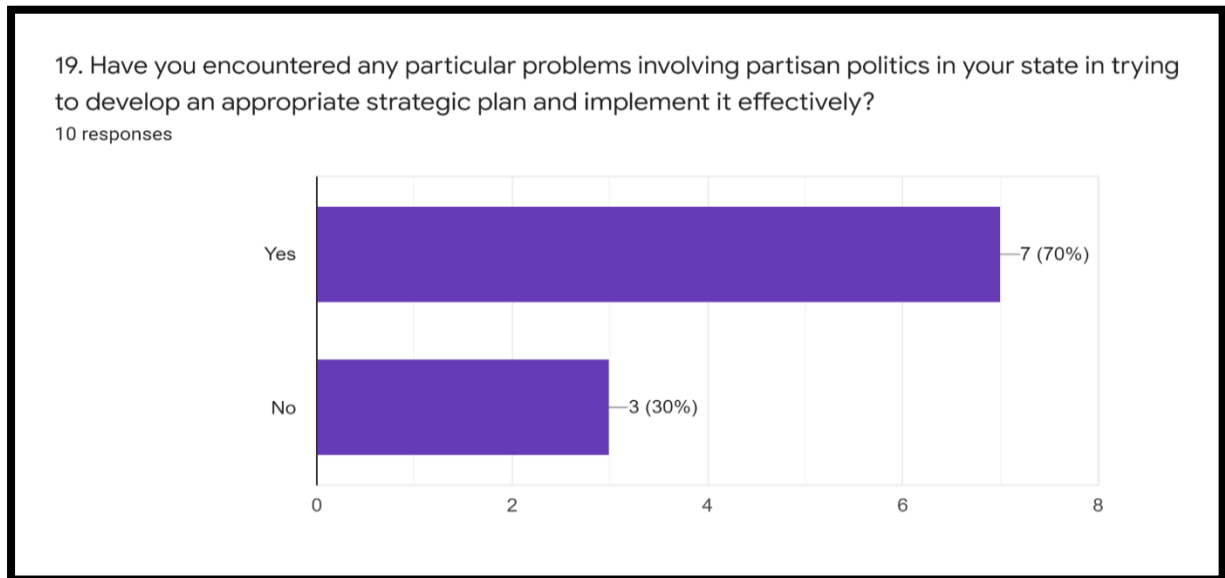
**Figure 6. 6: Particular strategies and initiatives for accomplishing strategic goals and objectives of the WCED.**

Figure 6.6 above shows that, 90% of the respondents agree that the WCED strategic plan entails particular strategies, initiatives and approaches for accomplishing strategic goals and objectives. Only 10 % of the respondents do not agree that the WCED strategic plan includes of strategies, initiatives and approaches to realise its strategic goals and initiatives.



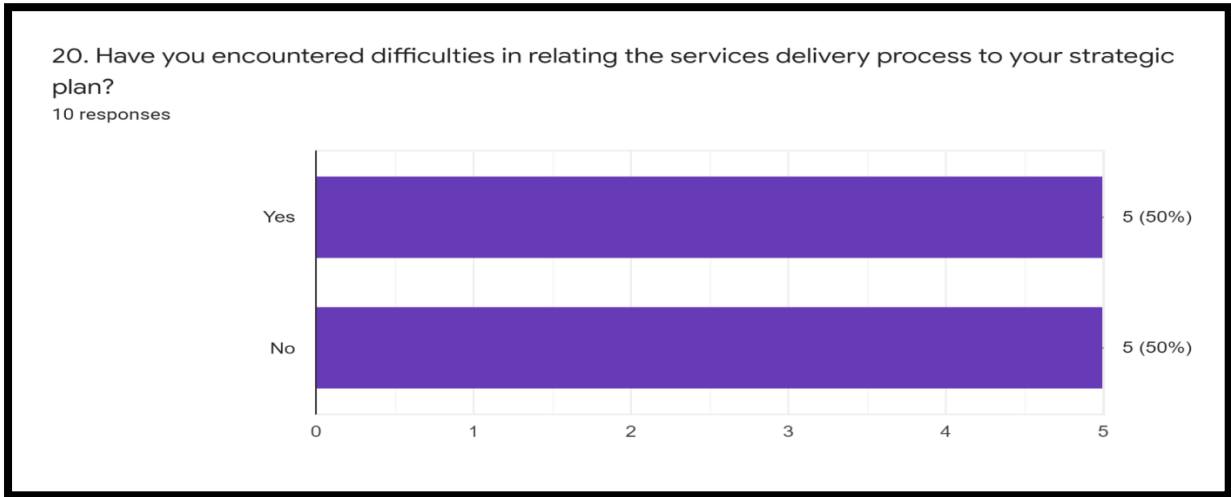
**Figure 6. 7: Performance measures for gauging success**

Given the figure above, all survey respondents (100%) affirm that the WCED strategic plan identifies specific performance measures for gauging success in achieving the strategic goals and objectives stipulated in the strategic plan.



**Figure 6. 8: External influence on the Strategic Planning of the WCED**

Given the above figure, 70% of the respondents agreed that there are challenges related to partisan politics in the department during the development of the strategic planning and implementation phase. Only 30% of the respondents stated that there is no partisanship in the development of the strategic plan and its implementation phase.



**Figure 6. 9: Challenges related to service delivery.**

Figure 5.9 above indicates that, 50% of the respondents agree that the WCED have encountered difficulties related to service delivery processes, as per their strategic plan. Another 50% of the respondents agree that the department did not encounter challenges related to service delivery and the implementation of the strategic plan. The results indicate a split among employees of the department on this matter.

**(ii) The Khayelitsha Education Forum (KEF) / Stakeholders (Focus group)**

The KEF consists of the members of the community of Khayelitsha, the SGBs and Educators of the schools in Khayelitsha. The interest of the KEF is to ensure that quality basic education through teaching and learning and related services are delivered to the communities they represent. Another interest is to ensure that communities' living standards improve through education. The KEF responses, presented in italics below, suggest inadequate consultations, although the KEF have the same interests as the WCED:

*We are aware of the strategic plan of the department and concerned about certain areas of the strategic goals and objectives that do not address our needs (KEF).*

*We do not participate in the strategy session of the department; however, we have knowledge of the WCED strategic plan because we invite the district office staff during our conference with a purpose of aligning with the WCED (KEF).*

*The invite to the WCED district office is with the intention to share knowledge and to be aligned because there is an expectation that we must form part of the implementation of WCED strategy. There is a common understanding between both parties that must deliver on WCED expectations as a stakeholder (KEF).*

**When the question “Are the services politicised” was posed; the following responses were provided:**

*There is no political influence (KEF).*

The National Treasury introduced a Framework for Strategic Planning (SP) and the Annual Performance Plan (APP) in 2010 to compel government departments and entities to engage stakeholders such as government departments, public entities and the public in planning, budgeting, monitoring, evaluation, and service delivery. The framework informs the government planning process in the departments and the public entities. In 2019, the framework was revised and signed off by the cabinet in January 2020. The revised framework aims to improve government planning processes with all affected stakeholders and procedures and to charge planning in all spheres of government. The intention of the revised framework is to:

- a) improve the quality of SP and APP
- b) strengthen accountability for the performance results of public institutions,
- c) improve service delivery.
- d) promote alignment between the planning, budgeting, and reporting processes.
- e) improve on evidence-based performance and
- f) contribute to the achievement of long-term National Strategic Goals and Outcomes

The responses from the interview session with the KEF/Stakeholders and given Figure 5.8 above (70% / 30%) suggest that the department is in line with the policy and does not allow undue influence in its strategic planning and implementation process.

**When the question “Have you ever encountered difficulties related to services delivery processes?” was posed; the following responses were provided:**

*Sometimes, the department would do things without the district knowing (KEF).*

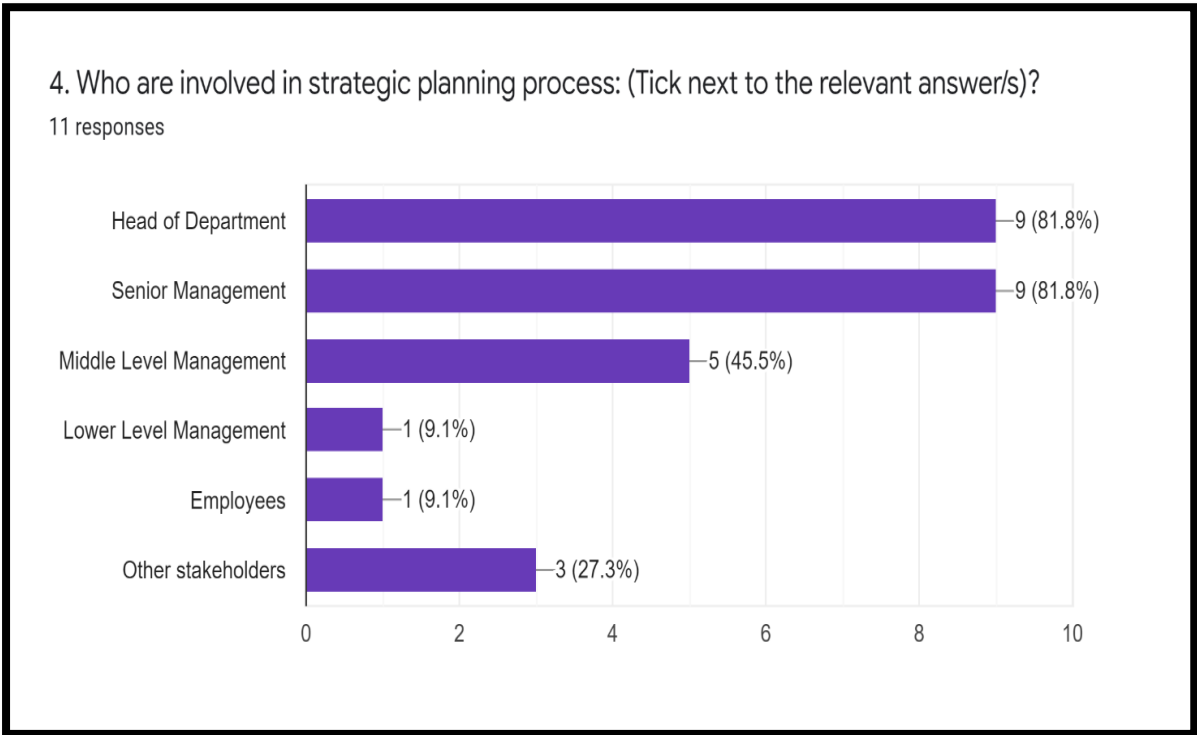
It is important for the department to be transparent on strategic matters and service delivery processes of the organisation and to follow guidelines in terms of the service delivery charter and policies. The Medium-Term Strategic Framework (MTSF 2014-2019) stated that the improvement of service delivery must be accompanied by operative accountability to citizens. The framework further illustrates that, the responsiveness of the government institutions to its role players is based on the recognition and renewal of the Batho Pele Programme and the implementation of the Public Service Charter.

#### **6.2.1.2 The Obligatory Passage Point (OPP)**

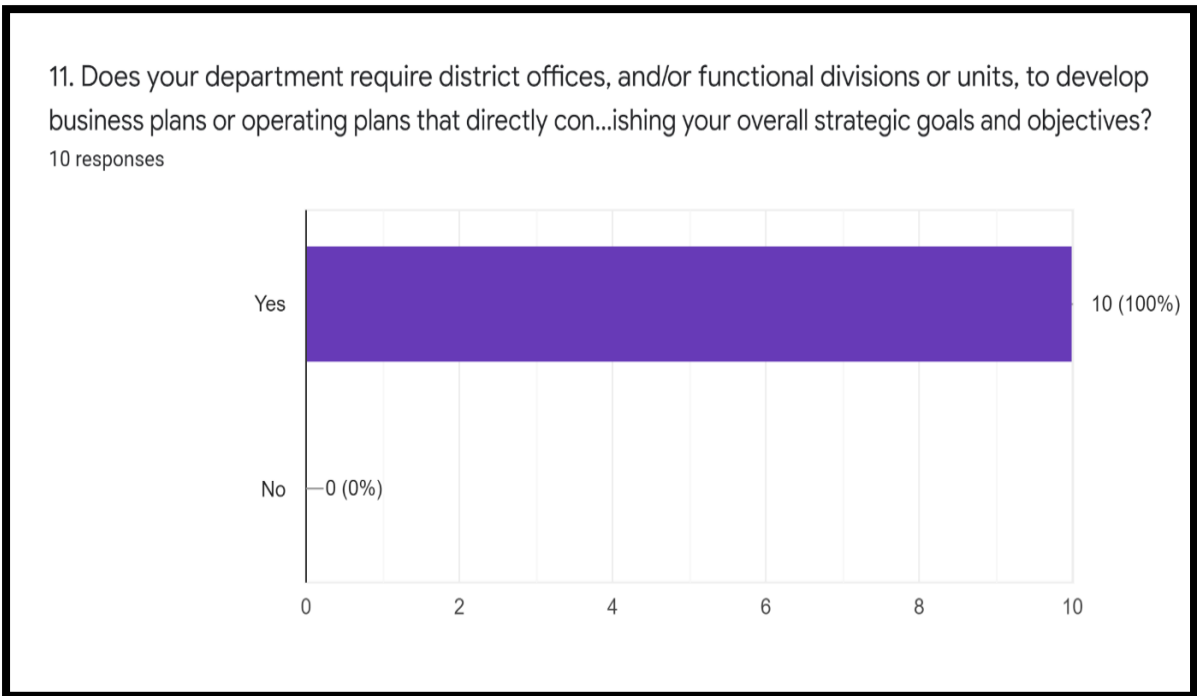
According to Callon (1986), the Obligatory Passage Point (OPP) is any mandatory or standardised action meant to enrol actors into a common interest to contribute to the sustainability and growth of a network. Thus, the OPP contributes to the negotiation of the diverse interests of actors to be aligned with the interest of the focal actor to sustain and grow the network of aligned interests. In the context of this research study, the government department acting as the focal actor should have used stakeholder engagement as an OPP to align diverse interests towards service delivery. The OPP is also supposed to ensure uniformity in interpreting and implementing the WCED strategy. The following analysis demonstrates how stakeholder engagement acts as OPP for various actors:

##### **(i) Western Cape Education Department (WCED)**

If WCED's strategy is to be successfully implemented, it must encourage stakeholders to contribute during the strategy formulation phase. Thus, giving the figure below; 81.8% of the survey population affirms that KEF was not involved in the strategy session of the department. Given the Figure 6.10 below; 81.8% of the responses agree that only the Head of Department, and Senior Managers participated in the strategic planning process of the department and 45.5% of the responses also expressed that middle management was also involved in the departmental strategic planning phase. Only 27.3% of the survey stated that other stakeholders are involved in the strategic planning processes of the department.



**Figure 6. 10: Participants of the WCED Strategic Planning Process**



**Figure 6. 11: District Offices**

Concerning the involvement of the district offices in the WCED planning process, 100% of the survey population, as indicated in Figure 6.11 above, affirmed that the district offices of the WCED are involved in the department's business and operational planning processes.

### **School Governing Bodies (SGBs) as members of the KEF (Focus group)**

The responses given by the SGB during the focus group interviews on the above question, were as follows:

*We are excluded from the WCED strategy formulation phase and only take part in the strategy implementation (SGB/KEF).*

The SGBs are part of the KEF as the umbrella body of stakeholders and are mandated to oversee the governing of schools in Khayelitsha. The response from the KEF makes the WCED an indispensable actor and uses the implementation and allocation of funds as an OPP to make SGBs/KEF align their interests to that of the focal actor – WCED. This creates the means for inadequate services delivery, as what has been planned by WCED is not necessarily what might be needed by the SGBs and the KEF.

### **6.2.2 Interessement**

Interessement comprises a negotiation process where a focal actor and other actors sustain their alignment with the interests of the initiator of the network (focal actor). The Interessement of all actors was crucial to implementing the WCED strategy of delivering basic education services to the communities in the Western Cape. Firstly, the WCED actors contributed knowledge and information concerning the political direction of the province where basic education is concerned. Given the responses by the KEF as indicated above; having considerable information and knowledge should have been consulted in both the strategy formulation and implementation of the WCED. The non-alignment is only recognised during information sharing and implementation, leading to unrest in service delivery. The following were the responses from the interviews:

**(i) KEF/Stakeholders (Focus group)**

**When the question “Are the stakeholders’ aware of the strategic plan, vision and mission of the department?” was posed; the following responses were provided:**

*The WCED shares its vision, mission and plans of which as stakeholders, we are not involved in formulation process. They also share programmes to be rolled out for the five-year term and again stakeholders are not involved in its formulation. As stakeholders, we would have preferred to participate in programmes that affect us in our communities. (KEF).*

**When the question “Is there a partnership between the department and the school governing bodies or stakeholders?” was posed; the following responses were given by KEF:**

*The department only shares its vision, mission, plans and programmes for the five-year planning period, but their formulation does not involve us as stakeholders.*

*The department meets directly with KEF when delivery issues are a concern.*

*The community and us have a voice through a shared understanding without a signed memorandum of understanding with WCED.*

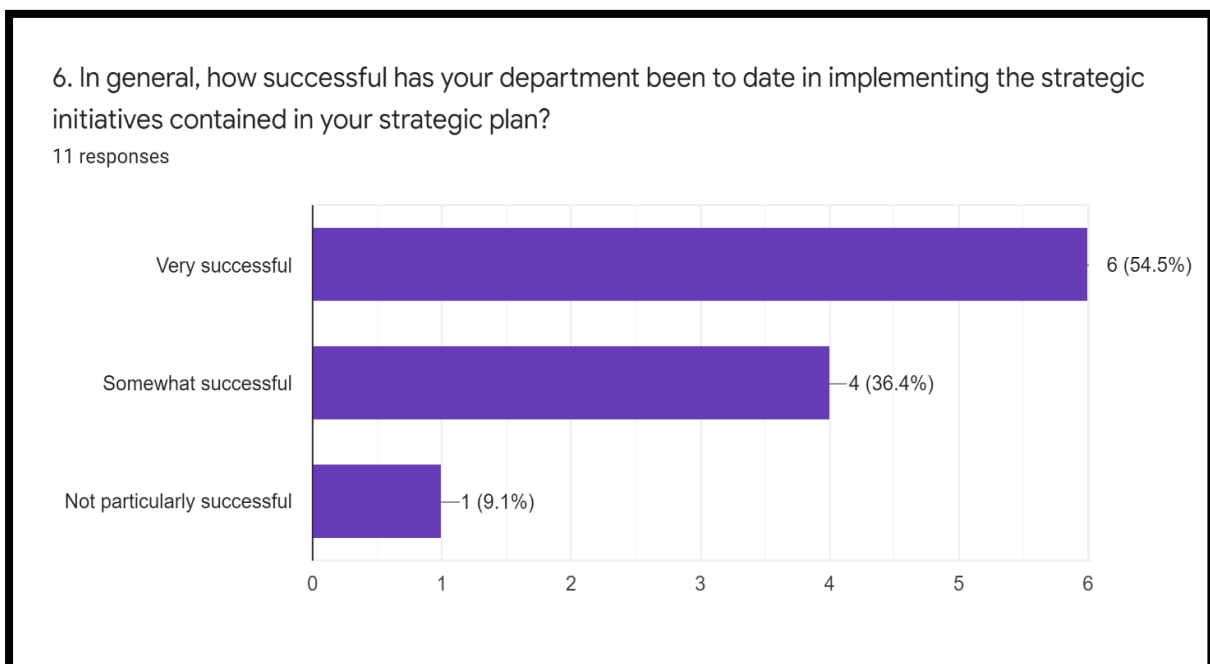
*Although there is a platform for us as stakeholders to raise issues or concerns on curriculum delivery, enrolment targets and Safety, these are not done as inputs for strategy formulation but as stakeholders in addressing service delivery bottom necks.*

According to Kruger (2017: 58), strategic planning is an attempt to formalise a procedure for executing strategic formulation. Strategic planning occurs at a high level and focuses on the broad picture to solve crucial and serious challenges with the institution's sustainability, efficiency, and effectiveness, according to Kruger (2017: 58). This concept emphasises the need of incorporating stakeholders and raising awareness of a public institution's strategic planning process and programme planning to achieve the intended results.

Given the responses of the KEF above, it is evident that the KEF is yet to be involved in the strategy planning phase of the WCED. As discussed above, the responses confirm and agree that both parties are aware of what is required and indicate a common interest in delivering the services to the recipients. However, it is important for KEF and WCED to formulate a service delivery strategy for communities together. Furthermore, the responses from the KEF as Stakeholders also give an insight that both parties, the WCED and the KEF, understand the importance of a joint strategy formulation and delivering on the mandate of the WCED. The collected data, as indicated by the responses above, clearly demonstrate that the stability of the social network (service delivery) depends on the successful alignment of diverse interests of all stakeholders (mobilisation).

**(ii) Western Cape Education Department (WCED)**

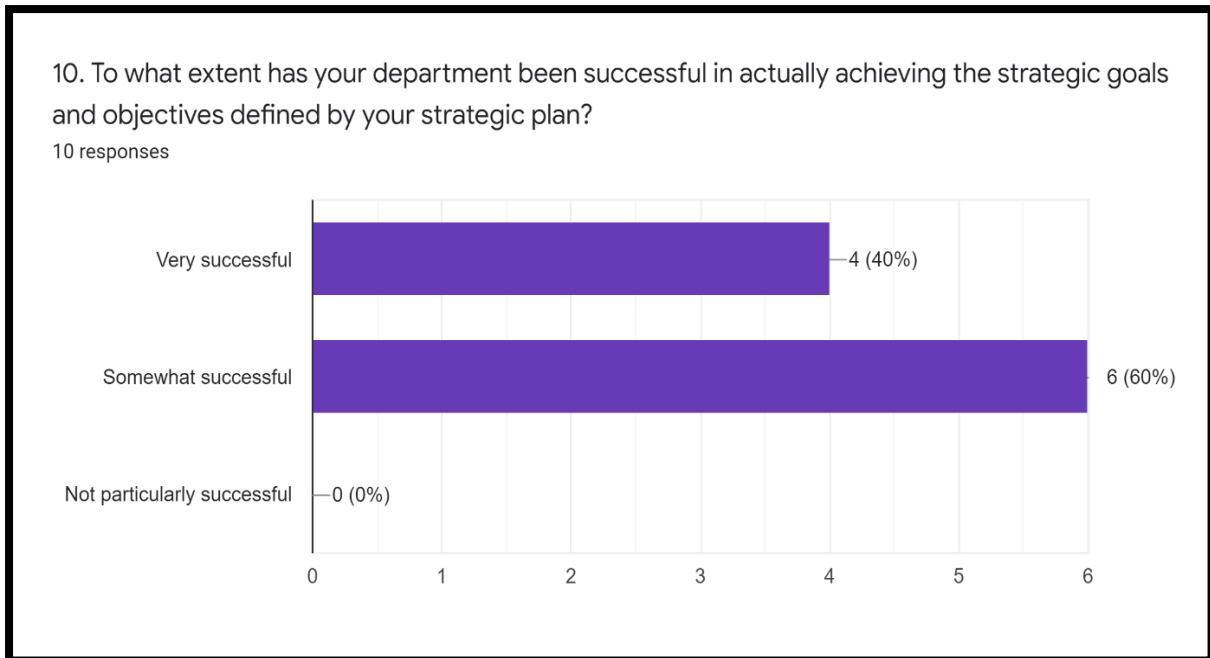
***When the question “How successful has your department been to date in implementing the strategic initiatives contained in your strategic plan” was posed, the figure below shows the responses:***



**Figure 6. 12: Success of the strategic plan Implementation**

Figure 6.12 indicates that about 54.5% of the respondents agree that the department is very successful in implementing its strategic initiatives and about 36.4% of the survey

responses believes that the department is somewhat successful in implementing its strategic initiatives. Only 9.1% of the respondents disagree and stipulate that the WCED is not particularly successful.



**Figure 6. 13: Success in Implementing strategic goals and objectives.**

Figure 6.13 above indicates that 60% of the survey respondents believe the department is somewhat successful in achieving the strategic goals and objectives defined in the strategic plan. Forty per cent (40%) of the respondents believe that the WCED successfully implements its strategic initiatives. The uncertainty and disagreement from some respondents on the successful implementation of the strategic plan initiatives and success with strategic goals and objectives emanate from the lack of engagement with stakeholders during the strategy formulation phase. In response to question 1 of the focus group in Annexure E, the KEF clearly stated they have not participated in the strategic planning session of the WCED.

### **6.3 THE STABILITY OF THE NETWORK**

Given the previous section on the creation of the network based on the problematisation, the OPP and Interesement; it is expected that a network should be stable for continuous engagement in the implementation of the WCED strategic plan and service delivery, in line

with its mandate. Through the establishment of the network of aligned interests; roles and responsibilities of actors were identified. Furthermore, the previous section also indicated the acceptance by the actors (KEF) in accepting the defined interest of the WCED in a network of aligned interest. The stability of a network is dependent on both parties working towards the same goal.

### **6.3.1 Enrolment**

Enrolment according to the moment of translation narrates the need for actors in a network to accept their roles, defined by the focal actor. The clarification and acceptance of roles of actors in a network lead to sustainable engagements towards the stability of a network of aligned diverse interests. The following responses affirm these assertions and the role of actors in a network of diverse interests:

#### **Khayelitsha Education Forum (Focus group)**

During the interview session, the KEF confirmed the roles and activities they are involved in within the WCED. The roles and responsibilities of the KEF/ Stakeholders were distinguished when the following questions were posed: The KEF engages the WCED on the following matters:

***The Question; Is there information sharing between the forum and the department? was posed; and the following responses were provided:***

- *The Department of Community Safety, The Western Cape Education Department, the Metro East District Office and the Khayelitsha Education Forum share information on the following matters:*
  
- *The relationship between the department and the Khayelitsha Education Forum in terms of information sharing is as follows:*

*The department/district collects the data from school principals. The data is inclusive of the learner information and safety issues.*

*The community verifies the validity and reliability of data. This is about safeguarding the interests of the community and ensuring that accurate.*

*Matters on learner enrolment and learner information are escalated and discussed.*

- *The relationship between the Department of Community Safety and the KEF is as follows:*

*These two structures discuss safety matters like scholar patrols and the escorting of students.*

*There is protection due to this partnership.*

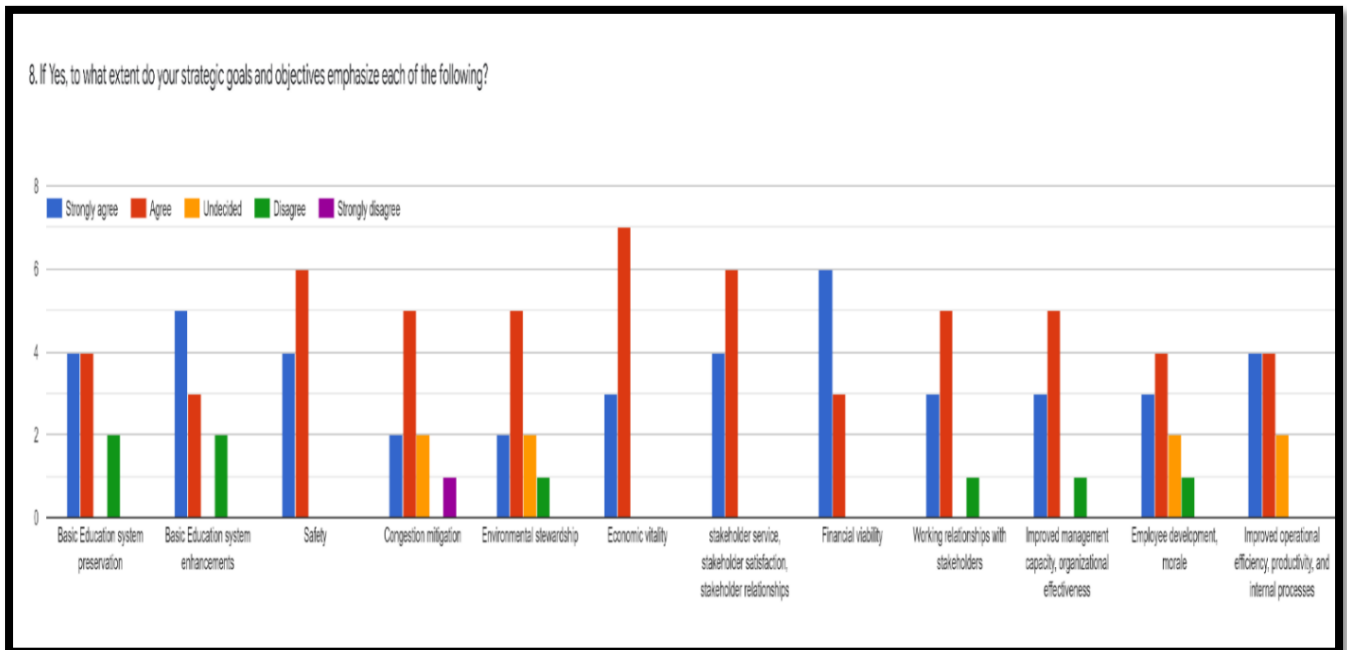
***When the question “Is there any congestion mitigation strategy by the department? was posed; the following responses were provided by KEF as follows:***

*Yes. WCED has congestion mitigation in its strategy. However, KEF plays the role of sourcing alternatives for accommodating learners that were not placed in schools.*

*Learner placement to avoid overcrowding, and placement of learners who were not initially considered in schools with available learning space.*

While there is a common understanding between the department as the focal actor and stakeholders, as illustrated in the responses above and on clarification of roles and responsibilities; Poister and Streib, (1999:312) revealed that to have a successful strategic planning process, a joint agreement on the vision, mission and goals within the public institutions that includes, management, employees and external actors is critical. Rothaermel, (2013:32) advised on an effective communicated strategy due to his/her belief that it should guide everyone in the organisation. The Framework for SP and APP introduced in 2010 by NT also strives to encourage the institutions to figure out relevant actors and to create a platform for constructive engagements, develop good strategies and implementation thereof.

## Western Cape Education Department (WCED)



**Figure 6. 14: Emphasis on the Strategic goals and Objectives**

While confirming what is entailed in the strategic goals and objectives of the WCED through a survey as illustrated in Figure 6:14 above, ten out of fifteen officials (67%) from the senior management, middle and supervisory level responded to the survey question as follows:

- **Basic education system preservation**

80% of the respondents agreed that the strategic goals and objectives of the WCED puts emphasis on basic system preservation.

- **Basic education system enhancements**

80% of the respondents agreed that the WCED strategic goals and objectives puts emphasis on basic education system enhancements.

- **Safety**

The survey shows that 100% of respondents agree that the WCED strategic goals and objectives puts emphasis on safety matters.

- **Congestion mitigation**

70% of the respondents agreed that that the WCED strategic goals and objectives puts emphasis on congestion mitigation. While the majority have agreed, 18 % is undecided on the role and 9 % disagree that the WCED takes charge on congestion mitigation matters. About 9% of WCED officials did not respond to this question.

- **Environmental stewardship**

70% of the respondents agree that the WCED strategic goals and objectives puts emphasis to the learning and teaching environment and what is happening around their space.

- **Economic vitality**

The survey shows that 100% of the respondents agree that the department maintains the economic vitality of the department and the schools.

- **Stakeholder service, stakeholder satisfaction, stakeholder relationships**

The survey shows that 100% of officials in senior management, middle management and supervisory levels agree that the department provides a good service to their stakeholders. Their role is to ensure that the stakeholders are satisfied and that they maintain a good relationship with them.

- **Financial viability**

The survey shows that 100% of officials in senior management, middle management and supervisory levels agree that the department is responsible for ensuring that it is financially viable.

- **Working relationships with stakeholders**

90% of the respondents agree that the department is responsible for developing and maintaining a working relationship with stakeholders.

- **Improved management capacity organisational effectiveness**

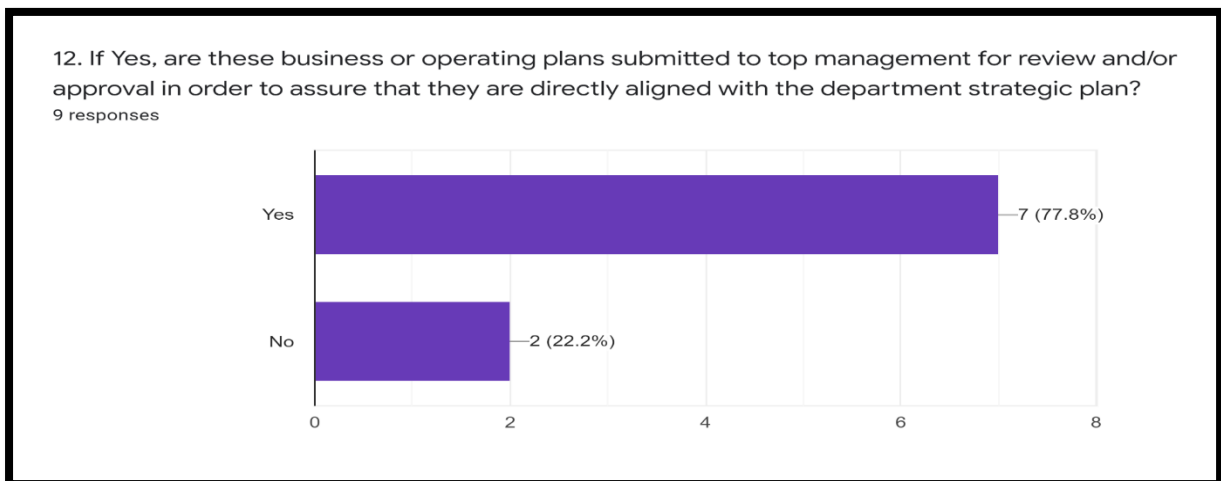
90% of the respondents agree that the department is responsible for improved management capacity and organisational effectiveness.

- **Employee development morale**

70% of the respondents agree that the department has a responsibility for boosting the morale of its employees.

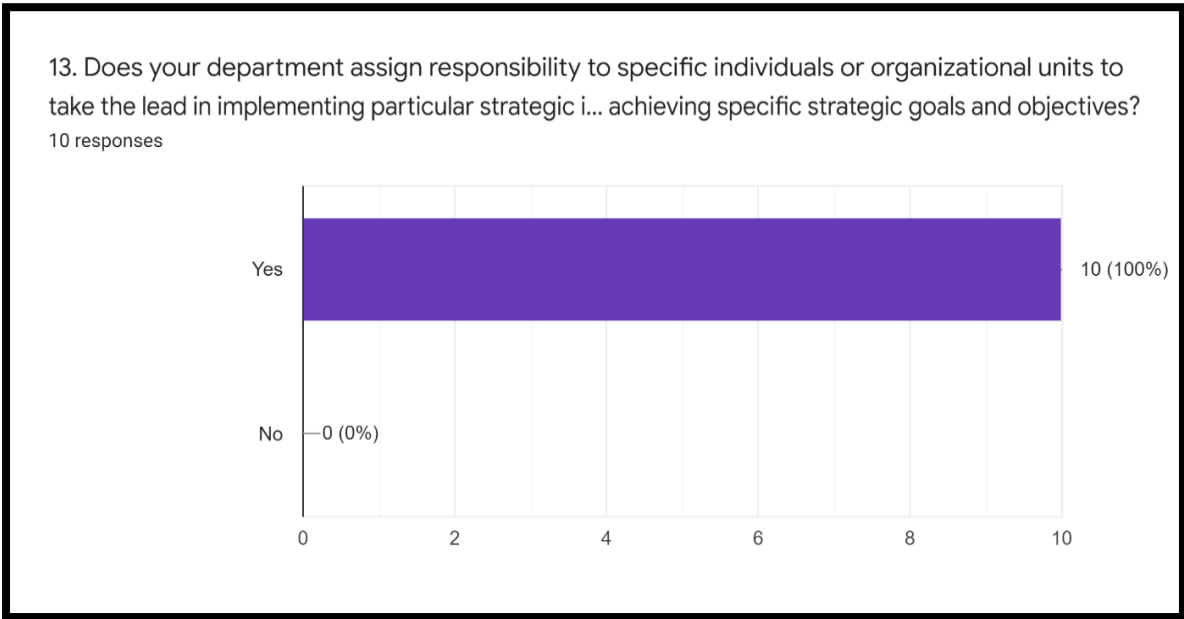
- **Improved organisational efficiency, productivity, and internal processes.**

80% of the respondents agree that the department is responsible for improving its efficiency, productivity and internal processes.



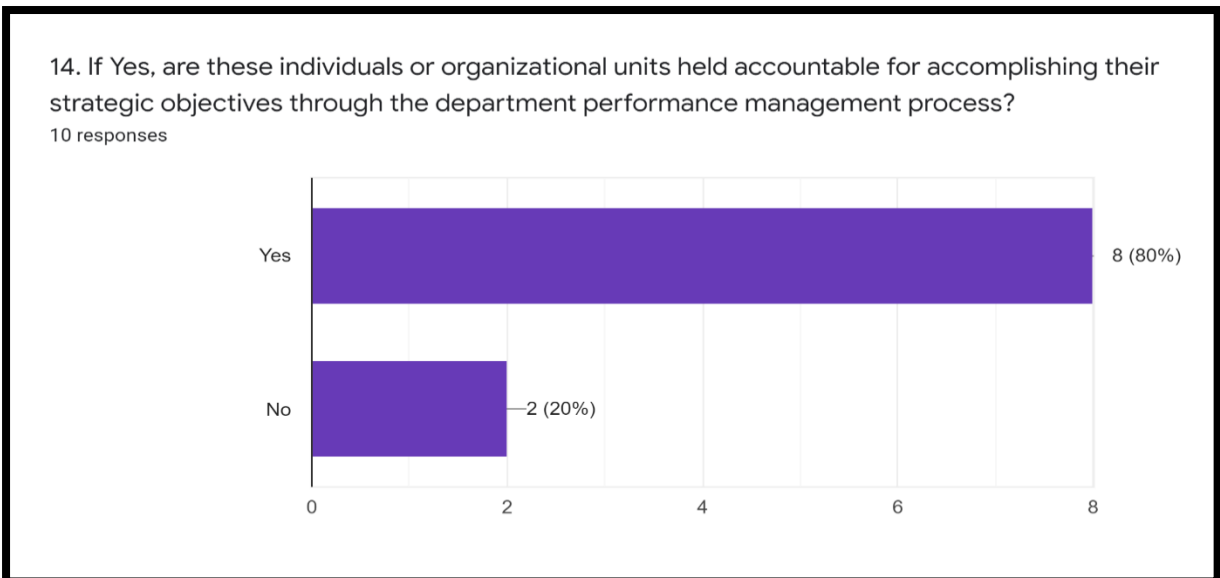
**Figure 6. 15: Operational plans**

Figure 6.15 above indicates that, 77.8% of the respondents agree that top management has a responsibility of reviewing and approving operational plans and to ensure alignment with the strategic plan.



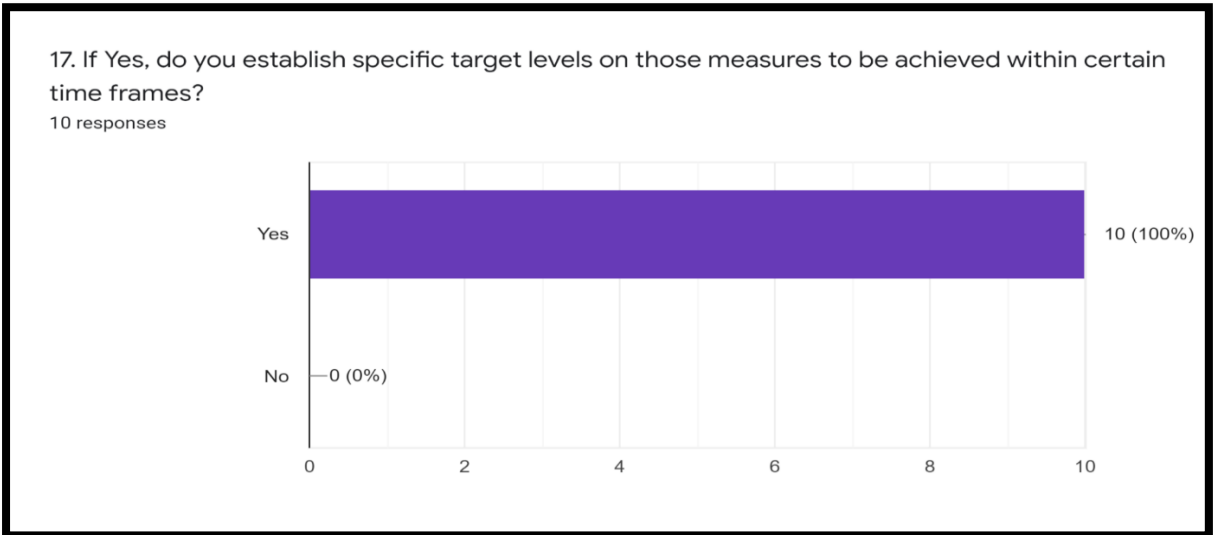
**Figure 6. 16: Delegation of duties**

Given the above Figure 6.16; all the respondents (100%) agree that the WCED assigns responsibilities to specific individuals and/or business units to take the lead in implementing and achieving strategic goals and objectives.



**Figure 6. 17: Accountability on accomplishing strategic objectives**

Figure 6.17 illustrates that, 80% of the respondents agree that the WCED is responsible for holding officials accountable when their strategic objectives are not accomplished.



**Figure 6. 18: Target setting**

Figure 6.18 above indicates that, 100% of the respondents agree that the WCED is responsible for establishing and setting specific performance measures target levels to be achieved within the stipulated timeframes.



**Figure 6. 19: Performance information review**

Given the above Figure 6.19; 90.9% of the respondents agree that top management of the WCED is responsible for reviewing and tracking progress against strategic goals and

objectives on a quarterly and annual basis, and to ensure that the strategic goals and objectives of WCED are met.

### **6.3.2 Mobilisation**

As previously discussed in chapter 3; this is a stage where actors take a position and opt to legitimise themselves by forming a group and appoint a spokesperson to represent them (Callon, 1991). The focal actor undertakes the representative role for the network of actors and mobilise them into action. This is also a stage where the initial actors ensure that the allied actors are still convinced by the solution, in full support and still believe in the solution Callon (1986). The network can only be stable when all actors are mobilised and are working towards the same goals with well-established solutions documented and supported with many actors agreeing to the solution.

#### **KEF/ Stakeholders (Focus group)**

The KEF is enrolled as an actor and group of actors in a network of diverse interests to share ideas, opinions, offer advice, understand, discuss, and agree on the services offered to their communities by the WCED, as a focal actor of a network. As previously stated, the KEF is the umbrella organisation and a body which consists of 15 members of the Khayelitsha Education Forum. The categories of stakeholders that are represented by the KEF were listed in the previous chapter. The focus group interviews stated that the KEF is an umbrella body which consists of several actors enrolled in a network with diverse interests, working together with a common goal. These actors participate through a legitimised network in voicing their views and opinions on pursuing the objectives of the WCED and other stakeholders.

#### **Western Cape Education Department (WCED)**

Given the legislative frameworks<sup>3</sup>, the role of the WCED is to maintain stakeholder service, stakeholder satisfaction, stakeholder relationships and to ensure that the alliance is still convinced and in full support of the solutions and decisions taken by the WCED.

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<sup>3</sup> Framework for Strategic Plans and Annual Performance Plans (National Treasury, 2010); Revised Framework for Strategic Plans and Annual Performance Plans (DPME, 2020) and the Service Delivery Improvement Planning (Statistics South Africa, 2011)

About 90% of those surveys reflected that the department is satisfied with stakeholder service, stakeholder satisfaction and stakeholder relationship. The WCED responses to the survey indicated that the following measures are in place to maintain the network:

- **Develop and maintain a working relationship with stakeholders.**

Given Figure 6.14 and Section 6.3.1 above, the WCED maintains a working relationship with the KEF/stakeholders by working together in placing learners in schools that were not admitted. These actors look for space in existing schools to accommodate learners from different streams and those who were not placed. Essentially, these actors work together in outsourcing alternatives.

- **Engagements and sharing of information.**

Given Figure 6.14 and Figure 6.9 (ii), the employees from the department attend meetings with the KEF twice per term with the purpose of sharing information. As previously indicated, the KEF also invites the department during their conferences for information sharing purposes. Furthermore, there is a common understanding from the actors that they must deliver on the mandate of the department.

- **The WCED maintains and create a conducive environment in schools.**

Survey responses (Figure 6.14) indicate that the WCED is responsible for the environmental stewardship and to ensure that environment in schools is conducive for teaching and learning. The WCED is responsible for service acquisition and procurement in this regard.

- **Safety and security**

The responses from Figure 6.14 and Section 6.3.1 (i) show that the WCED is responsible for school safety matters. Furthermore, as illustrated in the above sections from the survey and focus group interviews, the WCED, the Department of Community Safety and the KEF work together on school safety matters in combating crime like gangsterism; as a result, the Department of Community Safety and the WCED provide resources in Khayelitsha for safety matters.

**The response from the KEF is as narrated below (Focus group):**

*We interact with the Department of Community Safety in terms of gangsterism. The Department of Community Safety and WCED provide resources such as school patrols and the neighbourhood watch (KEF).*

*The WCED executes the obligation of addressing capacity issues through KEF with regards to learner enrolment and space, recruitment, and training of educators, conducting SGB training, and elections of school governing bodies. (KEF).*

#### **6.4 FACTORS LEADING TO UNSTABLE ACTOR NETWORK**

The stability of a network depends on the four 'moments of translation', however, given the responses articulated above from all actors, the following factors contribute to the instability of the Actor Network:

- **Infrastructure planning**

**KEF/Stakeholders brought attention to the following factors (Focus group):**

*Planning and building infrastructure are a major area which needs intervention.*

*We complain to the department about the infrastructure and only then the department will react.*

*The WCED does its research of infrastructure intervention based on the desktop or boardroom exercise and do not engage with stakeholders, as a result the following challenges are experienced:*

*Insufficient space to accommodate learners with the existing infrastructure.*

*Inadequate planning with regards to the migration of learners from other provinces*

*Lower learner attendance due to gangsterism in schools and surrounding areas in and around Khayelitsha.*

- **Performance of schools**

*At times we engage with school principals for fact finding regarding lower performance in schools.*

*The school principals feel more comfortable when dealing with the KEF than with officials from the Western Cape Education Department.*

The identified challenges are the result of inadequate planning and a lack of consultation during strategy formulation. Furthermore, school principals at ease in discussing difficulties with KEF officials than with WCED officials throughout the interviews and responses.

Based on the responses, the recipients of critical services provided by the WCED as an actor are excluded from strategy formulation sessions and are only involved during the implementation phase. These factors contribute to insufficient planning because the KEF (actors), who also serve as implementers and also monitoring WCED service delivery, are not included in strategic planning sessions. According to these responses, the WCED should be made aware of the underlying concerns and what should be prioritised during the strategic plan design. According to the data gathered, a lack of consultation is a barrier to adequately addressing the real difficulties.

Maleka (2014) argued in Dlamini, Mazenda, Nhede, Masiya, and Tyanai (2019:7) that in most situations, SP are not adequately established and implemented. Maleka (op. cit.) describes limited time allocation for strategic planning as an outcome of senior management's joint effort. According to Dlamini *et al.* (2019:3), the strategic planning process is the culmination of clearly defined delivery agreements through integrative and consultative processes to track the performance of the organisation. These authors also underlined that strategic planning provides organisations with direction and the tasks they must carry out to progress. It also contributes to the success of corporate procedures. Nickols (2016:6-7) posit that strategic planning involve variation of the following techniques:

- a strategic review or audit intended to explain factors such as mission, vision, strategy, driving forces and the concept of the business.
- a stakeholders' analysis to determine the interests and priorities of the major stakeholders in the organisation (for example, board of trustees, employees, suppliers, creditors, clients, and customers) and,
- an environmental scan using SWOT analysis to identify and prioritise strategic issues (Nickols, 2016:6-7).

It is therefore necessary for the WCED's senior managers, officials, and stakeholders to be involved from the strategy formulation and execution phases. Strategy formulation is a phase of strategic management where the institution creates its own vision or direction, defines its objectives, and sets a road map for an organisation to follow (Kruger 2018: 83). Drawing from Kruger (op. cit.), it is important that the WCED and the stakeholders (KEF) share a common vision, mission and goals and set a road map to achieve desired outcomes.

### **Working relationship**

Is there a working relationship between the KEF and WCED?

*The KEF referred to their dissatisfaction with their working relationship with WCED. They claim that the relationship is poor and not in accordance with their expectations as an organisation.*

*The community wants to be engaged on issues and procurement of services revolving around their needs; as a result, they have drawn attention to the following matters:*

*The employee from the WCED only attends meetings with the KEF once per term, which is not sufficient to address issues.*

*The WCED deployee engages with us when there is an emergency which requires the WCED's intervention and the WCED district structure does not have KEF representation in their strategic meetings.*

*The WCED deployee only helps in filling information gaps and sharing outcomes of their strategic meetings. If the deployee is unable to provide sufficient information to the KEF on strategy implementation matters, he/she consults with WCED and then*

*provides sufficient and relevant information at a later stage to the KEF. The deployee operates as a liaison officer between the KEF and the WCED.*

The survey results as discussed above, shows that the WCED is satisfied with stakeholder service, stakeholder satisfaction and stakeholder relationships. The respondents agree that the department offers a good service to stakeholders. Furthermore, they indicated stakeholder satisfaction and a stakeholder relationship. This response is a contrary to the external stakeholder perspective (focus group) as they have indicated the following:

*KEF (focus group)*

*We are not fully satisfied with the services rendered by the WCED, due to our lack of involvement during the strategic planning of the WCED.*

*The nature and the way our relationship is structured is not satisfying nor according to our expectations (KEF).*

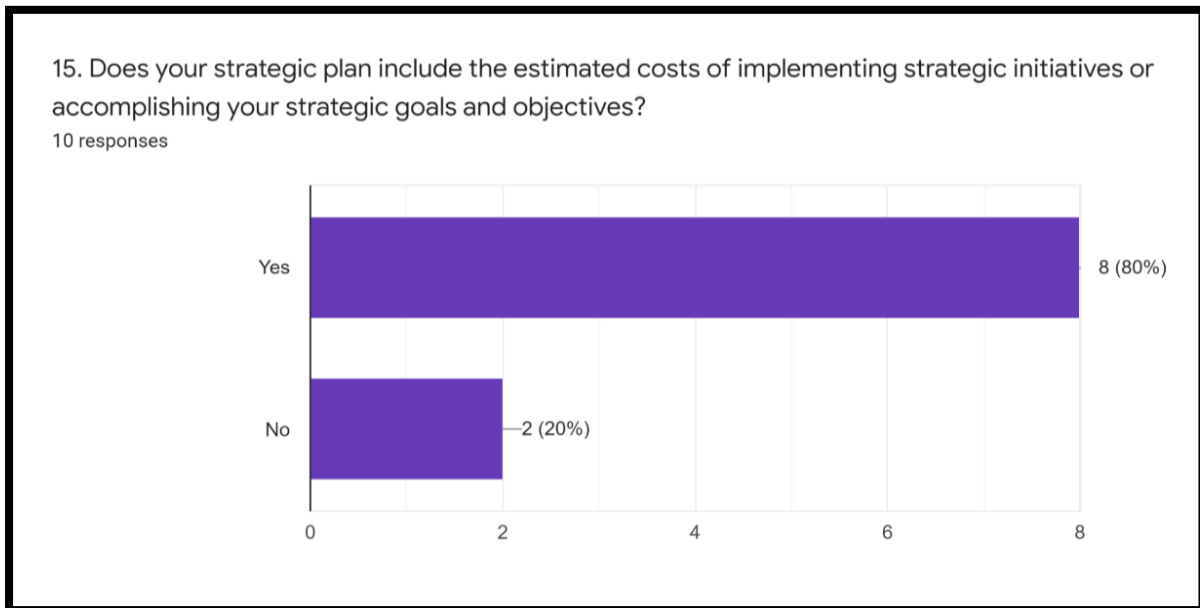
*We want to participate and be represented in the strategy session of the department and other issues that affects community education. This should be mandatory because it is not fair that the WCED discusses and comes up with implementation strategies on matters that directly involve us. The WCED has never invited any representative of the community to their sessions.*

The statements above reflect that, those on the planning (i.e., WCED) part and the implementation part (e.g., educators/ principals/ SGB's) are not comfortable with each other, which contributes to service delivery or strategy implementation challenges. From the above responses, it is important that views of the educators and SGB's find expression during the formulation and the implementation of the strategy as they are in the front line of service delivery. From these responses, there is a need for further engagements and relationship building to improve the relationship, aligning service delivery with stakeholder expectations which might lead to the reduction of service delivery challenges.

### **Financial and economic viability**

*Money is not enough. Most schools in Khayelitsha are no fee schools and they depend on WCED to function. Only a few parents are contributing because most parents come from disadvantaged backgrounds (KEF).*

*We are financially and economic viable (WCED).*



**Figure 6. 20: Estimated costs on implementation of strategic initiatives**

Based on the response from the KEF on financial and economic viability, it is evident that stakeholders (actors) are not satisfied with the financial allocation of their schools from the WCED. This has resulted in key fundamental matters not being addressed and executed because of insufficient funding to execute the plan, and to meet the demands of stakeholders.

### **Service delivery**

*Sometimes, the department would do things without the district knowing (KEF)*

This signifies that stakeholder expectations are high in comparison to the services provided by the department. This demonstrates the need for the department to strengthen service delivery expectations and consultation. It is critical for the WCED to be transparent about strategic topics and the organisation's service delivery processes, as well as to adhere to the service delivery charter and policies.

Statistics South Africa's Service Delivery Improvement Plan (SDIP) focuses on providing a continuous improvement approach on key products which are in line with the Batho Pele principles. These principles are meant to promote and safeguard effective and efficient service delivery by putting "People First" (Statistic South Africa, 2015/16 – 2017/18). Given the above

response by KEF, it is important to recognise that the aim of the SDIP and the Strategic Plan is to meet stakeholder's needs and to identify areas of improvement in the provision of quality services to beneficiaries (Statistic South Africa, 2015/16 – 2017/18).

## **6.5 CHAPTER SUMMARY**

This chapter discussed findings and interpretation from the perspective of the underpinning theory (ANT discussed in Chapter 3 and reviewed literature discussed in Chapter 2 and 5). The processes followed with respect to data analysis, the results of the analysis, and the interpretation of the results to answer the relevant research questions and achieve the overarching research objective were discussed in this chapter. In addition, the department's strategic planning process was examined in terms of stakeholder participation and effective service delivery for the given case study *to* determine its impact on beneficiaries. The outcome is a proposed general framework which outlines the results of the research, directed by the ANT, as the lens through which one can understand how the role of stakeholder engagement in strategic management for service delivery is achieved within organisations, The following chapter will discuss the conclusion and recommendations from the findings and the associated interpretation and furthermore, discuss the contribution of this research to the body of knowledge.

## **CHAPTER 7: CONCLUSION AND RECOMMENDATION**

### **7.1 INTRODUCTION**

The previous chapter discussed the findings and interpretation from the perspective of the underpinning theory (ANT thoroughly discussed in Chapter 3) and the reviewed literature (discussed in Chapter 2). This chapter discusses the conclusion and recommendations from the data analysis findings and associated interpretation to assess if the study has achieved its original objectives and addressed the research gap. This chapter evaluates the original research objectives with the findings. The chapter further revisits the problem conceptualisation of the study to propose a general framework from the findings and the conceptual framework to guide the role that stakeholder engagement can play in strategic management for service delivery by government departments in South Africa. The chapter concludes with a brief discussion of the limitations of the study, implications of the findings and recommendations and further suggested areas for future studies that may improve or strengthen the outcomes of this study.

### **7.2 THE RESEARCH STUDY**

This study aimed to explore stakeholder engagement in the government's strategic management process for service delivery, using a government department in the Western Cape as a case study. The main objective was to determine the factors affecting stakeholder engagement in the government's strategic management process for service delivery. The study was driven by continuous service delivery challenges faced by the government and raised the opportunity to use strategic management as an instrument for service delivery by critically analysing the core factors that have led to inadequate delivery of services by government departments. Given these continuous service delivery challenges and through the lens of the applied theoretical framework, it is arguable that there is a non-alignment of service delivery strategy and internal and external stakeholders' expectations. Stakeholders in this study refer to government officials who contribute to the formulation of the service delivery strategy and the recipients of services. The case study focused on the Western Cape Education Department (WCED), which is accountable for public schooling in the province, from Grades R to 12.

The vision of WCED is to create an opportunity for all through improved education outcomes that are embedded in three departmental goals, namely:

- a) an enhancement in the level of language and mathematics in the entire school,
- b) an increase in the quantity and excellence of passes in the National Senior Certificate, and
- c) an improvement in the value of education delivery in poor areas of communities in the Western Cape.

The study applied ANT as a theoretical lens to explore the phenomenon to understand and interpret the interplay between WCED strategy formulation, implementation, and stakeholder engagement. ANT enabled the study to determine the interaction between actors in a network of non-aligned interests and to suggest how actors' diverse interests can be aligned to establish a stable network to institutionalise effective service delivery. The data collection instrument was designed, and the interpretation of the data collected was done through the lens of ANT. The significance of the use of theory in this research was how it assisted in the conceptual framework design, which was refined with the findings to propose a general framework to facilitate the alignment of diverse interests to improve service delivery by the government and to institutionalise an integrated strategic management and stakeholder engagement approach in government.

### **7.3 OVERVIEW OF THE RESEARCH**

This research report presented the introduction and background to the study of “The Role of stakeholder engagement in strategic management for service delivery by a government department in the Western Cape.” It discussed the continuous service delivery challenges across South Africa and argued that there was non-alignment of the strategic focus of government with the expectations of external stakeholders. The study also argued that the strategic management of government developed by senior officials and middle management was without the involvement of other subordinates and other stakeholders during the formulation of the strategy, which creates a non-alignment of interests between senior management, officials, and the external stakeholders (e.g., learners, parents, and the community). According to Mofolo, Mkuyane and Skade (2014), these challenges are mainly in the following areas: organisational dynamics, inefficiency of resource allocation and non-compliance with rules and regulations.

Furthermore, this chapter presented the relevant and related literature on strategic management, strategic alignment, strategic management process, service delivery strategy, private and public sectors strategic management, and a framework for strategic planning in the public sector. This chapter highlights the importance of alignment of diverse interests between management, officials, and external stakeholders for the stability of public institutions, communities, and the country's economy. Key factors affecting service delivery, such as lack of employee capacity, failure to manage change, poor planning, and poor monitoring and evaluation, were also discussed (Ngobeni, 2018: 17).

The report also discussed the Actor Network theoretical framework adopted in this study and how it was used in conjunction with reviewed relevant literature to conceptualise the problem and the solution. As a theoretical lens, ANT, provided the required understanding and interpretation of the phenomenon under study and was used to conceptualise a framework to design the data collection instrument and to investigate the role of stakeholder engagement in the strategic management of a selected department using the Western Cape Education Department (WCED) as a case study. The four moments of translation of ANT and its adoption in the strategic management processes was discussed. Twum-Darko and Harker (2017), citing Latour (1999), stated that ANT could be adapted to study society in a local setting whereby the morality and intentionality of actors in a subjective fashion can be understood. Thus, ANT equipped this study to overcome the obstacles of explaining a society in its traditional sense. The ANT was appropriate for this study because it gave knowledge and understanding of working as part of a team with various interests towards a common goal. According to the research, improving relationships can lead to higher service standards and less service delivery unrest. To comprehend the phenomenon, a conceptual framework derived from ANT and the reviewed literature was constructed, and it drove the design of the data collection instrument and, later, the interpretation of findings.

Finally, this study narrated the research methodologies and techniques adopted. The research methods and techniques were derived from the ontological and epistemological positions adopted for this research. This chapter also elaborated on the research methods applied in this study, the literature cited, and how the survey and interviews were conducted. Chapter Four further discussed the research philosophy of the interpretive paradigm derived from the ontological stance to address the phenomenon. They presented a brief justification for using qualitative and quantitative strategies in a mixed-method approach.

The research strategy of a single case study of a selected Western Cape Provincial Government department was also discussed. The research data reliability, validity, validation, and methodologies utilised for data collection as well as the modes of analysis that were adopted for this research, were also explained.

#### **7.4 SUMMARY OF RESEARCH PROCESS AND FINDINGS**

The research adopted a subjective approach, which led to the adoption of the interpretive paradigm, and the rationale was extensively discussed in Chapters 1 and 4. The fieldwork was conducted using an online survey and focus group interviews to collect data. The argument in favour of utilising a case study was presented in Chapter 5, which discussed the processes associated with the interplay between the WCED and its stakeholders during the strategy formulation and implementation. The basis for adopting a mixed method was discussed. The data reliability of the research was justified mainly by the same or similar responses obtained, using the same qualitative instruments to quantify data sources. Techniques utilised for data collection and the reasons for the quantitative and qualitative approaches have been provided. These include primary and secondary data, including interviews, documents, and archival records.

The unit of analysis and the object of analysis were illustrated in a table describing the phenomenon at the end of the study and the items collected while trying to learn something about the unit of analysis. The results of the research data collection in relation to the research questions alluded to in Chapter 1 and were detailed in the data collection instruments; a questionnaire and interviews were discussed in Chapter 6. A detailed analysis of the findings and the implications of the findings with the literature review and the underlying theory – Actor Network (ANT) was also provided. In terms of fulfilling the ethical requirements to conduct the research, WCED, representing the Western Cape Government, granted permission to conduct the research in their schools, and the permission collaborated with the ethics clearance certificate from the University.

As already indicated, the findings and interpretation were discussed from the perspective of the underpinning theory (ANT) discussed in Chapter 3 and the reviewed literature in Chapters 2 and 5. The validity of the research was derived from the requirements of the scientific research method, which were followed while generating research findings. They were:

- The time scale for the study was appropriate.

- The methodology chosen – the mixed method, considered the characteristics of the study of the phenomenon.
- The sampling method and sampling size were suitable for studying the phenomenon.
- The respondents were selected voluntarily, not pressured to answer specific questions, and were allowed to quit the interviews. The data collected was kept confidential, and the recipients of survey questionnaires were given ample time to return their responses via google forms.

## **7.5 THE RESEARCH GOALS AND OBJECTIVES REVISITED**

The research problem originated from a preliminary investigation on the continuous lack of service delivery protests by communities, indicating the non-alignment of the government's strategic focus with the expectations of stakeholders (communities) across South Africa. It was apparent that the strategic management of government departments was developed by senior officials, middle management, and supervisors without discussing with external stakeholders who are supposed to receive services during the strategy formulation process. In addition, using the Western Cape Education Department (WCED) as a case study, the department faced challenges primarily due to infrastructure inadequacies in these communities, overcrowding in schools, the lack of security and adequate transport services for learners, women and child abuse.

Thus, from the findings discussed in Chapter 6, it is arguable that the failure to deliver services came about as government departments designed service delivery strategies without consultation with their immediate administrators and the citizens (e.g., community leaders, educators, learners and SGBs). Engela and Ajam in Govender (2013: 811) and Rothaermel (2013:32) stated that the challenges encountered in inadequate service delivery included poor communication of strategy, lack of political will, poor leadership management shortcomings and a lack of institutional design. Mofolo, Mkuyane and Skade\_(2014) stated that there are many challenges around issues of organisational dynamics, inefficiency of resource allocation and non-compliance of rules and regulations in many government departments.

Drawing from Rothaermel (Op. Cit.), it is agreeable that the phenomenon is entrenched in most government departments to such a degree that it has resulted in an inadequate allocation of resources to meet the service delivery expectations of citizens.

In this research, the problem description, and the research objectives were achieved as follows:

**Research Objective 1: To determine how strategic management can improve service delivery in a government department.**

The WCED embarked on a strategic planning process for the five-year planning period. The WCED had to ensure that the five-year strategic plan was implemented and achieved in line with the mandate, vision, mission, strategic goals, and objectives. Although WCED does not involve stakeholders in strategy formulation, from a strategy implementation perspective, the department works with stakeholders such as the KEF comprised of members from the community of Khayelitsha, the SGBs of schools in Khayelitsha and the Educators of schools in Khayelitsha.

The WCED, the SGB's and the KEF had to ensure that necessary services are delivered to the communities and beneficiaries on time. According to the findings, information-sharing sessions occur between the WCED and the KEF to clarify essential matters in the strategy implementation. As revealed in the previous chapter, although the stakeholders are not involved in strategy formulation, the KEF works with WCED on areas of strategy implementation improvement such as underperformance, overcrowding in schools, migration of learners from other provinces and placement of learners. This collaboration is to provide services to communities for continuous learning and a conducive environment for teaching and learning.

From the findings, strategic management enhances the department's strategic planning process, environmental scanning, allocation of resources, stakeholder identification, risk assessment for an informed and inclusive approach and decision-making for providing services to beneficiaries. The strategy implementation has turned around strategies and put plans into action to accomplish the department's strategic goal. The quarterly reporting processes and yearly reports were used as instruments to measure progress and performance on strategic plan implementation and to report on service delivery issues to stakeholders and the public.

**Research Objective 2: To determine how service delivery strategies are formulated within the strategic planning process.**

This objective was achieved, based on the WCED strategic plan which entails strategies, initiatives, and approaches to achieve the strategic goals and objectives. Specific performance measures are indicated in the WCED strategic plan to gauging success in delivering its strategic intent. The WCED established and set performance targets for the fulfilment of the strategy within stipulated timeframes.

Furthermore, the WCED planning process engaged with internal stakeholders such as the Head of Department, Senior Management, Middle Management/Supervisory, District offices and external stakeholders such as the KEF for strategy implementation. The internal stakeholders are involved in the strategy formulation, monitoring and evaluation, strategy implementation and reporting to stakeholders such as the Auditor General South Africa, DPME, Provincial and National Treasury and the Public through the Annual Report. The KEF is only involved during the strategy implementation of the WCED. Furthermore, some information is shared with them through an “official” from the department.

**Research Objective 3: To analyse the process of stakeholder engagement in the government department.**

This objective was achieved based on stakeholder engagement and sharing of information on the following areas:

- Stakeholders are involved in the strategy implementation of the WCED.
- The official from the departmental attends’ meetings with the KEF twice per term for information sharing purposes.
- The KEF also invites the department to their conferences for information sharing purposes. The WCED shares its vision, mission, and plans. They also share programmes to be rolled out for the five-year term (KEF).
- The WCED conducts other engagements with KEF.
- The KEF has a voice based on common understanding, however without a signed MOU with the WCED.
- There is a platform to raise issues on matters like Curriculum delivery, Enrolment and Safety matters.

- The KEF interacts with the district office of the WCED from time to time, as revealed during the focus group interviews.

**Research Objective 4: To recommend a general framework to guide service delivery-based strategy formulation in in the government department.**

This objective was achieved based on a proposed general framework for stakeholder engagement in strategy formulation and implementation for service delivery. The framework, captioned as Figure 7.1 in paragraph 7.7 below has been created based on the responses from the focus group (KEF), the survey responses from the WCED officials, relevant literature reviewed and the underpinning theory - ANT.

## **7.6 RESEARCH CONTRIBUTIONS**

### **7.6.1 Theoretical Contributions**

Several social theories could have been used to understand and interpret the interplay between the social processes and the actors embedded in the phenomenon under study. The four dimensions of the moment of translation (MOT) of Actor-Network Theory (ANT), employed as a theoretical lens, provided the required framework to understand and explain the interplay between the initiator of a social network and other actors in a network to align their diverse interests to achieve a common goal such as delivering required services to beneficiaries on time.

The theoretical contribution of this research is the new insights derived from the proposed general framework that could be added to the existing body of knowledge in the field of strategic management and stakeholder engagement concerning service delivery by a government department. It represents the intellectual value of the research and its potential to advance understanding, challenge existing theories, or provide a foundation for further investigations. Here are some key aspects of theoretical contributions:

**Novelty:** The presentation of the proposed general framework in Figure 7.1 was derived from a new and original idea that was not previously known or considered in strategic management and stakeholder engagement. These insights emerged from ANT as a lens which provided innovative interpretations of the phenomenon leading to the development of new conceptual

frameworks that assisted in the design of the data collection instrument and the interpretation of the collected data.

**Conceptual Frameworks:** A new conceptual framework (Figure 3.2 in Section 3.4 of Chapter 3) was developed from the combined problem conceptualisation (Figure 1.1 Section 1.2 of Chapter 1) and the relevant reviewed literature to explain the phenomenon more comprehensively. The conceptual framework provided a structured way to understand the interplay between the actors and processes to alter how strategic management and stakeholder engagement experts will think about the topic.

**Integration and Synthesis:** By using ANT as a theoretical lens in this study, the study was able to synthesise the dimensions of the Moment of Translation of ANT from the perspective of the existing South African Government strategic management frameworks to create a coherent understanding. This approach helped to understand the interplay or the connections and relationships between external and internal stakeholders during Service Delivery strategy formulation and implementation by Government Departments that were previously overlooked.

**The outcome:** This research study addressed the gap within existing strategic management and stakeholder engagement concepts and practices in Government Departments of South African Public Service. The outcome proposes modifications to the strategic management frameworks to enhance the explanatory power of using the frameworks. This can lead to improved service delivery to reduce service delivery strikes by communities against local, provincial, and national governments.

**General Framework:** A new general framework for stakeholder engagement in strategy formulation and implementation for service delivery is proposed that can predict and explain stakeholder engagement by Government Departments when dealing with services delivery strategy formulation and implement greater accuracy, better understanding, and good decision-making practices.

## **7.6.2 Methodological Contributions**

The methodological contribution of this research study is the novelty associated with the applied methods and approach that this study employed to address the research questions stated in Chapter One of this thesis. The methodological contribution of this research enhanced the way the research was conducted and led to better accuracy, reliability, and

generalisability of the study's findings. These are some of the methodological contributions of this research study:

**New Research Techniques:** Given the subjective nature of the phenomenon, the understanding of the phenomenon was sought through the classification and interpretation of the interplay between all associated entities. Although the phenomenon could have been considered objectively, the results would have been predominantly statistics. This would not have given much meaning to the interplay between the actors seeking adequate stakeholders' engagement to improve strategic management processes that would inform adequate delivery of services. As such, it was considered epistemologically appropriate to adopt an interpretive paradigm as the leading research philosophy with a mixed method approach whereby the qualitative data gave access to rich data in the form of people's thoughts and opinions.

**Existing methods adaptation:** The study introduced mixed method instruments that improve data collection, analysis, and interpretation as the qualitative data from external stakeholders was triangulated with survey data from internal stakeholders. This approach may advance the research approach for understanding and interpreting service delivery unrest by communities. The adaption of the mixed method approach in the context of the case study, where only focus group interviews were conducted, made the data collection effective and efficient for the stakeholder engagement research question.

**Multiple methods integration:** Using the same data collection questions for the focus group and the survey data collection made the qualitative and quantitative data understood in the context of strategy formulation and implementation by Government Departments.

**Design approach:** Using the gaps in the literature reviewed to create themes and integrate with the dimensions of the four Moments of Translation of Actor-Network Theory to create a conceptual framework improved the data collection instrument design and the analysis thereof. This approach proposes a new research design that provides a more explicit cause-and-effect relationship.

**Sampling Techniques:** The manner the sampling was done in the context of the Case Study approach in this study (see Section 1.7 of Chapter 1 and Section 4.3 of Chapter 4) provides an innovative sampling method that can improve the sample's representativeness.

**Improved data validation and reliability:** The quantitative data from the survey triangulated the qualitative data from the face-to-face focus group interviews to test the reliability of the

interview data to remove judgemental elements associated with the sampling and bring a rich and more meaning to the “numbers” as they were.

**Replication and reproducibility method:** The study research approach and design introduce a method that can promote the replication and reproducibility of research findings. Thus, Chapter 5 outlines protocols and the data coding methods adopted.

### **7.6.3 Practical Contributions**

The WCED, as a public institution, is mandated to develop a five-year strategic plan in accordance with the public sector priorities and the five-year term electoral cycle, as prescribed in the Framework for SP (National Treasury, 2010) and the Public Service Act, 1994. Public Institutions are expected to deliver on their mandate and comply with policy, regulations, and legislative framework to deliver adequate, diverse and inclusive services to beneficiaries on time. The study analysed and interpreted the case study, WCED, as a public Institution from the perspective of ANT in the context of the ‘four moments of translation’, which includes problematisation, interessement, mobilisation and enrolment, where the focus is on the establishment and entrenchment of a social network of aligned diverse interests. This study was driven by the premise that a stable Actor Network is desirable for adequate service delivery by a Public Institution.

Given the implications of the findings discussed in Chapter 6 and recommendations in the section below, the proposed general framework, as illustrated in Figure 7.1 below, can be considered a practical contribution of this research. It captures the entire research effort to guide public institutions to determine factors likely to influence stakeholder engagement process improvement and entrenchment positively. Although it is not a “silver bullet”, the proposed general framework can thus be used as a guide in government departments to align internal and external stakeholders’ diverse interests towards institutionalising strategic management processes. The research findings benefit all government departments, public institutions, and the private sector. This model is a guide for all government departments and public institutions.

In addition, the research underpins the need to consider all stakeholders in a social network to be involved in strategic management process. This research draws attention to the perception that strategy development is solely for internal stakeholders, e.g., the institution’s senior management. It is argued that applying the dimensions of Moments of Translation of

Actor-Network Theory as a prescriptive approach cannot and will not necessarily ensure the success of stakeholder engagement in strategic management for service delivery. However, the proposed general framework could increase the likelihood of success. The proposed general framework of the role of stakeholder engagement in strategic management for service delivery could guide the transformation of strategic management processes and improve service delivery in public institutions.

## **7.7 RECOMMENDATIONS, LIMITATIONS AND FURTHER RESEARCH**

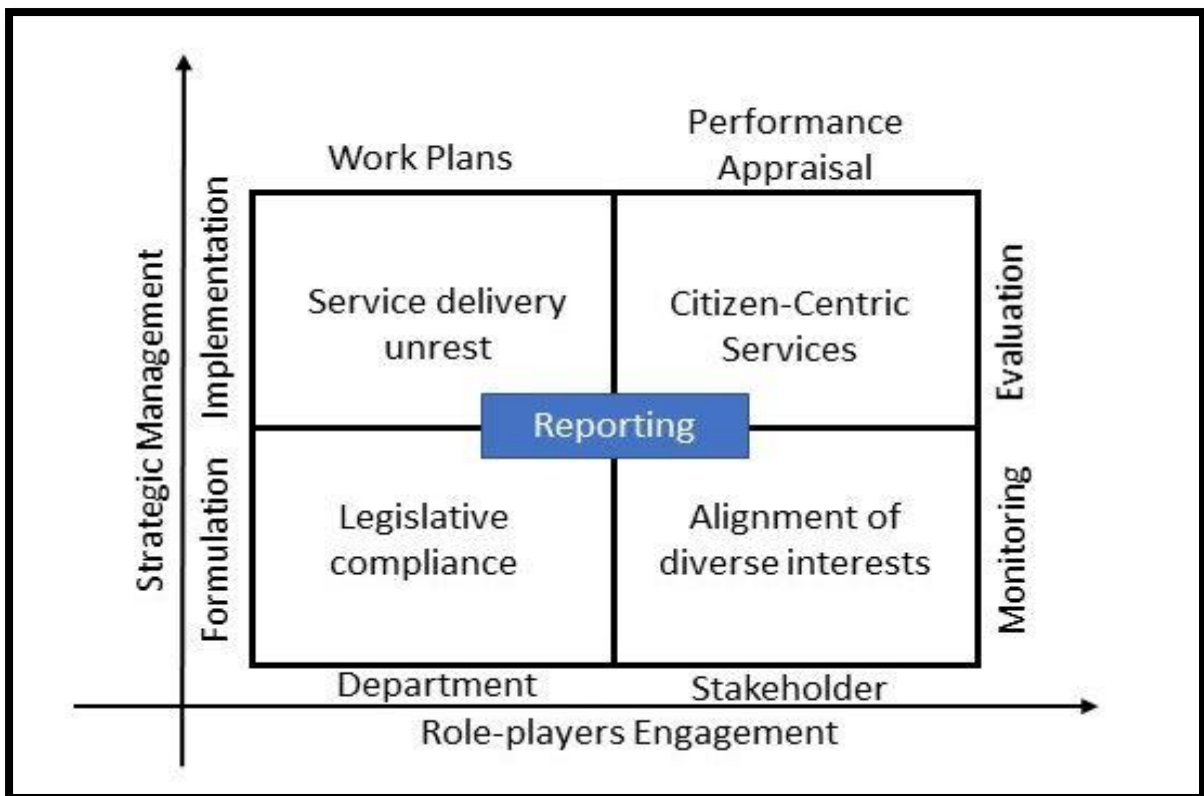
### **7.7.1 Recommendations**

South African literature pertaining to the role of strategic management on service delivery is lacking. For that reason, the thesis intended to enhance to the body of knowledge by proposing a normative framework to guide stakeholder engagement towards the formulation and implementation of strategic management within the public service in South Africa. This thesis offers the entire public service some direction as to the role of stakeholder engagement in strategic management for service delivery and other areas that can be addressed to reduce service delivery protests. To this end, the following steps are recommended to government departments and public institutions:

- Provide leadership to improve stakeholder engagement with managers, leaders, employees, and the community towards effective and efficient service delivery (McBain and Smith, 2010).
- Provide the space for strategic alignment between policy, planning and budgeting with all stakeholders associated with service delivery.
- Ensure the alignment of interests between management, officials, and community for the stability of public institutions, communities, and the economy of the country to avoid continuous services delivery unrest.
- Ensure that performance appraisal/management of government officials is linked to continuous stakeholder engagement towards strategy formulation and implementation.
- Ensure that work plans of public Institutions are derived from the SP to inform the activities of stakeholder engagement towards basic service delivery to communities.

- Ensure that stakeholder engagement activities towards strategy formulation and implementation are monitored, evaluated, and reported to forewarn against possible service delivery unrest.
- Ensure that the SP for service delivery of public Institutions is addressed.
- Systems' preservation and enhancements of public resources.
- Provide safety and security to all citizens.
- Enhance environmental stewardship.
- Encourage economic vitality and financial viability.
- Increase organisational efficiency, productivity, and improve internal processes.
- Introduce factors that will improve employee morale.

The above recommendations are summarised below as a general framework to guide government departments to consider stakeholder engagement as a priority for successful formulation and implementation of departmental strategic plan.



**Figure 7. 1: Proposed framework for stakeholder engagement in strategy formulation and implementation for service delivery**

Planning in government is informed by the Government Framework for SP and APP<sup>4</sup> which was introduced by the NT in 2010. According to the National Treasury Framework (2010), the strategic plan and Annual Performance Plans are to achieve improved performance and quality services to the citizens through better planning. Furthermore, the framework requires departments to submit reliable information to support learning and strengthen public service accountability.

In 2019, the framework was revised by the DPME with the purpose of building on the foundation of the initial framework and to affirm the logic in planning to institutionalise planning to promote improved service delivery (DPME (2020)). The revised DPME (2020) framework is for government planning systems improvement, processes and to institutionalise planning across government. It is a mandatory requirement that “all departments, constitutional institutions, and public entities listed in Schedules 3A and 3C” (see Figure 2.1: Framework for strategic plans, National Treasury (2010) of Chapter 1, should comply with the framework. The aim of the framework is to ensure a degree of standardisation across National, Provincial institutions and public entities, by means of introducing short and medium-term plans. The framework has been revised by government for the betterment of services to the people.

However, South Africa continues to have service delivery upheaval because of poor services provided to communities and their beneficiaries. The proposed framework argues that inadequate services are caused by non-alignment of diverse interests between the department as internal stakeholders and the external stakeholders (recipients of the services). Arguably, the external stakeholders are not consulted nor involved in the strategy formulation of the department, as a result service delivery is not according to their expectations.

Figure 7.1 above illustrates the proposed general framework for stakeholder engagement in strategy formulation and implementation for service delivery and how internal and external stakeholders should be involved in the strategy formulation and strategy implementation of the department. Given Figure 7.1, it is argued that the alignment of diverse interests of internal (department) and external stakeholders (recipients of services) will prevail, due to stakeholder engagement from the beginning of the planning process until the implementation phase. In

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<sup>4</sup> “<http://www.treasury.gov.za/publications/guidelines/sp%20app%20framework.pdf>”

the previous chapter it was revealed that, when external stakeholders who are the beneficiaries of the services are involved, they would be able to engage and recommend to government on which services should be delivered, how the services should be delivered and over what period should the services be delivered to the people. Stakeholder engagement is the solution to the alignment of diverse interests which will have a positive impact on citizen-centric services and reduce service delivery unrest in the South African public service. The proposed framework argues that, if all stakeholders are involved during the strategy formulation and implementation phases, they will abandon their interest and align with the network and by so doing will automatically own the process. It is believed that this framework will entrench all stakeholders into the network of alignment of diverse interests with a purpose of achieving the desired goals and outcomes of government. The proposed framework will also guide internal and external stakeholders to monitor the implementation of the strategy and ensure that the intended outcomes are achieved, and their interests are safeguarded. Additionally, the proposed general stakeholder engagement framework enforces the performance appraisal system for Internal stakeholders such as senior management, middle management, supervisory and lower-level employees.

The appraisal system will be realised through the implementation of individual work plans which should emanate from the institutional work plan which derives from the strategic plan of the department. According to Ncede (2013: 82), "strategies such as fair performance appraisal practices, merit-based recruiting, training, and development opportunities may turn out to be a competitive advantage for the organisation." Yang, Jang and Cheng (2022: 1-2); Smith (2010) in Ncede (2013: 82) referred to personal recognition as a powerful tool for building morale and motivation. The proposed framework suggests that internal stakeholders should perform a leading role in monitoring and evaluation of results to guarantee that correct services are delivered to the beneficiaries, in line with planning, budgeting and policy framework.

Furthermore, it is proposed that, reporting on service delivery should happen, periodically and annually to all key stakeholders in the process such as the departments oversight bodies and the beneficiaries of the services. This framework entrenches all stakeholders into a network where they will offer advice, agree on the services to be delivered and entrench stakeholders to reach a point of irreversibility which will improve service delivery to the beneficiaries and communities, and thus promote government and make it a best place to work for. Smith (2010) in Ncede (2013:77) argued that people are more committed when there is a process for them to share their knowledge and ideas. Drawing from this narrative, stakeholder engagement is a competitive advantage for the growth and the future of public institutions as it will have a

positive impact on productivity and effectiveness. The proposed general framework as illustrated in Figure: 7.1, will work towards improving results through better planning and performance.

### **7.7.2 Limitation to the study**

This research was faced by practical and theoretical concerns in different stages, but the study has emerged from applying different strategies from careful strategic planning and considering the opportunities appearing along the process. Research techniques and methods of gathering data and analysis were applied and assisted in complying with accepted philosophies and to meet the expectations of objectivity and critical thinking. However, there were factors that limited this research; mainly because of circumstances brought about by the impact of COVID-19 pandemic in the world and in South Africa which changed the way in which things were normally done. Teaching and learning have been happening remotely due to COVID-19 regulations in South Africa. Officials in the WCED were also working remotely due to COVID-19 restrictions. This had negatively impacted the completion of this research at the stipulated time; and further reasons are given below:

- Access to people was a challenge due to lockdown and COVID-19 restrictions.
- Access to stationery and printing material for the preparation of the focus group meeting was a challenge as the bookshops were closed.
- There were delays in survey responses from WCED officials as a result, follow up reminders were sent.
- Assistance from WCED was minimal. Gathering the names of officials in senior management positions and their contact details to assist in gathering information was a challenge.

### **7.7.3 Future Research**

The thesis intended to contribute to the body of knowledge by proposing a normative framework to guide the formulation and implementation of strategic management within the public service in South Africa. This thesis offers the public service with some direction as to the role of strategic management in service delivery and areas that could be addressed to reduce service delivery protests.

This research used ANT as a lens to study the phenomenon. Other social theories and strategic planning tools for developing SP, such as the Theory of Change in planning,

Logframe, and Balanced Score Card, can also be used to study the problem. However, only ANT can inspect unstable relationships between actors in a network of diverse interests. These relationships are examined through the four moments of translation, problematisation, obligatory passage point, interessement, and enrolment (Twum-Darko and Harker, 2017).

Furthermore, ANT is used to understand how networks are created and come into existence, e.g., stakeholder engagement, through actors' interests and enrolments (Cresswell, Worth and Sheikh, 2010 in Nakashololo, 2021). In this research, the Actor-Network Theory enabled the study to determine the interaction between actors in a network of non-aligned interests and suggested how the actors' (stakeholders) diverse interests can be aligned to establish a stable network to institutionalise effective service delivery.

The mixed method approach can be changed to a single approach of either a qualitative or a quantitative approach. However, a mixed-method approach was used to achieve the objectives of this research. According to Yin (1989), this is a good approach that helps researchers to explore research questions thoroughly. It allows a researcher to give both depth and breadth to an investigation. The researcher had to interact with the research participants to obtain in-depth views on the phenomenon to get this understanding from a social perspective. This was done to provide an in-depth study of a particular case and answer the research questions. The quantitative data was used to triangulate the reliability of the qualitative data. Mixing data sets provided a better understanding of a problem and yielded more complete evidence.

As argued in this research, the alignment of interests between managers, officials and external stakeholders is vital for the stability of public institutions, communities and the economy of the country. Providing a decisive leadership role will improve employee morale and provide effective and efficient service delivery (McBain and Smith, 2010). Getting these crucial fundamentals right is a competitive advantage to retain employees, advance service, reduce costs and eradicate public service unrest. It is vital to provide good strategic alignment to improve a good relationship between managers, leaders, employees, and the community.

The Public Service needs to think about the areas that may be demanding at work and in our communities and try to address them to reduce deficiencies and increase effective and efficient services to the public. Therefore, another direction for supplementary studies would be to expand the scope to other strategic management processes, techniques and implementation tools that can be applied in the public sector to improve and align service

delivery with stakeholder needs. Additionally, future studies could explore how performance management could be entrenched to improve service delivery to our communities, which in this research is related to the role of stakeholder engagement in service delivery.

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# ANNEXURE A: ETHICAL CLEARANCE CERTIFICATE



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 4603291 • Email: fbmsethics@cput.ac.za  
Symphony Road Bellville 7535


Office of the Chairperson Research Ethics Committee	Faculty: <b>BUSINESS AND MANAGEMENT SCIENCES</b>
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At a meeting of the Faculty's Research Ethics Committee on **11 June 2019**, Ethics Approval was granted to **Nqwenelwa Ncede (200666282)** for research activities of **Doctor of Public Administration** at Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	THE ROLE OF STAKEHOLDER ENGAGEMENT IN STRATEGIC MANAGEMENT FOR SERVICE DELIVERY BY A GOVERNMENT DEPARTMENT IN THE WESTERN CAPE  Lead Researcher/Supervisor: Dr M Twum-Darko
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Comments:

Decision: **Approved**

	<b>21 June 2019</b>
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No | FOBREC682

# ANNEXURE B: RESEARCH APPROVAL LETTER (WCED)



Directorate: Research

[meshack.kanzi@westerncape.gov.za](mailto:meshack.kanzi@westerncape.gov.za)  
Tel: +27 021 467 2350  
Fax: 086 590 2282  
Private Bag x9114, Cape Town, 8000  
[wced.wcape.gov.za](http://wced.wcape.gov.za)

**REFERENCE:** 20190529-5266

**ENQUIRIES:** Mr M Kanzi

Ms Ncedo Nqwenelewa  
29 Bream Street  
Hagley River Lane  
Summerville Village Estate  
Kuilsriver  
7580

**Dear Ms Ncedo Nqwenelewa,**

**RESEARCH PROPOSAL:** THE ROLE OF STAKEHOLDER ENGAGEMENT IN STRATEGIC MANAGEMENT FOR SERVICE DELIVERY BY A GOVERNMENT DEPARTMENT IN THE WESTERN CAPE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **16 August 2021 till 30 September 2021**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. The approval of your research request does not imply a promise of any data from the WCED. Should you require data, you will have to request it from the participating schools where it will be possible to secure parental consent.
11. Please note that POPIA prohibits the sharing of personal information without parental consent.
12. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
13. The Department receives a copy of the completed report/dissertation/thesis addressed to:  
**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

A handwritten signature in black ink, appearing to read 'Meshack Kanzi'.

**Meshack Kanzi**  
**Directorate: Research**  
**DATE: 16 August 2021**

1 North Wharf Square, 2 Lower Loop Street,  
Foreshore, Cape Town 8001  
tel: +27 21 467 2531

Private Bag X 9114, Cape Town, 8000  
Safe Schools: 0800 45 46 47  
[wcedonline.westerncape.gov.za](http://wcedonline.westerncape.gov.za)

# ANNEXURE C: LETTER OF CONSENT FOR THE COLLECTION OF RESEARCH DATA



**PUBLIC ADMINISTRATION & GOVERNANCE**  
Business & Management Sciences Faculty  
District Six Campus, Hanover and Tennat Street  
Zonnebloem | 8000 | Cape Town

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**16 August 2021**

The Secretary  
Khayelitsha Education Forum  
Cape Town  
Western Cape Province

Dear Mr Mteto

**Re: Request to organise School Governing Bodies associated with Forum for research data collection**

I am Nqwenelwa Ncede, a doctoral student (student Number 200666282) pursuing Doctor of Public Administration qualification in the Department of Public Administration and Governance in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology (CPUT).

I am currently working at National Student Financial Aid Scheme (NAFAS) as a Senior Manager – Planning and Performance. My research is titled "The role of stakeholder engagement in strategic management for service delivery by a Government Department in the Western Cape."

I therefore wish to conduct focus group data collection with SGBs within your structure of Khayelitsha Education Forum for my doctoral studies.

As such there is a need to engage with SGBs as stakeholders in the process of strategy development and implementation communities. I humbly request:

1. A mobilization of SGBs in your Forum
2. A venue to conduct the engagement
3. A suitable date and time between now and mid of September 2021.
4. That we adhere to COVID-19 protocols of not exceeding 50 people in a venue.

I will with certainty provide the needed refreshment to the participants. The research project has received Permission Letter to conduct the research from the Research Directorate within WCED. The University has approved the research as per the attached ethical clearance certificate and seek a meeting with you to explain to you what the research project is about.

For further clarification on this matter please contact me

Regards

**N Ncede**  
The Researcher

## ANNEXURE D: INFORMED CONSENT & DATA COLLECTION INSTRUMENT

### SURVEY QUESTIONS AND INFORMED CONSENT

The following structured questionnaire has been developed to determine the role of stakeholder engagement in strategic management for service delivery by a government department in the Western Cape. This is empirical research towards a doctoral qualification in Public Administration and Governance within the Faculty of Business and Management Sciences at Cape Peninsula University of Technology in Cape Town. The respondents will be officials and management of the Department of Education and selected organised community members who receive the services in the Western Cape. The interview questions are designed based on the sub-questions to meet the aim and objectives of this research.

Kindly complete the table below before participating in the research.

#### Section A: Research purpose

Please provide the following information regarding your understanding of the research purpose by placing an "X" in the appropriate block.

**1. *I understand the purpose of the research.***

*Check all that apply.*

Yes

No

Other: \_\_\_\_\_

**2. I understand what the research requires of me.**

Check all that apply.

- Yes  
 No

**3. I volunteer to take part in the research.**

Check all that apply.

- Yes  
 No

**4. I know that I can withdraw at any time.**

Check all that apply.

- Yes  
 No

**5. I understand that there will not be any form of discrimination against me because of my participation or non-participation.**

Check all that apply.

- YES  
 NO

**6. SIGNATURE**

---

**7. DATE**

---

*Example: January 7, 2019*

## Section B: survey questions

8. ***Has your department completed a strategic planning process in the past five years? Yes/No. If No, you may skip the rest of this questionnaire.***

*Check all that apply.*

- Yes  
 No

9. ***If Yes, what year was your most recent strategic plan completed?***

---

10. ***What was the principal impetus for developing this strategic plan: (Tick next to the relevant answer/s)?***

*Check all that apply.*

- A legislative requirement  
 An executive mandate from the government  
 The department's initiative

**11. Who is involved in the strategic planning process: (Tick next to the relevant answer/s)?**

*Check all that apply.*

- 
- Head of Department
- Senior Management
- Middle-Level Management
- Lower Level Management
- Employees
- Other stakeholders

**12. What does your department's strategic plan consist of: (Tick next to the relevant answer/s)?**

*Check all that apply.*

- Strategies that are implemented through particular functional divisions or other organisational units, versus
- Cross-functional strategic initiatives implemented across all units or through special projects outside the typical structure?
- All are implemented through particular functional units, Primarily through functional divisions, but some cross-cutting strategies
- An even mix of the two Primarily cross-cutting strategies, but some implemented through functional units
- All cross-cutting strategic initiatives.

- 13. In general, how successful has your department been to date in implementing the strategic initiatives contained in your strategic plan?**

*Check all that apply.*

- Very successful  
 Somewhat successful  
 Not particularly successful

- 14. Does your department strategic plan define strategic goals and/or strategic objectives?**

*Check all that apply.*

- Yes  
 No

**15. If Yes, to what extent do your strategic goals and objectives emphasise each of the following?**

*Check all that apply.*

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Basic Education system preservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Education system enhancements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Congestion mitigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental stewardship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economic vitality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholderservice, stakeholder satisfaction, stakeholder relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working relationships with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved management capacity, organisational effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee development, morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved operational efficiency, productivity, and internal processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. Does your department's strategic plan present particular strategies, initiatives, action items, or approaches for accomplishing these strategic goals and**

objectives?

*Check all that apply.*

Yes

No

**17. To what extent has your department been successful in actually achieving the strategic goals and objectives defined by your strategic plan?**

*Check all that apply.*

Very successful

Somewhat successful

Not particularly successful

**18. Does your department require district offices and/or functional divisions or units to develop business or operating plans that directly contribute to accomplishing your overall strategic goals and objectives?**

*Check all that apply.*

Yes

No

19. ***If Yes, are these business or operating plans submitted to top management for review and/or approval to assure that they are directly aligned with the department's strategic plan?***

*Check all that apply.*

- Yes  
 No

20. ***Does your department assign responsibility to specific individuals or organizational units to take the lead in implementing strategic initiatives or achieving specific strategic goals and objectives?***

*Check all that apply.*

- Yes  
 No

21. ***If Yes, are these individuals or organizational units held accountable for accomplishing their strategic objectives through the department performance management process?***

*Check all that apply.*

- Yes  
 No

**22. Does your strategic plan include the estimated costs of implementing strategic initiatives or accomplishing your strategic goals and objectives?**

*Check all that apply.*

Yes

No

**23. Does your department strategic plan identify specific performance measures for gauging success in achieving individual strategic goals and objectives?**

*Check all that apply.*

Yes

No

**24. If Yes, do you establish specific target levels on those measures to be achieved within certain time frames?**

*Check all that apply.*

Yes

No

**25. Does top management in your department review the performance data at regular intervals to track progress in achieving strategic goals and**

objectives?

*Check all that apply.*

- Yes  
 No

**26. Have you encountered any particular problems involving partisan politics in your state in trying to develop an appropriate strategic plan and implement it**

effectively?

*Check all that apply.*

- Yes  
 No

**27. Have you encountered difficulties in relating the services delivery process to your strategic plan?**

*Check all that apply.*

- Yes  
 No

## **ANNEXURE E: STRUCTURED AND UNSTRUCTURED QUESTIONS FOR THE FOCUS GROUP INTERVIEWS (KHAYELITSHA EDUCATION FORUM)**

1. Does KEF participate in the WCED strategic planning process?
2. Are the services politicised?
3. Have you ever encountered difficulties related to services delivery processes?
4. Are you aware of the strategic plan, vision, and mission of the department?
5. Is there a partnership between the department and the school governing bodies or stakeholders?
6. Is KEF involved in the process of Enrolment of learners?
7. Is there information sharing between KEF and the department?
8. Is there any congestion mitigation strategy by the department?
9. Are you involved in School safety matters?
10. Is KEF involved in Infrastructure planning?
11. How is the Performance of schools in Khayelitsha?
12. Is there a working relationship between the KEF and WCED?
13. Are the schools financial and economic viability?
14. Are you satisfied with Service delivery?

# ANNEXURE F: LANGUAGE EDITOR CERTIFICATE

## PROOFREADING AND EDITING CERTIFICATE

Hugo Chandler

BA Psychology and Drama (UCT)

20 Oester Avenue, Struisbaai North, 7285, Western Cape, South Africa  
Email: hugochandler49@gmail.com / Website: www.busybeeediting.co.za / Cell: 072 244 4363

I Hugo Chandler have completed the proofreading, editing, syntax, consistency in spelling, hyphenation, numerals, fonts and capitalisation, maintaining internal consistency, correcting spelling, grammar punctuation, altering sentence structure, creating a cohesive flow, ensuring appropriate paraphrasing, ensuring that formatting and layout are correct as well as checking references to the best of my ability at short notice on a 47,029-word PhD Thesis, titled: **THE ROLE OF STAKEHOLDER ENGAGEMENT IN STRATEGIC MANAGEMENT FOR SERVICE DELIVERY BY A GOVERNMENT DEPARTMENT IN THE WESTERN CAPE** for NQWENELWA NCEDE, Student No.: 200666282, submitted in fulfilment of the requirements for the degree of **Doctor of Public Administration & Governance**, in the Faculty of Business and Management Sciences at the **CAPE PENINSULA UNIVERSITY OF TECHNOLOGY**.

Any amendments or alterations done to this PhD Thesis by NqwenelwA Ncede hereafter are not covered by this proofreading and editing confirmation. It is up to NqwenelwA Ncede to ultimately decide whether to accept or decline any amendments done by me and it always remains NqwenelwA Ncede's responsibility to confirm the accuracy and originality of the completed PhD Thesis.

*Hugo Chandler*

---

Hugo Chandler

Date: 28 October 2022