An Assessment of Management Principles from 2008-2012 Applied in Bojanala Education District to Improve its Overall Performance (North West Province)**Dina Maropeng Mashamaite**

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Abstract: The North West Department of Education (NWDE) in Bojanala District has been implementing intervention strategies that were expected to improve its performance over the four years (from 2010 to 2014), however without much success. The main objective of the district was to become a top performing one in the matric results which it used as a measure of its performance. The 2010 to 2014 matric results have not been able to position it at the top within the province. The aim of the study was therefore to use empirical research to identify assess and analyse management principles and approaches applied to improve performance. The findings were followed by recommendations on how to strengthen and improve the existing management principles. The study was conducted through both qualitative and quantitative research methods. The research problem was addressed through empirical data drawn from a survey of the district management officials. It utilized a population consisting of a small number of district officials. A focus group was to be used as initially planned but due to unexpected contextual factors a questionnaire had to be used to source data from the participants. In conclusion, the study identified and assessed management principles and strategies applied in Bojanala District in the NWDE to improve its overall performance through a questionnaire that was both qualitative and quantitative with recommendations made for each finding.

Keywords: Intervention strategies; top performing; management principles; improve performance; strengthen.

INTRODUCTION:

The North West Province (NWP) has its education districts located in each of the four-district municipalities, viz. Bojanala Platinum, Ngaka Modiri Molema, Dr Ruth Segomotsi Mompati and Dr Kenneth Kaunda as indicated in figure 1. The research was conducted in Bojanala District of the North West Department of Education, which is located in Bojanala Platinum District. The research problem in Bojanala District was contextualized in that over a period of four years from 2008 to 2012 the district management has been implementing intervention strategies that were expected to improve its performance however without much success. It has been stated that [1] companies need better leadership at all organizational levels if the execution challenges are to succeed. Therefore, it was perceived that there might be a problem with the management principles, approaches and strategies applied or with some aspects of their implementation as these principles have not enabled the district to achieve its goal of being the top performing district in the province.

Fig. 1: Municipal Districts of the North West Province

Details of the district forming North West Province are given in table 1

Table 1: Details of the districts forming North West Province

NWP Municipal Districts	Areas on the map forming the districts
Dr Ruth Mogomotsi Mompoti (1-5)	Naledi, Mamusa, Greater Taung, Lekwa-Teemane and Kagisano-Molapo
Dr Kenneth Kaunda (6-9)	Ventersdorp, Tlokwe, Matlosana and Maquassi Hills
Ngaka Modiri Molema (10-14)	Ratlou, Tswaing, Mafikeng, Ditsobotla and Ramotshere
Bojanala Platinum (15-19)	Moretele, Madibeng, Rustenburg, Kgetlengrivier and Moses Kotane

Bojanala District is divided into six area offices located in Rustenburg, Madibeng, Moretele, Lethlabile, Moses Kotane West and Moses Kotane East. Each of these area offices is managed by an Area Manager. Its management team comprises of two District Directors, the six Area managers and divisional managers for the various divisions. Each of these divisions has a number of units which have managers reporting to the heads of the divisions.

The study was conducted with unit managers as they are responsible for implementation of the district operational plan and decisions taken at senior management level. Each one has a specific role to play towards improving the performance of the district. Their relevancy in the study was that they were the ones experiencing first-hand application of the management principles from their senior managers. The Bojanala District used matric results as a measure of its performance. Figure 1.2 shows a record of matric results in the four districts of the North West Department of Education. Figure.0.2 - 2008-2012 record of matric results for all the districts in North West Province for the Department of Education.

Fig. 1.2: Shows that Bojanala district has been missing its goal of being the top performing district.

METHODS

The research design according to K. N. Krishnaswamy et al. [2] is a map or a blue print for achieving research objectives and deals with the detailing of procedures that will be adopted or followed to carry out the research study. The research design therefore ensured that there was thorough planning to ensure no room for any ambiguity or invalidity of the research findings. The research methodology ensured that a systemic way of solving the research problem was followed [3] ensured that a systemic way of solving the research problem ensured that a systemic way of solving the research problem was followed. The two types of research methodologies (quantitative and qualitative) [4] and [5] were studied to inform and guide in the choice of appropriate one(s) that could be relevant for the sampling strategies that were applied. The research strategy took into consideration the fact that neither approach (qualitative and quantitative) is better than the other, as both have their strengths and weaknesses [2]. The advantage of combining the two approaches was that it had a high potential to increase the reliability and validity of the findings. The research problem was addressed through empirical data drawn through questionnaires from a survey of the district management members. Data was processed by editing, assessing and analyzing it to find out possible management related issues that could have led to the performance status that was not satisfactory to senior management. The analyzed information supported by literature review, was used to make recommendations and to strengthen the good practices identified. The chosen methods of study were in line with the aim of the research as participants' responses displayed the *quantities* on effective or ineffective application of management principles as well as a record of participants who had similar or different experiences and attitudes on the management principles in order to draw valid and reliable conclusions. This required the use of numerical measurement and statistical analyses of measurements to examine social phenomena.

The target population was identified based on the characteristics of a good sample design which must result in small sampling errors so that the results of the sample can be applied for the universe in general with reasonable amount of confidence. Another consideration was the census approach. As defined C. Dawson et al. [6] this refers to situations in which the population is so small that all people can be contacted this refers to situations in which the

population is so small that all people can be contacted. This resulted in a truly representative sample as only managers of various sections were involved in the study as they could be contacted. The District Directors were not expected to form part of the population for ethical reasons. The disadvantage of using the focus group method in this data collection process was that there was a high possibility that it might have led to limited participation due to potential ethical issues that the researcher might not have had control over.

A pilot study was conducted through face-to face interviews with three respondents representing the identified population group to test the user-friendliness of the research instrument and to get immediate feedback on the quality of the instrument. The pilot study helped in identification of weaknesses and they were rectified before the questionnaire could be administered across the wider population. This also helped in identifying questions that failed to source adequate or appropriate information as well as questions that were missing to respond to some of the research questions and objectives. In this way, the validity of the questionnaire was also established as identified gaps were closed in the final instrument including the relevancy of the content to the research problem and the target group.

ADMINISTRATION OF THE QUESTIONNAIRE

Initially the questionnaire was planned to be administered face-to-face with the participants as in the pilot study. The challenge was the unavailability of most of the participants at the scheduled time. The questionnaire was too long to be administered over the telephone. The purpose of the questionnaire and the approval letter from the District Director was therefore presented in the Divisional Heads in the District Management Team meeting to motivate for their support in distribution of the questionnaires to the unit managers and to also encourage them to complete the questionnaire. Some of the unit managers who were easy to access were also approached individually for completion of the questionnaire. This was the best method to guarantee that all the expected participants received the questionnaire and understood the importance of participating in the study (even though not all expected participants responded). The chosen method was based on the assumption that the participants would complete the questionnaire at their own time but within the expected time frame.

The limitations of the study were that during the period of study, there was a high possibility of re-demarcation of the district where the study had to be conducted. This resulted in a reduced number of participants or respondents. This had a negative effect on the amount of data that had to be collected for processing to produce valid and reliable information that could be used to generate recommendations for improving performance. There was a high possibility of participants not responding to all questions, providing irrelevant data on some items due to misunderstanding of the questions, being reluctant to complete the questionnaire even though a code of conduct has been discussed with them and some participants not sending the questionnaire back. There was a high possibility of not conducting the interviews with all the identified population units within the planned time frame due to the non-availability of some of them, which caused further delays in the completion of the study on time.

The last two limitations already had a negative effect on the amount of data that had to be collected for processing to produce valid and reliable information that could be used to generate recommendations for improving performance. Despite these limitations, the researcher was committed to not compromising the quality of the study and its output that could be caused by the influences of external factors was not within her control.

RESULTS

The results presented are based on the questionnaire in appendix B

1. Biographical information

The respondents comprised of Circuit Managers who formed 19% of the respondents, 27% Subject Education Specialists, 9% Assistant Director, 9% Asset Manager, 9% Deputy Director, and 27% Human Resource Assistants. Fifty five percent (55%) of the respondents were male while forty five percent 45% were females. Fifty five percent (55%) were between 40 and 50 years while forty five (45 %) were above fifty years. Nine percent (9%) had four years in the same position while ninety one (91%) had more than ten years holding the same positions?

2. Management Principles and Their Effectiveness

The questions on management principles were divided into three parts that were aimed at addressing the first two objectives of the research, which are/were identification of management principles and strategies applied in the district, as well as establishing the effectiveness of these principles. The first part of the questionnaire sourced data on availability of the vision and mission statement for the district, whether each unit had its own vision and mission statements which supports achievement of the district vision, whether the vision of the unit was known and owned by all unit members and whether the Unit Managers used their vision to influence the culture within their units and the district. The second part of this section sourced data on team and group work on the achievement of the district and unit goals as well as the frequency of communication by each Unit Manager through meetings with his/her subordinates. This section also analysed data on the purpose of the meeting. The third part focused on the management approach that is applied by each Unit Manager's Supervisor. The following section gives an analysis of the responses for each of the identified management principles.

2.1. Vision and Mission Statement

All the respondents (100%) indicated that the district has a vision and mission statement that is aligned to the vision of the province. Seventy three percent (73%) indicated that each Unit Manager has a vision for his/her unit and that members of each unit know and own the unit's vision. Ninety one percent (91%) indicated that their units use the vision to inform their unit culture whereas item 2 indicated that only 73% indicated that each unit has a vision. A number of assumptions could be made for the disparity in this item but the risk is that it cannot be verified. Nine percent (9%) did not respond on knowledge and ownership of the vision by all

unit members as well as on the use of the vision to inform the culture in the unit. The overall analysis shows evidence of good application of this management principle and its effectiveness.

2.2. Team Work

Eighty percent (82%) of the respondents indicated that they work together as a group in the district to achieve organizational goals while 100% indicated that they work together as a team in the district to achieve its goals and that they depend on each other for the achievement of the individual goals. All respondents responded positively on teamwork in the whole district and the dependency of individuals on each other for the achievement of the individual and unit goals. This shows effective application of this management principle. The highest number who indicated that they work as a team contradicts the high number of respondents indicating that they work as a group in the district.

2.3. Communication through Meetings

Eighteen percent (18%) meet weekly with the team in the unit, 45% meet monthly while 36% meet quarterly. Thirty six percent (36%) meet weekly with individuals in a team; eighteen percent (18%) meet monthly while forty five percent (45%) meet quarterly. The analysis shows that the highest frequency of meetings with the team by each unit manager is done monthly while the highest with individuals is done quarterly. The lowest frequency with the team is weekly team meetings and monthly individual meetings. What is important is that meetings are held with the teams and individuals within a reasonable period. The purpose of these meetings is summarized as follows: Eighty two percent (82%) of the respondents agree that the meetings are held to motivate the team while eighteen percent (18%) strongly agree, sixty four percent (64%) agree that the meetings are held to share information while thirty six percent (36%) strongly agree; nine percent (9%) fairly agree that the meetings are held to give feedback on the performance of the unit, seventy three (73%) agree while eighteen percent (18%) strongly agree; nine percent (9%) fairly agree that the meetings are held to discuss the performance of the unit, sixty four (64%) agree while twenty seven percent (27%) strongly agree; nine percent (9%) strongly disagree that the meetings are held to reprimand those who perform poorly, twenty seven percent (27%) disagree, eighteen percent (18%) fairly agree, another eighteen percent (18%) agree while another twenty seven percent (27%) strongly agree; eighty two percent (82%) agree that the meetings are held to provide support and encouragement to the team while eighteen percent (18%) strongly agree; nine percent (9%) strongly disagree that the meetings are held to give instructions to the team, another nine percent (9%) disagree, eighteen percent (18%) fairly agree, thirty six percent (36%) agree while twenty seven percent (27%) strongly agree, twenty seven percent (27%) fairly agree that the meetings are held to follow up on progress since the previous meeting, another twenty seven percent (27%) agree while forty five percent (45%) strongly agree.

The above analysis shows that respondents have various perceptions regarding the purpose of the meetings. More than 64% which is the highest frequencies (from 7 to 9) agree that the meetings are held for motivating the teams, sharing information, giving feedback on the

performance of the unit, discussing the performance of the unit and providing support and encouragement.

The lowest frequency of 2 is on the number agreeing on the purpose of the meeting being to reprimand those who perform poorly. It is followed by a frequency of 3 on the number agreeing that the meetings are meant for follow up on progress since the previous meeting and lastly by 4 on the purpose of the meeting being to give instructions. The above analysis shows that the meetings are generally held for a constructive, progressive and developmental purpose. It is important to note that 9% indicated that they strongly disagree that the meetings are held for reprimanding those who perform poorly and to give instruction while there is another 27% who strongly agree that the meetings are held to reprimand those performing poorly and to give instructions.

2.4. Management Approach of the Line Manager

The purpose of this section was to source data on how the respondents perceive the management approach of their line managers as this also has an effect on the morale of the staff towards their work attitude.

73% of the participants strongly disagree that management approach is top down, bossy and autocratic while 27% disagree. 9% strongly disagree that their line managers give the well-being of employees' extra-ordinary attention, 27% agree, 55% fairly agree while 9% strongly agree. 9% strongly disagree that their line managers allow employees accountability for the decisions taken 27% agree, 55% fairly agree while 9% strongly agree. 9% fairly agree that their line managers utilize the skills and competencies of the employees effectively, 55% agree and 36% strongly agree. 45% strongly disagree that their line managers perceive them as lazy, incapable and not initiative. 27% disagree and 27% agree. 64% agree that their line managers treating them as human beings not as production objects and 36% strongly agree. 55% agree that their line managers creating a pleasant working environment for all employees and 45% strongly agree. 91% agree that their line managers allow them to use their thinking abilities and initiatives and 9% strongly agree. 91% agree that their line managers perceive them as trustworthy and responsible while 9% strongly agree. 9% fairly agree that their line managers allow them to have a say in their work affairs, 64% agree and 27% strongly agree

The analysis above shows that 80% of the items have a response of 50% and more. This shows that the district applies most of the management principles in a positive way. The strongest management principles based on the responses are: giving the well-being of employees extra-ordinary attention, allowing employees accountability for the decisions taken, utilizing the skills and competencies of the employees effectively, creating a pleasant working environment for employees, treating employees as human beings not as production objects, allowing employees to have a say in their work affairs, allowing employees to use their thinking abilities and skills and perceiving employees as trustworthy and responsible.

The analysed data shows that most of the respondents perceive the overall management approach as being motivational.

3. Factors Contributing to the Success or Failure of the District

The responses to this section were aimed at sourcing data that addressed objective three of the research study, which is on identification of factors, which contribute to the success, or failure of an organization. The literature review also assisted in formulating questions that sourced data on factors that contribute to the success or failure of the organization. A number of factors were identified from the literature review to enhance a more intense reflection within the district. The responses on each of the factors are summarized below.

The section below shows the frequency of responses from the highest to the lowest.

3.1. Items with 100% positive responses

Encouragement of positive work ethics and character in the units, recognition and acknowledgement of employees who make a positive impact on the image and performance of the section, employment and availability of employees in the district who are innovative and motivated to do a superior job, are intrinsically motivated and have a positive work attitude, availability of employees in the section who are innovative and motivated to do a superior job, developing a spirit of teamwork in the units, unit managers providing support and encouragement to the team, and whether employees in each section know, understand and share the culture of their section

3.2. Items with a Frequency of 10

Encouragement of positive work ethics and character in the organization and in the units, the district dealing with management challenges as opportunities to learn and develop, the unit managers using management challenges as an opportunity to learn and develop, involvement of subordinates (employees) in the review and design of their jobs, empowerment of employees by unit managers, and empowerment of employees by the district. The frequency of responses to the above factors also shows that they do not have a negative impact on the performance of the district, units and individuals. These factors should instead be strengthened. Sections 4.4.3 to 4.4.7 present a summary of the items with a frequency of 9 and below.

3.3. Items with a Frequency of 9

Self-involvement in the review and design of own job, building trust amongst employees in the unit by unit managers, and everybody working towards a common goal in each section.

3.4. Items with a Frequency of 8

Whether managers or supervisors, get things going and keep them together until the goals have been achieved, whether managers use the talents and skills of employees in their section optimally to the benefit of the organization, work allocation in the sections which is based on the skills and competency of individuals, work allocation in the district which is based on the skills and competencies of individuals, involving everybody in the unit as expected, developing a spirit of team work in the district and whether the district builds trust in its employees.

3.5. Items with a Frequency of 7

Recognition and acknowledgement of the positive impact made by employees on the image of the district, involvement of the employees by the district in the review and design of their jobs (one did not respond), unit managers getting support and encouragement from their line managers, each section working towards a common goal with other sections in the district, whether each of the subordinate executes their duties with competency, whether each of the subordinates always shows commitment and whether each employee always shows commitment.

3.6. Items with a Frequency of 6

Involvement of everybody in the organization as expected, whether each of the subordinates always displays intrinsic motivation and whether each of the subordinate has a positive attitude towards work.

3.7. Items with a Frequency of 5

Whether employees in the whole organization know, understand and share the organizational culture, whether each employee in the organization always shows intrinsic motivation and whether each employee has a positive attitude towards work. The frequency of the responses above shows that these factors do not have a completely positive impact on the performance of the district, units and individuals. It is therefore important that strategies be looked at to diminish the impact this could have on the performance of the district, individuals and units.

4. Strategies to Improve Performance

The purpose of this section was to source data from the respondents on the existing strategies that are applied to improve performance in the district and their units. These questions were based on the strategies sourced from the literature review. The aim was to get data on:

- The contribution made by each individual and each unit to the overall performance of the district and using the findings to develop strategies to improve the situation;
- The nature and causes of poor performance through self-reflection;
- The willingness to accept change as a necessary step towards improvement;
- Involvement of employees in planning for the unit and the district;
- Authority of employees and their line managers to stop something that goes wrong during service delivery in the unit, to investigate the cause of the problem, and suggest ways of improving the situation. Table 2 gives a summary of the responses to the questions.

Table 2. Summary of responses on Strategies to Improve Performance

Item respondent to		Yes	No
1	Whether unit managers rate the contribution of their unit to the overall performance of the district	10	1
2	Whether they use the information referred to above to develop strategies for improving/strengthening their contributions towards the overall performance of the district	10	1
3	Whether unit managers rate the performance of individuals in their unit on their contributions towards the overall performance of the unit	11	
4	Whether unit managers use the information in item 3 above to develop strategies for improving/strengthening the contributions of their individual team members to overall performance of their unit	11	
5	Whether the line manager (supervisor) identify the nature and causes of poor performance through an objective self-reflection on each of the factors affecting performance	8	3
6	Whether line managers create opportunities in their unit for self-reflection on each factor affecting performance	11	
7	Whether line managers (supervisor) welcome change as a necessary step towards improvement	9	2
8	Whether unit managers welcome change as a necessary step towards improving performance	11	
9	Whether line manager (supervisor) create opportunities for involvement and participation of its employees in the strategic planning processes	7	4
10	Whether unit managers involve employees in planning for their units	11	
11	Whether the whole district work together towards improving the quality of service delivery	9	2
12	Whether individual units work together continuously to improve their performance	11	
13	Whether members within each unit take responsibility for the quality of the service they provide to their clients	10	1
14	Whether members in each unit regard each other as their own clients	10	1
15	Whether members of in each unit have the authority to stop something that goes wrong during service delivery in the unit	11	
16	Whether members within the unit have the authority to investigate the causes of problems that they have identified	10	1
17	Whether members within the unit have the authority to suggest ways of preventing similar problems from recurring	11	
18	Whether managers themselves have the authority to stop something that goes wrong during service delivery in your District	9	2
19	Whether managers have the authority to investigate the causes of problems that they have identified during service delivery	8	3
20	Whether managers have the authority to suggest ways of preventing similar problems from recurring	10	1

Analysis of the Results

All the responses have a frequency of more than 7 with the highest frequency being 11. Twelve items have a frequency of less than five. The analysis shows that the strategies for improving performance are generally applied. In cases where responses are not 100%, there is a need to look at ways of closing these gaps.

DISCUSSIONS**Management principles and their effectiveness****1. Availability of the Vision and Mission Statement**

It is through a commonly owned vision that people are able to develop their own working culture and values. A positive outcome of the research is finding out that the district has a vision and mission statement that is aligned to the vision of the province. This should enable the district to enhance its own culture. 73% of the Unit Managers have a vision for their units, which is known and owned by each unit member. The risk of not having a vision for the unit is that such unit managers may have challenges in managing their team.

2. Teamwork and Group Work

Teamwork is crucial as it enables all the people to work towards a common goal and to realize that the success of one person depends on the output and cooperation from the others. 100% of the respondents indicated that they work together as a team to achieve organizational goals and they depend on each other for the achievement of their individual and unit goals while 82% indicated that they work as a group to achieve the organizational goals. The observation in these responses is that there is no clear distinction between group work and teamwork.

3. Meetings

Communication within a unit and with individuals is crucial as it is through these sessions that deviations in performance can be identified and attended to while there is still time. The findings show that the Unit Managers hold both individual and team meetings even though the frequency of the meetings differs from unit to unit, i.e. others hold the meetings monthly, weekly, quarterly and/or when the need arises. The findings also show that most of the meetings are held for a constructive, progressive and developmental purpose.

4. Management Approach of the Line Managers

The management approach determines the extent to which the employees can get motivated to perform to their utmost level. The findings from the study showed that line managers were perceived by most of the respondents as motivational and not degrading them. This was very important as the general management approach based on the responses was characterized by respect for the employees and having confidence in their skills and competencies.

RECOMMENDATIONS BASED ON THE ANALYZED DATA**1. Availability of the Vision and Mission Statement**

- The teams, which have visions and mission statements for their units be encouraged to keep on utilizing their vision as this, will always facilitate the smooth operations of their units.
- The district identifies units, which do not have a vision and provide them with support and encouragement to have their own unit vision. There is a high possibility that units without a vision can experience management challenges.
- The district creates opportunities in which the various Unit Managers will be able to share ideas on how they use their vision and mission statements to support achievement of the

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district goals. This will motivate units, which do not yet have their own visions, and mission statements to realize that these will help them remain focused on the reasons for their core existence within the structure of the district.

2. Teamwork and group work

- The distinction between group work and team work be clarified to ensure that the employees can be able to identify the advantages and disadvantages of working as a group and make informed choices that will lead to improved performance;
- The practice of working as a team be nourished and discourage working as groups.

3. Holding of meetings

- Holding frequent individual and team meetings be encouraged as this will ensure that performance challenges are addressed and attended to on time.
- The performance of each unit be established based on the frequency of the meetings with individuals and with the team.
- Mechanisms for follow up should be set up for meetings that take place after a long time

4. Management approach of the line manager

The line managers maintain and strengthen their management approach particularly on allowing employees to account for their own decisions in their operations.

5. Factors contributing to the success or failure of an organization

- The district management should finding ways of meaningfully involving everybody in the organization so that each employee executes his/her duties with competency;
- A working environment in which employees can be intrinsically motivated and display a positive work attitude should be created;
- Strategies for the employees to know understand and share the organizational culture and its implications on individual, unit and organizational performance should be developed;
- Fair work allocation came out to be the most negative factor as only two respondents out of the eleven were positive about it. This will need to be reviewed in order to create a balance;
- Application of all the other positive factors should be strengthened; and
- Good and improved performance should always be acknowledged

RECOMMENDATIONS BASED ON THE LITERATURE REVIEW

The recommendations below are based on an analysis of the literature study as there are some good lessons that can be applied to improve the performance of the district. It is recommended that:

- The district leadership ensures that all its managers are skilled to play a constructive role in the application of the management principles;
- The district leadership has to keep its employees motivated through positive influence, inspiration and guidance as this determines the extent to which employees will exert their effort to improve their individual, team, group and organizational performance;

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- Even though the district does not have a diverse work force characterized by employees with different cultures, it is important for management to continue strengthening and encourage positive work ethics as these have a positive effect on the performance of an organization;
- Management should ensure that each employee has the right skills and attitude for his/her job by developing individual employees through relevant development programs as well as creating conditions under which each employee will feel satisfied by the job designed for him/her. A combination of all these factors has a high potential of increasing the performance of the individual, which will contribute positively to the performance of the organization;
- Since human resources are utilized for the achievement of organizational goals management should consider the application of management theories that allow for accountability of decisions taken by individual employees or teams;
- As much as employees have to be closely supervised and compelled to take orders, this must be balanced with creating space for their own creativity than can allow them to unfurl their potential within their competency areas. This type of work environment will make the employees feel motivated and support the achievement of the organization's goals, which will lead to improved performance;
- The management and leadership of the district should be prepared to welcome change and influence its employees to also welcome it. The same results will always be achieved if new strategies or approaches are not introduced; and
- The district undertakes an honest reflection on each of the factors affecting performance with the purpose of identifying possible causes of not reaching its objective of being the top performing district. This should be followed by an introduction of new strategies for addressing them.

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