

An assessment of quality management practices in high performance sport at two selected South African universities

BY

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DECLARATION

I declare that *An assessment of quality management practices in high performance sport at two selected South African universities* is my own work, that it has not been submitted before for any degree or examination at any university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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SIGNATURE:

AN ASSESSMENT OF QUALITY MANAGEMENT PRACTICES IN HIGH PERFORMANCE SPORT AT TWO SELECTED SOUTH AFRICAN UNIVERSITIES

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KEY WORDS

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Macro level



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ABSTRACT

This study is motivated by the growing need for South African sport competitions (such as the Olympic Games and various other sport-specific world championships) to be transformed into quality and profitable events, noting that they need to be managed professionally, with well organised and sophisticated athlete preparation with excellent management systems. New pressures have emerged from within South Africa from key stakeholders that require sport organisations to become more performance orientated, and to build their capacity in order to improve or better manage their organisational performance.

The primary focus of the research, therefore, is on quality management practices in high performance sport at a programme management level while the research also reviews substantial literature concerning the study in order to explain the dynamics surrounding the high performance management practices of Swimming Centres of Excellence at the two selected universities in South Africa. The study is qualitative and unpacks two theoretical frameworks namely, Total Quality Management practices and a conceptual framework of high performance management structures and processes.

The overarching findings and recommendations are that the implementation of the Quality Management Practices (QMPs) require that the principles and philosophy of excellence are shared and understood by all stakeholders. To implement QMPs successfully, there is a need to radically transform conventional practices to achieve radical and pervasive change. The research shows evidence that QMPs involve the redesign of organisational structures, the re-design of work and the re-definition of management style. The swimming high performance environment must be willing to take this into consideration for successful implementation of QMPs at the Centres of Excellence to ensure its future performance.

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LIST OF ABBREVIATIONS

BPM	Business Process Management
BPR	Business Process Re-engineering
BSC	Balance Scorecard
COEs	Centres of Excellence
EFQM	European Foundation for Quality Management
FIFA	Federation for International Football

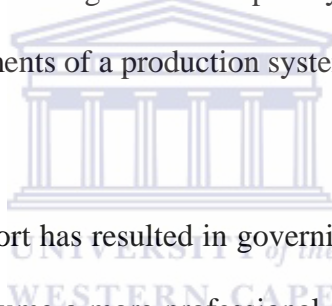
HEIs	Higher Education Institutions
HEQC	Higher Education Quality Assurance Committee
HESA	Higher Education South Africa
HPM	High Performance Management
HPS	High Performance Sport
JUSE	Japanese Scientists and Engineers
KM	Knowledge Management
KSAs	Knowledge, skills and abilities
LTCD	Long-Term Coaches Development
LTPD	Long-Term Participant Development
NAS	National Academy System
NF	National Federation
NPO	Not for Profit Organisation
NSRP	National Sport & Recreation Plan
OPEX	Operations Excellence
TQM	Total Quality Management
QMPs	Quality Management Practices
SASCOC	South African Sport Confederation and Olympic Committee
SPLISS	Sport Policy Leading to International Sporting Success
SRSA	Sport & Recreation South Africa
SSA	Swimming South Africa
TUKS	University of Pretoria
UWC	University of the Western Cape



CHAPTER 1 INTRODUCTION

1.1 BACKGROUND

Total Quality Management (TQM) is an essential element of managing organisations. Several models and standards have been developed that provide guidance for professionals in almost all industries. Among the most popular are the ISO 9000 family of quality management standards (International Organisation for Standardisation, 2009) and the European Foundation for Quality Management (EFQM) Excellence Model (www.efqm.com). These approaches are universal and can be applied in many areas and form part of range of models to be discussed. Both models aim to provide a comprehensive understanding of the complexity of managing quality with the goal of improving the quality of all elements of a production system.



The high visibility and value of sport has resulted in governing bodies in different sectors to put pressure on sport authorities to assume a more professional approach in the delivery and design of the delivery of better quality high performance sport programmes. The primary strategy of TQM is to encompass a set of critical factors to achieve and maintain organisational performance with the use of systems and procedures to monitor and evaluate. The systems of quality assurance include having the organisational structure, responsibilities, procedures, processes and resources for implementing quality management, as a guiding framework to ensure consistency with relevant information, methods and skills (Sothiriadou & de Bosscher, 2013:90).

In the competitive environment of today, it is crucial to stay ahead of competition and to continuously satisfy customers. Quality management practices have been widely implemented, and while some organisations experience great success, other initiatives have failed

(Jinhui, *et al.* 2011:284). Many studies have started questioning the universal application of quality management in all organisations, and it is evident that some of the quality management practices adopted are determined by organisational context. In terms of this research, the organisational context would be the high performance sport industry.

Noting South Africa's under-performances in the Olympics and World Championships to date, with specific reference to only a few swimmers competing and winning medals at this level, there are clear inefficiencies in the South African high performance sport system and a growing fragmentation of structures and delivery methods that hold athletes and coaches back from reaching their full potential. In recognising this challenge, the Minister of Sport and Recreation South Africa (SRSA), in the NSRP of 2012, has defined a future vision and strategies for high performance sport in South Africa (www.srsa.gov.za). The application of quality management practices is argued to be an applicable method to assess the viability and sustainability of the Centres of Excellence (COEs) under study.

Research has been done to apply TQM principles in sport clubs (De Knop *et al.*, 2004:63) and to give principles for good sport management but it is limited and not specifically geared towards high performance sport and, in particular, the COEs. This research will be further explored in Chapter Two to argue its applicability.

While both the NSRP and the South African Sport Confederation and Olympic Committee (SASCOC) draft regulations of academies recognise the importance of sport specific academies such as the COE, and the role of universities, no final model has been implemented to facilitate both demarcated areas of responsibilities of SRSA and SASCOC to facilitate the implementation of a successful model (www.sascoc.co.za).

The COEs were established in 2004 in partnership with Swimming South Africa (SSA), the National Federation (NF) responsible for the administration of swimming in South Africa. The main aim of the COEs is to provide a high performance programme to all elite swimmers in both the Northern and Southern parts of South Africa and to include a quality training facility; qualified coaching support; sport science services; and administrative support. Key objectives and roles and responsibilities for each COE were outlined. In addition, SSA provided the two universities, namely University of Pretoria (TUKS) and University of the Western Cape (UWC), with their high performance strategy to guide the operations of the COEs and to fulfil the role of both a partner and service provider to ensure that the COEs achieved the desired key objectives (UWC MOU, 2004: 2).

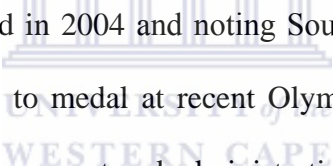
There is a growing need for sport competitions (such as the Olympics Games and various other sport-specific world championships) to be transformed into profitable events, noting that they need to be managed professionally and be well-organised to include sophisticated athlete preparation with excellent management systems (Smolianov and Zakus, 2008: 39-43). In order for South African sport to grow, its respective NFs need to undertake strategic actions in order to remain sustainably viable in the long term.

In the competitive environment of today, it is critical to stay abreast of global developments and to satisfy customers to understand that quality management is more than a set of tools and techniques but is a value system that serves as an underlying foundation. Although the national levels (NF and Olympic body), based on available policies and strategic planning processes, may now clearly be more knowledgeable and in step with high performance sport and the COEs as a

project, the real challenge effectively is reaching the regional, national and international levels of success that ought to be in place.

1.2 PROBLEM STATEMENT

New pressures have emerged from the Government, corporate sector, donors, sport members and other key stakeholders that require sport organisations to become more performance-orientated, and to build their capacity in order to improve or better manage their organisational performance. Sport organisations will be able to achieve their goals and improve understanding of their performance when managers use tools to assess resources, processes and outcomes to ensure success (Bayle & Robinson: 2007).



Despite the COEs being established in 2004 and noting South Africa's under-performance and failure to produce more swimmers to medal at recent Olympic Games, illustrates the obvious challenges currently facing the management and administration of swimming in South Africa. A wide range of critical challenges have constantly undermined the development of swimming from youth to elite level, resulting in an alarming decline in the performance of the South African national team.

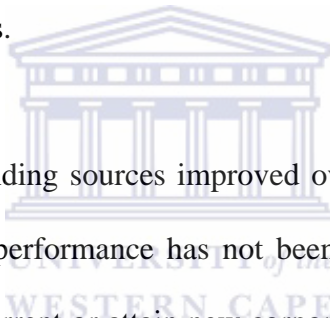
The transition from school, club to international level, requires a great deal of effort, organisation, dedication and planning by a range of experts. High levels of planning are key factors in the governance and management of effectively run sporting organisations. The importance of the macro environment, core business and business processes are critical to ensuring quality management practices are in place (discussed in detail in Chapter 2). Noting the

three areas mentioned, it is commonly accepted that organisations that plan well are more likely to produce sustainable outcomes against good practice and processes, while organisations that plan poorly will tend to function in an *ad hoc* manner, without a clear direction or focus (www.dsr.wa.gov.au).

Underpinned by the important aspect of planning is the need for quality management practices to enable the implementation of effective, efficient and outcomes-based high performance sport programmes. High performance sport must be infused with quality management practices that will help to lay the foundation for preparing athletes for the highest levels of competition, including developing a monitoring and evaluation system to ensure continuous improvement (Sothiriadou & de Bosscher, 2013:98).

High performance sport extends beyond talented youth or senior athletes, to sport administrators, sport scientists, technical support and coaches. While the primary role of the individuals may be to manage, provide support and/ or coach, the importance of their own personal development as well as the continued management and learning from global developments of sport should be clearly understood and supported (Smolianov & Zakus, 2008: 39-43). Noting the current development of highly rationalised sport systems, it is important to note that successful outcomes of these require a new form of specialised management professionals. An issue to consider is whether or not South African administrators and management for Swimming are adequately exposed to the high performance management of similar international swimming and/ or sport organisations, and whether or not there can be a sound foundation for the future success of an academy system in developing athletes of international pedigree.

The statistics to date make for gloomy reading and with the exception of rugby, which, unlike swimming, athletics and football, is able to draw upon a pool of talent generated by a number of initiatives such as their regional academy programmes, including excellent rugby schools, South Africa has failed to improve its performance over the past decade in a number of international competitions and has seen its standing not gaining enough momentum. Where the country has done well, it has relied on the performance of one or two exceptional athletes who are often trained abroad (something particularly true of swimming) and this has affected South Africa's performance in both the short and long course World Swimming Championships when South Africa failed to secure more medals.



While resources from multiple funding sources improved over the years for a number of sport codes, South Africa's swimming performance has not been highly successful and this is as a result of not being able to retain current or attain new corporate sponsorships; build and manage inter-governmental connections and ensure there is stable and sustained funding for sport - including a sport policy that reflects government priorities. The lack of interdependence and sufficient corporate funding has caused SASCOC and SSA to be somewhat restricted in their ability to lead in a direct and timely way and to make independent, technical decisions on behalf of the sport. Noting that funding is critical and has a direct impact on ensuring the implementation of quality management practices, South African swimming will continue to be challenged to secure a sustainable and successful high performance programme for the COEs,

The South African National Sport & Recreation Plan (2011) with its four pillars of excellence participation, interaction and capacity, realised these challenges and set out a broad vision for sport supported by all South African provinces. It provides the framework for South Africa's approach to high performance (www.srsa.gov.za). It is critical that SASCOC, SSA as the NF, and the government take the necessary steps to implement processes, approvals and inter-departmental cooperation within government (supported by quality management practices) in order to lead to increase the current level of funding for sport, some of which will have to ensure planning for as far as 2020 and beyond

1.3 RESEARCH QUESTION

The research assesses quality management practices in high performance sport at the swimming COEs at two selected South African universities. There is a drive towards improving excellence in sport and, however limiting this drive is, there is a lack of understanding, lack of research as well as a lack of recorded information on quality management practices in high performance sport with particular reference to the swimming COEs in South Africa. The study aims to develop lessons of experience by developing conclusions and recommendations for use in the improvement of quality high performance sport practices for South Africa in general and in the identified COEs in particular.

1.4 RESEARCH AIM

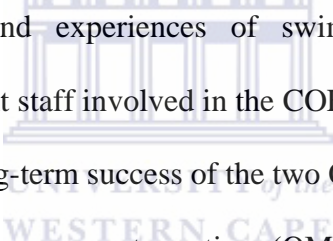
The aim of the research is to assess quality management practices in high performance sport at swimming COEs at two selected South African universities.

In general the research aims to empower administrators and management in South Africa with the strategic knowledge to provide a sustainable and competitive COE programme that can improve the performance of our national teams.

1.5 RESEARCH OBJECTIVES

It is widely recognised that strategic planning and performance management of organisations should help them in their strategic decision-making and capacity to evaluate their success. This approach is, however, lacking within the South African sport context and not enough evidence exists that it has been applied for swimming in relation to the two COEs.

The objectives of the research are to:

- 
- i. Assess the perceptions and experiences of swimmers, coaches, sport scientists, operational and management staff involved in the COEs;
 - ii. Assess the strategic and long-term success of the two COEs;
 - iii. Assess the current quality management practices (QMPs) in high performance sport at the two selected universities; and
 - iv. Develop lessons of experience based on conclusions and recommendations for use in the improvement of quality high performance sport practices for South Africa in general and in the identified COEs in particular.

Through unpacking the COE system, the envisaged outcome of the research is to gain an improved understanding of practices for the enhancement of quality and strategic management of the COEs programme with the aim of empowering administrators and management of COEs to

recognise the importance of performance measurement to assist them in their strategic decisions and in their capacity to evaluate their experiences.

1.6 RESEARCH SCOPE

A growing number of organisations use quality management as a strategic foundation for generating a competitive advantage (Reed *et al*, 2000) and improving performance, organisations that have won quality awards generally out-perform others with respect to income measures. Quality practices have been presented to enhance organisational performance for both product and service organisations (Powell, 1995). However, there is relatively little research done in South Africa to compare how the operational versus the strategic aspects of quality management differs with respect to its impact on high performance sport. Furthermore, not enough evidence exists on how sport organisations view what they do, how well they do it, and its consequences. Rather, the growing body of research has focused on external customer perceptions of quality and satisfaction rather than organisational knowledge of quality management practices (Edvardsson & Standvik: 2000:84).

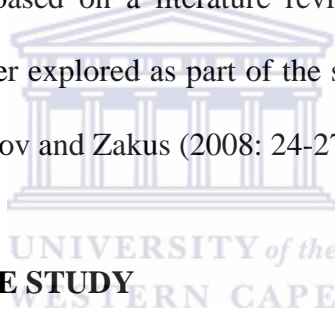
Strategic planning, and most importantly, high performance planning to effectively identify and develop talent have grown in many countries over recent years. The transformation of talented young athletes into world champions is a topic of interest for practitioners and researchers and South Africa is no exception. Unfortunately there is a shortage of research with reference to swimming in South Africa to guide the optimisation of this process (Martindale, *et al*: 2005:363).

Athlete development occurs when the athletes are exposed to the strategic capabilities of the high performance sport programme. These capabilities reside within the organisations and

Johannesson argues that strategic capability can be analysed in terms of strategic management, resources, competence, capacity, quality, and the mobility of these factors. It is, however, important that the research explores and identifies tangible components of strategic capability in relation to TQM and HPM (Johannesson, 2010:3).

Two fundamental components of TQM according to research conducted by De Knop and others include strategic and operational dimensions that include all primary and supporting processes. Specific key issues will be solicited from this debate (De Knop, *et al*, 2004: 60).

Smolianov & Zakus (2008) developed a conceptual map of High Performance Management (HPM) structures and processes based on a literature review of existing models. The core aspects of this model will be further explored as part of the study to draw lessons of experience of the two selected COEs (Smolianov and Zakus (2008: 24-27).



1.7 SIGNIFICANCE OF THE STUDY

The purpose of the study is to develop an improved understanding of practices to enhance quality and strategic management of the COEs' high performance sport programme. The rationale for the study stems from the need to solicit lessons of experience of COEs at the programme management level in South Africa. It is also necessary because a need exists to record such experiences and to establish a base for such programmes as it is expected that these programmes will also be rolled out to other sport codes in South Africa in the near future.

The recent performance of swimming at the 2012 London Olympics remains on our agenda with medal achievers continuing to receive attention both for positive as well as negative reasons. The latter related to specific areas such as limited or no funding to ensure participation and

support at all levels of competition in preparation for international competitions such as the World Championships, Commonwealth Games 2014, All Africa Games and Olympics Rio de Janero, Brazil 2016. Financial management is one important area of quality management practice to implement a successful high performance sport programme. However, not considering all aspects will continue to result in challenges such as inadequate support to ensure successful preparation and performance of swimmers.

By gaining insight into the strategic models employed within various high performance sport management practices, this study will attempt to outline the important components required to provide for a competitive and sustainable COE system in South Africa.

1.8 RESEARCH STRUCTURE

The research structure consists of the following:

Chapter One covers the introduction arguing the importance of quality management in high performance sport and provides the background and history to the phenomena under study. It further covers the theoretical context within which the thesis rests, thereby addressing the central research questions and the methodology to be used for addressing the research questions.

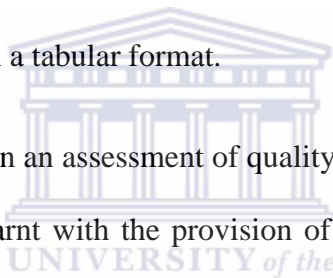
Chapter Two provides a broad literature review and focuses on the role of TQM in public and development and its impact in a changing policy landscape; approaches to performance management, the different models and practices; the applicability and importance of TQM in higher education, with a focus on knowledge management and as an organisational strategic capability; and TQM and its applicability in the sport management delivery framework of higher education institutions (HEIs) in South Africa. From this assessment a set of key issues will be

identified that form the research design and that will allow for specific aspects to be researched such as TQM, knowledge management, competencies and strategic capabilities.

Chapter Three outlines the research strategy and presents a justification for the particular research approach selected to investigate the stated research question. The chapter will further summarise the particular methods and procedures adopted.

Chapter Four discusses the results and analysis of the qualitative design utilised that will be descriptive and explorative and the presentation will be based on commonly occurring themes identified as a result of the application of the thematic research technique. An explanation on how the questions were selected and the basis on which these were judged will be provided with results to be presented separately in a tabular format.

Chapter Five will conclude based on an assessment of quality management practices within these COEs and will identify lessons learnt with the provision of research findings, conclusions and recommendations regarding the improved quality management of high performance sport practices.



CHAPTER 2 LITERATURE REVIEW - AN OVERVIEW OF TOTAL QUALITY MANAGEMENT (TQM)

The literature provides an overview of the prominent theoretical approaches to the four areas of total quality management (TQM). These include:

- i. The role of TQM in public and development and its impact in a changing policy landscape;
- ii. Approaches to performance management, the different models and practices;
- iii. The applicability and importance of TQM in higher education, with a focus on knowledge management and as an organisational strategic capability; and
- iv. TQM and its applicability in the sport management delivery framework of higher education institutions (HEIs) in South Africa.

2.1 TQM IN A CHANGING POLICY LANDSCAPE IN SOUTH AFRICA

The strategic development of high performance sport in South Africa is complex, challenging and ever-changing because of political, economic, social and technological influences. South Africa is no exception: universities have increasingly played a part in the changing political architecture of the country and within a global landscape. They have meaningfully contributed to knowledge production and strategic partnerships across a wide spectrum of deliverables in the African region and locally – forming synergies and spearheading cutting-edge research and learning practices (Burnett: 2010:3).

Both the South African Government and SASCOC have recently increased investment in high performance sport with the justification that elite sport helps to produce a more active, cohesive

and an economically robust nation, with a positive sense of identity. (www.srsa.gov.za) The National Sport and Recreation Plan (NSRP) emphasised the importance of transformation in sport that includes investment to improve sport delivery for the disadvantaged areas, including the role of higher education institutions. South African swimming continues to grow from strength to strength, however, and in spite of a long history of ‘black swimming’ in South Africa, the highest levels of the sport remain dominated by white swimmers, and infrastructure and levels of organisation necessary for participation in the sport, remain concentrated in white areas. Twenty years after the first democratic election in South Africa, swimming remains largely untransformed and this is likely to be the case for some time. The establishment of the Centres of Excellence has meant the prioritisation of the development of elite squads of athletes over the integration of the previously marginalised and excluded.

The hosting of 2010 FIFA World Cup, hailed as one of the most successful, is indicative of this commitment. Given the seemingly wide-spread public enthusiasm for sport, however, coupled with the strong media criticism of some of South Africa’s poor sporting performances, it is perhaps not surprising that the government and SASCOC have increased investment only slightly in high performance sport. The establishment of the COEs is considered a strategic and niche areas, however, evidence does not exist that financial commitments to date have been geared towards the COEs under study.

The success of the hosting of 2010 FIFA World Cup was driven by the involvement of both the national and local government leadership. The hosting of the games, however was not just about playing football, however touched on many spheres of our society, including the importance of

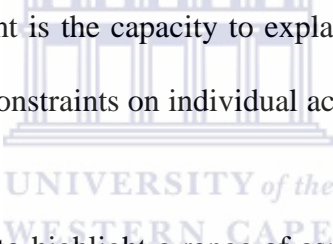
academic and community interests in the policy processes with particular focus on legacy and sustainability. Research conducted by Houlihan, indicates that unfortunately not enough evidence exists that the academic interest in the analysis of public policy has been matched by the government interest in sport (Houlihan, 2005:164). Houlihan conducted a survey of journals and found that only three percent of the articles utilised the extensive array of concepts, analytical frameworks and theories developed in mainstream policy analysis to aid the understanding of sport policy making, the role of government and other key stakeholders in sport (Houlihan, 2005:164).

Within the South African context further development of programme and project management in the public and development management arena have been welcomed by many practitioners, including in higher education. The importance of programme management and evaluation thereof have been emphasised to contribute towards the service delivery and have been significant (Cloete F *et al*, 2006:214) “Development strategies (including policies, programmes, and projects) focus on translating policy into development objectives in the process of policy implementation by specifying the broad course of action and key activities to be undertaken by all role players involved (at macro and sectoral level)” (Cloete *et al*, 2006:217). This approach is argued to be applicable to the COEs too, noting that it forms part of high performance sport as stipulated in the NSRP (NSRP, 2012:41). Furthermore, the co-ordination of projects on the basis of geographical targeting, sectoral and functional mix is acknowledged by Cloete *et al* and the establishment of the COEs was based on this understanding and again further supported by the NSRP, where the establishment of academies are encouraged and supported at both district,

provincial and regional levels. Considering the geographical placement of the two selected COEs, it is considered as regional COEs.

This is an important area to include in the research, because the focus is on public policy, defined as policies that originate within, or are dependent upon the resources of the government. Furthermore, this review is concerned with the process from policy to practice because the researcher considers this an important area of debate to ascertain the impact of relevant or related policies on the existence of COEs and the role of quality management practices to move from policy to practice.

The research by Houlihan further identified the following four key areas of consideration, namely:

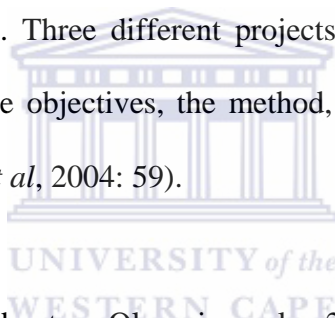
- 
- i. The first and most important is the capacity to explain both *policy stability and change* and draws attention to the constraints on individual action resulting from natural or social constraints;
 - ii. The second is the capacity to highlight a range of aspects of the policy process with the focus on the *inter-relationship between all key stakeholders* involved in high performance sport;
 - iii. The third is applicability across different policies or policy areas with a focus on *systemic factors* such as bureaucratic processes, organisational culture and political ideology; and lastly
 - iv. Historical analysis to determine *fluctuations in policy direction* and its impact on high performance sport management (Houlihan, 2005: 183-184).

While the South African HEIs' sport delivery system has been based on sound principles with no major challenges, we need to be aware of poor or ineffective management systems and practices in sport organisations that is not a new phenomenon. Worldwide governments and sport organisations themselves have recognised the problem for more than a decade, however response to this in a structured a coordinated manner has been very slow. The impact of mergers experienced by HEIs is an applicable example of policy impact and that resulted in a reduced number of members affiliated to the University Sport South Africa (USSA) which is the umbrella body responsible for the coordination and administration of university sport at provincial, national and international levels.

It is policy changes such as the mergers and other forces that have driven change within the South African higher education landscape during the past 10 years. These changes have served to put the issue of quality sport management firmly on the agenda of many higher education institutions. Not enough research has been conducted that addresses HEI sport in South Africa, except for the recent studies completed in 2010 (Burnett, 2010:88).

Pringle's argument is that if the discussion of sport policy is to move beyond simplistic and unsubstantiated functionalist statements, further research is needed to examine the complexities of the relationship between investment in high performance sport and the initiation, maintenance and or rejection of sport participation and physically active lifestyles among the general population and to investigate the distribution of economic benefit from major sports events. (Pringle, 2013:70) This further demonstrates the importance of why the research needs to focus on public policy and its impact of high performance sport management.

As a consequence of a new policy regarding sports in Flanders, during the past decade all sports organisations have been encouraged to introduce the principles of quality and performance management in their respective systems and structures. For this, several instruments with appropriate quality standards and performance indicators have been developed with regard to process monitoring, output control and result justification. The research conducted by De Knop *et al* presented some significant quality management systems and frameworks that have been implemented by the Flemish coordinating sports federations to evaluate and improve their affiliated sports clubs. Noting that the focus of the research is on the initiatives with regard to the appraisal and improvement of youth academies, the research will draw on some of the conclusions and recommendations. Three different projects were presented (IKGym, IKSport and Foot PASS) that examined the objectives, the method, some results and the effect of the applied quality system (De Knop *et al*, 2004: 59).



In the past eight years, that includes two Olympic cycles 2004 – 2008 and 2008 – 2012, the national coordination of high performance sport in South Africa has been restructured through various initiatives and for the purpose of this research, the following key policy areas are highlighted:

- National government leadership changes as a result of a new governance model;
- Olympic structure (SASCOC) leadership changes due to its quadrennial elections;
- Policy changes that include the National Sports and Recreation Plan (NSRP); SASCOC's Operations Excellence Programme (OPEX); Long-Term Participant Development (LTPD) Long-Term Coaches Development; Athlete Qualifications Criteria and its National Academy System Framework (www.srsa.gov.za) and (www.sascoc.co.za).

As community and health sciences approaches increasingly need to consider the governance, facilitation and management of community development as well as health management in the public sector and among NGOs, CBOs and private sector, modern approaches to governance management and organisation have also become important to the health community. The modern day approach to governance, public and development management, implementation and public sector performance management in the South African Government has received much attention and Cloete and de Coning (2011) that are widely recognised as one of the important and authoritative South African theoretical approaches in this field that is also in use by the School of Government at UWC confirms the importance of landscape changes that have emerged. In the public and development sector and also at universities directly engaged with civil society, the relationship between policy development, implementation and planning as well as the quality management thereof in this context of sport delivery has become critical.



From the body of knowledge in the field of public and development knowledge (Cloete & De Coning (2011), the topic of policy and planning of the interface emphasises the importance of planning. In terms of planning the multiyear programme and budgeting elements need to be considered as part of the public policy planning. They state that “Programme management is able to facilitate multiyear planning, programming, (time sequencing) combined with multiyear budgeting so that longer-term projects within a programme portfolio can be better synchronised to avoid time lapses or inadequate support during critical period” (Cloete & De Coning, 2011:173).

2.2 AN ANALYSIS OF QUALITY MANAGEMENT MODELS AND PRACTICES

The theory of quality management has been studied from different areas: quality leaders' ideas, empirical research and formal evaluation models. This has helped identify a set of critical factors for a successful implementation, as a way to improve customer satisfaction and performance.

Flynn *et al* (1994) defined quality management as an approach for achieving a sustaining high quality output. The quality management philosophy can be characterised by its principles, practices and techniques. Dean and Bowen (1994) concluded in their research that quality management is based on three major principles which are customer focus, continued improvements and teamwork (Gröndahl & Martinson, 2011:19). Both researchers and managers have been interested in studying quality management, and identified a number of elements to facilitate successful implementation.



Thus, various studies have been carried out for the identification of those critical factors ensuring its success, as a way to develop a theory of quality management from three different areas: contributions from *quality leaders* (Crosby, 1979; Edward Deming Institute, 1982; Juran, 1988), formal *evaluation models* (European Quality Award, Malcolm Baldrige National Quality Award, The Deming Award) and *empirical research* (Saraph, Benson and Schroeder, 1989; Flynn, 1994). Quality can be explained by examining their eight principal dimensions: performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality (Garvin, 1988) and TQM from different bias (Gröndahl & Martinsson, 2011:19). The research will, however, focus only on the models and identified practices of quality management.

Quality management provides a strategic foundation for generating a competitive advantage for many organisations (Reed *et al.*, 2000). There is a substantial body of empirical research that supports quality management’s role toward improving organisational performance. However, it is also becoming clear that the “one-size-fits-all” approach that has permeated the quality management literature is inconsistent (Lemak & Reed, 2000:69). In the case of the COEs, the focus is on the service nature and argues that quality management processes work differently depending on the product versus service nature of the organisation and associated production processes. An important contribution of this research is the importance to link the existing frameworks of high performance sport practices to performance.

Research conducted by De Knop *et al* (2004:66) identified a seven point checklist which is further complimented by the TQM matrix classification from Flynn *et al* (1994) who organises quality management practices into seven dimensions, which have been widely used in quality management research. The seven dimensions are as follows:

TABLE 2.1: QUALITY MANAGEMENT SEVEN DIMENSIONS (ADOPTED DE KNOP *et al* 2004: 62)

DIMENSIONS	DRIVERS
i. Strategic planning and marketing management	i. Main orientation
ii. Internal procedures and systems	ii. Primary target groups
iii. External communication and image building	iii. Type of sport
iv. Organisational culture and atmosphere (size)	iv. Members numbers
v. Management and structure	

vi. Resource management	
vii. Organisational effectiveness (high performance teams)	

Based on the above, the matrix classification according to De Knop has been identified as follows:

- **Operational level:** the (sport) service system includes all (primary) processes that are carried out in the service encounter(s) and contributes to the expected (sport) service experience.
- **Strategic level:** the management system includes all (additional) elements and (supporting) processes that optimise the creation of added value and the realisation of the higher goals pursued by the organisation and the members.

De Knop argues that in combining these two dimensions (approach and level), a comprehensive TQM matrix can be constructed (De Knop *et al* 2004: 60).

Cullen *et al* (2003) argue that the challenge is to produce a quality management framework that permits equal expression of inputs and even though they may conflict or compete in some ways and as a result of this complexity, researchers have adopted a wide range of approaches that include both models and practices, to manage quality. (Grondahl & Martinsson, 2011:19) The researcher argues that the same approach should be adopted by key stakeholders in sport responsible for the management of high performance sport programmes.

2.2.1 Unpacking the Quality Management Approaches and Models

Quality frameworks have a long history and Japan was the first country to introduce the Concept of Excellence in 1951, when the Union of Japanese Scientists and Engineers (JUSE) established the Deming Prize award. The prize was established in honour of W Edwards Deming who was the driving force behind the development of quality products and services which greatly boosted the Japanese economy in the post-World War II era (Williams, 2008: 25).

Traditionally, organisational performance, effectiveness and efficiency measurements have been focused on cost control. Today, however, performance measurement systems of world-class organisations are tailored to drive manufacturing and service business excellence. Quality is crucial for gaining a competitive advantage both nationally and internationally. This requirement and approach is recognised by the NSRP (2012, 10) that states that “for South African sport to achieve its goals of an active and winning nation, it is necessary to have a range of strategic enablers in place”. The Academy System (focus on improving high performance sport), is seen as one of the 14 key enablers for a conducive environment for South African sport fraternity to develop talent and performance at higher levels” (www.srsa.gov.za).

Quality programmes such as the COEs promote quality awareness, support and recognise the quality achievement and should provide a platform for sharing successful quality management initiatives. While higher education sport departments across South Africa and globally have different philosophies, strategies and models towards sport and service delivery on a continuum of development through sport (value add) and high performance sport (value), the principles of quality assurance remain the same as unpacked by previous researchers. A number of environmental forces have driven change within the South African sport landscape during the past 10 years. These changes have served to put the issue of quality sport management firmly on

the agenda of many key stakeholders in sport, including higher education institutions (Burnett, 2010:10).

The concept of quality has existed for many years, though it's meaning has changed and evolved over time. In the early twentieth century, quality management meant inspecting products to ensure that they met specifications. The meaning of quality for businesses changed dramatically in the late 1970s. Before then quality was still viewed as something that needed to be inspected and corrected, however, in the 1970s and 1980s many United States of America industries lost market share as a result of foreign competition and this resulted in the auto industry manufacturers such as Toyota and Honda to become major players. These foreign competitors were producing low-priced products with considerably higher quality. To survive, companies had to make major changes and in their quality programmes. Many hired consultants and instituted quality training programmes for their employees. A new concept of quality was emerging with one result in that quality began to have a strategic meaning. Today, successful companies understand that quality provides a competitive advantage and because of this they put the customer first and define quality as meeting or exceeding customer expectations (www.wiley.com).

What today is defined as TQM has its origin in the ideas of quality gurus (Deming, Juran, Crosby, Feigenbaum, Ishikawa) whose primary goals were customer satisfaction and continuous improvement. These ideas have exerted an influence upon later research, in such a way that the literature on quality management has increasingly developed from these initial contributions, identifying different elements for effective quality management. Taking the initial research as a

basis, the critical factors in TQM found in the literature vary from one author to another, although there is a common core, formed by the following requirements:

- i. Management commitment to place quality as a top priority;
- ii. Meeting customer expectations that encompasses all phases of the design, production, and deliver of a product/service;
- iii. The implementation of leadership practices geared towards TQM values and vision;
- iv. The development of a quality culture;
- v. Involvement and empowerment of all members to achieve quality improvements;
- vi. Managing-by-facts, including the use of scientific and problem-solving techniques such as statistical processes;
- vii. Commitment towards continuous improvement of employees' capabilities and work processes through training and benchmarking; and
- viii. Efforts to get external suppliers and customers involved in TQM processes (Waldman, 1994: 511-512).

Considering the above, it is evident that TQM is a management philosophy for the management of organisations to improve its overall effectiveness and performance towards achieving world class status (Waldman, 1994). The aim and purpose of the Centres of Excellence is no different noting that the aim of the South African sport delivery system as per the NSRP is both of an active and winning nation, supported by Enabler 14 of the National Academy System (NSPR 2012: 19). TQM can be define as a management philosophy that seeks to integrate all organisational functions such as marketing, finance, design, engineering, and production,

customer service and other functions, to focus on meeting customer needs and organisational objectives.

Within the South African context an academy system is a critical component of the South African sport development continuum. The academy system refers to a range of institutions in South Africa that will be part of a national unified, integrated approach with the aim of developing sporting talent at different levels. (www.sascoc.co.za) Furthermore, the NAS (National Academy System) will be supported by performance indicators on which performance will be measured.

Recent research highlighted the need for TQM in the sport sector (Coopers & Lybrand, 1997, De Knop, *et al*, 1992, De Knop et al, 2004). The sport sector has evolved into different markets with service and quality as the most critical success factors, further emphasising the need for professionalisation. Furthermore, the sports industry is faced with substantial challenges, such as financial, infrastructure, membership drop-out, governance, coaching etc. In order to deal with the challenges and to ensure a sustainable environment, the sport sectors responsible for delivery of service are obliged to make a shift from the status quo to one that provides a more professional service delivery to sports organisation. This has been further emphasised by the National Sports Plan (NSRP: 2012) under the leadership of the Minister: Sport and Recreation South Africa (SRSA). www.srsa.gov.za and the recent National Academy System strategic framework published by SASCOC: 2012) www.sascoc.co.za.

Section 2.1 with reference to the changing landscape of policy, discusses performance management in the public sector and the National Academy System (NAS) strategic framework identifies performance indicators related to the integrated organisational functions as well as services to be rendered by academies (NAS 2012, 19-20). The services to be rendered are identified as follows:

- i. Living expenses (transport to training sessions, meals);
- ii. Coaching;
- iii. Medical assessments, screening and interventions;
- iv. Scientific support and interventions;
- v. Technological support and interventions;
- vi. Life skills, career guidance and counselling;
- vii. Information services;
- viii. Education and training;
- ix. International exposure (training camps, competitions, exchange programmes) and;
- x. Talent identification, development and nurturing

Considering the four dimensions mentioned in Section 2.1 and the services above, the argument is that these services can be categorised and or grouped as performance management and services areas. These services are highlighted because it will be further discussed in Chapter Three in relation to quality management practices and will form part of the field work to be conducted to assess the TQM practices with reference to the two COEs.

According to Flynn, the TQM practices in an organisation are leadership, process management, information analysis, customer focus, supplier relationship quality system improvement,

continual improvement and people involvement (Flynn *et al.*, 1995, 353-354). All of these total quality management practices can lead to the quality performance of the organisation. Considering the rapid changes (political, economic, socio-economic and technological) that have affected the sport environment too, it has become more important for sport organisations to practice a quality management system to ensure they can achieve performance and by that their sporting goals and objectives can be achieved. The swimming environment in particular has been affected by economic changes. In 2011 Swimming South Africa lost their main sponsor which had a major impact on the COEs livelihood, resulting in no financial contribution from Swimming South Africa since then (www.sport24.com). The framework for quality management research of Flynn *et al.* (1994) asserted that quality management practices are the inputs and quality performance represents the outputs.

The advent of the Balance Scorecard (BSC) as a tool to drive performance management too, supported by design methods and automation tools, has seen the development of various awards have been developed to determined criteria in identifying excellence.

The BSC is about measures and targets and Kaplan & Norton proposed four perspectives that include:

- i. Financial – the identification of a few relevant high-level financial measures with a focus on answers to questions, for example, in relation to shareholders;
- ii. Customer – the identification of measures that relate to how customers view the organisation;
- iii. Internal business processes – the identification of measures that identify where the organisation excels; and

- iv. Learning and growth – the identification of measures to improve, create value and be innovative (Kaplan & Norton: 1992: 75).

However, in his paper Hogue (2003) suggests that TQM does not consider employee satisfaction in its search for continuous improvement, whereas the BSC does consider employee satisfaction. Therefore, by adopting a BSC in addition to TQM, an organisation will overcome this oversight which will in turn increase employee satisfaction and subsequently firm performance (Hoque, Z: 2003:556).

The following three international quality awards are discussed because the criteria identified by each, provide further information on criteria relevant for quality management practices and models identified by various researchers as discussed in previous sections.

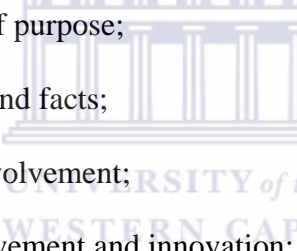
a) EFQM Excellence Award

In 1992 the European Foundation for Quality Management (EFQM) launched the European Model for Total Quality Management. Although this model was based mainly on the experiences of the Deming Prize and the Malcolm Baldrige Models, it offered a much greater business focus and its explicit reference to business results led to the development of the business excellence concept. (Williams, J.C.: 2008: 25) In relation to the COEs and the quality management practices discussed, the researcher argues that for the COEs to record business excellence, a comprehensive management approach (TQM) will create and support an enabling environment to support both business focus and business results.

The EFQM was established with the objective to enhance the effectiveness and efficiency of European organisations through the promotion of the use of its model. Two different prizes are

awarded by the EFQM; the European Quality Prize which is awarded to applicants which demonstrate excellence in management of quality and the use of TQM as the basic process for realising continuous improvement; and the is presented to the most successful exponent of TQM in Western Europe. Figure 3 depicts the EFQM framework is divided into two parts, namely, enablers and results. The enablers include policies and processes that drive the business and facilitate the transformation of inputs to outputs and outcomes. The results measure the level of output and outcome attained by the organisation. The model consists of nine elements, of which five are enablers and four are measures of results (Williams, 2008: 34).

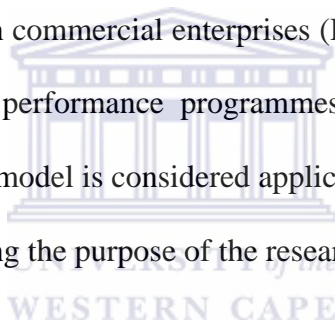
The model is based on eight fundamental concepts:

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- i. Leadership and constancy of purpose;
 - ii. Management by processes and facts;
 - iii. People development and involvement;
 - iv. Continuous learning, improvement and innovation;
 - v. Partnership Development;
 - vi. Corporate social responsibility;
 - vii. Customer focus; and
 - viii. Results orientation (www.efqm.org).

These fundamental concepts underpin the definition of excellence which the EFQM defined as “... outstanding practice in managing the organization and achieving results, all based on these principles”. To achieve excellence total management commitment and acceptance of these principles is required. The EQFM model sees management’s role in the development of structures and infrastructure as key in meeting the output and outcome goals of the model. It also

emphasises that financial results are not the sole measure of performance. The EFQM Model is a non-prescriptive framework which recognises that there are different approaches to achieve sustainable excellence. In the case of high performance sport programmes, the researcher's argument is that this assessment is applicable; noting key ingredients necessary for sport to achieve on the world stage is about sustainable excellence (www.efqm.org).

With Quest, the UK Quality scheme for Sport and Leisure, a first attempt was made to adjust the EFQM Excellence Model for a relevant application in the sport and leisure sector. However, according to De Knop *et al* it is still difficult to use this model to assess traditional sport clubs because of the main focus being on commercial enterprises (De Knop *et al*, 2004:63). However, considering the purpose of high performance programmes, (now considered as commercial enterprises in some countries) this model is considered applicable for the purpose of this research as an assessment tool and supporting the purpose of the research.



b) Deming Prize Criteria

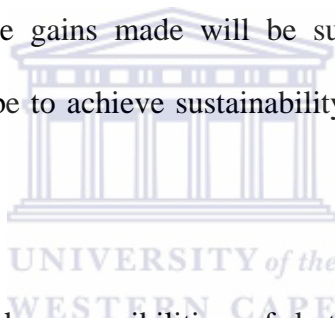
The Union of Japanese Scientists and Engineers established the Deming Prize in 1951 in honour of W Edwards Deming, whose work on product and service quality had a significant impact on the Japanese economy after World War II. The Prize was intended to recognize excellence in the implementation of company-wide quality control (CWQC), which is the Japanese equivalent of TQM.

The Deming Prize is divided into three categories:

- i. The Deming Prize for individuals;

- ii. The Quality Control Award for Factories which is restricted to Japanese; and
- iii. The Deming Application Prize which, since 1982, is open to non-Japanese organisations (<http://www.deming.org>).

The award process is based on a total quality framework which assesses an organisation's relative achievement against a series of ten equally weighted criteria. The criteria are not formally structured into a model as other quality awards are and the major significance of the Deming Prize is the self- assessment process. The main strengths of the Deming Prize criteria is the focus on top management leadership, process control, Kaizen improvement activities and on future planning to ensure that the gains made will be sustained. High performance sport management programmes should be to achieve sustainability through criteria as defined by the Deming Prize.

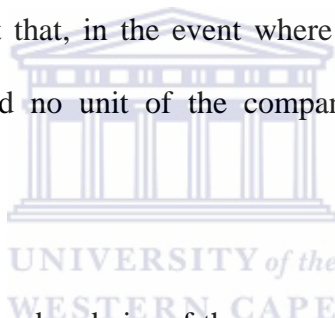


The criteria cover the roles and responsibilities of both the senior executives and the organisation. Firstly, the corporate policy process is examined, followed by the support activities such as business, information management, processes and people management. Implementation consists of the quality assurance activities, maintenance/control activities and improvement activities. The results obtained are followed by implementation that will inform planning for the future (Williams, 2008:19-21).

The Deming Prize checklist comprises 10 primary factors, each of which is further divided into a minimum of four and a maximum of eleven secondary factors. It looks at the role and effectiveness of senior management and can be broken down into two parts. The first part

focuses on the implementation of a set of principles and techniques which evaluate the organisation against the identified criteria. The second part of the framework evaluates the role of senior management within the organisation. This part emphasises the importance of top management's active participation and understanding of the key requirements of quality improvement programmes and it also provides managers with a list of what they need to do (Ghobadian and Woo, 1998: 32).

The final part of the process involves discussions with the suppliers, sub-contractors, distributors and the company's customers. This is done to obtain independent information that will assist in the evaluation of top management that, in the event where an award is due, top management must score at least 70 points and no unit of the company may score less than 50 points (Ghobadian and Woo, 1998: 33).



In supporting the choice of this award and aim of the research, the Deming Prize provides a list of desirable quality-orientated management practices. It focuses on policies and plans; implementation of plans; information collection, analyses and control; results flowing from the implementation of policies and their effect; and future improvement plans. It prescribes specific tools, techniques and practices that must be used, for example Statistical Process Control, quality circles, standardisation, etc. The main emphasis of the model is on the examination of quality control practices on a company-wide basis.

This award is considered the best-known excellence award model and the world's most widely used excellence framework for self-assessment. The research by all quality management authors

shows both strengths and weaknesses, with some common issues that can be observed, such as leadership management, training, employees' participation, process management, planning and quality measures for continuous improvement.

The research conducted suggests that TQM dimensions have repercussions on an organisation's performance and that the relationship between the elements of leadership, best practices, productivity, customer, employee and community focus and organisation performances is significantly improved.

c) The Malcolm Baldrige Award

This award has been established by the Malcolm Baldrige National Quality Improvement Act of 1987 (Public Law 100-107) and recognises organisations in the business, health care, education, and non-profit sectors for performance excellence. This award promotes awareness of performance excellence and also promotes the sharing of successful performance strategies and the benefits derived from using these strategies.

The fieldwork relevant to this study will explore whether the shared-approach has been adopted for the two selected COEs at the two South African universities. The award has two main purposes:

- i. To identify Baldrige Award recipients that will serve as role models for other organisations, and
- ii. To help organisations assess their improvement efforts, diagnose their overall performance management system, and identify their strengths and opportunities for improvement.

The research will focus on the areas of role models and performance management systems at the COEs.

d) South African Business Excellence Award

Based on research conducted, quality management has been extensively adopted at international level, not leaving the rest of the world immune to the demands faced by organisations to provide quality services and products. The first award established is the *South African Business Excellence Award* in 1997 and has 11 criteria that cover a spectrum of the business environment, and include:

- i. Leaderships;
- ii. Policy and strategy;
- iii. Customer and market focus;
- iv. People management;
- v. Resource and information management;
- vi. Impact on society;
- vii. Customer satisfaction;
- viii. People satisfaction;
- ix. Suppliers and partnership management performance; and
- x. Business results (Williams, 2008:40-41).



The Department of Trade and Industry (DTI) created the South African Quality Award in 2009 and has been established by Government through DTI with the aim of promoting the use of quality and the adoption of effective quality management methodologies by South African enterprises to improvement competitiveness. These awards aim to raise awareness about the

need for quality assurance, quality management and the different methods of how to achieve quality. The awards consider five categories namely enterprise, product, service, exporter and individual champion awards. The criteria include:

- i. What does the organisation do to improve the quality of products, services and operations?
- ii. How does the organisation benefit from the improvement of the quality of products, services and operations?
- iii. What business opportunities are being created or expanded through the organisation?
- iv. How does your organisation utilise quality management principles in its activities for growing the business? (www.thedti.org).

2.3 APPROACHES TO PERFORMANCE MANAGEMENT

Performance management has existed for many years and has evolved largely around an annual review of objectives between a manager and a subordinate. However, the concept of performance management as a more recent development adopts a future-oriented strategic focus and is applied holistically in order to maximise an organisation's current performance and future potential. In the context of public and development management (applicable to government and (NGOs) and the objective of a developmental state, performance management has emerged as an important management area. In South Africa the emphasis has increasingly been placed on integrated performance management. This approach consists of various dimensions, including performance and development management; performance management; higher education sport management/programmes and for the purpose of this research is applicable to COEs.

The concept of performance management has been developed over the past two decades as a strategic, integrated process that incorporates goals setting, performance appraisal and development into a unified and coherent framework with the specific aim of aligning individual performance goals with that of the organisation's key and wider objectives. It is further underpinned by the notion that sustained organisational success will be achieved through a strategic and integrated approach to improving performance and developing the capabilities of individuals and wider teams. There are a number of principles underlying the concept:

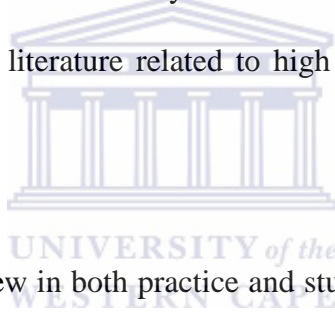
- i. It is a strategic process aligned with the organisation's wider objectives and long-term direction;
- ii. It is integrated, linking different aspects of human resource development, employee reward and organisational performance development into a coherent approach to people management and development, because performance management also transcends organisations;
- iii. It is concerned with performance enhancement to achieve both individual and organisational effectiveness. Employee effort should be goal-directed and performance improvement must be supported by the development of the employees' capabilities;
- iv. It is based on a shared understanding and agreement between an individual employee and manager and based on dialogue, and
- v. It is owned and driven by line management rather than by the human resource function (Atkinson & Shaw, 2006:174-175)

Contemporary practitioners' approach to performance management that is much broader than employee performance and organisational effectiveness. They regard performance management to transcend organisational boundaries to look at performance management of entities or

institution, sectors (such as tourism and sport) and functional areas (such as transformation and gender), the background of the different approach and methods that make up the field of performance management as noted above. The approaches to performance management that has been identified as the most suitable for the purpose of this research concerning higher education sport programmes and centres include total quality management, knowledge management and strategic capabilities.

2.3.1 Knowledge Management (KM)

The literature review for the purpose of this study considers a general survey of KM, with a more specific review of the sparse KM literature related to high performance sport and or national federations.



The concept of KM is relatively new in both practice and study and very limited in the fields of sport and high performance sport management. The first term appeared in the academic literature in 1975 (Serenko & Bontis, 2004) but has become a lot more of a focused area than what organisations predicted. Knowledge management (KM) refers to the ability to effectively use, share and create knowledge to facilitate individual, team, and organisational learning and is important in all organisations. KM encompasses a range of tools, technologies and management practices with the intention to produce organisational benefits. The benefits can be achieved by making better use of an organisation's intellectual capital and it has become increasingly important, even for national sport organisations, given the rapid changes and knowledge generation with the fields of both sport management and sciences (O'Reilly & Knight, 2007:264). They refer to the important of a learning organisation and the import link to

continuous improvement for the benefit of an effective and efficient organisation. In the public and development literature knowledge management also transcends organisational and knowledge areas may include cross-cutting methodologies such as strategic planning, policy analysis, monitoring and evaluation, information management and the repository and individual functions. (Serenko & Bontis, 2004:185-186)

COEs is a key objective and strategic initiative as identified in the Swimming South Africa (SSA) High Performance Strategy (www.swimsa.co.za) and as a Not for Profit Organisation (NPO) Swimming South Africa have mandates and operate in an environment that differ considerably from the for-profit world, and as such require managerial tools and tactics such as KM that are specific to the national sport federation context (O'Reilly, & Knight, 2007: 270). While a limited amount of KM research has been conducted on national sport federations in general, studies that look specifically at sport organisations are scarce in literature.

The case study analysis of KM by O'Reilly & Knight clearly highlights the trend of NFs in general to maintain knowledge at an implicit and individual level, even when the knowledge could be codified and shared within the network. TQM identified critical dimensions and KM is encountered and shared in areas such as finance, management, marketing and public relations, etc. The purpose of KM is to further explore how accessible and visible information is with reference to the COEs and what workplace tools are in place to ensure the appropriate knowledge management system and most importantly the retention of such knowledge through sharing and further growth of the COEs.

Based on the objectives of the study, knowledge management is critical in supporting the further replication of COEs in South Africa. Saint Onge focuses on the emergence of the ‘knowledge era’, that has become widely recognised, stating that the intangible assets of an enterprise will be key to both its ability to create competitive advantage, and to grow at an accelerated pace. Leveraging and managing knowledge has therefore become an important aspect for many organisations. In this context, human resources must evolve to successfully take on a key role in formulating and implementing the organization’s strategy for generating strategic capability through knowledge management (Saint-Onge, 2000:1).

2.3.2 Strategic Capabilities

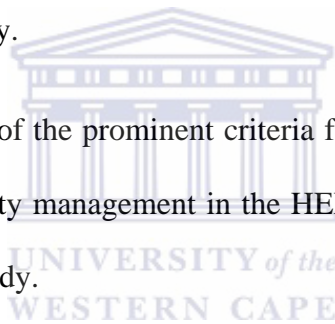
According to the resource-based view, capabilities refer to the capacities of an organisation to organise resources regularly in combination, to affect a preferred result (Amit & Schoemaker, 1993). Johannesson (2010) argues that while Ansoff’s (1979) work on strategic capability broke new ground on the subject, certain questions still remain unanswered. An example is that the distinction between individual competence and organisational competence is blurred, the transformation process from individual competence to organisational competence is not explained, and further development of the concepts was needed. Johannesson further argues that consequently, building on the above contributions on strategic capability the definition now takes on a different perspective: “... as the ability to change the organization and create business environments” (Johannesson, 2010:2).

The importance is that a capability must result in future change or have the potential to do so to be considered strategic. In the case of the South African high performance sport environment what stakeholders are seeking through the COEs initiative is a positive change for the sport of

Swimming and SSA as a sport organisation. From this perspective strategic capability can be analysed in terms of strategic management, resources, competence, capacity, quality, and the mobility of these factors. The research will explore and identify tangible components of strategic capability in relation to QM (Johannesson 2010:3).

In summary, organisational capabilities are about the chemistry between the different people (with skills and talent) and functions within the organisation and the way in which the organisation is designed for optimal functioning. It is also about the combination of organisational processes, technology and systems, structures, leadership, culture and governance that enable organisational capability.

Section 2.1 provided an overview of the prominent criteria for TQM from various perspectives. The discussion will focus on quality management in the HEIs sector before specific criteria are selected for the purposes of this study.



2.4 QUALITY MANAGEMENT IN HIGHER EDUCATION

In past decades, several factors have contributed to raising public concern over higher education institutions' quality, leading to the emergence of quality measurement and tools such as performance indicators, programme accreditation, and institutional assessment and quality audits. (Maguad & Krone, 2012:11). The application of quality management is a management approach that is not easily applied to higher education institutions, especially because the academic culture of these organisations is quite strong and resistant to concepts such as principles and practices, including terminology such as client, empowerment, strategy, TQM, and business re-engineering.

However, the world of higher education is undergoing profound and rapid changes which force the educational system to respond to and ensure quality of life in their respective communities and that it is maintained. These changes emanate from a number of factors such as the explosive growth in knowledge and information. The shift towards information-based services, the move towards global interdependence, greater participation in decision-making and a call for greater educational accountability and transparency are all factors having an impact on the system (Maguad & Krone, 2012:12).

The establishment and the existence of the two COEs located at the two selected South African universities are considered as strategic initiative by Swimming South Africa (SSA) for the improvement of high performance swimming. To further understand the different locations of the two Centres, their existence is summarised in the context of HEI sport delivery framework as follows:

1. University of the Western Cape – identified as a “student-sport” focus university with an internal and external sport programmes; develop and compete in sport, athletes come from diverse communities; urban location; adequately resourced and have a close network of partnerships; and
2. University of Pretoria – identified as a “multi-faceted and commercial” focus university with and internal and external sport programmes; develop and focus on high performance sport; urban and rural ties; horizontal and vertical ties; well-resourced and commercially driven and networks are considered a core business and they are innovative and strategic (Burnett: 2010:80).

The research conducted confirms the two different *foci* of the two universities which could have an impact on the management of the COEs. Quality award frameworks (informed by quality management models and principles) form the foundation for developing appropriate business excellence models. Business excellence models are based on the premise that customer satisfaction, people (employee) satisfaction and impact are all achieved through leadership driving the policy and strategy, the people management, resources and processes, leading ultimately to excellence in business results (Williams, 2008: 2).

A number of environmental forces have driven change in and across South African higher education and these changes have served to put the issue of quality management firmly on the agenda of many higher education institutions. The Higher Education Quality Assurance Committee (HEQC) is a relevant example and established by the Minister of Higher Education in South Africa (www.hesa.org.za). The drivers for change within the HEI environment has been identified as political, economic, socio-cultural and technological

Barnett (1992) quotes a suggestive definition by Barrow (1991) to defined quality in higher education as:

“... a high evaluation accorded to an educative process, where it has been demonstrated that, through the process, the students’ educational development has been enhanced...not only have they achieved the particular objectives wet for the course but, in doing so, they have also fulfilled the general educational aims of the autonomy of the ability to participate in reasoned discourse, of critical self-evaluation, and of coming to a proper awareness of the ultimate contingency of all though and action” (Barnett, 1992:61).

A review conducted by Becket & Brooks draws on current approaches to quality management in higher education and indicates that a range of quality management models developed for industry have been adopted and tested on a global basis, including higher education. Becket & Brooks developed two tables of quality management models applied in HEIs identified seven models namely TQM; EFQM excellence model; Balanced Scorecard; Malcolm Baldrige Award; ISO 9000 series; Business Process Re-engineering, except for SERVQUAL, that have been applied internationally in HEIs. Becket defined that these models are comprehensive and the application for the seven models yielded a number of benefits for HEIs and are both tangible and intangible (Becket & Brooks, 2008: 44).

Becket & Brooks (2008) developed two tables of quality management practices that have been applied in HEIs with Table 2.1 summarising the seven models listed above and applied and Table 2.2 summarising quality management models specifically developed for HEIs. (Becket & Brooks, 2008:51-53). The one model highlighted by Becket & Brooks and developed by Srikanthan and Dalrymple is the model for Quality Management in Education (QME). The three core elements of the model include:

- i. A focus on the transformation of learners, enhancing them through adding value to their capability and empowering them;
- ii. Synergistic collaboration at the learning interface; and
- iii. Senior management that encourages and ensures a collegial culture (Becket & Brooks, 2008:46)

Like any other organisation, HEIs too have human resources, budgets, infrastructure and assets that need to be managed efficiently. When many HEIs are facing scarcity of resources, no one would disagree to better and improve quality management in non-academic activities leading to creation of an environment conducive for quality academic development. The sport project is directly affected by this process and based on the two selected universities, includes the two identified COEs. To enable effective and efficient management of the areas listed, the application of the three core elements are considered important in the case of COEs within the higher education environment.

The QME model is considered applicable noting that in the current quality management approaches of higher education, there is a lack of focus on the student learning experience. However, the review conducted by Becket & Brooks identified that there are clear benefits for both administrative and service functions and as the expectation of a diverse student population grow in line with increased levels of competitions across borders, it would be dangerous to ignore the quality of these functions (Brooks & Becket, 2008:46).

While not enough evidence exists of successful application of TQM in HEIs, it can be argued that this is mainly because the focus is on the academic project and to meet their own results and that the application is resisted due to a number of reasons. Challenges may include insufficient administrative commitment; little experience of team leaders; co-existence of several purposes; absence of effective communication, etc., in the context and purpose of the COEs and high performance sport, these areas will be explored during the interviews.

2.5 TQM SPORT MANAGEMENT PROGRAMMES

Sport Management is any combination of skills related to planning, organising, directing, controlling, budgeting, leading and evaluating within the context of an organisation or department whose primary product or service is related to sport and/or physical activity (Smith & Steward, 1999:2-3).

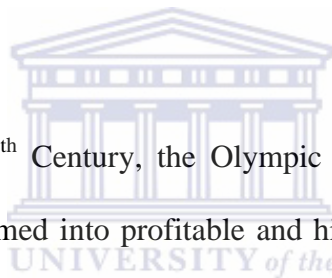
The 2010 HEIs research highlighted 7 “pillars of delivery” within the context of HEI sport management. The main findings are:

- i. Services and products related to education and training;
- ii. Research and community outreach actions;
- iii. Community outreach projects are often strategic for fostering active citizenship;
- iv. Recruiting prospective students and for meaningfully engaging with diverse communities for the improvement of the quality of life through producing intellectual capital and engagement;
- v. Provision of participation in both competitive and recreational activities;
- vi. Resources – physical, financial, information and human resources; and
- vii. Partnerships are considered a key strategic focus area to optimise inter-institutional collaboration and collectively enter the market and serve as a national resource to strengthen the sporting fraternity of this unique sector (Burnett, 2010:68-90).

2.5.1 High Performance Sport Management

For the purpose of this research, high performance sport also refers to elite sport development, noting that based on the researcher’s literature review, both concepts are referred to and

addressing the same aspects. Within the South African context, high performance sport is not simply defined as being at national teams' level; it is extended to include those elements of the high performance system (e.g. provincial, higher education, clubs and schools) that directly feed the elite level and if ineffective or neglected, can greatly affect the prospects for medal success. Interesting is that the discussion of high performance sport within SASCOC began with a position paper presented in 2005 that identified high performance sport as a key driver “towards equity and excellence” of sport in South Africa. (Mashishi, 2005: 6). The paper further highlighted the importance to for the establishment (related services) and management (systems) of Academies and or COEs.

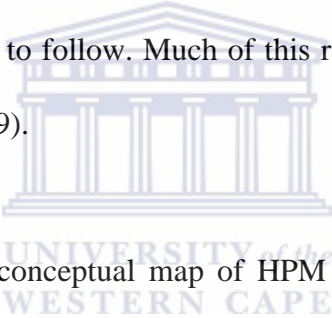


During the second part of the 20th Century, the Olympic Games and numerous other world championships have been transformed into profitable and high level professional competitions, thus demanding well organised preparation and support of athletes, including sophisticated management systems. Research shows that national governments in partnership with sport federations and business, continuous to invest more resources, thus considering athletes as strategic assets and capital. (Smolianov & Zakus, (2009: 39) All of this makes high performance sport management more financially attractive and of strategic importance to any country. Noting the gaps, the same cannot be said about South Africa which is still battling to implement a sustainable system applicable to aspects of high performance sport.

Sport is not only considered an important contributor to the nation's presence on the international and economic stage, but the growing business of sport within South Africa also contributes to the

domestic economy. South Africa's recent hosting of one of the most successful FIFA World Cup in 2010 is a relevant example of the impact of sport and the important role that a few universities played during this period. HEIs are at the forefront as a contributor and evidence is cited on the 2010 HEIs research project mentioning 13 services and products offered by universities (Burnett, 2010:60)

Athletes, teams, and their support systems at the elite level continue to share the same resources, structures, processes, methods, etc. These highly rationalised, scientifically focussed sport systems were first developed in different "socialist states". These systems, documented by Riordan (1977, 1978), provided models for western countries with funded state sport structures (UK, Canada, Australia, Germany) to follow. Much of this research was at the macro-structural level (Smolianov & Zakus, 2009: 39).



Smolianov & Zakus developed a conceptual map of HPM structures and processes based on literature review of existing models. While the study contributed to the conceptualisation of universal structures and processes necessary for successful Olympic and elite global athlete and team preparation, and a description of effective HPM practices, were the paradoxes thrown up as issues for HPM programmes across the world were quite remarkable. The model plotted key areas of high performance management including knowledge, skills and abilities (KSAs) required by high performance managers from the foundation of integrated mass and elite sport systems. The model suggests a system consisting of eight components and these are:

- i. Centralised, simple and integrated structure of sport for all and elite sport;
- ii. Philosophical, education and promotional support;

- iii. Partnerships with supporting agencies;
- iv. Funding for needs of each current and long-term potential and feeder athlete group;
- v. Structured competitions at all levels;
- vi. Systemic training processes and generation management;
- vii. Statistical identification, development and monitoring of athlete performance; and
- viii. Sport activity hubs with conditions and culture of excellence (Smolianov & Zakus, 2009:41).

To further support critical areas required for high performance sport, Green & Oakley (2001) explored the elite sport development systems and playing to win, and exploring uniformity and diversity in international approaches, with specific reference to the Eastern Block. Their study found that all the countries in the study were at various stages in their development of their elite sport system, yet with a number of similarities. These similarities in approach are as follows:

- i. A clear understanding about the role of different agencies involved with an effective communication network to maintain the system;
- ii. Simplicity of administration through common boundaries (political and sporting);
- iii. Statistical identification and monitoring of the progress of talented and elite athletes;
- iv. Provision of sports services to create an excellent culture for all members of the team (athletes, coaches, managers and scientists);
- v. Well-structured competitive programmes, including ongoing international exposure;
- vi. Targeted resources focused on those with a real chance of success on the international stage;
- vii. Comprehensive planning;

- viii. Recognition of excellence costs and include appropriate funding for infrastructure and people; and
- ix. Lifestyle support and preparation for life after sport (Green & Oakley, 2001: 256).

Based on the literature review of online and printed material of both SASCOC and SSA, evidence exists that many of the building blocks a strong national high performance sport system are currently in place and there are numerous examples of new innovations and structures that have improved the Operations Excellence Programme (OPEX), Long-Term Participant Development (LTPD) and Long-Term Coaches Development Programme (LTCD) of SASCOC.

The conceptual map developed by Smolianov & Zakus points out the complex interrelations required to develop a sound high performance sport model (Smolianov & Zakus, 2009:42). Applicable to the research is the applicability of the high performance organisation (HPO) framework, defined by de Waal, 2008 as:

“an organisation that achieves financial and non-financial results that are better than those of its peer group over a period of time of at least five to ten years” (de Waal, 2008:11).

This research focused on the applicability of HPO framework in the Dutch Soccer Clubs and based on the definition, he cited that the main difference is that for soccer clubs the two parts have to be integrated and there is a strong focus on continuity. The same argument could be for COEs considering that key elements of a sound high performance sport programme as identified by Smolianov & Zakus includes both financial and non-financial factors which they identify in three levels namely macro, meso and micro (Smolianov & Zakus, 2009:42).

Chapter Three will explore the alignment and or impact these initiatives had on the management systems of the COEs at a macro, core business and business processes level. Quality management which is derived from TQM is a management tool that seeks to achieve quality through an organisational approach aiming at strategic and long-term success, focusing on customer satisfaction that will benefit the organisation holistically. It is, however, considered more than a tool, but is considered “a convenient framework used in and by organisations to guarantee a systematic and permanent optimisation of the added value in order to maximise the realisation of their aims” (De Knop, *et al*, 2004: 60).

There are many definitions of TQM, Roosevelt (1995) defines TQM as a strategic architecture requiring evaluation and refinement of continuous improvement practises in all areas of business.

Corrigan (1995) definition emphasises customer satisfaction:

“TQM is a management philosophy that builds a customer-driven, learning organisation dedicated to total customer satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes.” (Roosevelt, 1995:35).

According to de Knop, the Federal Quality Institute, 1990 identified essential elements of quality programmes namely focus on customer, strategic planning, quality measurement and analysis, quality assurance, quality and productivity improvement results, top management leadership and support and employee training and teamwork. The above definitions identified two main notions namely continuous improvement and the tools and techniques used pending the scenario where TQM is applied (De Knop, *et al*, 2004:60).

While many organisations have been quite successful in TQM implementation, there are quite a few which have failed to benefit due to their different approaches of implementation. The

thinking of managers is that TQM is driven by internal productivity programmes or management programmes that may deviate from the core business which is customer focus. Currently, sport is faced with major challenges and criticisms from various stakeholders with respect to coping with increased competition, ever-changing market and socio-economic conditions resulting in poor performance on world stage. Therefore, the philosophies of TQM need to be adapted to accommodate the intangible aspects as derived from TQM, to enhance the quality high performance sport programmes and development in South Africa.

The rationale for the adoption of quality management practices in higher education sport is that it has the potential to encompass the quality perspectives of both external and internal stakeholders in an integrated manner and thereby enable a comprehensive approach to sport management that will assure quality as well as facilitate change and innovation. However, what must be acknowledged is that there are limitations in the wholesale adoption of TQM in higher education, specifically with reference to the terminology customer versus student. It should not become a means of, or approach of, managerialism because of the disparity between TQM techniques and educational processes, as well as the lack of shared vision within the institutions and or educational fields (Srikanthan & Dalrymple, 2003: 133).

Although higher education is able to adopt many of the principles of TQM, it is reasonable to expect some challenges when applying them to a different organisational environment and or structure such as that of sport management. The approach should therefore not be to consider the direct relationship between the conception of higher education, the definition of quality being used and the performance indicators chosen to measure quality, rather what is applicable to ensure quality management practices for high performance sport.

The following main themes have been identified, based on the TQM approaches; models; higher education, sport management and programme management applicability. These are further selected based on its relevance to assess quality management practices in high performance sport.

TABLE 2.2: QUALITY MANAGEMENT PRACTICES THEMES

KEY THEME	SOURCES
Management and leadership	EFQM, 1999b:2; Porter & Tanner, 2004; Smith & Stewart, 1999:62; Flynn, 1994; Williams, 2008
Customer and market relations	Kaplan & Norton 1992:75; www.nist.org ; Flynn, 1994.
Human Resource growth and development	EFQM 1999b:3; www.baldrige.org ; Atkinson & Shaw, 2006:174-175; Flynn, 1994; Williams, 2008.
Internal Business Processes	Kaplan & Norton, 1992:75; EFQM, 1999b: 3; Flynn, 1994
Quality information and knowledge management	www.nist.org ; Flynn, 1994; www.baldrige.org
Partnership with suppliers	Flynn, 1994; Smith & Stewart, 1999:83

The relevance of the above-mentioned themes and key requirements to achieve quality management practices in high performance sport are further discussed in the next section.

2.6 QUALITY MANAGEMENT PRACTICES APPLICABLE TO COES

High performance sport in South Africa has reached a crossroads with products and services in the commercial sector and even in government are being delivered with an unprecedented level

of quality. The recent presentation of the Varsity Sports competitions (www.varsitysports.co.ca) is evidence that the adoption of quality management practices in the wider community highlights the fact that sport services are often substandard (Smit & Steward, 1999:62).

For the purpose of this research, the following table represents what are important quality management practices relevant to the COEs:

TABLE 2.3: QUALITY MANAGEMENT PRACTICES AND APPLICABILITY TO CORE AREAS

LEVEL	QUALITY MANAGEMENT PRACTICE
MACRO	Public and development management Performance management Management Leadership
CORE BUSINES	Athlete support system (medical, psychological, academic, social, etc) Coaching & Technical support Sport Science support
BUSINESS PROCESSES	Human resources Financial management Infrastructure Logistics

2.6.1 Macro Level

Development strategies (including policies, programmes and or projects) focus on translating policy into objectives for policy implementation at macro and sectoral level among all role-players. In the case of the COEs, a strategic policy was translated into business objectives at strategy level (Swimming South Africa) with specific actions and programmes defined by the COEs to give effect to the implementation (Cloete & de Coning, 2011:172).

With reference to the latter and the role of the COEs, it is argued that programme management in a public and development management context refer to the management and coordination of the COEs as a programme consisting of different projects to facilitate implementation of policy as a national strategy (SASCOCs National Academy System). The geographical targeting is based on both COEs identified for the purpose of this study (Cloete & de Coning, 2011:173).

The role of leadership and management is to establish quality policies, goals and to provide resources; goal-oriented planning, training and development opportunities and to stimulate overall improvement. This is supported by their role to lead a long term vision for the organisation, driven by changing customer requirements and not just being focused on an internal management role. The EFQM identifies the importance of leadership in creating the goals, values and systems that guide the pursuit of continuous performance improvement. Leadership is considered a major driver which has significant influence on the implementation of TQM with a focus on meeting new requirements and/or changes that have resulted from implementing TQM and directly influence the customer satisfaction and business performance result (Singh & Geetika, 2011:531). Indicators of high performance include the appropriate delegation of authority, the appropriate use of project teams and the prudent use of outsourcing where internal expertise is weak or where resources are limited. The latter demonstrates a link with public policy development management and supplier management.

Performance management in high performance sport generally is provided by Olympic bodies (in the case of South Africa by SASCOC) and their respective NFs. Their mandate is to achieve international sport results, increase athletes' participation at international sport competitions and the improvement of high performance sport services (Winand *et al*, 2010:7). Leadership is important in influencing groups of people eg Government, corporate, and mobilising resources

through the promotion of the organisation's strategic direction, to achieve customer satisfaction and business results.

2.6.2 Core Business

The Athlete Support System (ASS), supported by the TQM principle of customer relations (in this case refers to the swimmer/athlete) relates to the framework developed by Flynn *et al* (1994), the customer relationship quality management practice is about knowing the customers' expectations. This includes the importance of involving the customer in the quality improvement process.

Within the context of high performance sport, research conducted by Sotiriadou & Shilbury examined and mapped the process of Australian elite athlete development from an organisational perspective of 35 national sporting organisations. The research highlights the significance of economic and cultural factors (macro-level) and the role of sport science and athletes' close environment (micro-level) in fostering success (Sotiriadou & Shilbury, 2009:1).

Customer relations integrates the non-sport services required to meet the potential expectation of customers, such as the legitimacy for using sport as a tool for a better society and sponsors aiming to reach a wider audience and to share with them the sport values they promote. A relevant example of sponsorship is the ABSA banking institution in South Africa's "Human Spirit Campaign" that is not about sponsoring rugby, soccer or mountain biking, but sponsoring the human spirit (www.absa.co.za).

Research conducted by Tsitskari (2006) suggests that there has been a focus into service quality in the business world and has been ongoing since the early 1980s, but that only recently have recreation and sport service providers recognised the importance of service quality as a core to sport as a business. Service quality is a topic that has recently attracted significant attention by researchers in the sport marketing literature (Tsitskari *et al*, 2006: 624). This recognition is evident from researchers for both sport management and marketing. However, this has not led to much research designed to identify, assess or evaluate the phenomenon of service quality.

What the researcher considers most applicable is the research conducted by Costa *et al* (2004) who examined the 10 primary dimensions of SERVQUAL research conducted by Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988) and whether it could be modified to evaluate the service quality of sport camps. It was concluded that the evaluation by participants are based on five dimensions namely: training programmes; contentment-intention; safety and convenience of facilities; tangibles and relations with coaches. The parents, however, evaluated it according to four dimensions, namely: accommodation; coaches; contentment-intention and access communication. The focus is on athlete support services and the important link with customer services with reference to total quality management. (Parassuraman *et al*, 1988: 14-15).

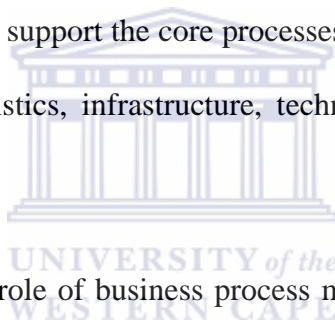
2.6.3 Business Processes

Rummler & Brache (2013) use a definition that clearly encompasses a focus on the organisational capability and not just as the execution of the tasks along a process lifecycle, indicating the important task to “identify, model, analyse, improve, implement, execute, monitor, and change). This standpoint requires an organisation-wide perspective and the identification of

the core capability areas that are relevant for successful business process management (Rummler & Brache, 2013:107).

Based on the definitions above, three types of business processes are being identified, namely:

- i. Management processes - that govern the operation of a system. Typical management processes include strategic planning and corporate governance;
- ii. Operational processes - that constitute the core business and create the primary value stream. Typical operational processes are purchasing, manufacturing, advertising and marketing, and sales; and
- iii. Supporting processes – that support the core processes. Examples include finance, human resource management, logistics, infrastructure, technical support, etc (Vom Brocke & Rosemann, 2010:4).



The above highlights the primary role of business process management which is to ensure that the various strategic capabilities are aligned with one another to achieve organisational goals.

Perhaps now more than ever, with the introduction of the Long-Term Participant Development (LTPD) and Long-Term Coaching Plan (LTCP) models of SASCOC, South Africa's sport managers require a new set of capabilities (www.sascoc.co.za). The importance of professional development initiatives should be considered to improve the performance of both sport managers and sport organisations. It is evident that current systems and funding only focus on the on-the-field performances of athletes and coaches and create a cycle of neglect of the off-the-field performances and the internal processes of sport organisations. The two models developed by

SASCOC identify the training requirements and or needs of coaches and technical staff, but none is said about sport managers, specifically those responsible for high performance sport.

In summary, combined with the continually changing landscape, a number of environmental factors such as the global financial crisis and increasing global competitiveness mean that sound strategic development coupled with quality management practices in high performance sport has become a necessity. Despite the increasing involvement of Government in sport, and the high level of academic interest in sport-related public policy, there is not enough evidence that quality management practices have been applied in a coherent and consistent manner, aligned to macro level, core business and business processes.



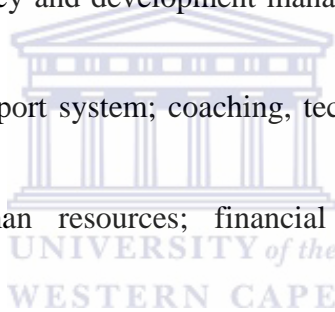
CHAPTER 3 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of the study is to assess quality management practices in high performance sport with specific reference to the swimming Centres of Excellence (COEs) located at two South African universities, namely Pretoria University (TUKS) and University of the Western Cape (UWC). The participants are all linked to the two COEs and have all been recognised as valuable contributors to the COEs to date.

The questions are designed to explore perceptions and lessons of experience on:

1. Macro Developments (policy and development management; performance management and leadership)
2. Core Business (athlete support system; coaching, technical; sport science support ; and support services); and
3. Business Processes (human resources; financial management; infrastructure and logistics).



Considering that there is a lack of literature specifically relating to the topic being investigated in this study, it was decided to adopt the qualitative research method in order to facilitate a deeper understanding of the assessment of high performance sport.

This chapter will introduce the methodological approach utilised in this research study, provide a rationale for the research methods and give a detailed outline of the stages undertaken to collect, analyse, and interpret the data. Pertinent ethical considerations will be discussed and the reliability and validity of the study will be addressed.

3.2 METHODOLOGICAL PARADIGM

Kuhn (1970) defines a paradigm as “a set of values and techniques which is shared by members of a scientific community, which acts as a guide or map, dictating the kinds of problems scientists should address and the kinds of explanations that are acceptable to them” (Kuhn, 170: 175). In simple terms, a paradigm is a set of prepositions that explain how the world is perceived. It contains a worldview and tells researchers what is important and reasonable and specifies specific methods of research.

The formulation of a research question and the way in which results are interpreted is bound within a researcher’s ontological view of reality (Smith, 2010:98). The researcher’s epistemological stance also determines the focus of the knowledge gathering process itself and the key assumptions that direct methods of investigation. Consequently, the researcher’s views on what qualifies as valuable knowledge and their perspective on the nature of reality will influence the research methods chosen in a study (Glesne, 1999:41). It is for these reasons that this chapter includes the background of the researcher in order to explain her ontological and epistemological views and how they influenced the interpretive approach applicable to the study. (Barbie & Mouton, 2001:270) The qualitative research method is useful in examining human action with the aim of recording and understanding the human experience.

An interpretive epistemological approach was also adopted because the aim of the research was to understand and interpret how the stakeholders of the COEs under investigation constructed the world around them. The interpretivist paradigm assumes realities are socially constructed, complex and indivisible into discrete variables. The subjects involved are not inanimate objects

but acted upon by a wide variety of external social forces. Interpretivists, therefore, believe there is a need to understand the underlying experiences, feelings and emotions related to behaviour by capturing qualities that are not quantifiable and reducible to numbers because of their complexity (Barbie & Mouton, 2001:270).

3.3 RATIONALE FOR RESEARCH METHOD

A research method is the process used to collect information and data for the purpose of making business decisions. The methodology may include publication research, interviews, surveys and other research techniques; and could include both present and historical information.

The study used qualitative research techniques, creating and providing the best possible learning experiences for the participants. Qualitative research looks at the research setting from the viewpoint of a deep understanding with the interest being in the stories and the experiences of people in their natural setting. This goes beyond the statistics to examine the experiences behind the numbers. Instead of trying to prove or not prove the hypothesis, qualitative research looks for themes, theories and general patterns to emerge from the data. Qualitative research is “hypothesis-generating” rather than serving to test a hypothesis (Merriam, 1988:3).

Based on the aim of the questions (that include the why, what and how) it is the opinion of the researcher that these questions may be more appropriately examined through qualitative methods than quantitative methods. The Sport Policy Leading to International Sporting Success (SPLISS) model is the most recent qualitative research (Sotiriadou & De Bosscher, 2013:47). Furthermore, as part of the research design, the researcher consulted the nine pillars of the SPLISS model to guide the questions for the three areas namely macro level, core business and

business processes. This model will further support the researcher on the findings and recommendations of this study. The examination of participants' experiences helps to illuminate what work, in which context; how and why it works; and it provides an opportunity to reveal the situation behind what quantitative results might show. This is more conducive to finding relevant answers to the research questions. Qualitative research is, therefore, considered to be contextual and subjective and does not try to condense or reduce interpretations to a norm (Glesne, 1999:41).

Interviews are one of the most commonly recognised forms of qualitative research, and are being favoured widely by sport management researchers. Conceptualised as a directed conversation, the researcher utilised semi-structured interviews considered appropriate for the purpose of this study because they can provide rich data; and explanation is required rather than description. As this explanation is expressed in the interviewees' own words, it also allows the researcher to maintain focus on the participant and to avoid merely following their own agenda. Semi-structured interviews also allow the researcher to put responses into context, which means a sense of time and history can be developed (Edward & Skinner, 2011:107).

According to Edward & Skinner (2011) semi-structured interviews allow the emergence of important themes that may not emerge from a more structured format, revealing insights into attitudes and behaviours that may not be apparent when potential responses are restricted. They further state that semi-structured, in-depth interviews allow exploration of how participants themselves view relevant factors, rather than have responses constrained to previously derived

categories. The interview process can, therefore, be viewed as a method of making meaning as opposed to yielding data (Edward & Skinner, 2011:108).

In a semi-structured interview the researcher has a list of questions or relatively specific topics to be covered, to which the interviewee has a great deal of leeway in how to reply. Rather than attempting to prove or disprove a theory, this questioning allows the interviewer to gather the ways in which participants view and construct their knowledge and social world. As the researcher is the main instrument of data collection during interviews, their background must be acknowledged as potentially influencing the interaction with the interviewee (Gratton, & Jones, 2004:25).

For the purpose of this research, a semi-structured interview guide (Appendix A) was utilised to allow participants to:

- i. Ask questions of clarity when and if necessary;
- ii. Explain in detail their involvement in the COEs that resulted in additional information or themes to emerge; and
- iii. Share their experiences and knowledge.

3.4 PILOT STUDY

Prior to commencement of data collection for the main study, Gratton & Jones (2004) suggests that a pilot study should be used to identify potential problems, test the language and the substance of questions, and to inform the researcher whether or not changes to the interview guide are needed. A pilot study with two colleagues working in higher education sport with the

one focusing on the macro and the other on the business processes related to the study was conducted to test and review the interview schedule and make any adjustments necessary. It was found that for the macro level developments, minor amendments were suggested to the questionnaire which was completed on Tuesday, 20th May 2014. For the core business questionnaire, the interviewee responded from a university perspective, pointing out that he did so because he was not fully aware of the operations of the two COEs. He therefore approached his response based on the services that his university provides. This completed questionnaire was returned on the 12th May 2014.

In-depth semi-structured interviews took place with all interviewees and were recorded using a digital voice recorder. During the transcription process the researcher was able to listen to and analyse the style of questioning and ensure that the interview schedule was followed. The researcher was also able to ensure questions were open-ended and that participants were given ample opportunity to answer each question fully, supplying the required information and adding depth and breadth to responses. (Patton, 2002:86) As a result of the pilot study, minor changes were made to the interview schedule, and in line with recommendations by (Gratton & Jones 2004), a wider range of potential probe questions were collated for the researcher to refer to during data collection for the main study. Finally, the pilot study confirmed the sampling criterion was suitable for acquiring the required information to answer the research question (Gratton, & Jones, 2004:127).

3.5 RESEARCH DESIGN

3.5.1 Participants Sampling

The researcher's aim was to ensure participants were all key stakeholders involved in the two Swimming Centres of Excellence who could share their personal experience and knowledge. However, it was impossible for the researcher to study all participants intensively. Consequently, it was necessary to select a sample and according to Mirriam (1988), a well-planned approach to sampling can have a huge impact on the quality of a study, as each sample should accurately reflect the characteristics and qualities of the target population. The sample should also be broad enough to capture the many facets of the phenomenon under investigation and this is to discover, understand and gain insight (Mirriam, 1988:48).

Accordingly, it was recognised that the sampling method undertaken would be crucial for later data analysis because the researcher's choice of who would be sampled would place limits on the conclusions that could be drawn. It is recommended that purposive sampling is conducted when undertaking qualitative research based on interviews. That is, qualitative researchers should select their cases purposefully, based on their relevance to the research question and ability to offer detailed insight into the topic in question (Gratton, & Jones, 2004:101).

The selection of the coaches, sport scientists, management and support staff as participants for this study was based on the same non-probability purposive sampling methods used in the majority of qualitative studies. (Mirriam, 1988:48) The sport management researcher would use purposive sampling in studies "...where unique cases are required to provide especially informative data, for example athletes in a specific sport when aiming to identify particular types of cases for further in-depth investigation" (Edward & Skinner, 2011:67).

The selection of the swimmers as participants for this study was based on the random sampling method of Bailey (1994). This was based on lists of swimmers affiliated to the two COEs, providing each member of the population an equal opportunity of being selected. The researcher utilised Bailey's table of random digits and applied the top to bottom approach to select each swimmer (Bailey, 1994:508).

TABLE 3.4: THE PARTICIPANTS' SAMPLING FOR INTERVIEWS

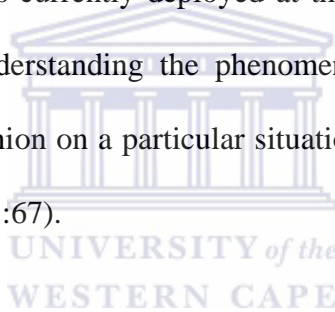
Stakeholder	Sample	Target	Interviews completed
Top Management/Leadership – Olympic body – National federation – Universities x 2	4	3	3
Swimmers	24	10	9
Staff: – Operational – Support	6	4	3

TABLE 3.5: THE PARTICIPANTS' SAMPLING FOR FOCUS GROUPS

Stakeholder	Sample	Target	Interviews completed
Top Management/Leadership – Olympic body – National federation – Universities x 2	0	0	0
Swimmers	2	2	0
Staff: – Operational – Support	2	2	1

3.5.2 Sample Criteria

The researcher selected the swimmers based on their connection to, involvement in and interest in the research topic under investigation. The research further considered qualifications and track record as a pre-requisite for their inclusion. A three-fold inclusion criterion for selection was adopted and included the following; each manager, coach, support staff and or sport scientist was a qualified member of the universities used for the study; had a minimum of three years' experience with the COE, and was currently deployed at the COE. Participants were selected because of their relevance to understanding the phenomenon under investigation, and their ability to illustrate insight and opinion on a particular situation as a result of their experience or expertise (Edward & Skinner, 2011:67).



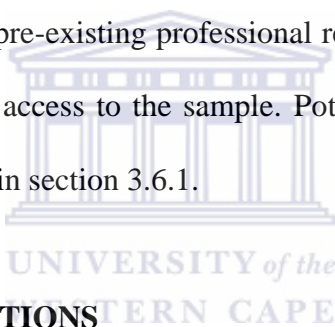
3.5.3 Participants' Demographics

Demographically all participants were categorised as follows:

- i. Swimmers – all swimmers were both students and non-students with a few being associated with the COEs for as long as eight years. Participation of swimmers is recorded at different levels of competition such as Senior National Championships, Commonwealth, Olympic, Paralympic and World Student Games.
- ii. Coaches – all coaches have been associated with the COEs, are well educated (including international standards of coaching qualifications) and have performed coaching duties at different levels, including at the highest level of the Olympics.

- iii. Support Staff – support staff associated with the COEs are involved in areas such as general administration, facilities planning and management, events and competitions that include schools, provincial, national and international levels.
- iv. Sport Scientists – all sport scientists provide services either as physiotherapists and or biokineticists.
- v. Management – management were from the two universities, SASCOG and SSA, all of whom were responsible for high performance sport in their respective portfolios.

Participants' ages ranged from 18 to 48 years. To protect their anonymity and to ensure confidentiality, each participant was assigned a pseudonym which they are referred to throughout the study. As the researcher had a pre-existing professional relationship with the UWC COE, no gatekeepers were required to gain access to the sample. Potential issues pertaining to this pre-existing relationship are addressed in section 3.6.1.



3.6 ETHICAL CONSIDERATIONS

Any research involving people carries with it a variety of ethical issues at different stages of the research process, with traditional ethical concerns revolving around issues of protection from harm, consent, deception, right of privacy and confidentiality of data. Principles or standards issues are critical to consider with the main aim of doing good for the research participant and avoiding any harm. (Flick, 2009:36) This study was conducted in line with the ethical guidelines laid out by the UWC Code of Practice for Research (www.uwc.ac.za). Ethical approval was granted for the study by the UWC Ethics Committee prior to the commencement of data collection. Furthermore, the autonomy, beneficence, justice, and the right to withdraw of the participant was adhered to and explained prior to commencement of the interview, as well as

in written form as part of the interview schedule. The researcher provided the interviewees with an Information Sheet and a Consent Form to ensure that the interviewees have detailed information about the research and that they provided permission to participate (Flick, 2009:36-43).

3.6.1 The Researcher

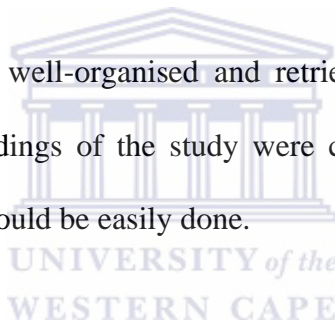
The researcher is the sole investigator in this study and the primary instrument for data collection and analysis. (Merriam, 1988:19) To avoid any possible bias, she appointed a UWC post-graduate student to facilitate the interviews and focus groups at UWC, noting that she was employed as the Director: Sport Administration at UWC at the time when the research was conducted. The researcher has 14 years of experience working as a full-time employee in higher education sport management. Based on the researcher's experience, she felt comfortable and had no difficulty establishing trust and rapport with the participants. The research assistant is also familiar with the environment and the same was applicable to him.

Possible problems of domain specific language and meaning were eliminated as both interviewer and respondent understood the contextual nature of the interview. To monitor subjectivity the researcher made notes throughout the study. The researcher's expertise and extensive experience in the management of a COE and higher education sport management facilitated her ability to gather rich data sources, analyse the data to find common patterns and emerging themes across the interviews and focus groups (Glesne, 1999: 41).

3.6.2 Establishing Reliability and Validity

Traditionally, qualitative researchers have tended to employ the terms reliability and validity similarly to that of quantitative researchers. Some critics have suggested, however, that because qualitative research is based on entirely different ontological and epistemological assumptions, it should be judged or evaluated according to different criteria. Reliability is traditionally concerned with the question of whether a study can be replicated (Creswell, 2003: 196). The researcher utilised the triangulation method as described by Creswell to ensure completeness of the findings or to confirm the findings.

All collected data was kept in a well-organised and retrievable format, both electronic and printed. Consequently, if the findings of the study were challenged or if another researcher wanted to reanalyse the data, this could be easily done.



3.7 DATA COLLECTION

3.7.1 Interview Schedule

According to Gratton & Jones (2004), there are a number of methods that can be utilised to facilitate qualitative research. However, the design of the interview schedule is key to obtaining valuable information from the interviewee. (Gratton & Jones, 2004:142). To complement the advantages of the interview method, Edward & Skinner (2011) suggest the interviewer has a responsibility to develop questions that will elicit the maximum depth on the interviewee's thoughts and beliefs on a topic, as opposed to individual answers to a succession of unconnected questions. To ensure questions are pertinent to the subject area, Edward & Skinner (2011) also

suggests it is essential the researcher develops interview questions based on previous research in the area. (Edward & Skinner, 2011:106)

To maximise the potential of obtaining relevant and valuable information, a semi-structured interview guide (Appendix A) was developed with reference to relevant academic and non-academic literature, the researcher was also aware of the need to facilitate each interview without overly leading or directing the interviewees. Considerable attention was, therefore, placed on utilising non-leading questions and probes during the interviews. The interview guide allowed the researcher to primarily ask the same questions to each coach, while maintaining enough flexibility to alter the sequence of the questions in order to elicit further information and add depth and breadth to responses, therefore providing much richer data (De Vos, 2002: 253-354).

3.7.2 Data Collection Process

Seventeen potential participants were initially contacted via e-mail for the semi-structured interviews and two focus groups consisting of between three-four persons per group were invited to participate in the research. The e-mail contained a brief outline of the aims of the research and what would be expected of participants (as well as a detailed participant information sheet and informed consent form as an attachment) (Appendices B and C). Sixteen participants expressed their interest in taking part in the research via e-mail; a follow-up telephone call was then made by the researcher to verbally explain the purpose of the study and to arrange a time and venue for the ensuing interview. Each participant was asked to read and complete an informed consent form prior to each interview. Attention is subsequently drawn to key ethical issues within the context as they arose throughout the remainder of this chapter. (Edward & Skinner, 2011:78-79)

In an attempt to reduce the potential for external bias and to encourage participants to feel at ease, data collection took place at a time convenient to the participant in a quiet, physically comfortable and relatively private setting that allowed the interviewer and interviewee to interact without too much outside interference. All interviews at the two universities took place face-to-face at the same venues to ensure that each participant received the same treatment. Indeed, according to Glesne (1999:58), a respondent's willingness to cooperate with the researcher may be contingent on how convenient it is to take part.

Before commencing each interview, the researcher adhered to the same protocol; making the same initial statements, re-clarifying the purposes of the study and spending an average of five minutes engaged in informal conversation with the participant in an attempt to establish rapport and to encourage a relaxed mood. Permission to record was also asked and issues of confidentiality and anonymity were explained (Creswell, 2003:190-192). Interviews lasted 45-75 minutes and were recorded using two devices, namely Samsung Galaxy S4 and iPhone 5c voice recorders. This meant that the interviewers were able to focus fully on the interviewee's answers, as well as any verbal and non-verbal cues.

Participants responded to a set of 20 – 25 open-ended questions. During each interview the researcher made brief field notes, in the form of memos to highlight relevant information where appropriate and to ensure no areas of interest were missed that may benefit from further exploration (Creswell, 2003: 190-192). Although the researcher attempted to ask each question in the same order to ensure consistency, the order was changed at times depending on the particular direction or flow of the interview. Prior to finishing each interview, the researcher

asked each participant whether they wished to add any further information or detail that they felt relevant to the topic which had not been covered in the interview guide.

All recorded audio files were converted to MP3 format and kept on the hard drive of a security enabled laptop requiring a password and security code to access. Each interview was played back using Windows Media Player, and in line with recommendations by Glesne (1999:44), transcribed verbatim into a Microsoft Word Document within 48 hours of the interview taking place. Each document was then assigned a number to identify it and each line of text was also numbered individually to allow sections of text to be easily identified.

Protocols prior to data analysis, state that interviewees should receive drafts of how they are presented, quoted or interpreted, and the researcher must listen to any areas of concern. Each participant was e-mailed an electronic copy of the transcribed Word Document of their interview and given the opportunity to make any alterations they felt necessary to ensure an accurate representation of their views had been obtained. In some instances, participants were comfortable not to receive typed transcripts, but expressed interest in receiving a copy of the final researcher paper. The researcher confirmed that this should be in order.

All participants were asked to notify the researcher of any required changes by e-mail. Two participants from the UWC COE provided an amended version of their respective transcripts. All other participants agreed that the transcripts accurately reflected the interviews that had taken place. Unfortunately, time pressures meant that the process of face to face participants'

validation as adopted by authors such as Creswell (2003) was unrealistic in the current study (Creswell, 2003: 186-187).

Twelve participants acknowledged receipt of the typed transcripts with all indicating that there was no need for them to complete the interview schedule again but accepted the typed transcript as a true reflection of the interviews.

3.8 DATA ANALYSIS

In order to commence analysis and interpretation of the data, the researcher needed to organise, manage, and retrieve the most meaningful bits of data in order to identify key themes and patterns. (Creswell, 2003, 190) A process of thematic analysis using pattern coding was then used to interrogate the identified categories and group them into a smaller set of themes (which were summarised to allow the researcher to report patterns). This was done according to the TQM themes identified in Chapter 2 as well as the three areas identified in the interview guide.

This allowed the researcher to generate meaning and to allow concepts to be generated from and with the data. Memoing was used to help refine the various categories and to establish relationships, identify thematic links, and to begin to identify pertinent areas for attention in the discussion section of the study. This was achieved via a system of handwritten notations in the margin of each transcription, where new leads or connections were identified to assist the researcher in refining the data analysis process (Creswell, 2003, 190-192).

3.9 CHAPTER CONCLUSION

This chapter provided a rationale for employing an interpretative approach, as well as using semi-structured interviews to collect data. The systematic methods used to analyse and interpret data within the study were also discussed, especially in relation to the trustworthiness of the findings of the study. Finally, the researcher's background and potential related bias were acknowledged and discussed alongside pertinent ethical considerations. The next chapter will discuss and evaluate the study findings, as well as identify their implications for the quality management practices in high performance sport.



CHAPTER 4 FIELDWORK ANALYSIS AND RESULTS

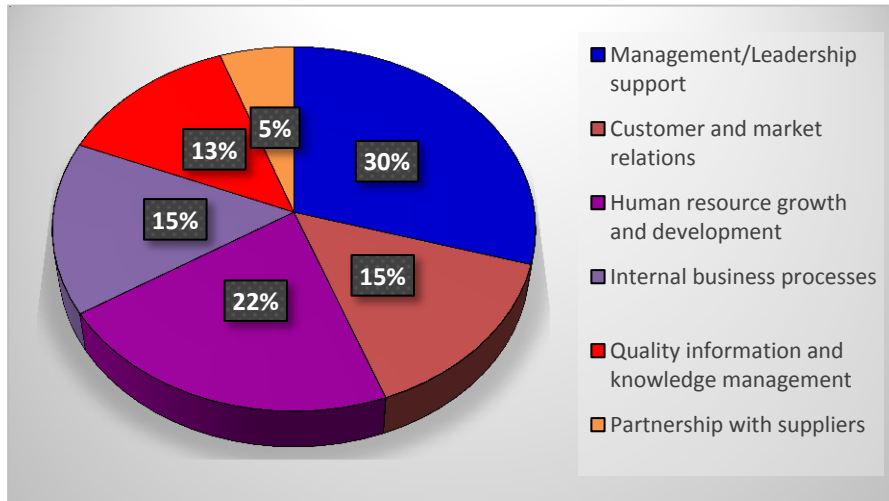
4.1 INTRODUCTION

The purpose of this research is to assess quality management practices (QMPs) in the context of high performance / elite sport systems, full discussion of the findings from the two Centres of Excellence (COEs), namely University of the Western Cape (UWC) and University of Pretoria (TUKS) will be provided. What follows is a summary of QMP identified in terms of macro developments; core business and business processes that were assessed. This is followed by a discussion of the key themes in relation to total quality management (TQM) and its applicability in the context of the two COEs. The research suggests that, with reference to the research methodology as discussed in Chapter Two and based on the findings of the researcher and the research of the SPLISS model, de Bosscher *et al.* (2008), Green and Oakley (2001) and Houlihan and Green (2005, 2008), the two COEs provided few of the services considered necessary to ensure QMP in support of the COEs.

4.1.1 Discussion: Quality Management Practices Themes Rating

Interviews conducted with swimmers, coaches, sport scientists, support staff and management covered six quality management themes, and Figure 4.1 summarises the responses from all participants and highlights the themes identified in Chapter Two with reference to Sections 4.2 macro developments; 4.3 core business and 4.4 business processes.

FIGURE 4.1: QUALITY MANAGEMENT PRACTICES (QMP) THEMES RATING



The results represent the rating of the quality management themes in order of priority with (1) as the most important to (6) as the least important. The researcher allocated a weighting of 10 – 2 for each theme to derive at the percentage weighting as indicated. The results in order of priority are as follows:

TABLE 4.6: QUALITY MANAGEMENT THEMES IN ORDER OF PRIORITY

QUALITY MANAGEMENT THEME	RATING
Leadership/Management	1
Human resource growth and development	2
Quality information and knowledge management	5
Customer and market relations	4
Internal business processes	3
Partnerships and suppliers	6

The main purpose for the rating is to understand what the key stakeholders COEs considered as the most important QMPs. This section will assess and discuss, based on the interviews, the

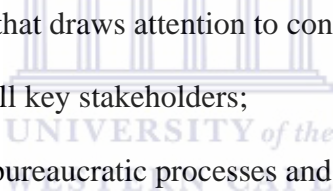
relevance and importance of the themes in the overall management of the COEs, based on the macro level; core business and business processes.

4.1.2 Interviews Results and Discussion

Chapter Two identified three levels, namely Section 4.2 macro, Section 4.3 core business and Section 4.4 business processes and the interview guide was developed to cover all three levels, including the QMP applicable to each level. The discussion that follows considers assessment of the interviews held including the identification of the QMP and its rating.

4.2 MACRO LEVEL

With reference to the macro level, research by Houlihan (2005) identified four key areas namely:

- 
- i. Policy stability and change that draws attention to constraints;
 - ii. Inter-relationship between all key stakeholders;
 - iii. Systemic factors including bureaucratic processes and organisational culture; and
 - iv. Fluctuation in policy direction and its impact (Houlihan, 2005: 164).

The following discussion provides feedback from all target groups interviewed:

4.2.1 Policy Stability and Change that draws attention to constraints

The management groups at both COEs and of the NF and Olympic body confirmed the importance of policy development, performance management and leadership; and based on the ranking above it was duly confirmed so by the participants with an overall rating as priority one

(1). The emphasis was placed on the following:

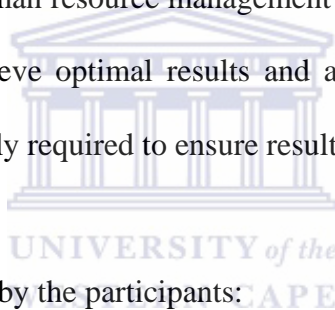
- i. Alignment to the National Sport & Recreation Plan (NSRP) with the focus on the sport development continuum such as the Learn-to-Swim programmes offered at both COEs; different levels of swimming (one, two, three and elite) with different age group elite teams competing at a range of national, continental and international competitions;
- ii. Universities, NFs and Olympic body strategic planning processes; alignment and planning towards achieving international standards for swimmers, coaches and sport scientists; and
- iii. Leadership commitment and support with reference to policy development and strategic planning was identified and these are all influenced by either internal or external developments. Swimmers, coaches and sport scientists indicated that they were not involved in policy discussions or decisions; however one-on-one meetings are held, concerning information sharing but not discussions. It was expressed that the voice of swimmer was important to inform, for example the Swimming SA board. The, NF however, confirmed that it does have an Athletes Commission in place but did understand the need for this to perhaps be extended for implementation at provincial level for it to work more effectively.

The COEs should be aligned through the policy of the Long Term Participant Development (LTPD) framework and the strategy was to have one centralised venue with a number of regional centres, specifically at the universities. However, not enough evidence was produced to confirm this alignment in strategic planning, policy development, etc. The NF indicated that it was critical that the national academies Olympic structure (based on its National Academy System (NAS)) and government (with its NSRP), must work together to implement a strategy and

translate it into a corporate plan with a performance management system such as a balanced scorecard with feedback provided at relevant structures.

A swimmer placed emphasis that decisions are from time to time influenced by politics and not based on what is necessarily the best outcome for swimmers. Changes happened without involvement of swimmers and needed to happen during both positive and challenging times, according to the swimmer.

However, although it was evident that the macro level has been receiving the necessary focus and support, with financial and human resource management was identified as a major constraint in that it was challenging to achieve optimal results and a transition from policy to practice because adjustments were constantly required to ensure results.



The following were recommended by the participants:

- i. Due to the reduction in corporate sponsors, a need exists for business process re-engineering;
- ii. A Management Committee should be established that meets quarterly to ensure proper monitoring, evaluation and reporting is in place; and
- iii. To facilitate optimal output, additional staff should be appointed to assist with support and maintenance.

4.2.2 Inter-Relationship Between all Key stakeholders

The definition of management captures two aspects, namely the setting of strategic goals and the coordination of resources to ensure the achievement of those goals; and the second aspect places

emphasis on the management of the organisation's relationship with its environment. The factors that are intertwined with the management of high performance sport (HPS) are commercial, political, social and cultural factors and impact on the overall operations of all sport organisations (Houlihan, 2013:17). This is emphasised by the comments made as indicated above. There was no evidence based on joint meetings, planning documentation, etc that there exist a strong inter-relationship between the management of the COEs, the national federation and the Olympic body with the COEs managing the COEs with alignment to the university's strategic planning, core business and business processes.

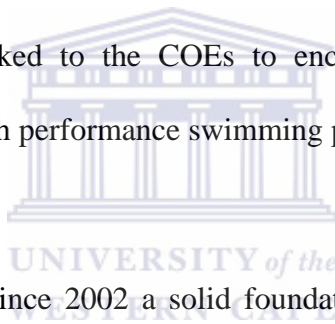
4.2.3 Systemic Factors such as Organisational Culture and Bureaucratic Processes

Literature reveals that organisational culture needs to be considered when developing quality management and ignoring that this is one of the reasons for failures. (Noar, *et al* 2008:677). Zu (2009) argues that organisations can be viewed as socio-technical systems where technical and human-oriented values are combined. In order to reach high quality performance, both of these systems need to be developed. The South African sport industry as well as universities is faced with bureaucratic processes and this does not allow for QMP to be easily applicable. This is as a result of the academic culture which is resistant to concepts such as quality management that bring concepts such as client, empowerment and strategy to the fore (Maguad, 2012:10).

It was evident that the NF placed great emphasis on the need for universities to drive the management of COEs. However, it is also as a result of economic meltdown with no official sponsors and limited Government and other funding. Both COEs confirmed that there was no contribution be it in the areas of policy, strategic, finance and or human resources, to the COEs.

The model of QMP identified in Chapter Two considers the following core elements as important within the higher education environment:

- i. A focus on the transformation of learners, enhancing them through adding value to their capability and empowering them. This was discussed earlier as part of support services and recommended by the researcher as an important area of improvement;
- ii. Synergistic collaboration at the learning interface. This relates to the stakeholders involved in the holistic development approach that includes both sport and education with much greater focus and balance required for a model that requires all aspects; and
- iii. Senior management that encourages and ensures a collegial culture and support for the partnership framework linked to the COEs to encourage collaborative initiatives to strengthen and improve high performance swimming programmes.



With the COEs system in place since 2002 a solid foundation has been developed for future quality initiatives with a process management system to manage the COEs holistically with and guidelines in place for the existing two COEs, as well as creating best practice for future COEs.

4.2.4 Fluctuation in Policy Direction and its Impact

The global direction and issues of sport are influenced by the international and continental federations, the International Olympic Committee, groupings of countries such as the Supreme Council of Sport in Africa and the Council of Europe, and the actions of individual countries. Global sport and value trends are also affected by social and economic forces, *viz* commercialisation, the economic dynamics between developed and developing nations, electronic media coverage and reporting. South African sport policy and direction can, therefore,

not be developed in isolation. While a South African approach to sport has to be based on South African values and beliefs, our geography, our communities, our history and heritage, and the national sport structure will also have to be responsive to the global impact on South African sport (The White Paper: Sport & Recreation, 1994:4-6).

Changes in the global context in which sport operates affect the internal functioning of the system, their dependence on external resources, the appearance of new initiatives and the support given by the public system. In the case of South Africa, the mergers of certain universities (and closure of others) affected the place of sport in the education system (Burnett, 2010:60).

The recent developments of policies related to high performance sport (HPS) such as the NSRP (www.srsa.gov.za); Operation Excellence (OPEX); Long-Term Participant Development Plan (LTPD); Long-Term Coaches Development (LTCD) and National Academy System (NAS), place emphasis on the changes, leading to fluctuations within the high performance environment. (www.sascoc.co.za). All target groups during the interviews expressed opinions and highlighted the following:

- The importance that Government and the Olympic body take all of the above into consideration to develop an integrated and well-funded model to continue supporting the swimming high performance environment with dedicated funding to the COEs; and
- That policy development is based on a consultative model to consider involvement of coaches and swimmers, because ultimately it is about the end product and the need for them to win medals.

It is clear that sustaining national distinctiveness in relation to HPS is becoming more difficult and, there has been steady convergence in approaches to HPS management in recent years. Therefore, it is important that policies need be developed, implemented and monitored be broad enough to enable each interest group and/ or stakeholder in HPS to identify and understand their individual roles to ensure a policy to practice philosophy. This requires policymakers to implements programme management to facilitate multi-year planning, programming (time sequencing), combined with multi-year budgeting for long-term projects such as Olympics to avoid inadequate support during critical periods (Cloete & De Coning 2011:173).

4.3 CORE BUSINESS

The interviews related to core business focused on the athlete support system/programme, coaching and technical support; sport science, logistics and other general support. The themes ranking for this area are identified as priorities 2, 3 and 5. The six key themes that emerged are:

- The process of attracting, retaining and nurturing athletes;
- The development and holistic perspective of athletes (academic and life skills support);
- Support services provided by the respective stakeholders;
- Coaching high performance athletes and the team environment; and
- The management of athletes post swimming careers.

The discussion to follow covers each of the above themes in detail with specific reference to the interviews conducted that relate to the participants' experiences and lessons learnt.

4.3.1 The Process of Attracting, Retaining and Nurturing Athletes

This area relates to increased participation/membership; nurturing of youth identified as prospective elite athletes; talent identification and development; competition programmes; programme management to meet the needs of individual elite athletes to achieve their best performance on national and international stage and providing the necessary coaching; and sport science support services (Sotiriadou, & Shilbury, 2013:139-154).

Critical Success Factors (CSF) identified by the target groups are:

a) Sport Development as the Backbone

Collins (1995) defined sport development as “a process of effective opportunities, processes, system and structures that are set up to enable people in all or particular groups and areas to take part in sport and recreation or to improve their performance to whatever level they desire”. (Collins, 1995:3). This is cited as a result of the functioning of the COEs (providing learn-to-swim (LTS) and different levels of competition, and a key area highlighted in both the NSRP and the NF Strategic Plans. A sport development approach is necessary to ensure sustainable performance of both COEs;

b) Goal-setting to Support Different Levels

Both COEs identified that they made provision for LTS; junior, senior and elite swimmers. Sport development processes included stages that athletes may find themselves in during their engagement with sport and careers. A few swimmers indicated that they decided to discontinue studies or put studies on hold to pursue their swimming careers. One coach emphasised the importance of allowing children to participate not only in swimming but a few other sport to ease the pressure noting that the nature of swimming focuses on competition. The important factor is

goal-setting to include all stakeholders of the COEs for the swimmers to achieve success at all levels;

c) Recruitment and Retention Strategy

The NF identified their new technical strategy of “Train to Race” with the aim to provide more opportunities to compete/race more and sometimes at own cost with different levels of performance for different age groups. Swimmers and coaches identified this as critical and also cited the financial challenges, resulting in cases where swimmers are unable to compete because of a lack of finances. Universities cited the importance to have a viable and sustainable strategy to invest more funding into swimmers and to provide some support to the junior development programme; bursaries; and an Academy system for prospective Olympians with a focus on high schools. The sport scientists placed emphasise that COEs must consider the development of a Talent Identification (TID) model that considered ages, time and overall performance management with an appropriate monitoring and evaluation system;

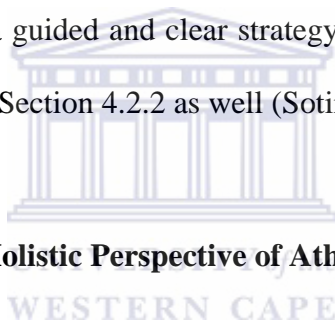
d) Integration of Sport management and Sport Science-based Framework

The Attraction Retention Transition and Nurturing (ARTN) framework developed by Sotiriadou (2010) emphasised the importance of providing a planning tool, based on scientific research, for coaches and administrators and to guide planning for optimal performance (Sotiriado, 2010:10). It was evident during all interviews that each target group understood the importance of this integration and how programme management would ensure proper integration. Coaches identified the need for proper and regular communication with results of video analysis, etc to be discussed with both coaches and swimmers to understand the way forward for improved performance. Training and development linked to the latest technology was not in place and

identified by sport scientists as key to enable the COEs to continue benchmarking for better performance; and

e) Stakeholder Involvement

A number of stakeholders are involved in the management of the COEs either in a direct or indirect manner with each playing an important role to ensure overall success. A communication strategy is in place for the COEs, NF and Olympic body, however, an integrated and uniformed approach was not cited noting that each COE attended to their different areas of responsibilities, resulting in neither COEs having a guided and clear strategy to ensure stakeholder involvement remained integrated and is cited in Section 4.2.2 as well (Sotiriadou, & Shilbury, 2013:139-154).



4.3.2 The Developmental and Holistic Perspective of Athletes (academic and life skills support)

A system needs to be established to both maximise development at a HPS level and the maintenance of a competitive international level of performance. It is important to pay attention to the transition and stages of elite athletes and the important focus for a holistic approach to incorporate influences of other domains such as academic, psychological, etc. The recommendation of a lifespan model based on research done with student-athletes, elite athletes and former Olympians, and complemented with experiential knowledge from applied sport psychology and career/lifestyle service provision, is recommended to support holistic development. The model identifies four layers namely:

- a) The development of an athletic career including transitional stages from 6 up to 30 years of age;
- b) Transitions at the psychological level from childhood to adulthood;
- c) Changes that occur in an athlete’s psychosocial context relative to the sport involvement including athlete-parent, athlete-coach and coach-parent triangle relationships; and
- d) The athlete’s vocational stage confronting athletes with a major overlap between their academic and sport development (Wylleman, *et.al*, 2013:162-164).

The interviews highlighted the following critical success factors to enable holistic development of swimmers and are derived from the quality management practices (QMP) ratings as per Figure 4.2.

FIGURE 4.2: SWIMMERS QUALITY MANAGEMENT PRACTICES RATING

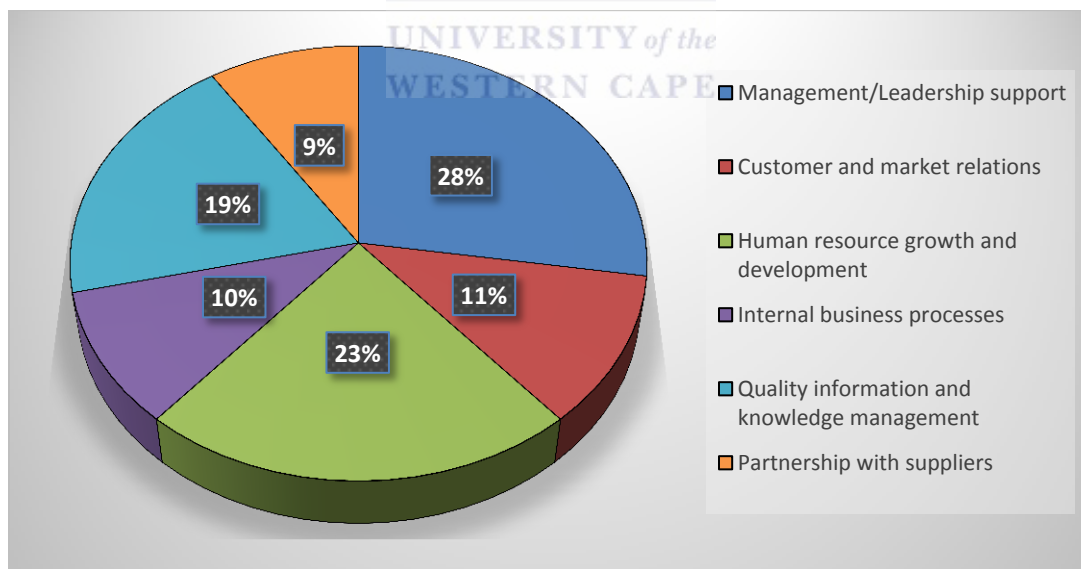


TABLE 4.7: SWIMMERS QUALITY MANAGEMENT PRACTICES THEMES IN ORDER OF PRIORITY

QUALITY MANAGEMENT THEME	RATING
Leadership/Management	1
Human resource growth and development	2
Quality information and knowledge management	3
Customer and market relations	4
Internal business processes	5
Partnerships and suppliers	6

The above rating emphasises the importance of human resources (leadership, management, coaches, support services necessary and relations with swimmers) with less emphasis placed on both business processes, partnerships and suppliers. It is evident that the swimmers are concerned about those QMP that have a direct impact on their holistic development with the researcher's argument that these are practices that the key stakeholders have direct control over to ensure holistic quality. The factors are:

a) Personal Development

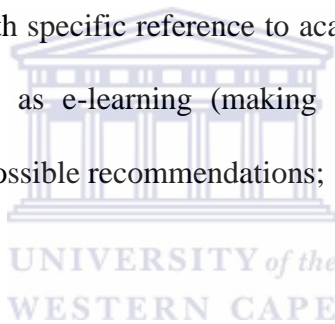
To facilitate personal development, it is important that it includes the level of participation in leadership, social and co-curricular activities. Services to support personal development are available as part of the university system but not necessarily focused on swimming. Neither the NF nor Olympic body confirmed that opportunities are created for personal development of athletes which is recommended to be during long periods of competitions and training camps;

b) Social Engagement

To facilitate social engagement, COEs this consists of the quality of peer social relationships and that the campus environment provides opportunities. There is recommendation for a communal, equal services environment / facility that provides dining facilities and social interaction;

c) Engagement with a Strong Support System

This refers to the quality of interaction between a student-athlete and their family (biological family members), sport staff (administration, management and coaches), faculty (academic support), peers (friends) and mentors (influential people outside of the aforementioned groups). Indication of improved support with specific reference to academic workload was mentioned by all target groups and areas such as e-learning (making use of technology) and academic concession support were cited as possible recommendations;



d) Career Objectives

This refers to the presence of post-university and swimmer career goals (sport and non-sport) in a “student-athletes” frame of mind was cited a number of times. This area is further elaborated on further in this section. None of the COEs have their own programmes, however confirmed by swimmers that these services are available through the universities general student support units;

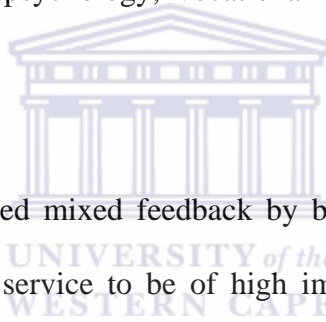
e) Time Management Skills

Time management is defined, specifically by the swimmers and coaches as the ability to effectively manage multiple tasks and is closely linked to a strong support team to achieve a balanced lifestyle (Cooper, 2009: 8). Majority of the swimmers confirmed the importance of

academic careers, however highlighted the challenge to ensure a balanced and successful academic career.

4.3.3 Support Services Provided by the Respective Stakeholders

This area requires the services of sport science, sports medicine and counselling necessary to support athlete development in a high performance environment. Disciplines identified during the interviews included sport and exercise medicine, physiotherapy, strength and conditioning, recovery, nutrition and dietetics, physiology, biomechanics, performance analysis, skills acquisition and decision-making, psychology, vocational guidance and support, information management and data mining.



Except for psychology that received mixed feedback by both COEs, swimmers, coaches and sport scientists consider all other service to be of high importance. Swimmers and coaches understood the importance of sport science and other support services with the following highlighted:

a) Video Analysis

This requires an integrated approach to including sport scientists, coaches and swimmers. Both COEs confirmed improvement necessary for this area;

b) Nutrition

Swimmers placed great emphasis for a well-supported nutrition system to be supported by a Dietician. Both swimmers and coaches highlighted that this required improvement with minimal improvements such as chocolate milk on the swim deck after training for all swimmers;

and provision of at least two good meals per day which could be provided either by the COEs or by means of a monthly stipend for swimmers to take care of themselves;

c) Rehabilitation, Strength and Conditioning

These services are in place, however, with additional costing incurred by swimmers outside of contractual agreements, a financial challenge was posed to swimmers and which could impact on the overall physical well-being of swimmers; and

d) Management and Administration Support

While the above is in place at both COEs, it is limited in areas of responsibilities among administration and facilities staff functioning at high multi-purpose level. Only one COE has a High Performance Manager Swimming which is highly recommended for achieving the strategic focus of the COEs. Both COEs focus on always improving operational processes, however, limited innovation/technology is in place to ensure effective business processes are in place. The focus is on servicing the Swimming Club, university, provincial and national community (Fricker, 2013:183-193).

4.3.4 Coaching High Performance Athletes and the Team Environment

The interviews conducted aimed to understand the learning experiences and what coaches considered being important for the successful management of the COEs and what their involvement/contribution was towards achieving success. The rating of human resource growth and development has been identified as a priority area two, thereby confirming the importance of everyone who forms part of the human resource component of the COEs.

The coaches identified that both elite success and general participation are two major components of athlete management and their responsibility. Their performance measures are usually clear and concise and based on medals and rankings and, in the case of swimming, timing. All target groups interviewed understood this aspect well and elaborated on obstacles to achieving this consistently.

Coaches and swimmers identified the following areas of importance:

- i. Teamwork and team based on goal-setting;
- ii. Programme management to include all stakeholders;
- iii. Collaboration among coaches for dry land versus swimming pool training;
- iv. Interaction among sport codes allowing athletes and coaches to share best practice and to improve social cohesion and interaction; and
- v. Importance to be good ambassadors and role-models for younger swimmers, the university and South Africa.

Management identified the following as in place but also needing improvement:

- i. Training and development (local and international levels) and alignment to the Olympic body strategy for Coaches Long-term Development (LTDC);
- ii. Learning environments that include university coaches forums, conference, monthly seminars, sharing best practice;
- iii. Expanding employment to improve different levels of training; and
- iv. Focus on organisational change management to achieve a shift in philosophy applicable to all coaches.

When selecting and training their staff many organisations now make use of competency frameworks such as performance management to describe, and then obtain, what they want from their employees in any particular role. Coaching and HP sport management are no different with a number of countries developing their own competency-based models.

The South African sport system provides the Long-Term Coaches Development strategy (LTCD) developed by the Olympic body and provides a framework based on international standards. Smolianov & Zakus developed a conceptual map of high performance management structures and processes where they identified key areas of HPM knowledge, skills and abilities (KSAs) required by high performance managers (Smolianov & Zakus, 2009: 41). The researcher's argument is that considering the landscape change of high performance that has an impact on the role of the coaching staff, is important that abilities and capabilities be developed on the basis of this conceptual map. The provision of support to coaches should be by management as well as by administrative staff and while it is often difficult to precisely describe where coaches' duties end versus that of administrators, it is important to attempt to define the parameters. At both COEs it was evident that personal dynamics do exist and that the level of management support for coaches is often dependent on personality rather than the position (Smith, & Steward, 1999:117).

Swimmers of both COEs identified coaches as the key point of communication with the indication that planned sessions needed to be more regular and with purpose. Both COEs have systems in place supported by administrative support. However, at one COE the coaches' level of involvement in basic administration such as communication was too high. To avoid situations

like this, it is important that coaches, management and administrators need to have clear arrangements concerning their mutual involvement in the functional areas of scheduling, training facilities and equipment and information distribution.

4.3.5 The Management of Athletes Post Swimming Careers

Athletes needed to maintain a wide range of skills and acquire new ones in order to perform in two domains (education and sport). The ability to refine a previous skill, or learn new skills that may be required to be effective in a new domain or wider activity, is an important issue to ensure that athletes focus on their post swimming career. The COEs consist of both student and non-student swimmers with none of the non-students holding a full-time job because of the demanding times of their swimming programme. Not having an additional income was cited as a challenge and area of improvement to allow for some degree of individual independence.

The literature review suggested that sport can significantly contribute to employers' perceptions of candidate's employability. In other words, if student-athletes are able to demonstrate the skills they have learned, developed, applied, maintained and adapted through sport and how these skills transfer to the workplace, they could be more likely be perceived as highly employable. The literature also revealed how student-athletes could be an important population to help better understand an emerging "new era" related to employability based on potential and the ability to adapt and grow into increasingly complex roles and environments. Potential is being seen as an important predictor of success because the employment market is changing so rapidly and a

challenge to predict the competencies needed to succeed in even a few years (Coffee & Lavellee, 2014:2).

A few swimmers, especially at the UWC COE, are involved in LTS and lifeguard programmes, providing services as a means to train people and also to use the opportunity to earn additional income. Additional income and or a monthly stipend were highlighted as an important factor to take care of personal needs and requirements. This scenario is contrary to the fact that high performance athletes ought to focus on their swimming career, or both as student-athletes. Based on the research of Coffee & Lavellee (2014) these skills could be of great advantage when they are ready to enter the employment market post their swimming and academic careers.

Amid growing evidence of the very low likelihood of a successful, lucrative, and long lasting professional athletic career, two recent polls reveal that youth in Britain and in the United States rank professional athletic careers as one of their top choices (Frankl, 2013:1) and the author further, and rightly, points out that while a career as a professional athlete could be a wonderful experience, most professional careers seldom last longer than three to five years and rarely brings fame and fortune to the athlete.

To support elite athletes with post career opportunities, the fieldwork results, however, showed that following CSFs identified are:

- i. Tailored career and employability advice for elite athletes could be considered as part of the requirements for partners, sponsors, alumni, etc. Career planning and employability advice could also be recommended as part of agreements in order to raise awareness and achieve results;

- ii. Create a toolkit and resource pack based on research findings for professional staff in universities and colleges by student support services, careers staff, student advisors, and staff working with students, coaches and governing bodies, to help past, present and future elite athletes scholars enhance their employability;
- iii. Leadership and management should, as part of policy, consider elite athletes as role models to enhance graduate employability for all students. Research on how elite athletes are able to maintain a wide range of skills and acquire new ones in order to perform in two domains namely education and sport, is highly relevant to a workforce increasingly requiring career adaptability (Coffee, 2014:3).

4.4 BUSINESS PROCESSES

The evolution of sport management reveals the necessity of essential change in organising a range of activities such as the ingredients for quality HP sport programmes. The substantiations for that new approach are related to the unilateral training of those authorised to manage the sport activities, to the possible confusion produced through misunderstandings, not having concise clarity based on general interest, as well as specific interest of one compartment or field and, may continue to lead to the conservatism of how the range of activities are organised.

The interviews conducted identified internal business processes as overall priority three with the following five areas highlighted as important to ensure successful management of the COEs:

4.4.1 Human Resource Management (HRM)

The best HRM system provides for both a person-centred and goal-directed programme that provides employee support, welfare and counselling assistance; personal growth and

development, design of efficient work practices, standards, clear performance benchmarks; and enhancing productivity through training activities (Smith, & Stewart, 1999:197-198).

The COEs identified additional support required with specific reference to facilities management. Contrary to just the one focus area, the NF and Olympic body identified the appointment of a High Performance Manager as crucial to ensuring that strategic focus and alignment for all objectives of the COEs are met. The one COE employs a high performance manager only responsible for Swimming. Considering the workload this COE recommended that a second- in-charge be groomed to step in, in the event of the HP Manager needing to be away from the office for a lengthy period. The researcher, however, is of the opinion that this challenge can be circumvented by the existing HP Manager should use the opportunity to empower existing staff, that will accommodate for a stronger operational structure that could act to accommodate periods of absenteeism, however, pending funding availability this is a viable option to consider.

The appointment of a high performance manager is crucial to both the strategic and day-to-day management of the COEs with the focus to:

- Optimising investment to achieve medal objectives and to work strategically with the NF and Olympic body to develop world-leading high performance programmes, and
- Provide an accessible training, performance and recovery support environment through integrated facilities to meet the needs of athletes and coaches and to create a world leading high performance environment where there is a critical mass of elite athletes (www.sascoc.co.za).

4.4.2 Financial Management (FM)

FM today in HPS is not just about balancing the books, but with the explosive development in HPS it is driven by its economic value because sport has become a global industry with properties that achieve enormous marketing penetration (Westerbeek, & Hahn, 2013:239). With the recent advent of Varsity Cup (www.varsitycup.co.za) and Varsity Sports (www.varsitysportssa.com) it is evident that commercialisation is considered a viable option considering the very active market of student-athletes.

What was evident, however, during the interviews with COEs and the Olympic body is that FM was identified as a basic role of balancing the books “survival mode” it was not seen not as a critical area in which to consider unconventional and innovative ways to improve support funding for athletes, additional coaches, adequate funding to improve competition participation and training camps to improve technical preparation. The NF, however, identified the importance such as Varsity Sports to increase competition opportunity rather than commercialisation. Emphasis was placed on proper governance through meetings, minutes, audited statements, regular reports to monitor expenditure, with systems geared only towards supporting athletes and coaches to improve our medal tally.

The influence of commercialisation and globalisation on HP sport is an important factor to consider in developing applicable models to generate additional revenue. However, the focus should remain on performance at the highest level possible with the required resources, and to avoid negative commercial penetration into HP sport (Westerbeek, & Hahn, 2013:252).

4.4.3 Infrastructure

The infrastructure with reference to quality management practices includes the following:

- i. Training and competition facilities;
- ii. Support services facilities;
- iii. Equipment; and
- iv. Management information system (MIS).

The interviewees identified the following as important for the successful management of the COEs:

- a) To provide increased opportunities to support improve performance for additional or new facilities;
- b) To achieve economic impact through the hosting of various events;
- c) To support efficient and effective services as a result of a good MIS in place that deals with facilities scheduling, registration, event management, support to coaches, swimmers, sport scientists and management; and
- d) To apply meeting best practices for the infrastructure to meet international standards.

Infrastructure management based on short, medium and long-term planning forms an integral part of ensuring quality services provided by the COEs. With FM being identified as a matter of great concern by all stakeholders, this area remains of high importance with only one COE recording great investments over the past few years funded by the university and with no specific strategic plans shared during the interviews.

In order to ensure proper quality, product quality and quality information, the COEs needs to develop an environment that promotes the infrastructure practices and support top management and human resource management. Zu (2009) states that it is reasonable to argue that all QMP are contributing towards the operational success with infrastructure as a prerequisite for the core practices and with the human practices supporting the technical practices (Zu, 2009:148).

4.4.4 Logistics

Logistics is about ensuring effective implementation of all operations of the COEs High Performance Programme including management of all aspects of team logistics for international, national teams and camps and the provision of proficient Athlete Support Management. The role also develops plans and processes to ensure that the high performance programme runs smoothly and is continuously improving administratively.

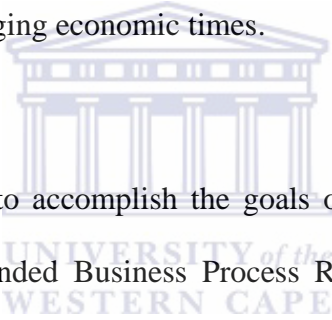
Support staff interviewed confirmed that this important function was onerous because of limited, or inadequate, human resources and systems; and the multi-tasking was key to staff achieving success. Key areas identified are:

- i. Skill in communication supported by a well-functioned management information system (MIS);
- ii. Able to build relationships and credibility with elite athletes, coaches and stakeholders;
- iii. Able to organise, promote and manage complex programmes, projects, competitions or events that rely on the collaboration and commitment of internal and external stakeholders.

- iv. A basic understanding of talent development programmes, the standards and demands on athletes and coaches within elite level sport and the concepts of sports science and sports medicine is an advantage. (www.swimming.org.nz)

Operations play a key role in supporting the HP Sport Manager in achieving the outcomes of the COEs. Both COEs rely on the services of one full-time person only and on volunteers. If the key areas are to be achieved, better resources are required.

The QMPs identified for successful business processes, emphasise the need to not just focus on tools, templates and technologies, but more about the set of values, beliefs and business practices needed to navigate through challenging economic times.



Business processes are important to accomplish the goals of the COEs and C. & E. Mereuță (2009) in their research recommended Business Process Reengineering (BPR) be applied to create modern and pure system for better results. It is a management process that implies fundamentally rethinking and redesigning the business processes necessary to maximise customer satisfaction and profits; and to achieve dramatic and permanent improvements of all areas. This radical approach seeks to interpret the standard business model in a new way, making more efficient use of available resources by seeing the function and purpose of those resources in new ways. This approach does not necessarily require the complete abandonment of all aspects of the standard business model. However, the approach requires redefining each component in the model and changing the function in a manner that would produce a business structure relevant and more performing (Mereuță, & Mereuță, 2009:294).

To enable quality management of the COEs leaders must, however, ensure that BPM is linked to strategy, organisation design, people issues and technology. This must be achieved with the management of cross-functional teams throughout the organisation who must work collaboratively to create enduring value for the COEs. The researchers describe how BPM can provide a robust framework enabling an organisation to achieve strategic focus, organisational alignment and operating discipline.

4.4.5 Information and Knowledge Management

Using all relevant information is a challenge for HPS in order to shape decision making and achieving success. Practices have moved to become evidence-based with monitoring and evaluation systems in place to collect the evidence. The phenomenal growth in information technology has been acknowledged by all target groups as an important tool to gather the required information to be shared among athletes, coaches, sport scientists and management.

The amount of data being generated includes the use of various technologies such as video analysis that enhances the ability of coaches and athlete to learn. All interviewees expressed the use of technology and their comfort with social media which has facilitated both input of data by athletes as well as the building and retrieval of personalised information.

The Olympic body, NF and COEs confirmed that basic information technology support is in place, however, to provide access and back-up with retention of technical knowledge of coaches was not in place. These areas were identified as not necessary by the COEs due to its uniqueness or not being in place.

The researcher, however, argues that information and knowledge management is necessary for performance analysis, information and communication technology and high performance coaching. With the development and retention thereof, this will advance a knowledge sharing practice that will lead to the potential of taking swimming to the next level (Fricker, 2013: 195).

The implementation of effective measurement and quality assurance is essential to guarantee the future success of the COEs, including structures and support systems with well-defined critical success factors (CSFs) that can help develop specific measures to monitor and define performance towards excellence. In order to achieve excellence it is important to evaluate the key stakeholder relationship of the COEs to assess the dependability of collaboration with the NF system to guarantee professionalism, effectiveness and control of the COEs (Van Hoecke, *et al*, 2013:88-89).



4.5 RESEARCH RESULTS AND OUTCOMES

Based on the overall assessment and responses from participants, on first impression it appeared to the researcher that some of the QMPs were either not provided by the leadership/management of the COEs, NF or Olympic body or not used by the athletes and their coaches who were not aware that services were available. It was identified that some of the services related to the QMP were not provided and some were provided through both direct and indirect processes and structures, which in some instances were only identified during the course of the data collection and analysis.

The following Figure 3 and 4 identify the difference in rating and this will be substantiated with a few comments by the participants:

FIGURE 4.3: UWC COE QUALITY MANAGEMENT PRACTICES THEMES RATING

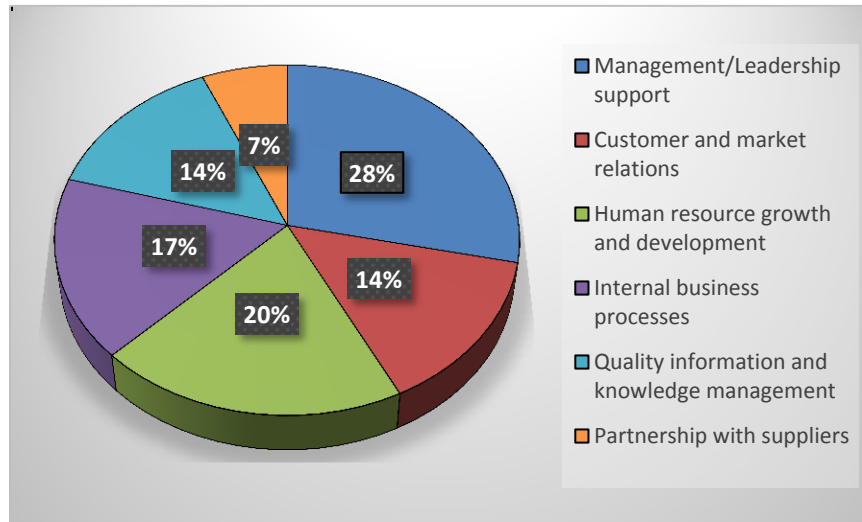
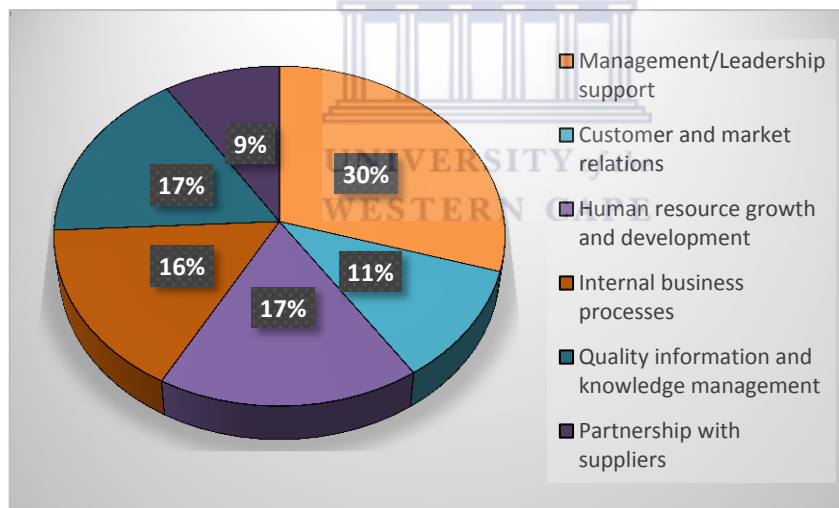


FIGURE 4.4: TUKS COE QUALITY MANAGEMENT PRACTICES THEMES RATING



Following the rating, the results in terms of priorities are as follows:

TABLE 4.8: QUALITY MANAGEMENT THEMES RANKING (UWC & TUKS)

QUALITY MANAGEMENT THEME	RATING	RATING
	UWC	TUKS

Leadership/Management	1	1
Human resource growth and development	4	5
Quality information and knowledge management	2	2
Customer and market relations	3	4
Internal business processes	4	3
Partnerships and suppliers	5	6

4.5.1 Macro Level

While both COEs confirmed management and leadership as priority area one, what the researcher found striking was that based on organisational information provided the organisation structure, strategic plans/business plans and business processes of both COEs represented different frameworks predominantly guided by the internal university requirements and or systems and not the NF or the Olympic body, thus creating an independent model of management. An interesting comment by SBT is that it is:

It is important to clarify that we do not consider ourselves as a NTC of SSA for last 3-4 years, due to no funding provided to the COE.

The assumption, therefore, could be that the COE has completely divorced itself from the NF requirements for the successful running of the COE. Despite this comment, it is noted by the NF management that:

We are appreciative of the universities that have taken ownership in the management of the COE.

This implies that the NF still considers the COE as part of their long-term strategy, with an acknowledgement that the NF provides the COEs with broad guidelines aligned to programme management facilitated by COEs coaches. This is only with reference to coaches and not a holistic approach to the management of the COEs include all three levels namely macro, core business and business processes.

4.5.2 Core Business

Athlete Support Programme (ASP)

Neither the National Federation (NF), nor the Olympic body operated the expected core business areas of an Athlete Support Programme (ASP) with a set of services for developing and supporting an athlete. However, this was dependent on universities with only a select few swimmers receiving support from the OPEX programme. Furthermore, the research showed that the COEs nor the NF and or Olympic body provided systematic and proactive support in terms of a range of core business activities, such as regular training camps and educational seminars that are structured to support holistic athlete development. The lack of an organised and well supported athlete development pathway is in contrast to the arguments presented by de Bosscher *et al.* (2008) who suggest that such pathways are crucial for the success of an elite sport system.

This was confirmed by two swimmers at both COEs that:

The NCAA system facilitates integrated planning to accommodate both studies and swimming careers.

However, it was apparent from the research that the extensive club infrastructure that exists at both COEs, alongside the established national competition circuit, appears to provide basic support and considered sufficient (De Bosscher, *et al.*, 2008: 187).

a) Coaches Education and Training

Balyi (2001) and de Bosscher *et al.* (2008) have also suggested that an extensive and compulsory education and training programme for coaches is a crucial part of a successful elite sport system. However, what is not in place is a framework to guide the COEs, but rather a focus by the NF on head coaches only. The Olympic body has a Long-term Coaches Development strategy (www.sascoc.org.za) in place with the expectation that the NF uses it as a framework to develop its coaches. Considering that maturity levels have not been reached with this new system, the effect will only be assessed in 2017. This, however, does not mean that the coaches at both COEs were uneducated or that they avoided further development. On the contrary, coaches at the two COEs have been exposed to the highest level of competition of the Olympics. Both COEs confirmed the quality of their coaches with their respective programmes in place as follows:

Affiliation to American Coaches Association provides an opportunity for access to their website for updates and information, with an annual conference and monthly university coaches forums as additional opportunities, and

Top coaches are provided with additional training opportunities by national federation and the university.

The research identified that the COEs coaches gained their education through structured programmes and international partnership of the NF, through continuous but informal exchanges with their peers in the coaching especially during international competitions; and with a few have attended programmes organised by either the university, Olympic body and or the NF, focused on supporting the HPS programmes.

b) Sport Science Support

The two COEs approached the integration of sport science support into the training of elite athletes conservatively and sport science support was not easily accessible, especially at one of the COE except for the few elite swimmers who receive support for all disciplines discussed in Section 4 above. This is in contrast to the arguments of de Bosscher *et al.* (2008), and Fricker, (2013). However, many cases of close cooperation between the two university's Sport Department, individual athletes, coaches, sport scientists, and medical units were identified in the course of the investigation. What was highlighted is that leadership involvement and relationship building is core to ensuring that such partnerships continued to support high performance programmes. Both COEs confirmed that they have both developed these cooperations well and they provided a clear substitute for a technically more sophisticated sport science support service. On the other hand, one COE identified the need for a more structured and available system with additional funding to provide added services (De Bosscher, 2008: 202 & Fricker, 2013: 183-193).

Feedback received from the COEs includes:

Swim6: *The support services that are important include areas such as video analysis; Dietician that I think is very important for women; Psychology to help find the correct balance (although not preferred by all swimmers or athletes);*

Swim2: *Physiotherapy services are vital on pool deck; programme development to include individual gymnasium programme. Psychology does not playing a major role because swimmers who come from any background but when they get into the water they can put that smile on their face because that is what they love doing.*

From the above-mentioned responses, certain services, except for psychology that received different reviews. This is an area of expertise that received mixed reviews from the swimmers,

coaches and sport scientists interviewed, and perhaps require additional attention to explore its level of importance to facilitate holistic well-being of the swimmers.

With both COEs identifying internal business processes, quality information and knowledge management and customer and market relations as the top three priority areas, the provision of sport science support is highlighted as critical to ensure top performances.

c) Holistic Development

Neither of the two COEs appeared to offer a comprehensive and holistic support services programme as described by de Bosscher *et al.* (2008), and Fricker (2013) As only one individual in each of the COEs was responsible for the holistic support, the first impression of the researcher is that this service was not highly developed by neither the COEs, NF and or Olympic body. However, based on internal university programmes, despite the fact that it focused on the general student population, both COEs have tried to develop a network of support that allows elite athletes to combine education and funding for education with training for their sport (De Bosscher, 2008: 190 & Fricker, 2013:183-193).

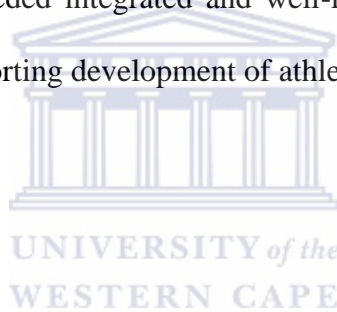
At both COEs the coach was expected to help solve the problems that a Support Manager would focus on in a more developed high performance sport support environment. Thus, it can be argued that the two high performance sport systems do not provide the holistic support that is considered an important service of a high performance sport system. As described by KPT:

An area of improvement included a monthly stipend to take care of personal needs.

The holistic well-being and support is critical to ensure consistent performance by elite swimmers. DMT mentioned that:

Standards are in place based on a contract and is linked with funding allocation, however with funding dropping how much more difficult is it for a swimmer to perform better, perhaps if the funding remained he/she would have performed better?

In terms of the QMPs selected for this research, it was apparent after detailed investigation that both COEs had mechanisms that provided leadership and management; support for athlete development; opportunities for education of coaches and sport science support. However, the COEs do not provide a much needed integrated and well-resourced system that considers all aspects of the sporting and non-sporting development of athletes.



4.5.3 Business Processes

What was unexpected, however, was the process of service delivery. In some areas, such as the provision of sport science support, services appeared to be less extensive and technically unsophisticated compared to, for example, what is identified as per the SPLISS model and that of other sport systems such as Rugby and Cricket in South Africa. Even more importantly for this research, is that many of the investigated services were difficult to identify and to describe. This suggests that BPM in the context of the COEs may be problematic as a clear description and understanding of the QMPs under review that is essential to the successful management of the COEs. Comments received from both COEs are that:

UWC *There are no formal structure of evaluation in place.*

Innovation is always important, because it is always important to come up with new ideas, because it assists with growth in terms of recruitment.

TUKS *As a support staff member I am not involve in innovation w.r.t. business processes. I am unfortunately not directly involved in the strategic planning, it is however important that more information are being shared based on the strategy for everyone to understand the bigger picture, which I think will benefit staff responsible for business processes or the kind of work I am doing.*

While the existing system has served HP sport management for swimming in South Africa well over the past 12 years it is clear that reform and re-alignment through the BPR system are critical if new life and strength are to be breathed into what is the backbone of our high performance swimming. With the support currently provided by the Ministry of Sport & Recreation (SRSA) of South Africa (testimony of a new national approach), the time is ideal to deliver a more aligned, co-ordinated, and effective sport system.

4.6 DISCUSSION: QUALITY MANAGEMENT PRACTICES APPLICABILITY AT THE TWO CENTRES OF EXCELLENCE

The aim of this research was to assess QMPs that lead to success in elite swimming. In order to do this it was necessary to establish first, whether it is possible to identify and describe the QMP necessary to lead to the success of elite swimming and second, to explore the current QMP at the two COEs based on all target groups interviewed.

Based on the SPLISS model, the researcher identified the following CSFs:

- Governance, identification of leadership and management processes;
- Support services;
- Coaches delivery and coaches development;
- Strong club competition infrastructure;
- Talent identification and development;

- Sport and post-career support;
- Financial support;
- Training facilities/infrastructure; and
- Other critical success factors.

The following discussion considers CSFs based on the SPLISS study 2011 to support the strategic and long-term success of the COEs.

4.6.1 Governance, Identification of Leadership and Management Processes

The results showed that both COEs provided, in some form, the QMPs and services. It was possible to identify and describe the processes which underpinned the delivery of the different quality services. Furthermore, those interviewed felt strongly that these services and the way these are delivered were important contributors to the sporting success of swimming elite sport systems. However, it was not always immediately clear how these processes did contribute to the success of these COEs due to integration and alignment almost being left to the COEs and not as a result of well-planned and monitored system. Although the processes could be described, their actions and interactions in relation to the COEs HP sport system (governance, strategic planning, performance management and development practices), were not clearly identifiable:

- i. Strong coordination of all stakeholders involved in the HP sport programme, with clear roles and responsibilities and no overlap;
- ii. While there is strong evidence of long-term planning, there is no commitment to complement this planning;

- iii. Adequate resources were not confirmed for those that are targeted and considered as relatively few elite swimmers, identified as those having a real chance of success at world stage;
- iv. Full-time employment of a HP Sport Manager was not in place at the UWC COEs with no evidence of communication from the NF HP Manager to the COEs management;
- v. Effective communication was in place for individual stakeholders, however uncoordinated with no decision-making involvement by swimmers and coaches;
- vi. Structured agreements and communication strategy was not linked to the COEs from a NF level with COEs co-ordinating individual partnerships (Sotiriadou, & de Bosscher, 2013: 299-300).

The existence of identifiable management practices that show clear relevance for success are necessary for the successful application of QMPs and thus these findings suggest that current management and leadership practices may be problematic for improving the development of swimming as a high performance sport.

In addition, one of the most fundamental criticisms of QMP is that successful management processes are not always transferable to other organisational contexts (Green, 2001: 230). This is an important challenge for the retention of information and knowledge necessary for strategic long-term success of the COEs. Added to this challenge is that both COEs demonstrated substantial differences in funding, funding sources, and policy as a result of a lack of a national system coordinating the management of the COE, with Figures 3 and 4 placing emphasis on the difference of the two COEs. Therefore, the most important step to assess is if identified practices can be transferred to different organisational contexts. In order to assess this, the research

investigated how the practices emerged, developed and were delivered and the extent to which they are applicable to both COEs based on the specific conditions faced by the COEs.

4.6.2 Support Services

A model coordinated at a national level is applicable to individual HP athletes connected to the COEs. However the system is not directly linked to the COEs. If coordinated properly this is an area that can be used by South Africa to gain competitive advantage over others (de Bosscher, 2013:55).

Based on scientific research and innovation, the SPLISS model the research found that:

- i. Scientific research is not collected, coordinated and disseminated among coaches and the NF. COEs provide part services, however, not with a shared-approach, developing a culture of information and knowledge management;
- ii. Sport science support is not provided at each level of the HP sport development with no indication of innovation and/ or new technologies in cooperation with coaches and swimmers.

Sport scientists identified this area as critical, including the importance of innovation and training and development. This area is considered a key indicator that shows that a country is strategically developing for HP sport and is concerned about the development of research, collection, coordination and dissemination of research and innovation (de Bosscher, 2013:55).

All target groups interviewed identified the need for an improved national and international competition system; and based on the SPLISS model is was found that:

- i. Funding remains the challenge with adequate opportunities available;

- ii. The hosting of international swimming events are non-existent because the required international standard facilities are not in place;
- iii. Athletes cannot participate, sufficiently because of a lack of funding; and
- iv. National competitions have high standards in comparison with international standards with the focus on qualifying for World Championships and the Olympics for HP swimmers.

This is an important factor in the development of HP athletes to measure themselves against competitors and setting international standards (de Bosscher, 2013:54).

4.6.3 Coaches Delivery and Coaches Development

The highly contextual nature of the coach education system provided by the NF makes its replication difficult and it is likely that different sport systems will struggle to develop the self-dependent and self-responsible education ethos required by the existing system (which has contributed to the success of the COEs to date). The SPLISS model identified CSFs and the following describes the status quo of the COEs:

- i. The COEs do not have a sufficient number of well-trained and experienced elite coaches and this poses challenges with retention and recruitment of HP athletes as identified by coaches with swimmers highlighting the need for more coaches to enable specific services for different levels of swimming;
- ii. Coaches do not get sufficient opportunity to develop their coaching career to become a world-class HP coach. It is only the two Head Coaches at the COEs with one other coach who have been exposed to international competition. The NF, however,

implemented a system to improve this area with alignment to the LTCD strategy of the Olympic body;

- iii. The living circumstances are not sufficient for them to become professional coaches noting that even as full-time coaches, they do not earn the required remuneration and do not have a funded coordinated support and personal development plan in place to achieve success at all levels; and
- iv. The status of coaches is recognised by all target groups interviewed, however, elevating this through existing media and communications is not a sustainable practice (Sothiriadou, & de Bosscher, 2013: 306-307).

4.6.4 Strong Competition Infrastructure

Both COEs are supported by a voluntary club infrastructure with a strong club competition environment. The research showed that this infrastructure influenced practices in the two COEs in a number of ways. For example, the club competition structure provided a training and development environment for young swimmers. This system provides an athlete development pathway that is a highly effective strategy for success. However, it will be successful only if HP sport programme has a similarly extensive club environment. Coaches identified this as a key factor and area of improvement, specifically for more student-athletes to be recruited and retained.

Based on the SPLISS model, the research found that:

- i. Both COEs provided opportunities for learners, students and non-students to compete;
- ii. There is a high general participation rate with high numbers registered for LTS, however, moving to elite swimmers the numbers are not very representative as indicated by the NF, especially for black swimmers; and

- iii. The application of TQM at the level of mass participation e.g. the LTS programme and talent identification is not implemented (Sothiriadou, & de Bosscher, 2013: 301-302).

4.6.5 Talent Identification and Development

Talent identification is important to ensure that talented athletes are provided with the best development opportunities to represent South Africa internationally in future. Both COEs highlighted this as an area that requires much more attention along with a system to be properly managed. However, they highlighted that although the Government supports development pathways, funding is lacking. Swimmers might be given the opportunity to develop their skills with the right inputs and strategies, but are unable to apply these skills because of the lack of funding, this inhibits optimum development (Sothiriadou, & Shilbury, 2013:148-149).

Based on the SPLISS model the research found that:

- i. The COEs do have an effective system for the identification of young talented swimmers (for the maximum number of potential top swimmers are reached at the right time and age);
- ii. There is limited, and for some levels, no national coordinated planning in order to develop an effective system aligned to the COEs. The LTPD framework was implemented only over the past three years with no monitoring and evaluation system in place;
- iii. Young talented swimmers do not receive multi-dimensional support services needed to develop them at the highest level and need to pay for these services if they would like to access it; and

- iv. NF does not provide national coordinated support that includes support for both sport and academic studies.

During their talent development phase athletes become more focused and have to face a number of transitions, requiring specialised attention. Information, guidance and financial support is necessary to facilitate an optimal approach (de Bosscher, 2013:52). The COEs are providing this service with no national coordinated system and clear norms and standards.

4.6.6 Sport and Post-Career Support

This is the stage of excellence that includes participation at national and international levels, thereby gaining publicity. To facilitate the above successfully it is important to adopt a holistic approach. The research found and based on the SPLISS model the research found that:

- i. The individual circumstances are adequate for swimmers to concentrate on their sport, however most swimmers interviewed are full-time student-athletes who recommended a monthly stipend to attend to other personal living expenditure;
- ii. There is a coordinated support programme, however, life skills training such as career coaching, media training, were identified as gaps; and
- iii. Athletes do not receive post-career support and are not adequately prepared for life after their sport career.

Swimmers, however, provided a positive rating of the COEs, highlighting a few areas of improvement to advance this area.

4.6.7 Financial Support

“It is an undisputed fact that countries that invest more in high performance sport can create better opportunities for athletes to train under ideal circumstances and thus improve their chances for success” (de Bosscher, 2013:49). This is evident for South Africa too, with Swimming having won the most medals at both World Championships and the Olympics. (www.swimsa.org.za)

The research found and based on the SPLISS model that:

- i. There is insufficient funds available at national level to support the COEs with universities accepting 100% responsibility of the challenge to sustain this without any sponsorship or substantive donations; and
- ii. Collective resources from Lotteries, Olympic body, NF and government fluctuate on an annual basis, not providing ideal circumstances to achieve objectives.

Considering that the academic project is the core business of Universities, both COEs identified the lack of financial support as a major constraint one that posed a risk to the strategic future of the COEs.

4.6.8 Training Facilities and Infrastructure

These factors were identified as important with facilities to be the most important and the provision of administrative support and infrastructure with a close link to the support service system. Both COEs are centrally located in their respective regions, thereby reducing travel times.

Based on the SPLISS model the research found that:

- i. National coordination is not in place and left to the COEs to coordinate with both COEs identifying long-term and planned maintenance requiring huge sums of money as a major challenge;

- ii. South Africa did not have a network of quality national/regional sport centres where athletes could train in appropriate conditions. The one COE raised concern of the existing conditions, resulting in swimmers leaving the club;
- iii. Specific funding was not provided for the building and renovation of international standards facilities. Again there is a high dependence on universities with Lotto funding diminishing or not provided resulting in negative consequences.

Facilities and infrastructure remains the backbone of any HP sport programme and identified as one of the characteristics commonly found in the elite sport development systems (Green & Oakley, 2001:250).

4.6.9 Other Critical Success Factors (CSFs)

The research also found that the working atmosphere in the two sport systems had a significant and positive impact on their success. This refers to the general attitude of the coaches and athletes towards their sport, the rapport among the different coaches, the general nature of the coach-athlete relationship, and the way the athletes themselves interacted with each other. The transition between club sport, national performance sport, and top athletes was, in both systems, very blurred and created a strong impression of one coherent sport “community”.

For example, the coach education mechanisms appear, to depend to a high degree on informal as well as formal exchanges of knowledge and experience between coaches from different performance levels in the national system. Indeed, formal aspects of both coaching systems were limited and coach education primarily came about through less experienced coaches working with and sharing experiences with senior coaches. Both systems had a very open and cooperative

working environment, which means that a more formal system is unnecessary. Interviewees felt that a more structured system was necessary and this should be seen as a management priority to enhance performance overall (Smith, & Stewart, 1999:117).

The discussion above suggests that the practices that have contributed to the success of the COEs to date, are strongly context dependent and this may make the transfer of these practices difficult. This is evident from the results of the quality management practices (QMP) ratings with target groups having a different understanding of the level of importance of each QMP, with a few indicating that all QMP are important to ensure overall success. In particular, the working atmosphere of the COEs which is characterised by openness, sharing of expertise and limited bureaucracy may be particularly difficult to replicate. However, it was also apparent that, in recent times a number of interventions had been designed and introduced in order to change and improve the COEs overall management and these interventions may have the potential for introduction into other HP sport systems. These interventions included the school sport programme with focus on LTPD, and the holistic approach to coaching based on the NCDP (www.sascoc.org.za). Although these interventions can be described in detail it remains difficult to evaluate to what extent these changes provided the essential foundation for the initiatives to work, based on the short period of implementation and the fact that the COEs have been in existence since 2002.

In conclusion, Chapter Four outlined that it is important to note that that whilst the South African sport delivery system has been based on sound principles with no major challenges, we need to be aware of poor or ineffective management systems and practices in sport organisations. Worldwide governments and sport organisations themselves have recognised the problem for

more than a decade. However, responding to this in a structured and coordinated manner has been very slow.

There are many services that support the core business of high performance sport. The importance is for COEs to retain the focus on developing the athlete to create the best possible chance of success, ensuring that all services are strategically aligned, coordinated and delivered with a maximum of quality efficiency.

The COEs business processes play a pivotal role in supporting the macro level and core business areas and deal with design and development of business processes that are generally focused on technology; a specific set of coordinated tasks; and are guided by the different business units or areas that determine overall functioning and management of the COEs. The focus must be on improving corporate performance of the COEs by managing and optimising the COEs business processes.

While the study contributed to the conceptualisation of QMPs necessary for successful Olympic, high performance athletes and team preparation, and a description of effective HPM practices, Smolianov & Zakus (2009) pointed out, what is quite remarkable based on their research of developing a global model for HP sport, were the paradoxes that emerged of issues for HPM programmes across the world (Smolianov, & Zakus, 2009:42).

This research points to the complex interrelations of elements required to develop a sound high performance sport system, with the focus on macro, meso, and micro practices, structures. These systems point to the QMPs necessary for an effective HP sport management model.

The next and final chapter provides the findings based on the three areas namely macro level; core business and business processes. This is followed by recommendations based on the research findings and the research concludes with final conclusions.



CHAPTER 5 RESEARCH FINDINGS & CONCLUSIONS

5.1 RESEARCH FINDINGS

This chapter will provide the key findings of this research and will interpret the fieldwork results against the analysis and results discussed in Chapter Four, against the background of Chapters Two and Three.

5.1.1 Findings on the Macro Level

By far the greatest challenge identified is the fragmentation in the system. Although initially the COEs came across as relatively well functioned, the realisation that the high performance sport programme for the COEs was influenced by policies, stakeholders' inter-relationships, system factors and fluctuation in policies as identified in Section 4.3.1 during the interviews with universities (management, coaches and swimmers), the national federation (NF) and the Olympic body. The fact that the South African sport policy landscape concerns the interest of a wide array of stakeholders is indicative of the scope of the challenge to bring about meaningful and appropriate change for high performance sport management in South Africa.

Coupled with the above findings on fragmentation, the following trends have also emerged:

- i. A disconnect for integrated strategic planning between the COEs, NF and the Olympic body exists;
- ii. An independent operation of the COEs, largely aligned to the university's strategic planning, versus that of NF and Olympic body is evident;
- iii. A high degree of a lack of resources, identified by all target groups interviewed with reliance on many sources of income is evident; and

- iv. The high performance sport programme is largely run by a small group of individuals who already are overburdened and a lack of capacity that requires cross-organisational jurisdiction sensitivity, and support from the academic environment.

Rabie *et.al* (2011) identified an implementation strategy as part of capacity building for policy improvement (Rabie, *et.al*, 2011:308). Interviews conducted with the universities, NF and the Olympic body, documentation provided and online desktop research conducted showed that it is necessary to:

- Develop business plans and operational guidelines;
- Set out roles and responsibilities for key role players;
- Improve financial, human resources, time frames and logistical implications and reporting arrangements;
- Develop programme and project management system;
- Further actions w.r.t. law reform and policy-dialogue indicators; and
- Media and communications strategy.

The following section discusses the above-mentioned areas in detail.

a) Develop business plans and operational guidelines

It was found that this is in place at the COEs, NF and Olympic body respectively, but that there was no integrated planning with the Olympic body, indicating that such integration needs to be facilitated by the NF and the senior management of the NF also confirmed that this is not in place, stating that:

- *It is necessary to change approach from service providers to partnerships (joint responsibility);*
- *Annual evaluation of COEs is needed to and to have reviews at least quarterly; and*

- *Joint planning sessions to be implemented and that high level strategy to be held at least once per annum.*

It was showed that while strategic planning is evident at the NF and Olympic body levels, that the reciprocal effect was not confirmed by the COEs and the NF. Furthermore, the importance to evaluate performance was highlighted by the NF, indicating that there is willingness to facilitate this process.

b) Set out roles and responsibilities for key players

The National Academy System (NAC) of the Olympic body identified key role-players and their responsibilities in the NAC. However, after inception of this document, there is no evidence that this strategy has been implemented at COEs. Universities confirmed that they accepted full responsibility for the management of the COEs with no additional resources directly provided by neither the NF nor the Olympic body.

c) Improve financial, human resources, time frames and logistical implications and reporting arrangements

The COEs confirmed their independence and highlighted the need for the improvement of the above is a priority. Specific issues have been highlighted in Section 4.3.3 with detailed discussion of the business processes. The research found that:

- i. There is a lack of skilled human resources, specifically the appointment of a High Performance Manager for Swimming at the UWC COE. The TUKS COE confirmed that a HP Manager was employed but noted the challenges/gaps in the system during absenteeism and the need for capacity building to support this position;

- ii. Inadequate financial resources were identified during interviews with all target groups as the most challenging and risk area with a high dependence on universities to fund the overall operations of the COE; and
- iii. Logistical and reporting arrangements are largely coordinated by the COEs, confirming little dependence on the NF and the Olympic body. Section 4.3.3 covers a detailed discussion of this area.

d) Developing programme and project management systems

The research found that coaches and swimmers highlighted the importance of programme management in relation to the technical preparation of the swimmers. It was found that:

UWC Swimmer	<i>It is important to implement programme management by means of a timetable to facilitate regular consultation on a weekly basis.</i>
TUKS Swimmer	<i>The coaching planning needs to change for different squads i.e. lane space and different levels need to be assigned with clear distinction.</i>
TUKS Coach	<i>It is important that programme management is in place and based on consultation and communication.</i>
UWC Coach	<i>The importance for programme management to include recovery, ample time to attend to studies, and focus on nutrition with a dietician to monitor nutrition, etc. is important.</i>

The findings therefore are that improved programme management is a high priority for the next period.

e) Further actions: law reform and policy-dialogue indicators

The research found that based on the interviews conducted and documentation provided, there is no integrated approach to facilitate this area, resulting in everyone not having a clear indication or direction of application and most importantly, developing policies that serve the main purpose of achieving podium results. The South African sport system, however, indicates that there is a high level of policy development with great momentum achieved during the past eight years. It

was however, necessary, to develop a system for implementation and monitoring noting that it remains a major challenge.

f) Media and communication strategy

The research found that the COEs, NF and Olympic body all have adequate strategies in place, however, again with no integration. All parties make extensive use of electronic and social media, online tools to facilitate registration and there is use of various communication tools for competitions closely linked to this area. The media was identified as an area that requires much focus and action to ensure that the COEs are profiled, swimmers' achievements and future preparations are shared with the emphasis on advancing the same brand and message and ensuring good programme management. The above is substantiated by the following experiences:

NF *The SSA strategic plan is supported by a marketing and communications plan, television coverage and an upgraded website, with extended opportunities through social media. SSA have regular contact with media for press releases. It is however important to provide more focus on COEs to ensure good programme management.*

Swimmer *To attend to this area is not easy and necessary to get sponsors with a strong corporate side that is missing within swimming. SSA is the only number one sport in South Africa not to attract sponsors and with less sponsors it is difficult to reach goals. Media is important to market the swimmer.*

The importance of media and communication was highly recommended and it was found that there was no collective strategy to promote and create awareness about the COEs services and products at national and international levels to boost the overall functioning of the COEs to attract and retain more swimmers.

5.1.2 Findings on the Core Business

The top-down approach where high performance sport has been largely a university-funded project with no resources allocated by either the NF and or Olympic body has and continues to create specific challenges, noting that university subsidies have been cut over the past three years and support services are expected to become self-sustainable, because they are not the core business of universities. A fundamental gap of this approach has been that the real provision of support services takes place at university level, which is several degrees of freedom away from the control or oversight necessary to improve the high performance management of swimming. Although, based on available policies and strategic planning processes at the national levels (NF and Olympic body), may now clearly be knowledgeable and in step with high performance sport, and the COEs as a project, the real challenge effectively is reaching the regional, national and international levels of success that ought to be in place (www.hesa.org.za).

A strategic imperative is the appropriate resourcing of the COEs to facilitate the implementation of a sustainable programme with required support services as identified in Section 4.3.2 to ensure overall successful delivery of programme management at the COEs.

The research found that:

- i. An unfortunate lack of knowledge concerning high performance sport management and effective sport programming is evident. Given that high performance sport is becoming more and more globally a competitive space, this poses a huge challenge for the future; and
- ii. The unfortunate lack of high performance sport knowledge is that swimming has gradually evolved into a comprehensive competition system and calendar. One could be quite disapproving and observe that the administration of a competition schedule actually

does not require any technical programming or knowledge and that overenthusiastic competition schedules may detract from managing an effective HP sport programme.

5.1.3 Findings on the Business Processes

De Knop *et al* (2004) identified operational and strategic levels, classifying the quality management dimensions into each level. (De Knop, *et al*, 2004:60) The emphasis of this research is placed on the importance the strategic level including all elements and supporting processes necessary to ensure that at operational level this contributes to the quality support services are provided. The research found that an interesting phenomenon that has arisen in both COEs, national level and the Olympic body, is the almost universal willingness within the system to adopt. However no evidence exist that there is a much higher level of critical review as well as no evidence of innovation and new ideas to improve business processes was found.

Interviews conducted with support staff highlighted the following:

TUKS *As an administrative support staff member, I am not involved in innovation w.r.t. business processes;*

UWC *Innovation and new ideas are important, also to assist with recruitment of swimmers.*

Considering the comments above, no mention was made of any specific or new business processes, indicating that there was also no genuine desire to embrace the need for continual improvement highlighted by the National Academy System of South Africa, Chapter Two, page 13 and 15 highlight the common core of TQM and services included in the business processes to be rendered. The researcher considers as a trademark of a high-performance system and illustrates what is necessary for the HPS system of the COEs to experience a real change in the culture of the sport delivery and administration landscape.

5.2 RECOMMENDATIONS

5.2.1 Conclusions and Recommendations

Conclusion 1: Leadership and Management

The critical success factors for high performance sport in South Africa are strong leadership and management of a programme and the governance structures within which that programme resides.

Recommendations

The role of leadership is critical to a HP sport programme. Therefore a re-evaluation of this role should be conducted in conjunction with all role players which should include an appropriate performance management policy, system and procedures. Core to this is a robust recruitment and retention policy to ensure that the right candidate(s) are identified, hired and retained. It is recommended that a skills audit and subsequent needs analysis be conducted and that the appropriate support programme to be put in place for these individuals.

The appropriate governance structures should be in place for each COE that supports their strategic, business and operational plans. This should involve executive autonomy for the COEs reporting to a central Swimming High Performance Board on the performance indicators of an integrated and pre-agreed strategy.

Conclusion 2: Dedicated and Sustainable Funding

Investment in high performance sport by means of public funding by the South African Government, corporate, lotteries, etc. has had a positive impact on high performance sport, especially swimming over the past decade and has delivered a return on this investment. It is, however, clear that an integrated approach to policy development and strategic planning is

lacking, and that most importantly, present funding are inadequate to improve the high performance impact.

Recommendations

- i. It is recommended that different streams of funding not be treated and administered independently of each other where possible as this may create an inherent inequality in the system. The feasibility of the Olympic body centrally administering the high performance sport funding system, specifically for individual sport codes should be examined and integrating it with performance planning.
- ii. A review of the existing high performance sport financial model should be facilitated and it is recommended that the true value of all sources of funding going to athletes be assessed to determine whether such funding is spent on the core business and business process, forming the core of any high performance sport system.
- iii. The criteria for high performance sport funding should be examined so that it reflects the Olympic pathway at all stages, especially at youth level. This can also serve to make different sport codes more comparable, possibly having a national framework across all sport, a similar principle to the SPLISS model as discussed in Chapter Four relevant to achieving results in all aspects of high performance sport. This will require more stringent and sophisticated methods of tracking athlete progression and performance.

The criteria of COEs funding should inform the development of a swimming pathway so that the NF and the Olympic body can clearly see where they fit within the wider system and expectations of investment are realistic. COEs, like swimmers, can aspire to progress through the pathway, informed by the funding criteria which relates to best practice of all aspects of

managing a COE. This allows the NF and Olympic body to support a swimming development pathway and funding provider without being interventionist, but rather utilise funding as the leverage.

Conclusion 3: Appointment of a High Performance Manager (HPM)

Considering that the HPM role is so crucial to the success of the COEs and swimming high performance programme, the recruitment and retention strategy is critical and the subsequent empowerment of this person(s) and therefore the structures must be in place to do this. If leadership of the high performance programme is a critical success factor for performance, good governance is a critical success factor for leadership. The swimming high performance environment (universities, NF and Olympic body) are democratic organisations, high performance by its nature is autocratic and by definition exclusive and discriminatory.

Therefore, it does not naturally sit within a NF. Failure to clarify the role of the HPM and agree on the strategic direction of a programme serves to exacerbate these completely opposed philosophies. What can be done to address this natural tension is to adopt a meritocratic system without explicitly articulating this. This is based on clear evidenced-based performance policies, inclusive of all quality management practices.

Recommendation

Adopting a meritocratic approach is also more attractive and addresses the inconsistency of findings discussed by Houlihan (2005) and important to move away from a system where the rhetoric of empowerment and autonomy is counteracted by the evidence of intervention and micro-management by the government and Olympic body in sport policy (Houlihan, 2005:165).

5.2.2 Further Research Identified

The researcher is of the opinion that noting the limited focus of this research, further investigation is required for the implementation of QMPs for the COEs. Further research should include:

- i. The development of QMPs to fit the nature of the individual COEs, its purpose and the needs of its stakeholders to move from policy to practice;
- ii. Development of pathways for the COEs to include the swimmers, coaches, sport scientists, and support staff, as well as overall ranking of the COEs;
- iii. Contextualisation to ensure understanding and ownership of appropriate models and identified QMPs, despite research providing a useful and appropriate basis for COEs self-evaluation;
- iv. Development of an integrated planning model to include all aspects of a high performance sport programme;
- v. Training and development requirements necessary to provide qualified high performance managers;
- vi. Development of an infrastructure management plan based on short, medium and long-term requirements; and
- vii. Defining the role of information, communication and technology to improve performance.

5.3 FINAL CONCLUSION

Overall, the existence of the COEs over the past decade has had a positive influence on swimming performance. This has included the professionalisation of swimming that has not been

without challenges, as already discussed. This now provides an opportunity for the South African high performance system to evolve from a development system to a mature system with Rio 2016 and beyond, providing an important landmark on which to direct this transformation. The implementation, monitoring and evaluation of well-resourced COEs will provide the platform for refinement and become the vehicle through which the NF and COEs interact, reinforcing the meritocratic approach. As there is an athlete pathway and a coaching pathway, as well as an academy accreditation system, being developed for stakeholders working in high performance sport, the challenge is the implementation of a quality management system to articulate, monitor and evaluate high performance sport, to place it at the appropriate level of sustainable investment.

Based on the research, it is evident, that noteworthy progress has been made across all core areas namely macro level, core business and business processes, and the degree of change among various key stakeholders and permeating down through the system is significant and testimony of swimming being identified as the top sport code in South Africa in 2013 (www.srsa.gov.za). Certainly, with each passing year the momentum of the COEs located at the University of the Western Cape and the University of Pretoria it is evident that the COEs have captured more and more sections of the entire high performance sport system. The QMPs should be utilised as a tool to continuously work towards performance excellence, but it needs to be incorporated into SSAs strategic planning process with the aim of developing good practice for the COEs. Thus the COEs could define the results it wishes to achieve with regard to performance, both financially and operationally, and measure how it is progressing towards those targets.

The implementation of the QMPs could require that the principles and philosophy of excellence (fundamental concepts) are shared and understood by not only those in leadership positions and management responsibilities, but by all of the people in a high performance sport environment. Management commitment and engagement is a pre-requisite for QMPs to be implemented, and implementation of QMPs require SSA to analyse its stakeholders and to identify and recognise the needs and expectations of customers. Using QMPs will result in continuous improvement, not only in South Africa, but also on the continent, which could meet or exceed stakeholders' expectations.

Stakeholders responsible for the COEs need not consider, nor attempt to introduce QMPs, unless they are willing to radically transform conventional practices. The introduction of QMPs requires radical and pervasive change. The research shows evidence that QMPs involve the redesign of organisational structures, the re-design of work and the re-definition of management style.

Unless the swimming high performance environment is willing to take this into consideration, successful implementation of QMPs at the COEs will remain a challenge in South Africa and its future swimming success rate.

It is vital that new abilities for undertaking the highlighted issues and implementing strategic innovations should continue to expand the COEs high performance sport management paradigm.

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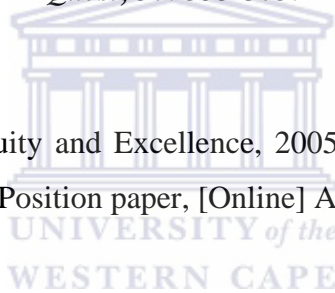
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LIST OF APPENDIXES

Appendix A	Interview Guide
Appendix B	Information Sheet
Appendix C	Consent Form



APPENDIX A INTERVIEW GUIDES

QUESTIONNAIRE / INTERVIEW SCHEDULE

MACRO ENVIRONMENT

**TITLE: AN ASSESSMENT OF QUALITY MANAGEMENT PRACTICES
IN HIGH PERFORMANCE SPORT AT TWO SELECTED UNIVERSITIES
IN SOUTH AFRICA**

Facilitated by Mrs. Ilhaam Groenewald for the
University of the Western Cape, Masters: Sport Management Degree

MARCH 2014

GENERAL



This research schedule is designed for completion by the facilitator with respondents from the Macro Environment to include Board Members, top management and specialist advisors.

This questionnaire has been developed for the purpose of consulting stakeholders involved in the management of the Swimming Centres of Excellence (COEs) located at the University of the Western Cape and the University of Pretoria. Results will reflect on recommendations of quality management practices for best practise and lessons of experience for future purposes. The questionnaire covers the following areas for the purpose of the practical guide, namely:

- i. Policies
- ii. Strategic planning
- iii. Development management
- iv. Performance management and
- v. Leadership

Further information can be obtained from research documentation with reference to the Centre of Excellence and the research Abstract. This questionnaire and interview schedule will be used as a framework for all respondents who are requested to complete the questionnaire. It will also serve for focus group discussion with interviewees in an interview situation. Respondents should note that the identity of interviewees will be protected and individual names or statements will not be used in the report. Responses will be consolidated and research findings will be presented in aggregated fashion.

With respect to ethical considerations, permission to conduct this research has been obtained from the Faculty of Community and Health Science (CHS) at UWC. Participants are invited to be part of the study. As part of the interview process all participants will be briefed on the aim and objectives of the study, the reasons why they were selected, and the importance of their participation and how valuable their input is. It must be noted that participation is on a voluntary basis and participants may withdraw at any time. When agreed to participate, each participant will be requested to sign a consent letter (Appendix A and B), which will be issued before the interview and before focus group discussions are conducted. With the permission of participants, interviews and focus group discussions will be audio-taped. All information will be treated with the strictest confidentiality and the identity of participants will be protected as their names or personal information will not be included in the reporting and dissemination of the findings. Participants are assured access to their transcribed information at their request and will be allowed to amend or retract their transcripts. The name of the participants will not be recorded on digital recorder, or in the research project.

UNIVERSITY:

NAME OF RESPONDENT:

POSITION:

DATE OF COMPLETION OF QUESTIONNAIRE:

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Day

**THIS QUESTIONNAIRE HAS BEEN DESIGNED TO FACILITATE
INTERVIEWS/FOCUS GROUPS FOR BOARD MEMBERS, TOP MANAGEMENT
AND SPECIALIST ADVISORS:**

1. In your view is this Centre of Excellence (COE) aligned to the National Sport & Recreation Plan of South Africa? Give reason for your answer.
2. What long term policies, strategies or plans are developed by management/board, specifically for an elite sport such as Swimming in support of the COE?
3. Explain the oversight mechanisms utilised by the Board w.r.t. implementation, monitoring and reporting?
4. What is the financial strategy for the COE, both short and long-term?
5. How do you ensure adequate financial systems are in place?
6. Explain the funding arrangements and the funding period applicable to the COE?
7. Explain the strategic planning process and linkage to the COE w.r.t. programme management?
8. With regard to strategic planning what are the specific future leadership and strategy issues to be considered for the COE?
9. (a) Does your organisation have a communication strategy to engage sport stakeholders?
(b) Give reasons for your answer:
10. How regularly do you evaluate objectives?
11. What measures do you have in place to increase swimmers' participation at international competitions?
12. What support services do you provide to the swimmers?

13. Explain the composition of the Swimming Board and indicate who of them can make decisions on the performance of swimmers, coaches, sport science support and support services for them?
14. How is the COE evaluated and by whom?
15. How is the performance of the Swimming Board evaluated and by whom?
16. What mechanisms do you have in place to facilitate coaches' education in general and elite coach education in particular?
17. What incentives do you have to increase funding based on quality management practices of the COE?
18. How do you manage information, knowledge and support services to ensure swimmers receive the best possible services?
19. How do you ensure knowledge management and sharing thereof in cases, especially when staff leave to ensure knowledge transfer and sustainability?
20. Identify, based on the quality management themes below, what you consider to be the main pillars that should be in place to ensure successful management of the Swimming Centre of Excellence? Please rank from 1-6 in order of priority with 1 being the most important.

THEME	RANKING
Management / Leadership Support	
Customer and market relations	
Human Resource Growth and Development	
Internal Business Processes	
Quality Information and Knowledge Management	
Partnerships with suppliers	

21. Feel free to comment on anything that you feel impacts on quality management that has not been covered in the questionnaire:

THANK YOU FOR YOUR PARTICIPATION!

QUESTIONNAIRE / INTERVIEW SCHEDULE

CORE BUSINESS

TITLE: AN ASSESSMENT OF QUALITY MANAGEMENT PRACTICES IN HIGH PERFORMANCE SPORT AT TWO SELECTED UNIVERSITIES IN SOUTH AFRICA

Facilitated by Mrs. Ilhaam Groenewald for the
University of the Western Cape, Masters: Sport Management Degree

GENERAL

This research schedule has been developed for the purpose of consulting stakeholders involved in the core business of the Swimming Centres of Excellence located at the University of the Western Cape and the University of Pretoria. Results will reflect on recommendations of quality management practices for best practise and lessons of experience for future purposes. The respondents for this area include clients/swimmers, coaches/technical support and sport scientists. The questionnaire covers the following areas:

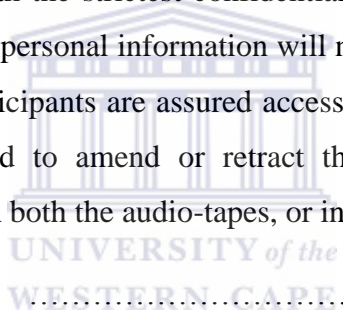
- i. Athlete support system
- ii. Coaching/technical support
- iii. Sport science support; and
- iv. General support

Further information can be obtained from reference documentation with reference to the Centre of Excellence and the research Abstract. This questionnaire and interview schedule will be used as a framework for all respondents that complete the questionnaire in their own time as well as for discussion with interviewees in an interview situation. Respondents should note that the identity of interviewees will be protected and individual names or statements will not be used in

the report. Responses will be consolidated and research findings will be presented in aggregated fashion.

With respect to ethical considerations, permission to conduct this research has been obtained from the Faculty of Community and Health Science (CHS). Participants are invited to be part of the study. As part of the interview process all participants will be briefed on the aim and objectives of the study, the reasons why they were selected, and the importance of their participation and how valuable their input is. It must be noted that participation is on a voluntary basis and participants may withdraw at any time. When agreed to participate, each participant will be requested to sign a consent letter (Appendix A and B), which will be issued before the interview and focus group discussions are conducted. With the permission of participants, interviews and focus group discussions will be audio-taped.

All information will be treated with the strictest confidentiality and the identity of participants will be protected as their names or personal information will not be included in the reporting and dissemination of the findings. Participants are assured access to their transcribed information at their request and will be allowed to amend or retract their transcripts. The name of the participants will not be recorded on both the audio-tapes, or in the research project.



UNIVERSITY:

NAME OF RESPONDENT:

POSITION:

DATE OF COMPLETION OF QUESTIONNAIRE:

20	1	4
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Year

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Month

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Day

THIS QUESTIONNAIRE HAS BEEN DESIGNED TO FACILITATE INTERVIEWS/FOCUS GROUPS WITH CLIENTS/SWIMMERS, COACHES/TECHNICAL SUPPORT AND SPORT SCIENTISTS

1. Please discuss the effectiveness of the Athlete Support System in place to ensure that the Centre of Excellence (COE) meet goals set?
2. What support services and information are critical to ensure successful delivery of services for swimmers, coaches, technical staff, and volunteers?
3. What type of specialist advice from other areas to help them improve the standard of their athletes e.g. psychology, nutrition, physiology, biomechanics, data analysis)?
4. Explain how do you keep everyone involved in the COE well informed about policies, support services and other aspects?
5. How does the COE's communication strategy link the COE with media, commercial partners, etc.?
6. Does the COE have structured cooperation agreements with international swimming organisations w.r.t. training of athletes and the use of facilities on a regular basis?
7. What standards are in place to determine which swimmers are eligible for support and direct funding?
8. What strategy do you have in place to ensure quality recruitment, retention, and training satisfaction of swimmers?
9. What role do swimmers/coaches/sport scientists have to address values, direction and performance expectations of the COE?
10. How does the CEO ensure holistic development of swimmers and what programmes do you have in place to support and achieve this?
11. What sport-scientific support does the COE have to develop a testing system (to determine talent) and a monitoring system with clear criteria for the identification and nurturing?

12. Identify, based on the quality management themes below, what you consider to be the main pillars that should be in place to ensure successful management of the Swimming Centre of Excellence? Please rank from 1-6 in order of priority.

THEME	RANKING
Management / Leadership Support	
Customer and market relations	
Human Resource Growth and Development	
Internal Business Processes	
Quality Information and Knowledge Management	
Partnerships with suppliers	

13. Feel free to comment on anything that you feel impacts on quality management that has not been covered in the questionnaire:

THANK YOU FOR YOUR PARTICIPATION!

QUESTIONNAIRE / INTERVIEW SCHEDULE

BUSINESS PROCESSES

**TITLE: AN ASSESSMENT OF QUALITY MANAGEMENT PRACTICES
IN HIGH PERFORMANCE SPORT AT TWO SELECTED UNIVERSITIES
IN SOUTH AFRICA**

Facilitated by Mrs. Ilhaam Groenewald for the
University of the Western Cape, Masters: Sport Management Degree

MAY 2014

GENERAL

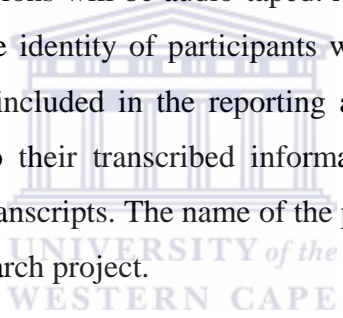
This research schedule has been developed for the purpose of consulting stakeholders involved in the business processes of the Swimming Centres of Excellence located at the University of the Western Cape and the University of Pretoria. Results will reflect on recommendations of quality management practices for best practise and lessons of experience for future purposes. The respondents for this area include operational and support staff. The questionnaire covers the following areas:

- i. Human resource management
- ii. Financial management
- iii. Infrastructure and logistics

Further information can be obtained from reference documentation with reference to the Centre of Excellence and the research Abstract. This questionnaire and interview schedule will be used as a framework for all respondents that complete the questionnaire in their own time as well as for discussion with interviewees in an interview situation. Respondents should note that the identity of interviewees will be protected and individual names or statements will not be used in

the report. Responses will be consolidated and research findings will be presented in aggregated fashion.

With respect to ethical considerations, permission to conduct this research has been obtained from the Faculty of Community and Health Science (CHS). Participants are invited to be part of the study. As part of the interview process all participants will be briefed on the aim and objectives of the study, the reasons why they were selected, and the importance of their participation and how valuable their input is. It must be noted that participation is on a voluntary basis and participants may withdraw at any time. When agreed to participate, each participant will be requested to sign a consent letter (Appendix A and B), which will be issued before the interview and focus group discussions are conducted. With the permission of participants, interviews and focus group discussions will be audio-taped. All information will be treated with the strictest confidentiality and the identity of participants will be protected as their names or personal information will not be included in the reporting and dissemination of the findings. Participants are assured access to their transcribed information at their request and will be allowed to amend or retract their transcripts. The name of the participants will not be recorded on both the audio-tapes, or in the research project.



UNIVERSITY:

NAME OF RESPONDENT:

POSITION:

DATE OF COMPLETION OF QUESTIONAIRE:

20	1	4
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Day

THIS QUESTIONNAIRE HAS BEEN DESIGNED TO FACILITATE INTERVIEWS/FOCUS GROUPS WITH OPERATIONAL AND SUPPORT STAFF

1. What are the key quality issues necessary to ensure successful management of the Centre of Excellence (COE)?
2. Please comment on the human resource capacity in place to ensure the core business of the Centre of Excellence is attended to.
3. What mechanisms do you have in place to empower staff of the Centre of Excellence?
4. How important is innovation and learning in the business processes of the COE?
5. What Information and Communication Technology is in place to facilitate information and communication?
6. What financial systems are in place to ensure adequate resources are allocated?
7. What strategy is in place to ensure that resources are well managed and are targeted at swimmers who have a real change at world level?
8. How do you determine the needs of swimmers and coaches with regard to facilities and infrastructure?
9. Do you have a network of facilities/infrastructure available to ensure swimmers receive quality services?
10. What are the core operational processes and how are logistics attended to in the best professional manner?
11. How does the COE evaluate service delivery?
12. What are the key challenges faced by the CEO that may affect overall management?
13. Identify, based on the quality management themes below, what you consider to be the main pillars that should be in place to ensure successful management of the Swimming Centre of Excellence? Please rank from 1-6 in order of priority.

THEME	RANKING
Management / Leadership Support	

Customer and market relations	
Human Resource Growth and Development	
Internal Business Processes	
Quality Information and Knowledge Management	
Partnerships with suppliers	

14. Feel free to comment on anything that you feel impacts on quality management that has not been covered in the questionnaire:



APPENDIX B INFORMATION SHEET



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959-2207 Fax: 27 21-959-1233 Cell; 082-202-3375

ilhaamg@me.com

E-mail:

igroenewald@uwc.ac.za /

INFORMATION SHEET

Project Title:

An assessment of quality management practices in high performance sport at two selected South African Universities.

What is this study about?

This is a research project being conducted by **Mrs Ilhaam Groenewald** at the University of the Western Cape. We are inviting you to participate in this research project because you are a manager, employee, swimmer, coach and or sport scientist at either the University of the Western Cape, University of Pretoria Swimming Centres of Excellence, the South African Sport Confederation and Olympic Committee (SASCOC) and Swimming South Africa.

The purpose of the study is to develop an improved understanding of practices for the enhancement of quality and strategic management of the Centres of Excellence programme. The rationale for the study stems from the need to solicit lessons of experience of Centres of Excellence at the programme management level in South Africa. The research is also necessary because a need exists to record such experiences and to establish a base for such programmes as it is expected that these programmes will be duplicated in South Africa in the near future.

What will I be asked to do if I agree to participate?

You will be asked to participate in the following two qualitative research methods:

- i. Semi-structured interviews based on open-ended questions, coupled with the completion of a questionnaire to be provided either in person and or electronically via email; and
- ii. Participate in focus group discussions to be held where you reside, with date, time and layout to be provided at least 30 days in advance.

Would my participation in this study be kept confidential?

We will put all measures in place to keep your personal information confidential. To help protect your confidentiality we will keep data in electronic format, accessible only with passwords and hard copies will be locked in filing cabinets located in personal office space.

Names will not be included when analysing questionnaires and or focus group discussions. Where coded identifiable information is required, (1) your name will not be included on the questionnaire and other collected data; (2) a code will be placed on the survey and other collected data; (3) through the use of an identification key, the researcher will be able to link your questionnaire to your identity; and (4) only the researcher will have access to the identification key.

If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

This research project involves making audiotapes of you. The purpose is to ensure that data is correctly recorded with access only by the researched and storage will be in a lockable cabinet.

I agree to be audiotape during my participation in this study.

I do not agree to be audiotaped during my participation in this study.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator to learn more about improvement of the Swimming Centres of Excellence programme. We hope that, in the future, other people might benefit from this study through improved understanding of quality management practices of the Swimming Centres of Excellence.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Circumstances to withdraw might be due to unforeseen incidents such as illness, change of address and or loss of interest.

What if I have questions?

This research is being conducted by Ms. Ilhaam Groenewald, at the University of the Western Cape. If you have any questions about the research study itself, please contact Ms. Ilhaam Groenewald, Sport Administration Department, University of the Western Cape, Private Bag X17, Bellville, 7535, Tel: 021-959-2207/082-202-3375 or igroenewald@uwc.ac.za / ilhaamg@me.com

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department: Dr. Sue Bassett

Dean of the Faculty of Community and Health Sciences

University of the Western Cape

Private Bag X17

Bellville 7535



This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

UNIVERSITY of the
WESTERN CAPE

APPENDIX C CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959-2207 Fax: 27 21-959-1233 Cell; 082-202-3375

E-mail: igroenewald@uwc.ac.za /

ilhaamg@me.com

CONSENT FORM

Title of Research Project:

An assessment of quality management practices in high performance sport at programme management level



The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participant's name.....

Participant's signature.....

Witness.....

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinators' Names: Prof. Christo de Coning and Prof. Marion Keim

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021)959-3859

Email: mkeim@uwc.ac.za or cdec.consult@mweb.co.za

