ASSESSING THE PERSONAL DEVELOPMENT OF EMPLOYEES IN A MUNICIPAL ENVIRONMENT

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DECLARATION

I, Zukiswa Ntile, declare that the work in this dissertation is an original work and any other similar work, sources used or referred to have been documented and recognised.

The dissertation has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at other recognised education institution.

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Signed at Port Elizabeth on the 30th day of November 2014
ABSTRACT

Skills transfer to Municipal employees is lacking due to management delays in acknowledging and understanding its importance to the affected employees. These result in poor work performance and services delivery to the communities.

In the research design the Job Performance in any organisation is expected to be releasing good results or outcomes. Employees expect to be recognised in their work they perform. The employers’ responsibility is to ensure that the employee’s interests are taken care of reasonably.

Scarce skill is a very important aspect in the career of specialised skilled employees and expectations are very high in this kind of environment. Globally the scarce skill is one of the aspects that is encouraged that organisations should take cognisance of.

When staff is recruited and works for the Municipality it is vital that they are retained and capacitated through trainings. The employees that have worked for the Municipality a longer period should or must at least transfer those skills for the preparation of the succession planning and continuity in the organisation.

The data was collected in a form of a questionnaire where respondents indicated their responses based on the questions formulated to measure their job performance, scarce skills, retention of staff, recruitment and selection, on-the-job training for skills transfer and training in relevant field.

The data collected was analysed and presented in the form of tables and percentages. The study has revealed that the clear strategies recommended are essential in the personal development of employees through training, recognition in
the institution by way of remuneration or awards and ensuring to retain staff for a longer period for succession planning in a municipal environment.
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LIST OF ACRONYMS/ABBREVIATIONS

OM – Oudtshoorn Municipality
TQM - Total Quality Management
BPR - Business Process Re-engineering
HRM – Human Resource Management
HR – Human Resource
IT-Information Technology
PMBOK – Project Management Body of Knowledge
LGSETA – Local Government Sector Education and Training Authority
ETD – Education, Training and Development
PDP – Personal Development Plans
IPUMS – Integrated Public Use Micro-data Series
CPS – Current Population Survey
ID – International Development
CHAPTER 1

PROBLEM STATEMENT AND OUTLINE OF THE STUDY

1.1. INTRODUCTION

Markos and Sridevi (2010: 89) have indicated that employee engagement is a vast construct that touches almost all aspects of human resource management. If every aspect of human resources is not addressed in an appropriate manner, employees fail to fully engage themselves in their job, in response to such kind of mismanagement. The construct employee engagement is built on the foundation of job satisfaction, employee commitment and organisational citizenship behaviour. Employee engagement is a strong predictor of positive organisational performance and clearly shows the two-way relationship between employer and employee, compared to the three constructs mentioned earlier, viz. job satisfaction, employee commitment and organisational citizenship behaviour. Engaged employees are emotionally attached to their organisation and highly involved in their job with a great enthusiasm for the success of their employer and going the extra mile beyond employment.

It is evident from what Markos and Sridevi (2010: 89) say that managers unequivocally agree that this century demands more efficiency and productivity than any other time in history. Businesses are striving to increase their performance. Managers have been grappling with many challenges to succeed and put their company ahead of competitors. To help managers manage, different scholars, researchers and consultants have been contributing their part by showing the best ways they think are useful to managers. Among those suggested techniques, concepts like Total Quality Management (TQM) and Business Process Re-engineering (BPR) earned recognition from many authors in the second half of Twentieth century and were found helpful in increasing organisational performance by focusing on operational and process improvements. They were still being used as tools for management in their effort to plan, execute and control the desired changes in the operational quality.
According to Markos and Sridevi (2010: 89), it is thanks to the technology nowadays that business companies are making use of advanced techniques of operation. As the sophistication of technologies continues to evolve, they pose more challenges for managers because organisations will need a greater number of employees with increased technical and professional skills. These new knowledge workers cannot be managed with the old styles of totalitarian management. They expect operational autonomy, job satisfaction and status. It is because of these facts that the attention of managers is shifting towards the employees’ side of organisations. Markos and Sridevi (2010: 89) mention that from the last quarter of the Twentieth-century onwards concepts like Employee Commitment and Organisational Citizenship Behaviour started to appear on the grounds that efficiency and productivity lie within the employee’s ability and commitment. The Manager’s eye is on how to keep employees engaged in their job. Employers now realise that by focusing on employee engagement they can create a more efficient and productive workforce. Any initiatives for improvement which are taken by management cannot be fruitful without wilful involvement and engagement of employees.

Oudtshoorn Municipality currently does not have an approved policy on development of Municipal staff internally. Staff does not get any motivation to be able to access skills transfer from employees with long-service. Staff stay in their lower positions for a longer period and are scared to move to another institution or apply for higher posts internally because they don’t have confidence in themselves due to inexperience or not enough skills through capacity building.

The younger employees study with the municipality’s bursary support and when they get a qualification they search for greener pastures. This leaves the municipality with a problem of employees who cannot fill those positions. It also affects service delivery in terms of expertise of employees and positions are advertised but employees with relevant experience cannot apply because it requires a particular qualification, which they do not have.
Municipal internal employees need to be motivated to start looking into getting institutions to assist them with relevant training or skills and the municipality can overcome that through the envisage contribution on the following components of the employment scenarios:

- Job Performance
- Scarce Skills
- Retention of staff
- Recruitment and Selection
- On-the-job training for skills transfer
- Training in relevant field

1.2. MAIN PROBLEM STATEMENT

Skills transfer to municipal employees is important to gain experience in the performance of work they are doing on a daily basis. There are employees who have been working for the Oudtshoorn Municipality for many years and yet are still in the same position, having made no career progress whatsoever.

Oudtshoorn Municipality’s Management was in a predicament when one of the employees resigned and his position was supposed to be filled. The candidate, who was appointed to the post after interviews, could not report for duty, due to personal reasons. There was an employee internally who was acting in that post and was familiar and knew the duties but could not be appointed due to the lack of qualifications for the relevant position. The fact that the position is not yet filled might be due to the fact that the position is in the Karoo area where the municipality is situated (which is some distance from the city, i.e., George) thus it has been difficult to attract and the scarce skill required for the post.
The huge impact on the service delivery has resulted in management personnel performing the duties of this vacant post. The issue of scarce skills as an additional incentive in the package of employees should be included but it is not yet included and the municipality does not have a policy that addresses that. The engineering profession is still founded on scarce skills in the entire country and engineers are of the utmost importance for the implementation of projects and other related duties within the municipal area to better the services of each town or city. Local employees need to be capacitated as much as possible to prevent these challenges.

As a result of a scarcity of engineers, management ends up searching for retired engineers to assist in municipalities. This results in skills not being transferred and retaining long service employees who are illiterate even though they understand the job. These employees could not be considered due to lack of qualifications. The confidence of employees is affected and there is no guarantee that the employee will ever reach a higher position or perform better when someone gets appointed in a post in which that employee was acting for a long period.

According to Absar (2012:436) the internal sources of recruitment are current internal employees and employee referrals, i.e. supervisors. External sources of recruitment are the professional associations, newspaper advertisements, campus recruiting, unsolicited applications, management consulting firms, and internet. They opined that succession planning should be impartial and transparent. It is evident from these authors that employees who are internal must have first preference for staff retention in order to foster motivation and to boost self-confidence. Management should ensure that succession planning takes place, especially for retiring staff and staff leaving the organisation. Succession planning will ensure retention of staff and the rules of ‘first in-last out’ and ‘last in-first out’ should be applied to avoid confusion and instability in the organisation.

To increase the commitment level of employees and also the growth in quality movement (concepts of HRM), the senior management team is now increasing the
role of training. Such concepts of Human Resource Management (HRM) require careful development and long-term education. Training is now an important tool of HRM to control the attrition rate because it helps in motivating employees to achieve their professional and personal goals while also increasing the level of job satisfaction. Karthik (2012: 54). This statement clearly indicates that training is the best tool in winning people’s confidence in performing their duties. Oudtshoorn Municipality has intentions of building up employee confidence and improving their level of skills and knowledge through various, relevant trainings.

As stated by Karthik (2012: 59), it is advisable that the company should induct skilled and professional qualified manpower at various levels in Technical, HR, Finance, Materials Management and Medical areas through all recruitment and selection procedures. Candidates recruited at an induction level in Technical, HR, and Finance are provided with both induction and on-the-job training before their placement. Senior level executives are directly posted to plants or to project areas. Candidates belonging to reserved categories are given due relaxations or concessions as applicable to them. When employees are ensured of receiving training on the job, as most of them do not really have the necessary qualification, they understand what work they must do and can easily be sent for proper training as an investment and they will be assets to the municipality.

Employees need to be satisfied at work as they spend most of their time there. According to Mardas, Theofanidis and Philippidou, (cited from Kanfer, Wanberg and Kantrowitz: 2001: 102), within today's global and deregulated environment, major reforms that focus on improving flexibility and competitiveness are taking place in the public sector. Public administration scholars have highlighted the need for an improved understanding of job satisfaction in public organisations in order to achieve efficient outcomes for citizens. Admittedly, job satisfaction is a difficult concept to define or study in public organisations where different issues are encountered. Nevertheless, theoretical advances have been made that may assist efforts in understanding a satisfactory work context. In particular, there is a growing consensus
that any model of job satisfaction should include underlying process variables that explain how cognitions and working context affect job satisfaction.

Barnum (2011: 279) is of the opinion that an efficient scheduling design is one that utilises a high percentage of employees during busy times and fewer employees during slower times. Efficient scheduling is important because it can mitigate the problems associated with understaffing, including tired employees, increased overtime and strained officer and citizen relations. The efficiency of four work scheduling proposals will be best suitable. There are times of busy schedules within Oudtshoorn Municipality whereby employees are requested to work overtime and when they have to finish a specific job which requires them to work such overtime, but this must be managed to avoid unnecessary overtime. Scheduling of work during these peak periods is vital and it must be approved by the HOD to ensure that work is done as planned.

It is evident that employees really need to be trained for the work they intend doing for future purposes and to prepare for any employee leaving the institution and there must be someone who can continue with what the person was doing and to service the community as it is the main purpose of the organisation. According to Keefe 2012, 107 cited by Card: 1999, 125) has indicated that prior research reveals that education level is the single most important earnings predictor. Education helps create work-relevant skills. People invest heavily in their own and their children’s education, by buying homes in communities with good schools and by paying or taking on debt to attend schools, colleges, and universities. People learn by doing and by working in a variety of job tasks as they advance through occupational levels. Most occupations reward experience, since experience is associated with more competent and complex performance, arising from on the job-learning.

It can be concluded that the Oudtshoorn Municipality management was faced with a challenge of employees who are not developed in their work environment and cannot receive any skills from the employees who have experience from the many years in
the departmental sections they work in. Policies have been developed that talk to the challenges but are not used affectively as they are not yet approved by council for further implementation and sustainability as well.

1.3. **SUB-PROBLEMS**

The sub-problems identified could have an impact on the main problem, and will lead to a possible solution.

1.3.1. **Sub-problem one: Scarce Skills**

When will the employer realise that the skills used in the department are of a scarce nature and requires urgent attention and recognition as well?

1.3.2. **Sub-problem two: Retention of Staff**

How can staff be retained for the continuous implementation of tasks to address the community’s complaints and maintenance of municipal resources. They should also look at the form of remuneration improvement?

1.3.3. **Sub-problem three: Recruitment and Selection**

How does the employer ensure that it attracts staff who are relevant for the position for the better performance of duties?

1.3.4. **Sub-problem four: On-the-job Training for Skills Transfer**

When employees understand their job, what will ensure that skills are transferred to them by senior officials for succession planning of the unit or department?
1.3.5. Sub-problem five: Training in Relevant Field

What is the employers’ role in ensuring that staff is trained in a relevant field for the understanding of the changing technologies and manuals?

1.3.6. Sub-problem six: Job Performance

How will the employer ensure that its employees improve their job performance for achieving the organisation’s goal?

1.4. DEMARCATION OF THE RESEARCH

The research topic was demarcated to make it more manageable from a research perspective. The topics that were covered in the research study were those that directly affect the employees. These are as follows: Job Performance, Scarce Skills, Staff Retention, Recruitment and Selection, Skills Transfer and Training of Staff. The topics that were excluded such as formal qualification, recognition of prior learning, leadership skills etc. in the research do not imply that they are not important enough to be researched.

1.4.1. Selected Organisation

The organisation selected for research is a Local Municipality in the Western Cape, which has the least number of qualified or skilled employees but these employees have the experience of doing the work for so many years. It employs approximately seven hundred and fifty personnel in the entire institution, but two hundred and ninety are in the Technical Services Department.
1.4.2. Level of research respondents

The study concentrated on senior and the middle management of the Technical Services Department, i.e., supervisors, superintendent, operators and general workers.

1.4.3. Geographical demarcation

The study was restricted to Oudtshoorn Municipality in Oudtshoorn, Western Cape.

1.5. RESEARCH OBJECTIVES

The objective of this research was the assessing the personal development of employees in a municipal environment within the following topics or sub-headings:

- Job Performance
- Scarce Skills
- Retention of Staff
- Recruitment and Selection
- On-the-job training for Skills transfer
- Training on relevant field

1.5.1. Primary objective

Oudtshoorn Municipal employees lack upgraded skills and knowledge in their work environment of the Technical Services Department. This gap has not been taken cognisance of management for quite a number of years, especially in the Department
of Technical Services. As part of encouraging them, the skills transfer to the employees will be to ensure the staff retention and applicable scarce skills in the technical and engineering fields that have been compromised and have led to high turnover of critical staff. Job performance cannot be ignored so that it does not compromise quality and organisational goal or objective to ensure that it improves satisfaction of employees.

1.5.2. Secondary Objective

• To ensure that training and development of employees is provided to ensure staff retention.

• To ensure that employees are provided with relevant training and skills transfer in on-the-job training to gain experience and improve in their work performances.

• To retain staff through good packages and remuneration of qualifying employees through incentives.

• To ensure recruitment and selection of qualified staff to leave a legacy and the transfer of knowledge and skills to employees.

1.6. SIGNIFICANCE OF THE RESEARCH

The significance of the study is the development of employees in a municipal environment. Employees are lacking upgraded knowledge and skills and will benefit when they are developed by the employer to improve their job performances through recognition of their scarce skills and reward employees for such. It will be a great achievement to retain staff that is recruited and ensuring sustainability for the purpose of succession planning and continuation thereof.
According to Baldwin, Bommer and Rubin (2007, 230) effective leadership makes great things happen. Indeed, the most important achievements of humankind are associated with people who influenced others to achieve more than they thought was possible. On the other hand the lack of inspired leadership has probably been responsible for more failed careers and unhappy employees than any other cause.

Most people want to develop, to get a better or more interesting job and to advance their careers either through promotion or laterally by expanding their roles. One can use this need as a motivator by providing learning and development opportunities, making use of what is available in the organisation but also giving people additional responsibilities so that they gain experience with whatever support and guidance required to give to them (Armstrong: 2008, 46).

Erasmus, Leodolff, Mda and Nel (2006, 23) maintain that strategic human resources development is geared to the strategic business plan and to help implement the human resources strategy by improving the knowledge and skills of employees of the enterprise and/or the knowledge and efficiency of interest groups outside the enterprise. They further indicate that strategic human resource development (SHRD) means the process of changing an organisation, including stakeholders outside it, groups inside it, and people employed by it, through planned learning so that they process the knowledge and skills needed in the future. SHRD helps implement strategic inquisitiveness plans and human resource management plans.

Blanchard and Thacker (2007, 11) go further and indicate that the competitive environment, even without technical innovation, demands that organisations continuously upgrade the knowledge of their workforce. Consumer demands for higher-quality products and services and the fiercely competitive global economy require employees at every level who are more knowledgeable, more committed to quality, show better judgement, and demonstrate more competencies than ever before. Training must address these needs because the demand for people holding these competencies is larger than the supply.
1.7. RESEARCH DESIGN

To achieve the research objective, the following research approach was used:

- A Literature review was conducted.
- A Questionnaire was developed and tested for reliability and validity through a pilot study and was improved for use.
- The questionnaire was used for data collection from the respondents.
- The data was captured and analysed. The findings were interpreted and necessary recommendations were made.

1.8. DEFINITION OF SELECTED TERMS

1.8.1. Definition of Scarce Skills

Refers to the inability to find suitably qualified and experienced people to fill occupational vacancies, either at an absolute level of scarcity (no suitable people available) or at a relative level of scarcity (no suitable equity candidates available).

1.8.2. Definition of Retention of Staff

The degree to which the current employees of a business remain with the company over a given time period. Many staff retention policies are aimed at addressing the various needs of employees to enhance their job satisfaction and reduce the substantial costs involved in hiring and training new staff.
1.8.3. Definition of Recruitment and Selection

Terms that refer to the process of attracting and choosing candidates for employment. The personnel department of a larger business will often have detailed recruitment and selection policies that need to be followed by those responsible for hiring new employees.

1.8.4. Definition for On-the-job training for Skills transfer

Employee training at the place of work while the employee is doing the actual job. Usually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training.

1.8.5. Definition on the Training in Relevant Field

A method of preparing an employee to perform a task by providing them with information about the task, a demonstration of its performance, an opportunity for the employee to imitate the demonstration and subsequent feedback. Many business operators feel that effective on-the-job training makes an important contribution to their company's success.

1.8.6. Definition of Job Performance

The work-related activities expected of an employee and how well those activities were executed to achieve the organisation goal. Many business personnel directors assess the job performance of each employee on an annual or quarterly basis in order to help them identify suggested areas for improvement.
1.9. ASSUMPTIONS

The following assumptions were made:

- This conceptual model or framework below could be used in any government or private institution or entity.
- This conceptual model mentioned above will work for employees who have skills that are not recognised due to formal qualification.
- Managers and employees will adopt a culture of interacting and motivating each other for the best results or have the best interest of the organisation.

Figure 1: Conceptual Model or Framework

(Source: Own Construction)
1.10. OUTLINE OF THE STUDY

The study is divided into 5 chapters:

Chapter 1: Outlines the scope of the study.
Chapter 2: The Literature review of the study.
Chapter 3: This chapter discusses the research methodology of the study.
Chapter 4: The empirical results of the study are dealt with and interpreted.
Chapter 5: Will be finalising the study with the findings, conclusions and recommendations as well as suggestions for future research.

1.11. CONCLUSION

In this first chapter, the main purpose of conducting this study has been identified, as well as what causes problems, where the gaps will be filled in and addressing the problem that the management is faced with. The second chapter will focus on what was experienced by other businesses and some solutions that they proposed to resolve the issues. A literature review was conducted to ensure that the challenges that the municipality finds itself in are addressed in such a way that it is assisted in retaining the staff it recruits, or at least in the transfer of skills to employees in the Technical Services Department.
CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter will focus on different approaches adopted by other institutions dealing with similar challenges and how they have overcome those challenges in their respective organisations. According to Absar (2012, 436), recruitment and selection is one of the most important functions of HRM. That study aimed at exploring differences and similarities between the public and private sector manufacturing firms of Bangladesh with respect to recruitment and selection devices. Data collected from six public and thirty-four private sector manufacturing firms showed that the overall status of recruitment and selection practices of the private sector firms was significantly better than that of the public sector firms in Bangladesh. Some implications are also offered for the enhancement of the recruitment and selection practices of the public and private sector manufacturing firms of Bangladesh.

2.2. PERSONAL DEVELOPMENT OF EMPLOYEES IN A MUNICIPAL ENVIRONMENT

Recruitment and section are conducted to get the right persons for the right jobs in an organisation. Absar, citing from Glueck (2012, 436) is of the opinion that recruitment can be defined as the set of activities an organisation engages in to attract job candidates who have the capabilities and attitudes needed to assist the organisation accomplish its goals. It is the process of encouraging people to apply for actual or anticipated vacancies in the organisation. The ultimate goals of recruitment are to attract and retain the interest of suitable candidates and the projection of a positive image of the organisation to those who come in contact with it. Absar, cited from Weeratunga (2003, 436). The success of recruitment depends upon its ability to create
a large pool of competent applicants. There are numerous sources of recruitment which may be categorised into two:

- Internal and external (Aswathappa cited by Absar 2012, 436). The internal sources of recruitment are present employees and employee referrals.
- External sources of recruitment are the professional associations, newspaper advertisements, campus recruiting, unsolicited applications, management consulting firms, and internet.

Absar, citing from Byars and Rue (2012, 436) defined selection as the process of choosing from among available applicants, the individuals who are most likely to successfully perform a job. It is the processing of all necessary information about applicants and using that information to decide which applicants to employ. Once an adequate number of qualified applicants are identified through proper recruitment, the selection process begins. Selection is one of the most important functions of HRM because wrong selection of employees hampers organisational performance enormously. (Dressler cited by Absar: 2012, 437). Employee selection in a country is influenced by the perception, fairness, favouritism, and internal and external pressures Ashwathappa, Khan & Taher (cited by Absar 2012, 437). Selection processes differ from organisation to organisation.

With the process of Recruitment and Selection, the aim of the practice is to improve the fit between employees, the organisation, teams, and work requirements and thus create a better work environment (Tzafrir cited by Absar: 2012, 436). Sophisticated recruitment and selection systems can ensure a better fit between the individual’s abilities and the organisation’s requirement (Fernandez 1992 cited by Absar: 2012, 437). Katou and Budhwar sourced by Absar (2012, 437) also found that recruitment and selection was positively related to all organisational performance variables such as effectiveness, efficiency, innovation, and quality. Quang and Thavisay (cited by Absar (2012, 437) opined that management succession planning should be impartial and transparent. Ariyabuddhiphongs cited by Absar (2012, 437) studied recruitment and selection practices of 205 manufacturing companies in Thailand. The study
showed that walk-in applicants (or via web-site) and newspaper advertisements were the two most effective and frequently used methods of recruitment in the manufacturing companies.

Tanova and Nadiri (2005), quoted by Absar (2012, 438), analysed the recruitment policies and practices of Turkey. They observed that contrary to the existing literature and theoretical suggestions, small businesses in Turkey were more likely to rely on employment agencies as formal recruitment sources to fill managerial positions. Chatterjee (2007) cited by Absar (2012, 438) also referred to public sector employees in India who had more formal job descriptions than those of the private sector. They added that organisations in India strongly depended on the formal labour market in the case of recruitment from higher learning institutions and that this was a very common phenomenon in the case of a professional cadre.

Absar (2012, 445) stated that the next preferred selection devices were initial screening, reference checks, and employment test respectively, in the public sector firms. A small percentage of the public sector firms used preliminary interviews. On the other hand, in the private sector manufacturing firms, the most preferred selection device was the preliminary interview. A reference check was the least preferred device. All other selection devices were used almost equally by most of the private sector firms. It was revealed that public sector firms are in a better position than the private sector firms in applying formal recruitment policies and in encouraging large numbers of applicants for any vacant position. This is due to the fact that the public sector firms follow government recruitment policies and it is also mandatory for public sector firms to advertise in newspapers for filling almost every vacant position. In the case of sources of recruitment, the public sector firms mainly use newspapers and present employees. It is reported that public sector firms use employee referrals and unsolicited applicants only in the case of recruitment of temporary casual and badly workers to check their previous work background. For instance, it was observed that most of the public sector firms did not have adequate information technology (IT) facilities. Their employees were not familiar with IT literacy either. No public sector enterprise uses campus recruiting, management consulting firms and professional
associations as sources of recruitment. The public and the private sector firms use
almost every selection device except preliminary interviews which are used only by
8% of public sector enterprises (Absar 2012, 447).

The human resource is the life blood of any organisation. Only through well-trained
personnel can an organisation achieve its goals. Training is defined as learning that is
provided in order to improve performance on the present job. A person’s performance
is improved by being shown how to master a new piece of heavy machinery, a
computer, a procedure for creating a product or a method of providing a service.
Training is provided for the present job. This includes training new personnel to
perform their jobs (Karthik 2012, 54).

Training is mainly concerned with meeting two of these inputs; people and technology,
i.e. having people learn to master a given technology. The HR function is changing
with the times and with this change, the relationship between the training function and
other management activities is also changing. The training and development activities
are now equally important with those of other HR functions. Gone are the days when
training was considered to be futile and a waste of time, resources and money.
Nowadays, training is an investment because the various departments such as
Marketing and Sales, HR, Production, Finances, etc. depend on training for their
survival. If training is not considered as a priority or not seen as a vital part in the
organisation, then it is difficult to accept that such a company has effectively carried
out HRM. Training actually provides the opportunity to raise the profile of development
activities within the organisation (Karthik 2012, 54).

In both the private sector and the public sector, in order to increase the commitment
level of employees and growth in quality movement (concepts of HRM), the senior
management team is now increasing the role of training. Such concepts of HRM
require careful development and long-term education. Training is now the important
tool of HRM to control the attrition rate because it helps in motivating employees to
achieve their professional and personal goals thereby increasing the level of job satisfaction, etc. (Karthik 2012, 54).

Karthik (2012, 54) is of the opinion that in an organisation, training objectives are one of the most important parts of a training programme. Some people think of training objectives as a waste of vulnerable time. The counter-argument here is that resources are always limited and the training objectives actually lead the design of training. They provide clear guidelines and develop the training programme in less time because objectives focus specifically on needs. They help in adhering to a plan. Training objectives are of great significance from a number of stakeholder perspectives: trainer, trainee, designer and evaluator.

Karthik (2012, 59) stated that it is advisable that the company should induct skilled and professional qualified manpower at various levels in Technical, HR, Finance, Materials Management and Medical areas through all recruitment and selection procedures. Candidates recruited at an induction level in Technical, HR, and Finance are provided with both induction and on-the-job training before their placement. Senior level executives are directly posted to plants/project areas. Candidates belonging to reserved categories are given due relaxations/concessions as applicable to them.

According to Karthik (2012, 59) the improvement of employee’s performance can be addressed through the following tools:

- Performance Appraisal system
- Training and Development
- Employee Welfare
- Reward System

Performance Appraisal System: the appraisal system is one of the essential tools for rewards as well as for deciding the career growth of officers. Performance appraisal is
formulated with the emphasis on the assessment of executives and other employees to ensure their growth in line with the company objectives. High performers are ensured faster growth and more opportunities in the company.

Training and Development: Training and development play an important role in the employee’s learning, training and in developing human resources in line with the company’s business plans. HR Employee Development Centres design training programmes that impart and inculcate personality, motivation and stress management skills among officers. The HR Employee Development Centers focus on in-depth training on new telecom technology, information technology, multi-skill and management development programmes and awareness programmes. The training is imparted through in-house facilities (Karthik 2012, 59).

Employee Welfare: it is advisable to develop many welfare facilities for the employees and these include canteen, township, education, transport, medical, crèches, and scholarships for the meritorious children of employees, promotion of sports and culture. It is also advisable to establish fully-fledged hospitals for employees with free treatment for them and their dependent family members (Karthik 2012, 59).

Reward System: It is advisable to encourage individuals and ensure excellence in performance. Under such a scheme, individuals and teams are given cash awards and commendation letters for their outstanding and exemplary work (Karthik 2012, 60).

Karthik (2012, 60) also stated that Training is the process of increasing the knowledge and skills of doing a particular job. It is an organised procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is aimed at improving the behaviour and performance of a person. The ultimate aim of the training programme is to achieve:
• Continuous Improvement
• Change in Attitude
• Cost Saving
• Total Productivity

Karthik (2012, 60) has indicated that immediately after completing the training programme results may not be known of one’s learning from the training unless the person is tested or observed for a specific period. Reports must be collected before and after attending the training program in the subsequent month.

Karthik (2012, 60) is of the opinion that the intention of the production or manufacturing company regarding the training is to increase the quality of the job and thereby reduce the job completion time wastage. Training has become an important component of any field of life. Technical training has become very important in all companies. Employees need to be highly skilled and updated in their job. Technological innovations, increased competition and diverse workforces have increased the need for companies to re-examine their training practices. Evaluation of training has become an important process as training involves costs and brings benefits to the organisation. Thus proper training brings appreciable changes in work and life.

2.2.1. Identifying Scarce Skills

The Oudtshoorn municipality is struggling to fill certain positions in its organisational structure as they require scarce skills. Senior Managers, shall in consultation with Human Resources, identify specific posts affected by a scarce skills challenge using a number of criteria. Firstly, the turnover rate of employees in a particular occupation. The turnover rate must be significantly above the average turnover experienced by the municipality. Secondly, the ability of the department and/or incumbents to meet the demands of the tasks or the technical requirements defined by the tasks. There should be a demand for the identified skill in the local and international market, indicating
strong factors attracting such employee into the private sector. Thirdly, the skills should require an advanced knowledge in a field of science or learning by a prolonged course of study and specialised instruction and years of service or experience. Individual skills, knowledge and experience are very critical to a specific project of service. There are reasons and factors given by non-satisfied employees with these skills for leaving the service of the municipality after appointment. (OM Scarce Skills Policy, 2010, 3)

OM in its Scarce Skills Policy (2010, 6) has indicated that it is experiencing difficulty in attracting and retaining the services of individuals from designated and non-designated groups with scarce skills due to the obligation the employer has to adhere to the collective agreement regulating the salary scales and evaluation of jobs of occupations within the municipality. The Municipality must ensure that in consultation with the LGSETA (Local Government Sector Education and Training Authority) learnerships or internships in fields that have been identified as scarce are identified and funded or supplemented through the Skills Levy paid by Oudtshoorn Municipality in terms of its obligations under the Skills Development Levies Act. The municipality must ensure that these learnerships or internships are taken up and implemented to enable the municipality to attract individuals at an early stage in fields requiring scarce skills and where experience is a necessity for the performance of a function or job.

Mardas, et al (2011, 102) mentioned that the purpose is to identify the capabilities and cognitions of employees and specify the reasons why they were or were not satisfied with their job tasks. The employees of one public organisation (a Greek Ministry) were chosen to participate in their research. The findings of the analysis indicated that it can identify specific leverage points that can increase job satisfaction. Descriptive statistics are presented to give a first insight into the employee’s demographics, abilities, previous working experience, description of their current working context, working problems and motives associated with their working position and, finally, job satisfaction.
Within today’s global and deregulated environment, major reforms that focus on improving flexibility and competitiveness are taking place in the public sector. Public administration scholars have highlighted the need for an improved understanding of job satisfaction in public organisations in order to achieve efficient outcomes for citizens (Behn 1995 cited by Mardas et al.). Perry and Porter 1982 quoted by Mardas et al. found that, job satisfaction is a difficult concept to define or study in public organisations where different issues are encountered, e.g. employees are not sent to training to be able to gain more experience and remuneration is not equal at the basic start level of particular position. Nevertheless, theoretical advances have been made that may assist efforts in understanding a satisfactory work context. In particular, there is a growing consensus that any model of job satisfaction should include underlying process variables that explain how cognitions and working context affect job satisfaction (Mardas, et al cited from Kanfer et al., 2011, 102)

The observation regarding cognitions is not new. According to the cognition perspective of Mardas et al (2011, 103) and cited from McCall and Kaplan, (1985), employees are assumed to be information workers, which means that they spend most of their time absorbing, processing, and disseminating information about issues, opportunities, and problems. The experience and knowledge that employees have gained from the present or previous working contexts play an important role in how they perceive job satisfaction.

More recently, it has been suggested by Mardas, et al (2011, 103), that an integration of work context and employee cognitions may be particularly relevant to understanding job satisfaction in public organisations. If public sector organisations have greater procedural constraints, then it may have important implications for employee work satisfaction due to the potential influence on job characteristics and attitudes

The purpose of job satisfaction is to provide inside information on how work context and the existing employee cognitions might influence employee work satisfaction. Using a framework presented by job characteristics and personal cognitions, this
model of job satisfaction assesses whether the aspects of the organisational work context, such as procedural constraints and bureaucratic structures may have an important effect on job satisfaction through the influence of employee cognitions. (Mardas et al. 201, 103)

According to social cognitive theories, however, it is not the competencies and goals themselves but rather the public organisational environment that imposes the context of how employees must perform without considering employee’s capabilities. The result of this process is a sense of inertia or self-dissatisfaction. Also, in public sector organisations, the experience and knowledge of an employee may not play a role, as one might be placed in a job position irrelevant to ones competencies (Mardas, et al 2011, 103).

Mardas, et al 2011, 104 cited Fottler 1981; Rainey 2003 and Philippidou 2007) in coming to the view that public administration literature has identified several aspects of the employee’s work context that may influence job satisfaction. In particular, it is commonly suggested that public organisations are characterised by several conflicting and ambiguous goals, bureaucratic structures, and the presence of several procedural constraints on an employees’ actions and that these differences effect employee satisfaction and performance. Surprisingly, little empirical research has investigated the existence of these differences or their potential impact on the effective operation of public organisations.

According to the managerial cognition perspective of Mardas, et al 2011,105 (cited from McCall and Kaplan: 1985, Mason and Mitroff: 1981; Mintzberg et al. 1976; Schultze and Boland: 2000; Starbuck and Miliken: 1988 and Walsh: 1995), employees are assumed to be information workers, which means that they spend most of their time absorbing, processing, and disseminating information about issues, opportunities, and problems. Thus, employees face vital challenges as their information worlds are extremely complex, ambiguous, and competitive. In one way or another, they must employ knowledge structures that will help them to not only represent and process
information, but also make the right decisions when facing difficult problems at hand. The employment of knowledge structures provides employees with knowledge representations to adequately deal with uncertainty, increase their performance, and gain satisfaction in their job. However, there is a belief that some individual knowledge structures may be influenced by such bureaucratic structures of the organisation may cause dissatisfaction with the employees work.

Job characteristics are defined as all those tasks that each employee has to accomplish in order to achieve a specific goal. The way that a task is designed has an important effect on employee satisfaction. When an employee has the capability to take the initiative and organise a job, it will have a positive effect on job satisfaction. On the other hand, in a working context where the job doesn't leave room for initiative and doesn't make use of an employee’s knowledge and previous experience, employees will be dissatisfied (Mardas, et al 2011, 106).

Mardas, et al (2011, 109) state that numerous external changes push public organisations to adopt new managerial practices and modify their bureaucratic structures. In modern times, the notion of constant transformation is so frequently invoked that organisational change, for example in the Greek public sector has gained increased attention. Responding to regulatory, economic, competitive, and technological shifts is a universal challenge for all public organisations. The increased interference of the state in economy, society, and technological progress and in alignment with the closer cooperation of the economies of different countries, has contributed to the improvement and modernisation of the State. Therefore, the goals of the research by Mardas et al. were to identify how factors like working context and cognitions influence job satisfaction

It has been suggested by Barnum (2011, 279) that an efficient scheduling design is one that utilises a high percentage of employees during busy times and fewer employees during slower times. Efficient scheduling is important because it can mitigate the problems associated with understaffing including tired employees,
increased overtime and strained officer and citizen relations. The production will have
good results when using the efficiency of work scheduling proposals.

Barnum (2011: 279) is of the view that while considerable research exists that
investigates the effect of compressed work scheduling on an individual’s health and
job performance, there is a lack of studies that examine how a compressed work
schedule affects the overall efficiency of a public, continuously operating organisation
such as a police department (public government office). Service demands in these
types of organisations generally rise and fall as a function of the time of day and day
of the week.

According to Barnum (2011, 279) compressed work weeks may also have positive
effects on an employee’s work attitudes and health. It was suggested that compressed
work schedules increase an employee’s internal motivation and positive job
involvement and may mitigate the harmful effects of late night shift work by reducing
cardiovascular morbidity generated by circadian rhythm disturbance, particularly as
the number of consecutive days off in a workweek increases.

Although there is no clear consensus among researchers about the consequences of
alternative work schedules for employees, fatigue is a significant problem for
understaffed organisations. Efficient and proper deployment of existing personnel can
mitigate the problems associated with each of these approaches. A scheduling design
that efficiently utilises employees with a high percentage working during busy times
and a lower percentage during slower times can reduce the need for overtime. As a
result, efficient scheduling can be cost effective for the organisation and may diminish
problems commonly associated with tired employees (Barnum 2011, 279).

Keefe (2012, 104) shows that public employees, in both state and local government,
are not overpaid and may be slightly undercompensated. Comparisons with the
private-sector employees that control for education, experience, hours of work,
organisational size, gender, race, ethnicity, and disability indicate that the public-employment compensation (wages and benefits) penalty is relatively small. On average there is a 3.7 percent penalty in total compensation for full-time state and local employees when compared to similar private-sector employees. The data analysis from the research by Keefe also revealed substantially different approaches to staffing and compensation between the private and public sectors. On average, state and local public-sector workers are more highly educated than the private-sector workforce; 54 percent of full-time state and local public sector workers hold at least a four-year old college degree compared to 35 percent of full-time private sector workers.

From the analysis of the research of Keefe (2012, 104) it emerged that the public sector appears to set a precedence on compensation, particularly improving the compensation of workers with high-school educations, when compared to similarly educated workers in the private sector. State and local government employees receive a higher portion of their compensation in the form of employer-provided benefits. Public employers provide better health insurance and pension benefits. Thirteen states revised their public-sector collective-bargaining, while the majority of the public sector opposed those changes.

Keefe (2012, 104 citing from Madland, Bunker (2010) and Greenhouse 2011) indicates that several governors of the states have identified excessive public-employee compensation as a major cause of their state’s fiscal duress, including New York, New Jersey, California, Wisconsin, Michigan, Ohio, Iowa, and Indiana. The remedies they proposed included public-employee pay freezes and cuts, benefit reductions, privatisation, major revisions to the rules of collective bargaining, the elimination of collective bargaining and constitutional amendments to limit pay increases. Each reform was presented as a necessary antidote to the public-employee overpayment malady. Wisconsin had already eliminated meaningful collective bargaining for most public employees, while Ohio had seriously eroded the scope of bargaining, eliminated bargaining rights for many employees, and had dismantled many dispute-resolution procedures and rights that were repealed by referendum.
Each legal revision had been undertaken allegedly to reign in excessive public-sector pay and benefits to reduce public expenditures.

As of December 2011, thirteen of the thirty-seven states that provide for the public sector collective bargaining had modified, severely restricted, or eliminated collective bargaining during 2011. Comparisons controlling for education, experience, hours of work, organisational size, gender, race, ethnicity and disability revealed no significant overpayment but a slight undercompensation of public employees when compared to private-employee compensation costs on a per-hour basis (Keefe 2012: 105).

Keefe (2012, 107 drawing from work by Killingworth (2002) and Card 1999) is of the opinion that a comparison of workers performing similar work in the public sector with the private sector could be made, but this is not always possible because in the private sector mostly they do consulting work on behalf of the public sector. There are too many critical occupations in the public sector, for example, police, fire, and correctional personnel, without appropriate private-sector similarities. Even private and public teaching is significantly different. Consequently, comparing workers of similar ‘human capital’ or personal productive characteristics and labour-market skills is considered the best alternative and is well-accepted by labour economists. Analyses based on personal-characteristic comparisons capture most of the important and similar attributes observed in the comparable work studies. Prior research reveals that education level is the single most important earnings predictor. Education helps create work-relevant skills. People invest heavily in their own and their children’s education by buying homes in communities with good schools and by paying or taking on debt to attend schools, colleges, and universities. People learn by doing and by working in a variety of job tasks as they advance through occupational levels. Most occupations reward experience, since experience is associated with more competent and complex performance, arising from on the job-learning. (Keefe 2012,107)

According to Keefe (2012, 104 cited from King et al. 2009 and Troske 1999) it is fortunate to be able to include a control for each sampled full-time worker’s employer’s
organisational size, which is made possible by the Integrated Public Use Microdata Series (IPUMS) of the March Current Population Survey (CPS) data. An employer's organisational size greatly influences employee earnings. Large organisations on average employ more educated, experienced, and full-time workers. Nonetheless, even after accounting for these factors; large organisations pay a size premium.

Benefits are also allocated differently between private and public-sector full-time workers in the United States. State and local government employees receive a higher portion of their compensation in the form of employer-provided benefits, and the mix of benefits different from the private sector. Some of the benefits are more generous in the public sector, but it is a serious error to imagine that comparability requires that each and every element of compensation is the same (Keefe 2012, 110).

Ahsan (2012, 78) indicated that the perspective of African countries, (cited from Diallo and Thuillier 2005) highlights the unique characteristics of International Development (ID) projects and identified the influence of interpersonal relationships, trust and communication on project success. It is suggested that project management concepts are not universally valid and these assumptions are not valid in some cultures. The tools and techniques, of themselves, will not deliver successful projects if they run counter to cultural and work values.

2.2.2. Project Performance

According to Ahsan (2012, 80) the project completion within time, cost and scope, and maintaining quality throughout are very common dimensions of success factors mentioned by project management professional bodies and the research community. Time and cost performance studies have been conducted for several developing countries and for different types of projects. Literature identifies development projects as being known for over-running cost and schedule budgets (Ahsan 2012, 80, cited from Flyvnbjerg, Holm, and Buhl, 2003; Matta and Ashkenas, 2003). For transport projects, Ahsan found that cost escalation was strongly dependent on the length of the implementation phase.
Ahsan (2012, 80) citing from Frimpong, Oluwoye and Crawford 2003 established that Ghana has investigated the cause of time and cost overruns on ground water construction projects. Recently Kaliba Muya, and Mumba (2008) identified the causes of unscheduled delays in road construction projects of Zambia as follows: financial processes and difficulties on the part of contractors and clients, contract modification, economic problems, materials procurement, changes in drawings, staffing problem, equipment unavailability, poor supervision, construction mistakes, poor coordination on site, changes in specifications and labour disputes and strikes. Job Performance can be compromised if employees are not satisfied on construction site which will affect progress and performance of public sector projects.

2.2.3. Procurement Issues

Project procurement management is considered to be an important area within the PMBOK (Project Management Body of Knowledge). Ahsan (2012,80) mentions that large scale projects in the public sector often spend a substantial part (75% - 80%) of the project budget on the contracting out of project work to companies in the private sector. The management of such contracts in project procurement management plays a key role in achieving project objectives and is considered as an important knowledge in project management body of knowledge. (Ahsan 2012, 80)

There are at least four parties involved with the procurement process. These are: local government, project donors, implementation unit, client and other related agencies. The process goes through a lot of paper-work from various decentralised and disintegrated or uncoordinated departments. The bureaucratic process of the host country hinders the international procurement process and increases the cost of the project or products that in the long run are paid for by stakeholders. Citing from Youker (2003) Ahsan identified that ID project donors have complicated procurement and disbursement systems that often don’t match local systems. In many cases the designated project procurement authority does not have adequate knowledge about donor rules and regulations regarding procurement. (Ahsan 2012, 81)
2.2.4. The Game Managers Play: Play as a Form of Leadership Development

In recent years, organisations have expended a great deal of effort and resources in an attempt to teach managers how to lead (e.g., Industry Reports, 2000). Recent approaches to leadership challenge the notion that individuals are born leaders and focus on ways to develop an individual’s capacity to engage effectively in leadership roles (e.g. Day, Zaccaro and Halpin, 2004; McCall, 2004). This has resulted in various methods, training programmes, and workshops designed for this purpose. Many organisations view leadership development as a major source of sustainable competitive advantage and place leadership development at the core of their corporate culture (McCall & Hollenbeck, 2002). Leadership development programmes and processes have become instrumental in many organisations, and they have fostered an industry that generates vast sums of capital and offers a broad range of possibilities (e.g. Arthur, Bennett, Edens, & Bell, 2003; Salas & Cannon-Bowers, 2001).

Over the past decade, research attention has been devoted to the theory and practice of leadership development (e.g. Avolio & Hannah, 2008; Collis & Holton, 2004; Day, Zaccaro, & Halpin, 2004; DeRue & Ashford, 2010). The general consensus is that different managerial populations need different kinds of learning opportunities, but little theoretical and empirical guidance exists to help practitioners and HR personnel select or combine methods that are best suited to each group (Guillen & Ibarra, 2009).

One type of leadership development that is attracting growing attention is the use of programme in which managers participate in activities that involve play. Recently, play has become increasingly acknowledged as an important factor in offices and organisation. The management’s endeavor here is to make sense of the role of play in the context of leadership development by examining the various potential meanings of play and the ways it can contribute to the process of leader and leadership development in an organisational context.
2.2.5. Leader and Leadership Development

Leadership has traditionally been conceptualised as an individual-level skill. Within this tradition, development is thought to occur primarily through training individual intrapersonal skills and abilities (e.g. Barling, Weber, & Kelloway, 1996; Neck & Manz, 1996). A complementary perspective approaches leadership as a social process that engages community members (Barker, 1997; Wenger & Snyder, 2000). In this way, each person is considered a leader, and leadership is conceptualised as an effect rather than a cause (Drath, 1998). These theories consider that both individual and social relational lenses are important elements of leadership development.

The aim of leader development is to enhance human capital (Brass & Keackhardt, 1999; Lepak & Snell, 1999). The primary emphasis of this development strategy is to build the intrapersonal competence of the individual, foster a mature leader identity, and enable more effective performance. Typically the focus is on individual-based knowledge, skills, and abilities associated with formal leadership roles.

A second, separate concept of development is leadership development. The primary emphasis in leadership development is on building and using interpersonal competence. This perspective focuses on social capital (Brass & Keackhardt, 1999). Unlike human capital, which is focused on the development of individual knowledge, skills and abilities, social capital is focused on building networked relationships among individuals that enhance cooperation and resource exchange to create organisational value (Tsai & Ghoshal, 1998).

2.2.6. Components of Leader and Leadership Development

Personal growth can be perceived as strongly related to emotional processes and to processes in which a leadership identity becomes consolidated, crystallised, shaped, reshaped, and transformed in interactions with others (De Rue & Ashford, 2010; Ibarra & Petriglieri, 2010)

The conceptual and cognitive ability component entails developing individuals' abilities to think about challenges, analyse a situation, provide a conceptual framing of a situation, stimulate intellectually, and develop novel and creative directions. It also
includes the ability of the leader to become involved in deep learning and to have a clear conception of the leadership role itself. The third component of development of skills is focused on learning important behaviours and refining the use of teachable skills that are important for the leadership role. The skills needed are likely to change as individuals advance in roles vertically and horizontally in the organisational setting. This model proposes that a full range of leader development processes occur and is effective when the emotional, cognitive, and behavioral aspects are addressed.

2.2.7. Play as Contributing to Personal and Relational Growth

Apart from leader development at the individual level, which centers on the individualised self and is aimed at enhancing human capital to enable leaders to develop an interpersonal sense of competence, play can also allow for leadership development that enhances social capital in an interpersonal-social context. At this level, leadership involves relational and collective self-construal (Kark & Shamir, 2002, Lord & Hall, 2005). Relational or interpersonal self-identities are based on relationships between the individual and important others. A leader with an active relational identity thinks of self-relative to relationships with followers, or other leaders and collective self-concepts and defines the self in terms of membership in important groups or organisations.

This suggests that involvement in various forms of group play that enable identity play and call for group coordination, collaboration, and taking turns in leading and following among group members. Such group play is likely not only to develop the individual leader and his or her individualised sense of self and intrapersonal growth, but is also likely to contribute to the development of a interpersonal and collective self and possibly to the development of an interpersonal and collective self to ensure that one changes the attitude for the better.

2.2.8. Staff development and training

OM ETD Policy (2011, 13) indicates that staff development and training embraces the formal and informal acquisition of knowledge, skills, attitudes, thinking and habits required of an employee to render quality service and secure him/her a rewarding
career. Practices that promote staff development include self-development, formal and informal training, career development, study aid, job rotation, job enrichment/enlargement and mentorship and coaching. In a situation where the employee cannot be accommodated in a suitable post, his or her job should be reviewed with an intention of adding more responsibilities and re-evaluating the post to ensure the maximum utilisation of the employee’s potential.

2.2.9. Succession Planning

Succession planning is fostering activities like job rotation to expose staff to the workings of the department. Rotating to more than one job is known as multi-skilling. Multi-skilling is a process that organises work in a manner that enables staff to acquire and use a greater range of skills. Multi-skilling must be linked to the skills requirements of the department and should form part of its strategic empowerment and employment equity plans. OM ETD Policy (2011, 15)

The Oudtshoorn Municipality’s Education Training and Development Policy aims at introducing an enabling environment that seeks to address the skills shortage and unemployment confronting the Greater Oudtshoorn area. Oudtshoorn Municipality realises the shortage of strategic focus in Skills Development and the need for succession planning, career pathing and job shadowing opportunities to be included in the Strategic Plan of the municipality. This policy also serves to maximise the potential of the people of Oudtshoorn, through the acquisition of knowledge and skills in order to work productively and competitively so as to achieve a rising quality of life for all. OM ETD Policy (2011, 18)

2.2.10. Play and Creativity

The ability to play is crucial for today’s leadership and management, since it can enhance a leader’s ability to be creative and promote ongoing innovation and organisational change. Modern organisations have been described as systems of continual self-renewal in which ‘change’ is a routine process rather than an outcome or endstate (Marshall, Mobley, & Calvert, 1995).
2.2.11. Play as Contributing to the Development of Leadership-Relevant Skills

One definition of leadership is a set of behavior that is different from management behaviours and may be exercised at any formal level (Kotter, 1990). According to Conger (1992), one of the major aims of a leadership development programme is to develop leadership through skill building. Skill building programmes are designed to identify key leadership skills that are needed and foster the learning of these complex skills in workshops or in on-the-job training.

2.2.12. Personality and Work Performance

According to Baron (2007, 1) employers are looking for people who will work well in a job and have the skills and knowledge necessary to do their work to a high standard. Having the right skills doesn’t always make the best employee, however. It is not only being able to do the job that is important. Employers are also concerned about how the person approaches work and how well they fit into the organisation. Some people approach work in a structured fashion, whereas others tend to develop better relationships with other members of staff, customers or suppliers. Some people like to do things in the same way, as often as they can. Depending on the job and the organisation, these different approaches may be more or less suitable.

Baron (2007, 1) states that people have different levels of motivation for work as they receive not enough for their pay or salary and eventually have little interest in the job itself. Obviously, some jobs are intrinsically more interesting than others, but some people are more likely than others to gain satisfaction from a task, no matter what it is. They gain satisfaction from a job well done, whether it is a happy customer, a problem solved, a project delivered on time or a clean floor. People can find motivation in interacting with others, working in a team, helping someone else, solving a problem, working out how something functions, wielding power and responsibility, being active and in many other ways.

OM Employee Study Assistance Policy (2011, 4) has indicated the objective of the Bursary assistance scheme is to grant financial assistance to employees who undertake studies in specifically identified areas, where there is a critical shortage of
personnel with suitable qualifications within the Municipality and where the posts cannot be readily filled through the recruitment of qualified people.

According to the OM Employee Study Assistance Policy (2011, 6) the preparatory phase for financial assistance must ensure that each Head of Department shall be requested to prepare a Human Resources Development Plan. This Plan shall contain the following:-

- Skills required/shortages in the respective Department.
- Submit targets for the training and development of employees in specific occupational categories.
- Specify plans to meet the training and development needs of historically disadvantaged persons.
- Make provision for succession planning and submit to the Bursary Committee, through the Skills Development Facilitator, for consideration.
- In the course of each third quarter, the Head of Department shall review its Human Resources Development Plans in order to identify the difficulty in filling vacant posts and serving employees who require training. An updated Human Resources Development Plan shall be consolidated and managed by the Human Resources Department.

2.2.13. The Impact of Situations on Behaviour

Baron (2007, 4) is of the opinion that personality is not the only determinant of behaviour. Extroverts are more lively and talkative, and introverts tend to be quieter and more reflective. While some people are more extrovert than others, people behave in a more extrovert manner in some situations than in others. When they are with close friends or family, people are more likely to be lively and talkative and share amusing stories. At work people may behave in a formal manner, while at a job interview a person may talk only to answer questions.
2.2.14. Job Fit

Baron (2007, 5) states that if situations were the only determinant of our behaviour personality would not be a very important factor in the way people perform jobs. However, this is not the case. After the basic ability and skills of the job, word processing, cooking, dentistry, for example, research suggests that personality is the next most important indicator of suitability for a job. This is because although the behaviour can be moderated to fit the needs of a situation, it can be hard to maintain the change over an extended period. The ‘true’ personality tends to come out, particularly in times of difficulty, fatigue or stress.

Someone whose personality suits the role can behave naturally, but the person whose personality does not match the requirements of a role has to act a part, and this takes energy. Some roles require taking calculated risks. For instance, a buyer for a department store has to make the decision in summer about what quantity of winter coats to order for the next season, but the number sold will depend on how cold the winter will be and when the cold weather arrives. Order too few, and the store will miss out on potential sales; order too many, and the store will be left with stock it cannot sell. A buyer who is risk averse will find this type of decision very stressful and may tend to err on the side of caution or spend too much time seeking more information and therefore postpone the decision, leading to increased costs or delayed delivery dates. (Baron 2007, 6)

Appropriate skills, knowledge and experience and/or the ability to learn them will be most important when selecting people for jobs, but after this, the person’s personality will be the next most important thing for ensuring a superior level of performance.

2.2.15. Organisational Fit

According to Baron (2007, 7) personality can be important in judging if a person will be successful in doing a job, but it can also be relevant in determining how well a person will fit into a particular organisation. Every company or organisation has its own culture, its own way of doing things. Some organisations are very friendly, egalitarian and informal. Others may be more structured and hierarchical. In some companies
people are expected to spend time helping other employees with their work, while in others people are expected to get on with their own jobs. Some companies monitor quite closely how people work, but others let employees get on with things as long as the outputs are all right. The quality of the product produced may be of paramount concern to one organisation; another may pay more attention to the quantity produced.

2.2.16. Leadership Matters

According to Baldwin, Bommer and Rubin (2007, 230), leadership development has become a multibillion-dollar industry in the United States, and the amount of attention being paid to leaders and leadership has exploded in other parts of the world as well. Leadership is hugely consequential for the success of organisations and the well-being of employees and citizens. Leadership has been linked to a wide variety of important outcomes including employee satisfaction, teamwork, and financial performance. Increasing evidence even suggests effective leadership is one of the best sources of the sustainable competitive advantage an organisation can have over its competitors.

Baldwin et al. (2007, 230) suggest that in reviewing the extraordinary range of publications on leadership, two observations stand out. Firstly, leadership clearly matters and people are eager for ways to learn about how to more effectively lead and improve their groups and organisations. Secondly, the multitude of lists, models, laws, and so on make it hard to know what is really associated with leadership effectiveness and support by more than just opinion.

2.2.17. Transformational Leadership: getting performance beyond expectations

Baldwin, et al (2007, 240) is of the opinion that leadership is perhaps the most important, yet most misunderstood, topic in all of management. “Leadership is taking people in direction they would not otherwise go.” That is, leadership is the ability to influence people to set aside their personal concerns and support a larger agenda – at least for a while. The most effective leaders motivate people to perform above and beyond the call of duty, and enhance group success. Leadership effectiveness is not
simply who exerts the most influence or emerges to control the group, but who can achieve high group performance over time. (Baldwin, et al. 2007, 240)

According to Baldwin, et al (2007, 241) effective leadership makes great things happen. Indeed, the most important achievements of humankind are associated with people who influenced others to achieve more than they thought was possible. On the other hand, the lack of inspired leadership has probably been responsible for more failed careers and unhappy employees than any other cause.

Baldwin, et al (2007, 241) is of the view that once a solid foundation has been established, transformational leader behaviours “seek to arouse and satisfy higher needs, to engage the full person of the follower.” Transformational leader behaviours engage the whole person by asking followers to transcend their self-interest for the sake of the team or organisation and by raising employee awareness about the importance and values of goals. It should be noted that many different researchers have derived behaviours consistent with Bass’s definition of transformational leader behaviour that is not different from the other definitions of transformational leader as indicated by Professor Podsakoff. The content of these different models, however, are actually quite similar. Professor Phil Podsakoff and his colleagues at Indiana University noted this similarity and presented a model of six transformational leader behaviours that do a good job of synthesizing the different transformational leadership models: Articulating a Vision, Providing an Appropriate Model, Fostering the Acceptance of Group Goal, Communicating High Performance, Expectations, Providing Individualised Support and Providing Intellectual Stimulation. (Baldwin, et al 2007, 241)

Baldwin, et al (2007, 241) state that transformational leadership was once thought to be a heroic type of leadership performed only by gifted people at the top of organisations. Baldwin et al.(2007, 241) is of the opinion that twenty years of research, however, now suggests it is not restricted to any particular function, managerial level, or type of organisation. Most importantly, the six major behaviours above appear to be quite amenable to learning. All of this is good news when one considers the great benefits that follow from engaging in these six transformational leadership behaviours.
For example, in a study of 1,539 people, Posakoff and his colleagues found the six transformational leader behaviours were associated with increased employee satisfaction, employee trust in their leader, and job performance (Figure 2.1). Figure 2.1 shows that transformational leader behaviours are not just ‘nice to do’ but have been shown to significantly work outcomes that matter. (Baldwin et al. 2007, 241)

![Figure 2.1: Transformational Leader Behaviour](image.png)

Articulating a vision has been recognised as an important behaviour. Podsakoff and his colleagues defined the behaviour as being aimed at “identifying new opportunities for his or her unit and developing, articulating, and inspiring others with his or her vision of the future” (Baldwin et al. 2007, 242). While the ability to develop a vision that will capture people’s hearts and minds may be beyond our scope here, the ability to communicate such a vision is exactly what research evidence suggests one can be taught. More specifically, to increase ones ability to articulate a vision one should:

1. Repeat the vision often.
2. Explain the significance of the vision.
3. Appeal to your audience’s values.
4. Use metaphors.
5. Use emotional appeals.
6. Speak in positive terms.
7. Use the term ‘we’ instead of ‘I’.

Baldwin, et al (2007, 243) mentioned that additional research suggests effective visions should be appropriate for the level of the employee to which they are being communicated and that they should not contradict higher-level visions. In other words, when a first-line supervisor communicates a vision to her work team, it should be put into different terms to how the CEO originally presented the company’s vision, but also should not work against it.

2.2.18. Becoming a leader

Baldwin et al. (2007, 250) mention that leadership development is a lifelong journey and it is never too early to start. The primary responsibility for leadership development rests with the person affected. At the same time, successful organisations are so aware of the importance of leadership development they have put in place a variety of tools and programmes that can facilitate personal growth. According to Baldwin et al. (2007, 250) for example, one recent study of corporate leadership development asked 350 organisations, “What programs or activities have most positively impacted the development of leaders in your company?” A summary of the results is presented in Figure 2.2.

Figure 2.2: Results on the Impact on Leadership Development

<table>
<thead>
<tr>
<th>Action</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>73</td>
</tr>
<tr>
<td>360-Degree Feedback</td>
<td>67</td>
</tr>
<tr>
<td>Exposure to Senior Executives</td>
<td>67</td>
</tr>
<tr>
<td>External Coaching/Mentoring</td>
<td>26</td>
</tr>
<tr>
<td>Cross-Functional Rotations</td>
<td>20</td>
</tr>
<tr>
<td>Global Relations</td>
<td>13</td>
</tr>
</tbody>
</table>

(Source: Baldwin, Bommer and Rubin (2007, 250))
As indicated by Baldwin, et al (2007, 250) although that study was targeted at organisational leadership development efforts, the findings have direct implications for ones own personal development. For example, consistent with the theme of Baldwin et al, it is suggested that, all successful development efforts start with assessment. So getting external feedback from multiple sources (360-degrees feedback) can be strong catalyst for personal growth. Further, an assertive effort to get cross-functional roles and stretch assignments seems to be a leadership development facilitator. Third, a very clear message from those findings is that one does not develop as a leader by oneself. Rather, those with a mentor or mentors and a network of support are more likely to build leadership capacity early in their careers.

The most important thing for leadership development, however, is to actively engage in leadership opportunities wherever they might present themselves. These opportunities may be within the context of an existing job (project assignment, job rotation, task force or other special teams) or social organisation. For students, the leadership chances may be in a club or other extracurricular role. Becoming an effective leader is about stepping up and being willing to lead people in a new direction. Put simply, leadership competence comes to those who choose to lead. Baldwin, et al. (2007, 250)

2.2.19. Tactics of Becoming an Empowering Leader

DuBrin (2010, 203) maintains that a leader’s power and influence increases when he or she shares power with others. As team members receive more power, they can accomplish more and they become more productive. Because the manager shares credit for their accomplishments, he or she becomes more powerful. A truly powerful leader makes team members feel powerful and able to accomplish tasks on their own.

2.2.20. The Nature of Empowerment

According to DuBrin, (2010, 204) in its basic meaning, empowerment refers to passing decision-making authority and responsibility from managers to group members. Almost any form of participative management, shared decision-making, and delegation
can be regarded as empowerment. DuBrin indicated that when Gretchen Spreitzer conducted research in several work settings to develop a psychological definition of empowerment. Four components of empowerment were identified; meaning, competence, self-determination, and impact. Full-pledged empowerment includes all four dimensions, along with a fifth one, internal commitment. (DuBrin 2010, 204)

Meaning is the value of a work goal, evaluated in relation to a person’s ideals or standards. Work has meaning when there is a fit between the requirements of a work role and a person’s beliefs, values, and behaviours. A person who is doing meaningful work is likely to feel empowered. Competence, or self-efficacy, is an individual’s belief in his or her capability to perform a particular task well. The person who feels competent feels that he or she has the capability to meet the performance requirements in a given situation, such as a credit analyst saying, “I’ve been given the authority to evaluate credit risks up to R10,000 and I know I can do it well.” (DuBrin 2010, 205)

Self-determination is an individual’s feeling of having a choice in initiating and regulating actions. A high-level form of self-determination occurs when a worker feels that he or she can choose the best method to solve a particular problem. Self-determination also involves such considerations as choosing the work pace and work site. A highly empowered worker might choose to perform the required work while on a cruise rather than remain in the office. Impact is the degree to which the worker can influence strategic, administrative, or operating outcomes on the job. Instead of feeling there is no choice but to follow the company’s course, he or she might have a say in the future of the company. A middle manager might say, “Here’s an opportunity for recruiting minority employees but we should exploit. And here’s my action plan for doing so.” (DuBrin 2010, 205)

DuBrin (2010, 205) states that another dimension of true empowerment is for the group member to develop an internal commitment toward work goals. Internal commitment takes place when workers are committed to a particular project, person, or programme for individual motives. An example would be a production technician in a lawn mower plant who believes he is helping create a more beautiful world.
The focus of empowerment, as just described, is on the changes taking place within the individual. However, groups can also be empowered so the group climate contributes to these attitudes and feelings. An example of a statement reflecting an empowering climate would be “People in our organisation get information about the organisation’s performance in a timely fashion.” Being part of an empowered group can help a group member become committed to achieving group goals. (DuBrin 2010, 205)

2.2.21. Empowering Practices

DuBrin (2010, 205) is of the opinion that the practices that foster empowerment supplement standard approaches to participative management, such as conferring with team members before reaching a decision. The practices, as outlined in Figure 2.3, are based on direct observations of successful leaders and experimental evidence.

Fostering Initiative and Responsibility indicates that a leader can empower team members simply by fostering greater initiative and responsibility in their assignments.

Figure 2.3: Effective Empowering Practices.

It has been proven that certain leadership and managerial practices lead to effective empowerment, which in turn often leads to higher motivation and productivity.
Employees need to take into cognisance the fact that they must be empowered to improve their work abilities.

DuBrin (2010, 206) mentioned that it is encouraged to link work activities to organisational goals and this indicates that empowerment works better when the empowered activities are aligned with the strategic goals of the organisation. Empowered workers who have responsibility to carry out activities that support the major goals of the organisation will identify more with the company.

Provide Ample Information relates to the fact that for empowerment to be effective, employees should have ample information about everything that affects their work.

Allow Group Members to Choose Methods implies that under ideal conditions the leader or manager explains to the individual or group what needs to be done.

Encourage Self-Leadership states that when employees practise self-leadership, they feel empowered.

Establish Limits to Empowerment Limits might mean explaining to employees that they have more authority than before, but still they cannot engage in such activities as the following:

- Set their own wages and those of top management.
- Make downsizing decisions.
- Hire mostly friends and relatives.
- Work fewer than forty hours for full pay.

Take into Account Cultural Differences might be where all empowering practices can be influenced by cross-cultural factors. A group member’s cultural values might lead to either an easy acceptance of empowerment or reluctance to be empowered.

DuBrin (2010, 209) is of the view that empowerment is an integral part of leadership and management, and therefore presumed to contribute to individual and
organisational effectiveness. DuBrin (2010, 209) mentioned that a study of management teams in 102 hotel properties demonstrates that empowerment is beneficial, yet works indirectly. Empowering leadership was positively related to workers sharing knowledge and team efficacy. The latter refers to self-confidence about attaining goals, measured by such perceptions as “We are confident of achieving the occupancy goal of our hotel” (DuBrin 2010, 209). Both knowledge sharing and efficacy were positively associated with team performance, as measured by the hotel’s occupancy rate. A study that was conducted by DuBrin (2010, 209) indicated that with M.B.A. students engaged in consulting projects it was shown that when leadership was shared between team leaders and group members, clients tended to rate the consulting teams more favourably. Business faculty advisers were the team leaders. The tie-in with empowerment is that shared leadership is a form of empowerment.

2.2.22. Effective Delegation and Empowerment

DuBrin (2010, 209) mentioned that a major contributor to empowerment is delegation, the assignment of formal authority and responsibility for accomplishing a specific task to another person. Delegation is narrower than empowerment because it deals with a specific task, whereas empowerment covers a broad range of activities and a mental set about assuming more responsibility. Delegation, like empowerment, is motivational because it offers group members the opportunity to develop their skills and demonstrate their competence. When delegation is poor, conflict often erupts between the person who thought he or she was responsible for a task, and the delegator.

According to Armstrong (2008, 34), leadership is about getting people into action and ensuring that they continue taking that action in order to achieve the task. It is therefore very much about motivation. This can be defined as the process of getting people to move in the direction one wants them to go. The organisation as a whole provides the context within which high levels of motivation can be achieved through reward systems and the provision of opportunities for growth and development. But as a manager one still has a major part to play in deploying ones own motivating skills to ensure that people give their best.
In the process of motivation Armstrong (2008, 36) states that motivation is initiated by the conscious or unconscious recognition of an unsatisfied need. A goal is then established which it is believed will satisfy this need and a decision is made on the action which it is expected will achieve the goal. If the goal is achieved the need will be satisfied and the behaviour is likely to be presented the next time a similar need emerges. If the goal is not achieved the same action is less likely to be repeated. This process is modelled in Figure 2.4 below.

Figure 2.4: The Process of Motivation

(Source: Armstrong 2008, 37)

From an organisational point of view, the model can be used to illustrate a process of motivation which involves setting goals that are likely to meet individual needs and encouraging the behaviour required to achieve those goals. It also illustrates two fundamental truths about motivation. First, that there is a multiplicity of needs, goals and actions which depend on the person and the situation. It is unwise to assume that any one approach to motivation will appeal to all affected by it. Motivation policies and practices must recognise that people are different. Secondly, that while it can be observed how people behave and also the actions they take, one cannot be certain about what has motivated them to behave that way, i.e. what are the needs and goals that have affected their actions (Armstrong: 2008, 36).

In terms of what Armstrong (2008, 42) indicated, he mentioned that motivation will be enhanced if people feel that they are valued. This means investing in their success, trusting and empowering them, giving them the opportunity to be involved in matters
with which they are concerned, keeping them fully in the picture, treating them fairly and like human beings, rather than as resources to be exploited in the interests of management, and providing them with rewards (financial and non-financial) which demonstrate the extent to which they are valued.

Armstrong (2008, 44) has indicated that recognition is one of the most effective methods of motivating people. They need to know not only how well they have achieved their objectives or carried out their work but also that their achievements are appreciated. Recognition can be provided by positive and immediate feedback from someone who acknowledges what has been achieved. Simply saying ‘Thank you’ and explaining why may be enough. One can also recognise people when listening and acting on their suggestions. Other actions which provide recognition include allocation to a high-profile project, enlargement of the job to provide scope for more interesting and rewarding work and recommending promotion or inclusion in a high-profile development. Public applause through letting everyone know that someone has done well, is another recognition.

According to Armstrong (2008, 49) job engagement is increased if people are empowered, i.e. they have more power or scope to exercise control over, and take responsibility for, their work. It means allowing them more autonomy. Empowerment releases the creative and innovative capacities of people and provides for greater job satisfaction, motivation and commitment. It is about engaging both the hearts and minds of people so that they can take the opportunities available to them for increased responsibility.

Blanchard and Thacker (2007, 9) state that a recent survey conducted found that aligning training with business strategy was the number one priority of training managers. Aligning training activities with business strategy has been a goal of most training units for a long time. Why is it now such a high priority? Organisations have begun to realise that training is a tool, not only for getting better job performance, but also for creating organisation-wide adaptability. The business environment has been, and will continue to be, changing rapidly. This will force companies in most industries to constantly realign their activities to meet new conditions. This requires people at all levels in the organisation to be able to make day-to-day decisions that are linked to
strategy. Likewise, training activities will also need to be continually realigned to support the strategic direction of the company and the people who carry it out.

Blanchard and Thacker (2007, 9) states that competencies are ‘a broad grouping of knowledge, skills, and attitudes that enable a person to be successful at a number of similar tasks’ Domtar Corporation is the largest integrated producer of uncoated freesheet paper in North America and the second largest in the world based on production capacity, and is also a manufacturer of paper grade pulp. According to Blanchard and Thacker (2007, 9) concern what actions did Domtar take to align its training with its business strategy? One component of what was compared to Domtar was the institution of Kaizen methods and the associated training. This aligns with the strategic goal of “tapping the intelligence of the experts, our employees.” (Blanchard and Thacker 2007, 9). Was the money Domtar spent on this training worth it? It would seem so. Using the Kaizen approach, employees developed a new way of cutting trees into planks. The result was fewer wood chips to transport and more logs produced per tree. Since 1997, it is estimated that Kaizen has saved Domtar about $230 million in production costs. Two of their mills are among the lowest-cost mills in North America.

Judging from the statement above, Blanchard and Thacker (2007, 9) are of the view that it is not just large organisations that see the value of spending substantial amounts of money on training. Blanchard and Thacker (2007, 9) mentioned an analysis of small businesses that showed that firms that aligned their strategy with their resources (financial, human, etc.) performed better than those didn’t. Companies are now realising that worker knowledge is a competitive advantage and that training is a strategic tool. The fact is that one of the most powerful tools to change performance and help people to adapt more readily to that change is learning. Even though aligning training with business strategy is a worthy goal, it isn’t as easy as it might seem.

Blanchard and Thacker (2007, 11) maintain further that technology most often results in productivity increases while reducing the overall number of jobs. However, it also creates new jobs that require higher levels of knowledge or skills than the old job it eliminated. Because of changes in technology, job design and the like, it is estimated
that more than 75 percent of the workforce needs retraining just to keep up with the changes in their current jobs. The Department of Labour in New Jersey had predicted that by 2010, about 80 percent of jobs will require more than a high school education, but only 63 percent of high school graduates actually enrol in post-secondary programs and about 30 percent received a bachelor’s degree. (Blanchard and Thacker 2007, 11).

According to Blanchard and Thacker (2007, 12), it is evident that training must be seen as integral part of the organisation’s performance improvement system. If not, it will continue to be seen as a cost centre, providing a less valued contribution to the organisation. Training was a critical part of Domtar’s change process. It helped educate employees regarding the mission, strategy, and objectives of the organisation, and how these objectives translated to each employee’s job behaviours. Experienced trainers know that effective training is structured as a continuous performance improvement process that is integrated with other systems and business strategies, just as at Domtar. While several models exist for continuous improvement, common to them all are the following:

- Identification of performance improvement opportunities and analysis of what caused the opportunity to exist (gap analysis).
- Identification of alternative solutions to the opportunity and selection of the most beneficial solution. A training programme is one of many possible performance improvement solutions.
- Design and implementation of the solution (training if it is one of the selected solutions).
- Evaluation of results to determine what, if any, further action should be taken.

Each of the above steps matches well when placed against the Training Process Model (that has similar steps to be followed). That is because effective training is a continuous performance improvement process. Training does not stop and start with each programme. The training function in organisations continuously searches for performance improvement opportunities, develops and implements solutions, and evaluates the effectiveness of the solutions.
Some training is required by law. Failure to provide this training will subject the company to sanctions from the courts or civic and state regulators. For example, the Occupational Safety and Health Act requires employers to provide periodic training on the handling of hazardous materials and the use of safety equipment. Flight crews on passenger airlines must complete a set of mandated training courses. In other cases, courts have ordered companies to provide specific types of training to redress problems identified in court proceedings. (Blanchard and Thacker 2007, 13).

2.3. CONCLUSION

The literature review has shown that in the other countries there is also a challenge of recruiting employees and of retaining them due to different challenges ranging from salary packages, skills transfer and on-the-job training. The planning of work needs to be done in advance to avoid overtime and work over load for employees.

In an organisation it is important to develop the employees so as to retain staff and to keep them confident of their jobs for a longer period. For all the staff who will be commencing their duties and do not understand the department and how it operates there should be a reliable employee to ensure that all new employees are taken through an induction process. Such a person could probably assist them in understanding how things are done and they can move faster in doing or performing their duties.
CHAPTER 3

RESEARCH METHODOLOGY AND ANALYSIS OF THE RESPONDENTS

3.1. INTRODUCTION

Chapter 2 focused on the various aspects on how to retain staff and the improvement of their job performances in different organisations. This chapter focuses on the research design, the questionnaire as a measuring instrument, population and sampling method. The objective of this chapter is to describe the research methodology that was used to do an assessment on the following sub-problems:

Job Performance:

What mechanisms need to be considered in improving the performance of employees?

Scarce Skills:

How will the organisation ensure that employees with specialised skills are kept satisfied or feel appreciated?

Retention of Staff:

What opportunities do employees get exposure to in improving their career paths for the better future in the organisation?

Recruitment and Selection:
Which process is used in recruiting staff that qualifies to be filling in the vacant position?

On-the-job training or skills transfer

How does the Municipality ensure that the skills are transferred for succession planning?

Training in the relevant field:

What procedure is used to enforce employees to receive relevant training for the work they are executing on a daily basis to increase their skills.

### 3.2. NATURE AND PURPOSE OF BUSINESS RESEARCH

According to Collis and Hussey (2009, 3) although research is central to both business and academic activities, there is no consensus in the literature on how it should be defined. One reason for this is that research means different things to different people. However, from the many definitions offered, there is general agreement that research is:

- A process of enquiry and investigation
- Systematic and methodical
- A process that increases knowledge.

Looking at the nature of research, this articulates that researchers need to use appropriate methods for collecting and analysing research data, and to applying them rigorously. It expresses that the purpose of research is to investigate a research question with a view to generating knowledge. The research question one investigates will relate to a particular problem or issue that one identifies from studying a particular topic. Research is much more than mere speculation or assumptions about business events, transactions and activities.
Collis and Hussey (2009, 3) are of the opinion that a research project offers both undergraduate and postgraduate students an opportunity to identify and select a research problem and investigate it independently under the guidance of a supervisor. It allows for the application in the theory of, or otherwise analyse, a real problem, or to explore and analyse a more general issues. It also permits the application of techniques and procedures to illuminate the problem and contribute to the greater understanding of it or to generate solutions. Thus, the typical objectives of research can be summarised as follows:

- Review and synthesise existing knowledge.
- Investigate some existing situation or problem.
- Provide solutions to a problem.
- Explore and analyse more general issues.
- Construct or create a new procedure or system.
- Explain a new phenomenon.
- Generate new knowledge.
- Combination of any of the above.

### 3.3. QUANTITATIVE AND QUALITATIVE RESEARCH

Collis and Hussey (2009, 7) mention that the approach adopted by the researcher can also differentiate research. It may be preferred to take a quantitative approach to address the research question(s) and design a study that involves collecting quantitative data (and/or qualitative data that can be quantified) and analysing those using statistical methods. It can also be preferred to take qualitative approach to address the research question(s) and design a study that involves collecting qualitative data and analysing those using interpretative methods.

According to Collis and Hussey (2009, 7) referring to a research approach as quantitative or qualitative can be misleading as a researcher can design a study with a view to collecting qualitative data (for example published text or transcripts of interviews) and then quantifying them by counting the frequency of occurrence of particular key words or themes. This permits researchers to analyse their data using
statistical methods. On the other hand, a researcher can collect qualitative data with the intention of analysing those using non-numerical methods, or collect data that are already in numerical form and then use statistical methods to analyse them. For the purpose of this study the quantitative research methodology will be employed for the research design, with the objective of obtaining descriptive statistics.

3.4. RESEARCH DESIGN

Hypothesised Model to improve Job Performance

Fig 3: Hypothesised Model: Job Performance

Source: (own construction)
Collis and Hussey (2009, 11) are of the opinion that the starting point in research design is to determine the research paradigm. A research paradigm is a framework that guides how research should be conducted, based on people’s philosophies and assumptions about the world and the nature of knowledge. The overall approach to the entire process of the research study is known as the methodology. Although, in part, this is determined by the research problem, the assumptions used in the research and the way in which the research problem is defined will influence the way the study is conducted.

3.5. THE MEASURING INSTRUMENT: QUESTIONNAIRE

The items of the questionnaire used are generated from the suggestions developed from the basis of the previous literature reviewed. A survey questionnaire was divided into two sections namely:

- Section A – Research Questions which represented the actual problems faced by the employees in the Technical Services Department.
- Section B – Classification data which represented the biographical information of the respondents.

The questionnaires were sent directly to the participants and were collected personally by the researcher. Each questionnaire was accompanied by a covering letter which clearly explained the purpose of the study. The researcher has used theoretical elements discussed in the literature review to compose a comprehensive questionnaire. The questions were selected to address variables outlined in the conceptual framework to improve job performance.

The statements of the questionnaire were anchored on a five point scale measuring instrument ranging from (1) strongly disagree to (5) strongly agree. Closed questions were used to separate responses.
3.6. RELIABILITY AND VALIDITY

According to Collis and Hussey (2009, 204) the reliability of the received responses to all the questions is an important issue in a positivist study. Reliability is concerned with the findings of the research. The findings can be said to be reliable if research is repeated and still obtains the same results. Validity is also important and this is concerned with the extent to which the research findings accurately represent what is happening in the situation, in other words whether the data collected represents a true picture of what is being studied.

Collis and Hussey (2009, 206) further state that the responses to the questions may turn out to be highly reliable, but the results will be worthless if the questions do not measure what was intended for them to measure, in other words validity is low. Therefore it is important that the questions asked corresponded with the explanation given to the respondents regarding the purpose of the study, otherwise, they may have lost interest in answering the questions, as those would appear to be irrelevant.

3.7. INTERPRETIVISM

Collis and Hussey (2009, 56) describe interpretivism as a paradigm that emerged in response to criticisms of positivism. It rests on the assumption that social reality is in the thoughts, and is subjective and multiple. Therefore, social reality is affected by the act of investigating it. The research involves an inductive process with a view to providing an interpretivist understanding of social phenomena within particular context.

Collis and Hussey (2009, 56) further mention that interpretivism in underpinned by the belief that social reality is not objective but highly subjective because reality is shaped by perceptions. Positivism focuses on measuring social phenomena, interpretivism focuses on exploring the complexity of social phenomena with a view to gaining
interpretive understanding. Therefore, rather than adopt the quantitative methods used by positivists, interpretivists adopt a range of methods that ‘seek to describe, translate and otherwise come to terms with the meaning, not for the frequency of certain more or less naturally occurring phenomena in the social world.

3.8. CLASSIFYING RESEARCH

According to Collis and Hussey (2009, 4) there are many ways of classifying research and it can be bewildering at first. However, studying the various characteristics of the different types of research helps to identify and examine the similarities and differences. Research can be classified according to the:

- Purpose of the research – the reason why it was conducted
- Process of the research – the way in which the data were collected and analysed
- Logic of the research – whether the research logic moves from the general to the specific or vice versa
- Outcome of the research – whether the expected outcomes is the solution to a particular problem or a more general contribution to knowledge.

For example, the aim of the research project might be to describe a particular business activity (purpose) by collecting qualitative data that are quantified and analysed statistically (process), which will be used to solve a problem (outcome). Table 1 below shows the classification of the main types of research according to the above criteria.
3.9. COLLECTING RESEARCH DATA

There is a variety of ways in which research data can be collected. A quantitative methodology, will attempt to measure variables or count occurrences of a phenomenon. On the other hand, if there is a qualitative methodology, it will emphasise the themes and patterns of meanings and experiences related to the phenomena. (Collis and Hussey: 2009, 11)

The Secondary data collected by the researcher was obtained from the articles, books, journals, internet and any other document that is connected to the research. The Primary data was collected from the questionnaire survey that was distributed to the employees of Oudtshoorn Municipality in the Technical Services Department. In the next chapter the survey questionnaire is discussed in detail and the impact on the research study results.

3.10. ANALYSING AND INTERPRETING RESEARCH DATA

A major part of the research project was the analysing and interpreting of data. The main methods of data analysis used depend on the research paradigm and whether it has been collected quantitative or qualitative data. It is important to realise, however, that the stages of data collection and data analysis are sometimes discussed
simultaneously. Decisions should not be made about the data collection methods without also deciding which analytical methods will be used. (Collis and Hussey: 2009, 11)

3.10.1. Research Paradigm Qualitative Data

In contrast to a number of researchers, it is preferred to reserve the use of the terms quantitative and qualitative to describe data rather than paradigms. This is because the data collected in a positivist study can be quantitative (that is, data in a numerical form) and qualitative (that is, data in a nominal form such as words, images and so on). In a positivist study, it is likely that the purpose of collecting qualitative data is to ensure that all key variables have been identified or to collect information that will be quantified prior to statistical analysis. (Collis and Hussey: 2009, 63)

3.10.2. Main Features of Qualitative Data Analysis:

- Reducing the data – finding a systematic way to select relevant data, often through the use of coding.
- Restructuring the data – using a pre-existing theoretical framework or one that emerges during the data collections stage to provide categories into which data can be fitted.
- Detextualising the data – summarising data in the form of a diagram. (Collis and Hussey: 2009, 167)

Once the method has been selected for analysis and applied, evaluation for the analysis will be required. A number of authors have suggested various criteria which can be used to evaluate an interpretive study in its entirety and these can be used to assess the quality of the analysis. Collis and Hussey (cite Lincoln and Guba, 1985, 182) and suggest that four criteria should be used:

- Credibility is concerned with whether the research was conducted in such a manner that the subject of the enquiry was correctly identified and described.
• Transferability is concerned with whether the findings can be applied to another situation that is sufficiently similar to permit generalisation.

• Dependability focuses on whether the research processes are systematic, rigorous and well-documented.

• Confirmability refers to whether the research process has been described fully and it is possible to assess whether the findings flow from the data.

3.11. POPULATION AND SAMPLING

The population size at Oudtshoorn Municipality is seven hundred and fifty and the total number of employees at the Technical Services Department is two hundred and ninety. A total of seventy questionnaires were distributed. By the closing date, fifty one completed questionnaires were returned. The ratio represents a response rate of seventy-three percent. The fifty-one completed questionnaires represent eighteen percent of the total population in the Technical Services Department.

3.11.1. Sampling Design

The first step in sampling is to design an effective sampling plan that will yield representative samples of the populations under study. A sampling plan is a description of the approach that will be used to obtain samples from a population prior to any data collection activity. A sampling plan states the objectives of the sampling activity, the target population, the population frame (the list from which the sample is selected), the technique of sampling, the functioning procedures for collecting the data, and the statistical tools that will be used to analyse the data. The objective of the sampling research study might be to estimate key parameters of a population, such as a mean, proportion, or standard deviation. (Evans: 2010, 143)

The primary data of the study was obtained from the municipal employees, e.g. management, middle-management, plant operators/skilled employees of Oudtshoorn Municipality in the Western Cape. The seventy out of two hundred and ninety
employees in the Technical Services Department were chosen randomly which is an equal chance of selecting any member of the population to provide the picture of the challenge it experiences. Evans (2010, 144) is of the opinion that sampling methods can be subjective or probabilistic. The subjective methods include judgement sampling, in which expert judgement is used to select the sample (survey the best customers), and convenience sampling, in which samples are selected based on the ease with which the data can be collected (survey all customers visited in a particular month). Probabilistic sampling involves selecting the items in the sample using some random procedure. Simple random sampling involves selecting items from a population so that every subset of a given size has an equal chance of being selected.

It can be accepted that the sample is representative based on these facts. Table 3.2 below indicates the response rate, see below. The information in the data is derived from the questionnaires returned.

**Table 3.2 : Response rate**

<table>
<thead>
<tr>
<th></th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returns</td>
<td>51</td>
<td>73%</td>
</tr>
<tr>
<td>Non-returns</td>
<td>19</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source : Survey Questionnaire*

### 3.12. DATA ANALYSIS

Netnou (2012, 28) provides the following explanation of data analysis – it is the process of observing patterns in the data, asking questions of those patterns, constructing conjectures, deliberately collecting data from specially selected individuals on targeted topics, confirming or refuting those conjectures, then continuing analysis,
asking additional questions, seeking more data, furthering the analysis by sorting questions, thinking, constructing and testing conjectures, and so forth. The collected data was analysed and presented in the form of tables and percentages. The results will be used to draw conclusions and formulate recommendations.

3.13. ETHICAL REQUIREMENT OF THE RESEARCH

In conducting the research, ethical requirements were taken into cognisance. The researcher has obtained the clearance from the Business School – Research Faculty. The participants were given a clear explanation of the research. They were further ensured that their confidentiality and anonymity is highly considered.

3.14. CONCLUSION

Chapter three looked into the nature and the purpose of the business research and also the qualitative and quantitative research. The chapter focused on the research design, measuring instrument used is the questionnaire, reliability and validity of the data used in the research and interpretivism. It also laid emphasis on classifying the research, collecting research data, analysing and interpreting research data, population and sampling design, survey response rate and the ethical requirement of the research.

The following chapter will be providing the analysis, interpretation and results of the empirical study.
CHAPTER 4

ANALYSIS, INTERPRETATION AND DISCUSSION OF THE RESEARCH RESULTS

4.1. INTRODUCTION

This chapter analyses, discusses and interprets the results of the research. This follows the research methodology that the researcher discussed in Chapter 3. The information collected during the survey is also presented and discussed. This will address the sub-problems, (as mentioned earlier above), and lead to the recommendations that will result in resolving the main research problem, which is assessing the Personal Development of Employees in a Municipal Environment. The questionnaire that was designed evaluated the following issues:

- The impact of the job performance on the organisational goal objective.
- The influence in the scarce skills to attract or keep employees at their employment.
- The impact of the retention of staff for the continuity of job performance amongst teams.
- The role that the recruitment and selection has in the improvement of job performance and motivation of team members.
- The impact that the on-the-job training or skills transfer has in the succession planning of the teams and to meet the institution goal.
- The impact the training has on the performance of the workers in meeting the objective of the organisation.
4.2. ANALYSING AND INTERPRETING RESEARCH DATA

This section discusses and analyses data collected from the questionnaires. The researcher categorised together categories agree and strongly agree as agreed and categories disagree and strongly disagree as disagreed.

4.2.1. Descriptive Statistics on Scarce Skills

The researcher formulated forty-seven questions and eight questions measured the scarce skills capacity within the Technical Services Department employee’s sample. The results of the respondents are shown below:

**Table 4.1: Analysis on Scarce Skills**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SS1 - I ensure the excellent first degree in numerate discipline or technical skills.</td>
<td>7</td>
<td>9</td>
<td>13</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>SS2 - Ensure all staff members with trade skills to be remunerated for scarce skills.</td>
<td>11</td>
<td>7</td>
<td>14</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>SS3 - I ensure that all</td>
<td>12</td>
<td>7</td>
<td>17</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
The results show that about thirty-one percent (31%) agreed that the municipality ensures the excellent first degree in numerate discipline or technical skills for the employees, while twenty-five percent neither agreed nor disagreed with the statement. Most of the employees, at forty-three percent disagreed with the statement.

In Item two it is ensured that all staff members with trade skills be remunerated for scarce skills. Most respondents, thirty-seven percent (37%), disagreed with the
statement, while thirty-five percent (35%) agreed. Twenty-seven percent neither agreed nor disagreed with that.

The municipality in Item Three, needed to ensure that all engineers are treated as such. Thirty-three percent (33%) of the respondents strongly agreed that they are treated as engineers while thirty-three percent were uncertain about the statement, other respondents, twenty-nine percent (29%), disagreed with the statement.

Item Four indicates that all operators within the organisation must earn the same salary or to be at the same level and only nineteen of the fifty-one respondents and agreed with that statement. Eighteen of the fifty-one respondents disagreed with the statement, whereas fourteen of the fifty-one respondents were uncertain about the statement.

In Item Five of the questionnaire about thirty-three percent (33%) agreed that employees are being considered on the engineering software and team working skills within the department. Thirty-three percent of employees were uncertain that employees are being developed. Thirty-three percent disagreed that the municipality develops its employees.

It has been highlighted in Item Six that there is a high level of analytical capacity. The respondents spread out equally in response to this statement as thirty-three percent agreed with the statement, thirty-three percent disagreed and the final thirty-three percent neither agreed nor disagreed.

In Item Seven thirty-three percent of the respondents agreed whereas thirty-nine percent were uncertain and twenty-seven percent disagreed that employees are understanding of and have an ability to contribute to broader management or administration processes.
Forty-one percent of the respondents in Item Eight, agreed that there should be breadth and depth knowledge within the fields of machine learning and programming skills within the Department, while only thirty-one were uncertain about the statement. Twenty-seven percent of the employees disagreed with the statement.

These results show that employees feel that the Local Government industry does not take scarce skills seriously. They feel that it is still a challenge that needs to be addressed in order to improve the employee’s attitudes as well as commitment. Employees have the experience and knowledge of understanding their job but are not encouraged to satisfy their well-being in their job.

4.2.2. Descriptive Statistics on Retention of Staff

The response from the employees was developed in nine designed questions to measure retaining of staff. It is indicated in the table below:

Table 4.2: Analysis on Retention of Staff

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>ROS1 - I am adaptable and fixable in my thinking and ideas.</td>
<td>14</td>
<td>9</td>
<td>18</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27.45%</td>
<td>17.65%</td>
<td>35.29%</td>
<td>11.77%</td>
<td>7.84%</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Yes</td>
<td>No</td>
<td>Undecided</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>10</td>
<td>ROS2 - I like to be active and energetic.</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>ROS3 - I provide opportunity for staff to voice out their views.</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>ROS4 - I plan and use my time efficiently.</td>
<td>10</td>
<td>12</td>
<td>19</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>ROS5 – Helping to create opportunities for staff development.</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>ROS6 – I ensure of succession planning needs.</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>ROS7 - I ensure the business plan demand of staff in the future.</td>
<td>6</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>ROS8 - Ensuring of staff to be met with relevant resources.</td>
<td>12</td>
<td>8</td>
<td>17</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>ROS9 - Keeping equivalent acceptable living salary.</td>
<td>14</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

**Source:** Survey Questionnaire, Section A:

In Item Nine the statement indicates that employees in their work fields are adaptable and fixable in their thinking and ideas. Forty-five percent of the respondents agreed with the statement, whereas thirty-five percent were uncertain about that and only nineteen percent disagreed with the statement.
Item Ten shows that forty-nine percent agreed that employees like to be active and energetic so that they are fit for their job appointment. Twenty-nine percent were uncertain about that whilst twenty-one percent disagreed with that.

It has been indicated in the statement in Item Eleven that opportunity is provided for staff to voice their views and fifty-two percent agreed with that statement, while twenty-three percent were uncertain. The remainder of the respondents disagreed with that statement.

In Item Twelve forty-three percent of respondents agreed that employees plan and use their time efficiently. Thirty-seven percent were uncertain and nineteen percent disagreed with that.

In response to opportunities being created to help in developing staff, forty-nine percent agreed with the statement, in contrast twenty-seven percent was uncertain whilst twenty-three percent disagreed with the statement.

Succession planning needs are indicated in Item Fourteen and thirty-seven percent agreed with the statement while twenty-nine percent was uncertain. Thirty-three percent disagreed with the statement.

Ensuring of the business plan demands of the staff in the future is indicated in Item Fifteen where forty-seven percent agreed with what is reflected in the statement, whilst twenty-three percent were uncertain with that and about thirty-nine percent disagreed with that.

Thirty-nine percent of the respondents agreed that in Item Sixteen, the institution is ensuring that staff is met with relevant resources, whilst twenty-seven percent
disagreed with that statement. Thirty-three percent neither agreed nor disagreed with the statement.

A substantial percentage of fifty-two percent of respondents in the statement of Item Seventeen agreed that an acceptable living salary should be kept. Seventeen percent were uncertain about that, whilst twenty-nine percent disagreed with that statement.

It has been noted that there is a huge gap in retaining staff due to different reasons shown in the response from the employees. This needs to be looked into and be addressed for the entire institution; this becomes a challenge in keeping the institutional memory.

4.2.3. Descriptive Statistics on Recruitment and Selection

The study formulated forty-seven questions for the questionnaire to assist in gathering information for the problem facing the institution. In measuring the recruitment and selection there are five questions presented (see Table 4.3 below)
Table 4.3: Analysis on Recruitment and Selection:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>RAS1 - I have the relevant qualification for the position.</td>
<td>16</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.37%</td>
<td>15.68%</td>
<td>25.49%</td>
<td>13.73%</td>
<td>13.73%</td>
</tr>
<tr>
<td>19.</td>
<td>RAS2 - I have the relevant experience for the job.</td>
<td>16</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.37%</td>
<td>25.49%</td>
<td>19.62%</td>
<td>11.76%</td>
<td>11.76%</td>
</tr>
<tr>
<td>20.</td>
<td>RAS3 - I have what is expected of me in the job.</td>
<td>17</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33.33%</td>
<td>25.49%</td>
<td>19.61%</td>
<td>13.73%</td>
<td>7.84%</td>
</tr>
<tr>
<td>21</td>
<td>RAS4 – I have additional relevant training to uplift my level of experience.</td>
<td>18</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35.29%</td>
<td>19.61%</td>
<td>19.61%</td>
<td>7.84%</td>
<td>17.65%</td>
</tr>
<tr>
<td>22.</td>
<td>RAS5 - I intend changing the attitude of my fellow colleagues.</td>
<td>13</td>
<td>10</td>
<td>18</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.49%</td>
<td>19.62%</td>
<td>35.29%</td>
<td>9.8%</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section A:

In Item Eighteen forty-seven percent of employees indicated that they have the relevant qualification for the position, whereas twenty-five percent neither agreed nor disagreed while twenty-seven percent disagreed with that.

The statement in Item Nineteen indicates that employees have the relevant experience for the job and most of the respondents, fifty-six percent agreed with the
statement, whilst only nineteen percent neither disagreed nor agreed with the information. Twenty-three percent of the respondents disagreed with the statement.

Item Twenty indicates that employees understand what is expected from them in the job. Here fifty-eight percent of the respondents agreed with that statement, whereas nineteen percent were uncertain and twenty-one percent disagreed with the statement.

In Item Twenty-one, fifty-four percent agreed that there is additional relevant training offered by the municipality to uplift the level of experience, whereas nineteen percent of the personnel were uncertain about the training offered. Twenty-five percent of employees disagreed with the statement.

Item Twenty-two shows that about forty-five percent of the respondents agreed with an employee that intends to change the attitude of fellow colleagues, while about thirty-five percent neither agreed nor disagreed. Only nineteen percent disagreed with the statement.

The recruitment and selection process of employees conducted by the Human Resource Department on behalf of the institution needs to be polished in all the areas that still have the gaps and the policy be approved by council to suit the Municipality’s environment. Employees need to be capacitated in order to retain them and through the recruitment and selection improve their skills.

4.2.4. Descriptive Statistics for On-the-job Training for Skills Transfer

There were nine questions of the forty-seven in the questionnaire intended to measure the skills transfer through on-the-job training. See Table 4.4 below:
Table 4.4: Analysis on On-the-job Training for Transfer of Skills:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>OTJ/ST6 - As a leader I motivate other people when tasks need to be done.</td>
<td>13</td>
<td>12</td>
<td>15</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.49%</td>
<td>23.53%</td>
<td>29.41%</td>
<td>7.84%</td>
<td>13.73%</td>
</tr>
<tr>
<td>24</td>
<td>OTJ/ST6 - I stay calm when thing go wrong.</td>
<td>16</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.37%</td>
<td>23.53%</td>
<td>17.65%</td>
<td>7.84%</td>
<td>19.61%</td>
</tr>
<tr>
<td>25</td>
<td>OTJ/ST6 - believe I can do it.</td>
<td>15</td>
<td>14</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29.41%</td>
<td>27.45%</td>
<td>15.69%</td>
<td>11.76%</td>
<td>15.69%</td>
</tr>
<tr>
<td>26</td>
<td>OTJ/ST6 - I try to do the best that I possibly can.</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.37%</td>
<td>25.49%</td>
<td>21.57%</td>
<td>5.88%</td>
<td>15.69%</td>
</tr>
<tr>
<td>27</td>
<td>OTJ/ST6 - I like to be busy and actively involved in things.</td>
<td>17</td>
<td>10</td>
<td>12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33.33%</td>
<td>19.61%</td>
<td>23.53%</td>
<td>7.84%</td>
<td>15.69%</td>
</tr>
<tr>
<td>28</td>
<td>OTJ/ST6 – I delegate tasks that will help staff enhance and acquire skills.</td>
<td>12</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.53%</td>
<td>19.61%</td>
<td>31.37%</td>
<td>5.88%</td>
<td>19.61%</td>
</tr>
<tr>
<td>29</td>
<td>OTJ/ST7 – Involve staff in planning and decision making to help them acquire further skills and knowledge.</td>
<td>16</td>
<td>12</td>
<td>11</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.37%</td>
<td>23.53%</td>
<td>21.57%</td>
<td>5.88%</td>
<td>17.65%</td>
</tr>
<tr>
<td>30</td>
<td>OTJ/ST8 – Ensure that the</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
design of jobs and distribution of tasks encourage the acquisition of experience and skills.  

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>23.53%</th>
<th>27.45%</th>
<th>25.49%</th>
<th>7.84%</th>
<th>15.69%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>OTJ/ST9 - Ensure that all skilled labour transfer their skills to inexperienced workers.</td>
<td>11</td>
<td>21.57%</td>
<td>14</td>
<td>27.45%</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire Section A

Forty-nine percent of the respondents in Item Twenty-three agreed that as a leader one motivates other people when a task needs to be done. Twenty-nine percent were uncertain about what the statement reflects, whilst twenty-one percent of the respondents disagreed.

Many respondents strongly agreed and agreed with Item Twenty-four where it indicates that fifty-four percent of the employees stay calm when things go wrong in the workplace, whilst twenty-seven percent disagreed with that and only seventeen percent is uncertain about that.

Fifty-six percent of the respondents agreed, that they believe they can perform their work while twenty-seven percent of the respondents disagreed with the statement in Item Twenty-five. Fifteen percent of the respondents were uncertain about that.

Item Twenty-six refers to employees who believe that they try to do the best that they possibly can. Twenty-one percent were uncertain about what is mentioned in the statement, whereas forty-six percent agreed with the statement whilst twenty-one percent disagreed with the statement.
Fifty-two percent of the respondents in Item Twenty-seven agreed that they like to be busy and actively involved in things whereas only twenty-three percent neither agreed nor disagreed. Twenty-three percent of the respondents disagreed with the statement.

In Item Twenty-eight it is indicated that tasks are delegated to help staff enhance and acquire skills. Forty-three percent of staff agreed with the statement, whereas thirty-one percent were uncertain about that, whilst twenty-five percent disagreed with that.

Fifty-four percent agreed with the statement that staff is being involved in planning and decision-making to help them acquire further skills and knowledge. Twenty-three percent disagreed with the statement on Item Twenty-nine and while twenty-one percent of the respondents were uncertain about the statement.

Item Thirty indicates that a substantial number of respondents representing fifty percent, agreed with the statement in the questionnaire for ensuring the design of jobs and distribution of tasks to encourage the acquisition of experience and skills. Twenty-five percent neither agreed nor disagreed with the statement, and twenty-three percent disagreed with that.

Forty-nine percent agreed in Item Thirty-one that the skilled labour ensures that they transfer skills to inexperienced workers, whereas twenty-three percent neither disagreed nor agreed with this item. Twenty-seven percent disagreed with this statement.

The information supplied by the respondents indicates that there is very limited transfer of skills and that needs to be improved in the coming years. This will ensure that the gap of skills transfer will be filled and strategies to overcome these are formulated.
4.2.5. Descriptive Statistics on Training in Relevant Fields

In the formulation of forty-seven questions for the questionnaire, there were eight questions designed to measure the training in relevant fields for employees. See the table below:

**Table 4.5: Analysis on Training in Relevant Fields:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>TORF1 – I organise relevant training for staff.</td>
<td>9 (17.65%)</td>
<td>11 (21.56%)</td>
<td>9 (17.65%)</td>
<td>12 (23.53%)</td>
<td>10 (19.61%)</td>
</tr>
<tr>
<td>33</td>
<td>TORF2 – I encourage staff to take part in identified training.</td>
<td>13 (25.49%)</td>
<td>11 (21.56%)</td>
<td>9 (17.65%)</td>
<td>10 (19.61%)</td>
<td>8 (15.69%)</td>
</tr>
<tr>
<td>34</td>
<td>TORF3 – I develop a programme for capacity building.</td>
<td>11 (21.56%)</td>
<td>9 (17.65%)</td>
<td>11 (21.57%)</td>
<td>11 (21.57%)</td>
<td>9 (17.65%)</td>
</tr>
<tr>
<td>35</td>
<td>TORF4 – Any training that is beneficial to employees and to meet the organisation goal.</td>
<td>14 (27.45%)</td>
<td>7 (13.73%)</td>
<td>10 (19.60%)</td>
<td>12 (23.53%)</td>
<td>8 (15.69%)</td>
</tr>
<tr>
<td>36</td>
<td>TORF5 – I have obtained skills through different training.</td>
<td>13 (25.49%)</td>
<td>9 (17.65%)</td>
<td>14 (27.45%)</td>
<td>6 (11.76%)</td>
<td>9 (17.65%)</td>
</tr>
<tr>
<td>37</td>
<td>TORF6 – I offer an opportunity for staff to choose training for</td>
<td>12 (23.52%)</td>
<td>13 (25.49%)</td>
<td>9 (17.65%)</td>
<td>8 (15.69%)</td>
<td>9 (17.65%)</td>
</tr>
</tbody>
</table>
Thirty-nine percent of the respondents felt that they agreed that the relevant training for staff is organised, whereas forty-three percent disagreed with that and only seventeen percent neither agreed nor disagreed with this statement.

Forty-seven percent agreed that the staff have been encouraged to take part in identified training, whilst seventeen percent neither agreed nor disagreed with the statement. Thirty-five percent disagreed with this item.

The programme for capacity building has been developed. Thirty-nine percent of respondents agreed and thirty-nine percent disagreed with the statement. Twenty-one percent is uncertain about that.

Item Thirty-five questioned whether training was beneficial to employees and met the organisational goals. Nineteen percent were uncertain about this, while thirty-nine percent disagreed with this statement and forty-one percent agreed that this was being implemented in the organisation.

Forty-three percent of the respondents indicated that they had obtained skills through different training offered by the institution, whereas twenty-seven percent were
uncertain about that, and twenty-nine percent of the respondents disagreed with that statement.

Forty-nine percent of the respondents agreed that there is an offer of opportunity for staff to choose training for the work that they do, whilst seventeen percent neither agreed nor disagreed with that, and thirty-three percent disagreed with this statement.

Forty-one percent of the respondents agreed that new skills learned at training events are used in the work place, whilst thirty-nine percent disagreed with that, and only nineteen percent were uncertain about the matter.

It was indicated by thirty-nine percent of the respondents that they agreed on the identification of skills that staff will need to deal with future demands from interns, colleagues and suppliers. Thirty-seven percent disagreed with the fact that this is done, and twenty-three percent were not sure about the issue.

The responses indicate that there is a need for staff to receive training and capacitate themselves in improving their work skills. This matter should be taken seriously by the management and ensure that it forms part of their growth within the institution and that it is able to retain staff.

4.2.6. Descriptive Statistics on Job Performance

Out of forty-seven questions formulated there were eight questions designed to measure the employee’s job performance in Oudtshoorn Municipality. The results of the responses of the respondents are shown in the table below:
Table 4.6: Analysis on Job Performance

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5 - Strongly Agree</th>
<th>4 - Agree</th>
<th>3 - Uncertain</th>
<th>2 - Disagree</th>
<th>1 - Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>JP1 - I am a fast thinker to come up with possible solutions.</td>
<td>13</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.49%</td>
<td>19.61%</td>
<td>29.41%</td>
<td>9.8%</td>
<td>15.69%</td>
</tr>
<tr>
<td>41</td>
<td>JP2 - I have the resources to perform my duties.</td>
<td>14</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27.45%</td>
<td>15.69%</td>
<td>23.53%</td>
<td>19.60%</td>
<td>13.73%</td>
</tr>
<tr>
<td>42</td>
<td>JP3 - I am motivated by my superiors in doing my job well.</td>
<td>13</td>
<td>10</td>
<td>14</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.49%</td>
<td>19.61%</td>
<td>27.45%</td>
<td>15.69%</td>
<td>11.76%</td>
</tr>
<tr>
<td>43</td>
<td>JP4 - I am given an opportunity to think independently.</td>
<td>15</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29.41%</td>
<td>15.69%</td>
<td>27.45%</td>
<td>17.65%</td>
<td>9.8%</td>
</tr>
<tr>
<td>44</td>
<td>JP5 - I use my own and management developed ideas to meet the desired outcome</td>
<td>15</td>
<td>8</td>
<td>15</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29.41%</td>
<td>15.69%</td>
<td>29.41%</td>
<td>9.8%</td>
<td>15.69%</td>
</tr>
<tr>
<td>45</td>
<td>JP6 - I work with my team with passion to meet organisational goal.</td>
<td>16</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.37%</td>
<td>23.53%</td>
<td>21.57%</td>
<td>9.8%</td>
<td>13.73%</td>
</tr>
<tr>
<td>46</td>
<td>JP7 - I lead with example for better results or outcome.</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27.45%</td>
<td>27.45%</td>
<td>21.58%</td>
<td>11.76%</td>
<td>11.76%</td>
</tr>
<tr>
<td>47</td>
<td>JP8 - I respect my superior’s</td>
<td>17</td>
<td>10</td>
<td>13</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>
Item Forty focuses on an employee who is a fast thinker to come up with possible solutions. Twenty-three of fifty-one respondents agreed with that statement, whilst thirteen of fifty-one respondents disagreed, whereas fifteen of fifty-one respondents were uncertain.

It is indicated in Item Forty-one that employees have the resources to perform their duties. Twenty-two of fifty-one respondents agreed with that, whilst only twelve respondents neither agreed nor disagreed with the statement, and seventeen respondents disagreed with the statement.

About Forty-five percent of the respondents agreed that their superiors motivate them to do their job well as reflected in Item Forty-two. Twenty-seven percent disagreed with that statement. Twenty-seven percent were uncertain.

Item Forty-three indicates that employees are given an opportunity to think independently. Here forty-five percent agreed, whilst twenty-seven percent were uncertain about that statement. Twenty-seven percent also disagreed with that statement.

Forty-five percent of the respondents agreed with the statement that employees use their own and management-developed ideas to meet the desired outcome. Twenty-nine percent neither agreed nor disagreed with what was mentioned in the statement. Twenty-five percent disagreed with the statement.
In Item Forty-five, the focus was on employees working with their team with passion to meet organisational goal. Most of the respondents (fifty-four percent) agreed with that statement, and twenty-three percent disagreed with that while only twenty one percent neither agreed nor disagreed with the statement.

In Item Forty-six, fifty-four percent of the respondents agreed that the employee must lead by example for better results or outcome. Twenty-one percent of the respondents neither agreed nor disagreed with what the statement, while twenty-three percent of the respondents disagreed with that.

The statement in Item Forty-seven indicates that employees respect the superior's opinion to improve job performance. Most of the respondents, fifty-two percent agreed, whereas twenty-five percent of the respondents were uncertain, whilst twenty-one percent disagree with the statement.

The information supplied by the respondents indicates that there is still a gap in improving the job satisfaction of employees. This needs to be addressed as a matter of urgency to ensure that staff is retained in the institution. This can be overcome when a proper individual assessment is done and ensure that training and other work related equipment are provided to the employees.

4.3. CLASSIFICATION OF DATA

In the classification of data the questionnaire has covered the following subsections for the respondents: Age, Gender, Post Level, Length of service, Length of job experience and Level of qualifications.
In Section B of the questionnaire there was an age analysis needed to be identified for the sample used. The age responses are indicated in Table 4.7. below. Thirty-seven percent of respondents are between the age of twenty years and thirty-nine years of age. Fifty-seven percent of the respondents are between the age group of forty and fifty-nine years of age. Only six percent of the respondents are represented in the age group above sixty years of age.

Table 4.7: Age of Respondents

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 29</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>30 – 39</td>
<td>15</td>
<td>29%</td>
</tr>
<tr>
<td>40 – 49</td>
<td>15</td>
<td>29%</td>
</tr>
<tr>
<td>50 – 59</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>60 yrs and above</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Questionnaire, Section B*

At the Oudtshoorn Municipality it has been discovered the sixty percent of the population are males and forty percent are female employees. This Department is always dominated by males and it has also been proven in OM as well, and this is an area that needs serious attention in its transformation as required by government legislation. In the Technical Services Department, of the population, eighty percent is male i.e. two hundred and thirty two out of two hundred and ninety.
Ninety percent of the respondents were male and ten percent were female. It can be concluded that the Department is male dominated with only a few females in managerial or supervisory positions. See Table 4.8. below.

**Table 4.8: Gender of Respondents**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

*Source: Survey Questionnaire, Section B*

In the Departmental Organogram there are posts that represent the functionalities of the Department and one can easily identify the gaps when the posts are filled and duties attached to them. The respondents were represented in most functional areas of the Department as it can be seen clearly on the Table 4.9. below. Out of the fifty-one respondents, twenty-four were labourers or general workers, seven were operators, two were superintendents and three assistant superintendents. Seven were senior technicians or technicians or electricians, while two were the foremen and six supervisors.

**Table 4.9: Post Level of Respondents**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labourers / General workers</td>
<td>24</td>
</tr>
<tr>
<td>Operators</td>
<td>7</td>
</tr>
<tr>
<td>Superintendent</td>
<td>2</td>
</tr>
</tbody>
</table>
Based on the length of service in the Municipality, employees do not intend on leaving the Municipality and there is minimal staff turnover in the Technical Services Department in the lower level staff. Employees stay with the municipality for the sake of their reputation and the fact that there are added benefits for long service and experience in the Department and the institution. This helps in keeping the institutional memory. Employees who are employed for more than twenty years in any government institution in South Africa get rewarded for their loyalty to the institution.

Table 4.10 illustrates the length of service of the respondents. Twenty-seven percent of the respondents have less than five years service in the institution. Twenty-one percent have a service-record of six to ten years. Almost fourteen percent have a service record of between eleven to fifteen years as well as sixteen to twenty years. Twenty-three percent have a service of twenty years and above in the institution.

Table 4.10: Length of Service of Respondents

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5 years</td>
<td>14</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>11</td>
</tr>
</tbody>
</table>
The job experience is the most important aspect in the Technical Services Department, as it adds value to improve the services rendered to the consumers who receive them. It is one of the basic needs in the Department so that all those who do not have much experience can learn and succession planning be done to improve in most of the critical areas of the Department.

Table 4.11. indicates that nine out of fifty-one respondents have experience of less than five years. Twelve respondents have experience of between eight and ten years. Eight respondents indicated a job experience in the range of eleven to fifteen years. Seven respondents have job experience of between sixteen to twenty years. Fifteen respondents have experience of twenty years and above. It is evident that a balance number of experience in employees has been represented in their jobs.

Table 4.11: Length of Job Experience of Respondents

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5 years</td>
<td>9</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>12</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>8</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>7</td>
</tr>
</tbody>
</table>
The level of education and qualification is vital in the Technical Services Department for the purposes of improving the employees working skill and understanding of the instruction given by the supervisors and also to produce improved working standards.

Table 4.12. shows that almost sixty-one percent of the respondents have a qualification lower than grade twelve. Only fifteen percent have the grade twelve qualification, whereas twenty-three percent has a tertiary qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than Grade 12</td>
<td>31</td>
<td>60.78%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>8</td>
<td>15.69%</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>12</td>
<td>23.53%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section B

4.4. CONCLUSION

This chapter has reported the analysis of the results of the statistical data of the study. In the results the respondents seem to be in need of development, so that they
improve their skills for job performance. Only a few employees in the middle management seem to be receiving training to capacitate their ability of knowledge.

Section B of the questionnaire focused on the classification of data collection in the Technical Services Department in Oudtshoorn Municipality. The information mainly focused on the gender of employees, age difference, language preference, the job titles especially the affected ones, levels of education, number of years working in the institution, comparison between the total number of municipal staff and the Technical Services Department.

In the following chapter the managerial implications of the findings will be discussed and recommendations will be made on the strategies to improve the development of employees.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

In Chapter 4 the results of the empirical study were discussed. The comparison between the literature study and the empirical study and the conclusions are outlined and discussed in Chapter 5. Strategies are recommended for the personal development of municipal employees where their performance is improved drastically. The limitations and difficulties that have been experienced during the period of research are also indicated. Finally the suggestions for future research opportunities are taken into consideration.

5.2. CONCLUSIONS

In this chapter the conclusions indicated here are based on the comparison between the empirical study and literature study as discussed in accordance with the sub-sections of the empirical study.

5.2.1. Conclusion on the Scarce Skills

Upon other theories in this study on the scarce skills, it has been observed that Oudtshoorn Municipality is struggling to fill certain positions in its organisational structure as they require scarce skills. Senior Managers, shall in consultation with Human Resources, identify specific posts affected by a scarce skills challenge using a number of criteria. Firstly, the turnover rate of employees in a particular occupation.
The turnover rate must be significantly above the average turnover experienced by the municipality. Secondly, the ability of the department and/or incumbents to meet the demands of the tasks or the technical requirements defined by the tasks. There should be a demand for the identified skill in the local and international market, indicating strong factors attracting such employee into the private sector. Thirdly, the skills should require an advanced knowledge in a field of science or learning by a prolonged course of study and specialised instruction and years of service or experience. Individual skills, knowledge and experience are critical to a specific project or service. There are reasons and factors given by non-satisfied employees with these skills for leaving the service of the municipality after appointment. (OM Scarce Skills Policy, 2010, 3)

The researcher noted that employees with specialised skills, e.g. technicians, plant operators, etc. are not taken into consideration and treated differently from normal employees. Instead they are treated equally, because of the same post levels in the organogram. This is demotivating employees from improving their job performance and confidence in their field of work.

5.2.2. Conclusion on Retention of Staff

Armstrong (2008, 44) has indicated that recognition is one of the most effective methods of motivating people. They need to know not only how well they have achieved their objectives or carried out their work but also that their achievements are appreciated. Recognition can be provided by positive and immediate feedback from someone who acknowledges what has been achieved. Simply saying ‘Thank you’ and explaining why may be enough. One can also recognise people when listening and acting on their suggestions.

The researcher has noticed that most employees cannot be retained due to the fact that respondents have indicated about unacceptable equivalent living salary which
forms part of the job they perform. Respondents felt strongly that this needs to be looked into all the time in order to keep employees happy.

5.2.3. Conclusion on the Recruitment and Selection

Recruitment and section are conducted to get the right persons for the right jobs in an organisation. Absar, citing from Glueck (2012, 436) is of the opinion that recruitment can be defined as the set of activities an organisation engages in to attract job candidates who have the capabilities and attitudes needed to assist the organisation accomplish its goals.

Absar, citing from Byars and Rue (2012, 436) defines selection as the process of choosing from among available applicants, the individuals who are most likely to successfully perform a job. It is the processing of all necessary information about applicants and using that information to decide which applicants to employ.

With the process of Recruitment and Selection, the aim of the practice is to improve the fit between employees, the organisation, teams, and work requirements and thus create a better work environment (Tzafrir cited by Absar: 2012, 436). Sophisticated recruitment and selection systems can ensure a better fit between the individual’s abilities and the organisation’s requirement (Fernandez cited by Absar: 201, 437). Katou and Budhwar sourced by Absar (2012, 437) also found that recruitment and selection was positively related to all organisational performance variables such as effectiveness, efficiency, innovation, and quality. Quang and Thavisay cited by Absar (201, 437) opined that management succession planning should be impartial and transparent. Ariyabuddhiphongs cited by Absar (2012, 437) studied recruitment and selection practices of 205 manufacturing companies in Thailand. The study showed that walk-in applicants (or via web-site) and newspaper advertisements were the two most effective and frequently used methods of recruitment in the manufacturing companies.
From what the researcher has observed as specified by the respondents is that they have strongly indicated that most of the employees appointed in their positions, especially the middle management posts have the relevant qualifications and experience required for those posts. Only a few do not have enough experience, especially in the lower level posts.

5.2.4. Conclusion for On-the-job Training for Skills Transfer

Based on the research done it has been observed that one definition of leadership is a set of behaviours that are different from management behaviours and may be exercised at any formal level (Kotter, 1990). According to Conger (1992), one of the major aims of leadership development programme is to develop leadership through skill building. Skill building programme are designed to identify key leadership skills that are needed and foster the learning of these complex skills in workshops or in on-the-job training.

To conclude on the information for training on the job, more than fifty-five percent of respondents strongly agreed that they receive training in their work areas from the senior staff who work with them. This is an indication of skills transfer and commitment but it is not accredited. Further, it is not recognised when they look for other positions within the institution.

5.2.5 Conclusion on the Training in Relevant Fields

OM ETD Policy (2011, 13) indicates that staff development and training embraces the formal and informal acquisition of knowledge, skills, attitudes, thinking and habits required of an employee to render quality service and secure him/her a rewarding career. Practices that promote staff development include self-development, formal and informal training, career development, study aid, job rotation, job
enrichment/enlargement and mentorship and coaching. In a situation where the employee cannot be accommodated in a suitable post, his or her job should be reviewed with an intention of adding more responsibilities and re-evaluating the post to ensure the maximum utilisation of the employee’s potential.

Based on the critical information it can be concluded that about forty-five percent of the employees do receive training in relevant fields. This merely indicates that there is still a gap in terms of training within the Technical Services Department and it requires serious attention. Staff has not been identified at a lower level for training to capacitate them and this gap needs to be addressed.

5.2.6. Conclusion on the Job Performance

In the literature review Mardas et al (2011, 103) and citing from McCall and Kaplan, (1985), have observed in perspective cognition that employees are assumed to be information workers, which means that they spend most of their time absorbing, processing, and disseminating information about issues, opportunities, and problems. The experience and knowledge that employees have gained from the present or previous working contexts play an important role in how they perceive job satisfaction.

The purpose of job satisfaction is to provide inside information on how work context and the existing employee cognitions might influence employee work satisfaction.

The researcher has concluded based on the information reflected in the literature review that the employer expects employees to perform their duties as per the job description and beyond that. It has been indicated in the analysis of the results that the job performance of the employees get affected by the lack of skills and knowledge of staff in their area of work they perform.
Almost half of the employees agreed on the statements indicated in the questionnaire which results in almost the same challenge of not accessing the skills as per the requirement of the employer.

5.3. RECOMMENDATIONS

Based on the research findings and conclusions, the following recommendations could be feasible to improve the job performance for employees to be able to meet the organisational goal.

5.3.1. Recognition of Scarce Skills

It will be better when employees with special skills are treated differently and equally with other municipalities that are in the same category classification in local government, for example a Grade Two municipality’s plant operator’s salary scale to be the same, to avoid staff applying for better salaries, but same job title.

5.3.2. Ensuring the Retention of Staff

If the employer expects to retain its staff it needs to ensure that it understands the market-related needs in their field of job performance and it should enter into an agreement if they agree on the proposed salary. At least that employee will stay in the institution for a period of not less than five years for the succession planning purposes.
5.3.3. Consideration of Recruitment and Selection

It should be encouraged that employees empower themselves for better qualifications and experience in the field of work in which they perform their duties. Most employees get discouraged because they are not given the opportunity to improve their qualifications and experience as well. A task team to identify the lack in qualifications should at least be set up to feed into the Training and Development Task Team or Committee.

5.3.4. Ensuring of On-the-job Training for Skills Transfer

The researcher recommends that within the Human Resource Department of the Oudtshoorn Municipality a system that will record staff who receive accredited training in the job areas be captured. Likewise, those employees sent to the institution like SETA or any other government recognised institution for accredited training so that they can receive accredited certificates of recognition. By doing this it will also build confidence in the employees affected.

5.3.5. Ensuring of Training in Relevant Skills

The recommendation on this aspect will be to ensure that the Training and Development Task Team or committee, ensures that staff are identified and assessed for the preparation of the relevant training. All supervisors need to make it their responsibility to ensure that they identify training for their staff and must also form part of the task team.
5.3.6. Improvement of Job Performance

It is recommended that the employer must enter into a strict binding work agreement in ensuring that an employee will be guaranteed improved standards of the work environment, for improving job performance.

5.4. LIMITATIONS AND DIFFICULTIES

One of the limitations and difficulty of this research study was the staff who cannot properly read and understand English. This was realised when the respondents took longer to reply, and then a joint filling-in of the questionnaire was done but it was only a few of them, i.e. three percent of the respondents.

The other limitation was due to time constraints whereby the respondents were given a very short time frame to complete the questionnaire. This limited them in responding to the questionnaire.

Lastly the questionnaire only focused on the Technical Services Department rather than the entire Municipality. This was also due to time constraints. It was discovered that when other employees saw Technical Services employees filling in the questionnaire, that they felt that other Departments experience similar challenges.

5.5. OPPORTUNITIES FOR FURTHER RESEARCH

This study and research was concentrated only in the Technical Services Department of Oudtshoorn Municipality, in the Western Cape. The study can be extended to the entire Oudtshoorn Municipality. Different Departments, e.g. Community Services
Department, Corporate Services Department, Municipal Manager's Department and Financial Services Department, could all benefit. Similar research could be done in other local municipality institutions, and government sector departments in all the nine provinces of South Africa.

5.6. CONCLUSION

In this study various conclusions were drawn, recorded and discussed in Chapter 5 and number of possible solutions were recommended. The sub-sections discussed in the previous chapters lead to these conclusions and recommendations. Lastly, the limitations and difficulties of the study were also discussed and the opportunities for further research were highlighted.

The study has revealed that the clear strategies recommended are essential in the personal development of employees in a municipal environment. All municipal officials who are in a senior or management position should ensure that they are involved in improving the performance of employees through various aspects mentioned in the study and through the implementation of these aspects.
REFERENCE LIST


Dear Respondent

I am studying towards my MBA (Masters in Business Administration) degree at the Nelson Mandela Metropolitan University Business School. I am conducting an investigation on the personal development of employees in a municipal environment in South Africa. The empirical results of this investigation will be made available to the participants on request.

You are part of our selected sample of respondents whose views I seek on the above-mentioned matter. I would therefore appreciate it if you could answer a few questions. It should not take more than twenty minutes of your time. Please note that the information gathered will not be used against any official in any way and that all your responses will be strictly confidential. Please return the completed questionnaire and I want to thank you in advance for your co-operation and contribution towards this investigation.

There are no correct or incorrect answers. Please answer the questions as accurately as possible. For each statement, tick the number which best describes your experience or perception. For example, if you strongly agree with the statement, tick the number 5. If you strongly disagree with the statement, tick the number 1. **Tick only one answer for each statement and answer ALL questions please.**

Thank you very much.

Zukiswa Ntile

To verify the authenticity of the study, please contact Prof CA Arnolds at 041-5043825.
ANNEXURE B

SECTION A

Circle or Cross (X) the box relevant to you on this table below:

**Strongly Disagree – 1; Disagree – 2; Uncertain – 3; Agree – 4; Strongly agree - 5**

<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENT</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SS1 I ensure the excellent first degree in numerate discipline or technical skills.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>SS2 Ensure all staff members with trade skills to be remunerated for scarce skills.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>SS3 I ensure that all engineers within the municipality be treated as such.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>SS4 All operators within the organisation to earn same salary or to be at the same level.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SS5 Ensure outstanding engineering software and team working skills are considered.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>SS6 High level of analytical capability.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>SS7 Understanding of and have an ability to contribute to broader management or administration processes.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>SS8 Breadth and depth of knowledge within the fields of machine learning and programming skills.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>ROS1 I am adaptable and fixable in my thinking and ideas.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>ROS2 I like to be active and energetic.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>ROS3 I provide opportunity for staff to voice their views.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>ROS4 I plan and use my time efficiently.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>ROS5 Helping to create opportunities for staff</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
14. ROS6 I ensure succession planning needs. | 1 2 3 4 5
15. ROS7 I ensure the business plan demands of staff in the future. | 1 2 3 4 5
16. ROS8 Ensuring of staff to be met with relevant resources. | 1 2 3 4 5
17. ROS9 Keeping equivalent acceptable living salary. | 1 2 3 4 5
18. RAS1 I have the relevant qualification for the position. | 1 2 3 4 5
19. RAS2 I have the relevant experience for the job. | 1 2 3 4 5
20. RAS3 I understand what is expected of me in the job. | 1 2 3 4 5
21. RAS4 I have additional relevant trainings to uplift my level of experience. | 1 2 3 4 5
22. RAS5 I intend changing attitude of my fellow colleagues. | 1 2 3 4 5
23. OTJ/ST1 As a leader I motivate other people when tasks need to be done. | 1 2 3 4 5
24. OTJ/ST2 I stay calm when things go wrong. | 1 2 3 4 5
25. OTJ/ST3 I believe I can do it. | 1 2 3 4 5
26. OTJ/ST4 I try to do the best that I possibly can. | 1 2 3 4 5
27. OTJ/ST5 I like to be busy and actively involved in things. | 1 2 3 4 5
28. OTJ/ST6 I delegate tasks that will help staff enhance and acquire skills. | 1 2 3 4 5
29. OTJ/ST7 Involve staff in planning and decision making to help them acquire further skills and knowledge. | 1 2 3 4 5
30. OTJ/ST8 Ensure that the design of jobs and distribution of tasks encourage the acquisition of experience and skills. | 1 2 3 4 5
31. OTJ/ST9 Ensure that all skilled labour transfer their skills to inexperienced workers. | 1 2 3 4 5
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>TORF1</td>
<td>I organise relevant training for staff.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>33.</td>
<td>TORF2</td>
<td>I encourage staff to take part in identified training.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>34.</td>
<td>TORF3</td>
<td>I develop a programme for capacity building.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>35.</td>
<td>TORF4</td>
<td>Any training that is beneficial to employees and to meet the organisation goal.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>36.</td>
<td>TORF5</td>
<td>I have obtained skills through different training.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>37.</td>
<td>TORF6</td>
<td>I offer an opportunity for staff to choose training of work they do.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>38.</td>
<td>TORF7</td>
<td>I ensure the new skills learned at training events are used in the workplace.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>39.</td>
<td>TORF8</td>
<td>I identify skills that staff will need to deal with future demands from interns, colleagues and suppliers.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40.</td>
<td>JP1</td>
<td>I am a fast thinker to come up with possible solutions.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>41.</td>
<td>JP2</td>
<td>I have the resources to perform my duties.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>42.</td>
<td>JP3</td>
<td>I am motivated by my superiors in doing my job well.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>43.</td>
<td>JP4</td>
<td>I am given an opportunity to think independently.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>44.</td>
<td>JP5</td>
<td>I use my own and management developed ideas to meet the desired outcome.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>45.</td>
<td>JP6</td>
<td>I work with my team with passion to meet organisational goal.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>46.</td>
<td>JP7</td>
<td>I lead with example for better results or outcome.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>47.</td>
<td>JP8</td>
<td>I respect my superior’s opinion to improve job performance.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
SECTION B: CLASSIFICATION DATA

Please make a cross (X) or enter relevant information in the blocks provided.

1. Please indicate your TITLE (Mr., Miss, Dr., Prof., etc.): 

2. GENDER: Male [ ] Female [ ]

3. AGE GROUP: 20-29 [ ] 30-39 [ ] 40-49 [ ] 50-59 [ ] 60+ [ ]

4. Please indicate your FIRST LANGUAGE: 

5. Please indicate your HIGHEST EDUCATION QUALIFICATION: 

6. Please indicate your JOB TITLE (Director, Deputy Director, Senior Manager, etc.): 

7. Number of employees in the organisation

1-50 [ ] 51-100 [ ] 101-300 [ ] 301-500 [ ] 501-above [ ]

8. Number of employees under your supervision

1-10 [ ] 11-20 [ ] 21-30 [ ] 31-50 [ ] 51-above [ ]

9. How long have you been working in your institution (in years):

0-5 [ ] 6-10 [ ] 11-15 [ ] 16-20 [ ] 20-above [ ]

10. How many years of EXPERIENCE have you got in your job or profession?

0-5 [ ] 6-10 [ ] 11-15 [ ] 16-20 [ ] 20-above [ ]

THANK YOU VERY MUCH FOR YOUR KIND CO-OPERATION!