# AN EVALUATION OF THE MMABANA ARTS, CULTURE & SPORT FOUNDATION'S LEADERSHIP TEAM

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# DECLARATION

I, the undersigned, declare that the dissertation for the degree of Master of Business Administration at the North West University hereby submitted, has not previously in its entirety or in part been submitted by me at this or any other university for a degree.

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## ACKNOWLEDGEMENTS

# ABSTRACT

The aim of the study was to evaluate the leadership team at the Mmabana Arts, Culture and Sport Foundation (MACSF). The study focused on leadership and creating an understanding of their own strengths and developmental areas, in order to understand the role they can play within a leadership team, how other members of a team can compliment them with their strengths and for them to get greater awareness of their impact on their subordinates, the rest of the management team and the organisation as a whole. The aim was also to inform personal development, insofar as the leaders now understand what their development areas are.

The overall approach used in the study was quantitative in nature and involved survey research using the Occupational Personality Questionnaire (SHL). The target population consisted of identified employees who were fulfilling leadership roles in MACSF. The study was also conducted organisation wide at every Mmabana Cultural Center (Mmabatho, Head Office, Lehurutse, Taung and Tlhabane). Non-probability sampling was used; more specifically, availability sampling was utilised in which the researcher made use of all the available subjects due to MACSF's small size. The effective sample size was a small 39.

The findings of this study revealed that a comprehensive investigation into the effective leadership and management competencies within the MACSF confirmed the descriptive hypothesis that certain elements within MACSF's leadership structure is underdeveloped and that specific remedial actions would be required to rectify the situation. This descriptive research found that many employees in managerial positions indicated no real concern or preference for leading other employees as they are indeed artists who would like to continue specialising in their specific art form. It was also found that personality preferences needed to be amazing artists, are in stark contrast to what is needed to be an effective administrator/manager. This, coupled with no formal training in financial management or management, leads to ineffective administration/management. It was also found that the past hardships which the Mmabana Foundation has been through, has taken its toll on the employees. Low

levels of caring, trusting and optimism, coupled with high levels of stress and an inability to switch off after work, were found.

The researcher recommends personal and professional development interventions, focused on business relation skills, which includes amongst others Strategic Planning, General Business Management, Project Management, Communications techniques, Monitoring & Evaluation, Financial Management for non-financial managers and Human Resource Management with the focus on Performance Management Development Systems and Asset Management at the beginning. It is also further proposed that the leadership team does team building activities where MACSF's strategy is defined, action plans are drawn up and a focus towards external competition (rather than departments/units competing against each) is created. Finally, better communication channels between management and staff, as well as between the Head Office and all the centres, should be used, as this can also assist in creating a unified Foundation.

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# CHAPTER 1: ORIENTATION

"Organisational transformation begins with the personal transformation of the leadership group. Organisations don't transform. People do!"

*Richard Barrett* (2006: xv)

## 1.1 INTRODUCTION

This introductory chapter provides the reader with an orientation to the subject, including the background, purpose and significance of the study, as well as the contribution the study makes to the body of knowledge concerning leadership development. Finally, an overview of the subsequent chapters is provided.

With the new organisational challenges facing non-profit organisations, an emphasis on the changing role of leadership is essential. The mercurial organisational nature of non-profit organisations, with constant challenges for funding, difficult evidence of return on investment and changing legal prerequisites, requires management and leaders to be prepared and adaptable to constant change. The Mmabana Arts, Culture and Sport Foundation (MACSF) is one such an organisation. Success in its dynamic context requires an ever-growing and flexible set of leadership strategies and tools. Success further necessitates leaders who understand their own strengths and developmental areas, in order to understand the role they can play within a leadership team and how other members of a team can compliment them with their strengths. Before the leadership team at the MACSF can be studied, the foundations' historical background should be visited as it has a direct impact on the current leadership team and the organisational culture.

## 1.2 BACKGROUND TO THE MMABANA ARTS, CULTURE AND SPORT FOUNDATION (MACSF)

The first Mmabana Cultural Centre came in existence in 1986 in Mafikeng, from a need to restore human dignity and to enhance the quality of life through personal development and achievement. The Mmabana concept originated in Israel and was adapted to suit the needs of the then Bophuthatswana government. Such institutions

were seen as instruments to deliver community services, do specialized training and teach the youth about self discipline, dedication, creativity, innovation and perseverance. Mmabana Centres offers the communities, amongst other things, sports facilities, early childhood education and play, a theatre and school for the performing and visual arts. Not only are regular examinations (international Standard) held in disciplines like music and dance but also art exhibitions, conferences, competitions and shows are hosted. Mmabana activities include:

- **Arts and Crafts**: Graphic Design and printing, ceramics, painting, drawing, sculpture, photography, calligraphy, stained glass, quilt unit for the disabled and Sewing.
- **Music**: Classical, Contemporary Jazz and Traditional African Music, Instruments tutoring including Piano, Strings, Guitar, Bass, Percussion, Brass, Woodwind, Recorder and Amarimba.
- **Dance**: Ballroom, Ballet (RAD), Freestyle, Latin, American, Spanish and Traditional African dance.
- **Drama**: Mime, Movement, Voice production, Stage make up, Costume design and Props construction.
- **Sport**: Karate, Basketball, Body building, Circuit Training, Gymnastics, Tumbling, Movement, Soccer, Aerobics, Badminton and Fitness (wellness) programmes as well as Biokinetics.

Mmabana Cultural Centre Mafikeng, the proto-type of the concept, used to also have a dental clinic, health clinic, social welfare and psychology unit. The proto-type was seen as a one-stop-centre for personal and societal well-being. A centre in Lehurutshe followed in 1990, then Thaba'Nchu in 1991 and then Taung in 1992. A small satellite in Tlhabane followed in 1993 and another in Klerksdorp- Matlosane followed in 1995.

Mmabana is a Setswana word that means "Mother of children". The then Mmabana Cultural Foundation's **Vision** was:

> "to pro-actively seek to create and develop an environment in which the unfolding of human God-given talents can be optimally realised. We commit ourselves to spreading this Mmabana concept and to providing our participants with exceptional service so that they can compete internationally."

The **Mission** is:

> "to restore human dignity by creating an opportunity for our participants, our community and ourselves to grow in self-esteem and to experience the satisfaction of achievement."

The main objective is that MACSF renders community and educational services but it is not run like a business for profit. The vision and mission statements are part of the main objective.

The Shared Value Statement for the MACSF is:

1. We declare our lives and our work to love, commitment and appreciation for the Arts and Sport, furthermore we believe in open communication and freedom of expression in the centre.

2. We devote ourselves to active participation and consultation with all, and we hold ourselves accountable to be professional, consistent and responsible in order to foster mutual trust.

3. We believe in the humanity of each person and his or her inherent right to respect, dignity and acceptance.

4. Together we strive to nurture an environment where individual and collective creativity, enthusiasm and achievement may be realised.

5. Through united action and prayer, Mmabana Arts, Culture & Sport Foundation will succeed in its quest for excellence.

### 1.2.1 Mmabana Arts, Culture & Sport Foundation's Positioning

The then Mmabana Cultural Foundation (MCF) was governed by an Act of Parliament. So too was the North West Performing Arts Council (NWPAC) situated in Mafikeng, but it dealt mainly with professionals in a performing arts sphere. Both the MCF and the NWPAC were established in the former Bophuthatswana areas. NWPAC taught classes in: Music (National Chamber Orchestra), Dance (Contemporary, Ballet, Freestyle, Latin American and Ballroom), and Drama. Many of the programmes were educational and they did outreach programmes to schools to develop future audiences and to create an awareness and understanding of the arts. In the past, MCF trained the students up to a certain level and then the NWPAC took

over and professionalised the individuals. The NWPAC also did some tutoring, especially in areas where MCF did not have the capacity.

## 1.2.2 Funding

Mmabana Arts Culture & Sport Foundation, just after the new dispensation got R21, 000 000.00 of the total budget for Arts and Culture in the North West province of R24, 000 000.00 that came to 88% of the budget. (In the past dispensation they got R45 m which included the Mmabana Cultural Centre Thaba'Nchu at the time. This centre has since been handed over to the Freestate provincial government in 1998. There are no similar centres competing in the market for North West, except community artists who would like access to the facilities and funds – especially the poor talented people of the North West. There are other Performing Arts Councils (PACs) nationally, receiving funds from the Department of Arts, Culture (DAC). The North West institutions have been excluded however.

## 1.3 MACSF'S VALUE CHAIN ANALYSIS

### 1.3.1 Core organisational competency

MACSF creates students who are well refined, self-disciplined, innovative, dedicated and creative. Students become well balanced individuals who become creative enough to stay away from poverty and are self-reliant. Products of MACSF sometimes get the opportunity to compete internationally, usually excel and are worthy ambassadors. Most of the talented black artists currently on a high level in the arts sphere across South Africa, were once students at MACSF.

The former Mmabana Cultural Centres were one of its kind in Southern Africa. Smaller community art centres that have been erected by DAC, but not yet activated, could learn a lot from the experiences of the MACSF. Further advantages include:

- Training in arts/ culture/ sport develop people's social skills, desire to serve, a co-operative spirit, tolerance, sensory- motor abilities and a good sense of values, because the education  is comprehensive, all embracing, balanced and enhances self-confidence;
- MACSF also further equip children to become the leaders of tomorrow;

- All the training is under one roof and students can participate in more than one discipline; and
- Students receive specialist training and examinations are accredited to internationally renowned institutions.

### 1.3.2 Infrastructure

Instruments, equipment and studios are available to ensure the best training. There are also vehicles, telephones, faxes, all basic equipment and computers. The maintenance costs are high though.

### 1.3.3 Human Resources

After 178, non-core MACSF staff took voluntary severance packages in 1999/2000, the full time employees totalled 166 and part time employees' totalled 23. Great and talented people were lost during the past 14 years due to the high level of instability and uncertainty in the organisation.

Staff have indicated a need for a skills audit to be done, as many were moved out of their competency areas to handle certain crises areas at the time. The need for performance assessment was emphasized. From the interviews with staff, it further prevailed that staff were not carefully selected in the past and that the focus in future had to be on recruiting people with project management skills, driver qualities, who are arts activists with exceptional communication skills. It was thus advised that a skills audit of staff be done, to see if they could be aligned with the new priorities and where possible training should be implemented. Staff also indicated the lack of Performance Management systems as there is a need for output to be measured well and performance targets to be met. It was also indicated that more research will have to go into what will be the most cost-effective workable and practical organisational structure, and what activities have to be partly or wholly outsourced. Only then should staff be absorbed and critical vacancies advertised.

### 1.3.4 Procurement

The MACSF has procurement systems and asset controls, which are unfortunately not always working very well. Procurement is constrained due to a limited budget and in the past MACSF lost valuable equipment due to a lack of control.

## 1.3.5 Marketing and Public Relations

From the interviews with staff it was deducted that there was a great need to appoint a marketing and PR expert who could drive the Poverty Alleviation craft projects across the province, creating a web-site and craft outlets and establishing a Craft Development and Training Centre which would address some of the problems. This will be in line with the governments' priority of job creation and poverty alleviation strategy. Currently the people dealing with this did it only as an add-on to their normal jobs and couldn't really give the program the attention it deserves.

The following recommendations were made during in-depth interviews with the staff and management in MACSF during this study

- MACSF should understudy the CSIR in the product development and receive training to enhance current Poverty Alleviation projects in NW.
- MACSF needs to train communities to set up craft, dancing & music production units, assist them to access seed funding and further manage the distribution of art products to various markets – to contribute towards job creation.
- Proper PR and marketing is needed to position the institution in the market. Currently the MACSF advocacy is not developed as nobody knows what is happening at the respective centres at any time.
- Appointing a Marketing Manager with a degree or Technikon Diploma in Marketing or high level qualifications form the Institute of Marketing Management (IMM) with IT expertise (to create and manage a website).
- Appointing a Public Relations Practitioner with a degree or Technikon Diploma in PR or Communications or a CPRP or APR qualification from the Public Relations Institute of Southern Africa (PRISA) with IT expertise (to assist with managing the website)
- A fully fledged PR team needs to be appointed and will be able to assist the department in organizing some of its major events. Additional staff could be trained in Events Management.

## 1.3.6 Financial Analysis

The MACSF budget was cut from R45 million down to R21 million rands when the new dispensation took over. That was a cut of 53%. During the past few years the

budget has steadily gone up to R31 million. Current revenue created through fees is 5%, which is just over R1 million. Financial statements are prepared in accordance with generally accepted accounting practice and in a manner required by the law.

From the 21 million budget the following had to be paid:
- Staff salaries - R18 million
- The Board - R40 000.00 p.a.
- The rest of funds were spent on equipment, furniture and maintenance, bank and auditors charges, while products sales income totals R207, 000.00.
- The value of property, plant and equipment totalled R48 million.
- Very little or no funds were spent on projects for poor, talented artists.

The fact is that MACSF renders a community service; is educational based; operates within rural areas and will never be self-sustainable nor generate any profits. Audiences in the North West Province cannot sustain the performing arts as they still have to be developed through educational projects with the youth. Through implementing proper Human Resources-, Project-Strategic-, Change Management and Entrepreneurship principles MACSF could be even more efficient.

### 1.3.7 Globalisation
The primary purpose of artistic and cultural institutions is not to create jobs, generate business for local entrepreneurs, or boost sales of durable goods. Nonetheless, arts institutions internationally generate a number of economic effects on the local community. The Arts should be seen as the ideal export product and has multiplier effects. With the government's current priority of "War against Poverty", one would like to see MACSF also playing its role.

### 1.3.8 Swot Analysis for MACSF
**Strengths**
- Good infrastructure.
- Staff are professional and mostly have good expertise.
- Many success stories.
- New Board at the time when the study started.
- New dynamic MEC (at the start of the study)., who wants things to happen

- 99% of staff are black.

## Weaknesses

- Lack of managerial, inspirational and dynamic leadership.
- Too many changes have made staff apathetic, insecure and depressed.
- Staff have not been assessed since 2000.
- The whole drive and focus for activities are on Mmabana Mmabatho, and other centres are neglected.
- Staff are delivering only the minimum requirements.
- MACSF doesn't have a professional music and contemporary dance component.
- No regular reports (quarterly and annual progress) are given to the mother department.
- No annual plans are submitted to the mother department.
- There is a lack of outcome measures.
- Their scope and impact across the Province is too small - they are just concentrating on the small environment surrounding each institution.
- There was no organisational structure at the time of the study.
- The operational budget is not functional and it inhibits services delivery.
- The Marketing and PR are weak.
- There are no integrated value statement, vision, mission and core objectives for the new MACSF (the integrated structure of MCF & NWPAC).
- No fundraising has been done by the different Boards since the new dispensation and only minimally by MACSF staff.
- The Mmabana Cultural Foundation and the NWPAC's old service regulations have to be dusted off, integrated and adapted to serve the needs of the new MACSF institution. They should also look at possibly aligning themselves more with the current government regulations.
- MACSF have no website to promote artists and crafters across the province. This is the age of information technology and no institution with the magnitude of MACSF could afford to be without a website.
- At the time the study was done, many complaints were raised by the public on how the provincial Cultural Calabash is managed. This created a bad image of MACSF.

**Opportunities:**

- Creating a bursary scheme with a portion of the funds to assist talented but poor artists.

- Establishing effective help desks at each institution especially for poor talented artists from across the province, who are non-members of MACSF.

- Monitoring and assisting the Provincial Arts & Culture Council PACC's (current government funding institution) funded projects.

- Appointing dynamic and inspirational managers/leaders with expertise in Project Management.

- Linking with the Department of Education and assist with Arts Education in schools.

- Funds could possibly be accessed from DAC.

- Possible financial assistance could be obtained from the North West government twinning partners in Manitoba Canada and elsewhere, as well as other international donors.

- If MACSF could function well, it will set the pace, and serve as a flagship – a centre of excellence for other similar institutions and planned institutions in South Africa. This would position MACSF in South Africa.

- MACSF could establish a Craft Management Training and Development Centre and fulfil a dire need for job-creation in the province and the country as a whole.

- Linking up with Love Life (AIDS education to youth through Arts, Culture & Sport activities) and to play and active role. Love Life could bring more feet through the respective institutions.

- Linking up with other departments to assist them in their campaigns to create awareness against for e.g. HIV/AIDS, crime, abuse, etc. through Arts, Culture and Sport activities - thus leveraging funds and forming partnerships.

- Creating activities that could encourage mass participation at MACSF as this would bring more feet through the centers and would position itself stronger in its respective communities.

- Aligning themselves with provincial government priorities ensuring that all activities have an impact across the province.

- To obtain funds for the Sport activities from the Directorate of Sport and Recreation in North West and the National Sports Commission, as the Sports unit in MACSF was draining the Arts and Culture funds at the time of the study.
- MACSF, the Mmabana Free State and other Cultural Centres, Playhouses, Performing Arts Councils (PAC's) across the country could link up and have an integrated approach and process in addressing Arts and Culture related issues.
- To set up and manage more craft outlets in the NW, to market products provincially, nationally and internationally.
- To drive poverty alleviation projects lead by DAC (over R10 million at the time of the study) for the province with regards to Arts and Culture, over next three years and beyond.
- To seek international funders through the Board and the new website.
- To lobby government for more funds.
- To apply to the lottery for funds for projects.
- The mines at Stilfontein/Khuma have excellent infrastructure that will be demolished if not utilized. They are prepared to go into a partnership with MACSF to create a satellite centre. There is for instance a closed amphitheatre with netball courts inside that could be utilized in a Love Life project. This will be good as there is great poverty in this area and could be a great opportunity for poverty alleviation projects.
- To assist the department in organizing major events like Ma Afrika, Showcase, Heritage and Freedom Day.
- To form a partnership with the Department of Public Works to assist with maintenance issues.

## Threats:
- Currently MACSF's funds are spending a lot of the Arts and Culture funds but are serving only a handful of people.
- Unless this institution transforms and has a total paradigm shift, its value and usage to the people of the North West will become more and more obsolete.
- Lack of Affordability: As it is currently functioning, it is not affordable and functional for many of the people of the NW and unless it adapts to the dynamics of the new dispensation it might loose its support.

- The view that profits must be generated, threatens its very existence as it is more of a community service and educational institution working mostly with the poor.
- The difficulty to raise funds from a struggling private sector in the North West.

## 1.4 OBJECTIVES OF THE STUDY

Employee performance is as critical, if not more so, in non-profit and local government organisations than in the public sector. Non-profit organisations have limited resources and are bound by elevated accountability levels and public scrutiny. It is thus of the utmost importance that the full potential and performance of each employee is fully realised. This necessitates good leadership which creates direction, stability and motivation. The Mmabana Arts, Culture and Sport Foundation in the North West Province of South Africa had an acting Chief Executive Officer (CEO) until June 30, 2007. The appointment of a new CEO is being awaited as the one that was appointed was redeployed to the Parks Board after 6 weeks. Currently the CFO is also acting as CEO. A new Board - the first fully fledged board in twelve years – were appointed when the study started. The recently appointed dynamic Member of the Executive Council (MEC) wants Mmabana to move into a positive and productive direction. For this new development drive, there is a need for a dynamic, strong, creative, highly driven leadership team, who, together with the new board, should take the institution to new heights and assist the government with its service delivery. In order MACSF to move forward, it is in need of a leadership skills audit, which identifies developmental areas within the leadership team, followed by individually-focused development interventions. This will not only develop the current team, but will also identify gaps in team dynamics, in order to recruit people with competencies which the current team are not so strong with.

The implications of this study for MACSF are significant: if the leadership structure does not show complete operational effectiveness, the MACSF is unlikely to provide quality service to the community, let alone attain a sustainable business structure. The aim of the study is thus to illuminate the current leadership's competencies for the purpose of developing the developmental areas and bridging the leadership gaps.

## 1.5 PROBLEM STATEMENT

The demands of today's workplace, call for stronger and more inspiring leadership in order to motivate employees to higher performance levels and to achieve the quality results for which successful organisations constantly strive for (Bennis and Townsend, 1995). In order to empower organisations, leaders need to bring out the best in each employee. One needs to however, bring out the best in oneself before one can bring out the best in one's followers. Leaders thus need a strong sense of self-awareness and a journey of personal discovery by MACSF's leaders can be the starting point for making an impact on the organisation. By understanding one's strengths and developmental areas, nurturing those strengths and being aware of what the organisation needs and expect, one can not only apply oneself more, but also understand how to compile one's leadership team to compliment oneself.

The current leadership teams of MACSF in the North West Province are in need of some development and personal growth interventions as MACSF have come a long way and have also taken its toll on the employees. The ex- CEO, Mr Piet Smit, set the tone for leadership development as he was prepared to invest time and money into developing employees and also to create a stronger performance driven culture. It would be advantageous for MACSF if this vision could continue.

Generally, one gets better results if one analyses problems in terms of a vicious circle in which many different factors influence each other. The study was to replace the current victim-mindset, with insight into personal responsibility through providing everyone with feedback in terms of their impact on their subordinates, the rest of the management team and the organisation as a whole. The study will show important strengths which individuals can then apply to create direction, stability and motivation in order to make MACSF the state-of-the-art institutions they once were. The leadership inventory done in this study aims to have a positive impact on MACSF, as it has all the potential of being a great institution.

In this study, the researcher hypothesised that a comprehensive investigation into the effective leadership competencies within MACSF will confirm that certain elements

within MACSF leadership structure are underdeveloped and that specific remedial actions are required to rectify the situation. This study took the form of descriptive research. Although descriptive research is aimed at a description of some phenomenon, it is nonetheless still guided by a broad theoretical hypothesis about the nature of the status quo and hypotheses on why it appears the way it does.

The Occupational Personality Questionnaire (OPQ) formed the basis of this study and is discussed in detail in Chapter 4 of this study. This, combined with the comprehensive literature review discussed in Chapter 2, explicates the major determinants of successful leadership and leadership competencies found to indicate success. Through administering the OPQ, a clearer picture emerges regarding the current leadership and managerial effectiveness at MACSF. The OPQ further facilitates the researcher in making recommendations as to how the Mmabana centres would be able to increase its' leadership effectiveness. This will consequently enable MACSF to develop its leadership team and also identify team characteristics needed for a full rounded team structure. A further questionnaire asking probing questions provided even more insight to the researcher around current perceptions of leadership in Mmabana foundation. The problem statement will be defined further and the rationale discussed more comprehensively in Chapter 3.

## 1.6 IMPORTANCE OF THE STUDY

An organisations' management team has an immense impact on the performance of an organisation. It is therefore of the utmost importance that managers and leaders have self-insight into their personality preferences and the impact this has on their performance within the organisation. Up to date there has been no management assessment within the Mmabana Arts, Culture and Sport Foundation in North West Province of South Africa. The impact is that one development intervention has been launched after another, but often misdirected. In some cases individuals had to sit through training of areas in which they are fully functioning wasting a lot of valuable time and money. Guessing what the developmental areas are is a very costly exercise and one that rarely results in a return on investment.

This study aimed to identify the developmental areas, give personal feedback to every individual and also develop team development targets to be pursued. This will show areas of strength and areas of development which can either be developed or other team members could be recruited with some of these missing strengths. This will not only allow MACSF to achieve greater organisational success but can possibly translate into new investment opportunities.

This intervention also provides MACSF employees with the perfect opportunity to refine their personal vision of public service, the organisation's future and their critical role in leading MACSF to change and success.

This study will provide a good reminder for Leadership and Management into all the critical elements of good leadership practices. It will also clarify the elements of competency management.

## 1.7 SCOPE OF THE STUDY

This study focuses on an identified group of leaders within MACSF. These individuals were identified by the Chief Financial Officer (acting CEO) and are seen as leaders, although they might not have the positional power, that is high level positions usually associated with management. The study further focuses only on general leadership competencies and personality traits as no competency framework currently exists for MACSF.

## 1.8 PLAN OF THE STUDY

Chapter 1 provides an orientation of the study which includes the introduction, objectives of the study, the importance and scope of the study as well as the organisation of the study.

Chapter 2 focuses on the literature review and theoretical foundation of leadership and competencies, in order to create an understanding of what constitutes good leadership structures and behaviour.

Chapter 3 provides a background on the context within which the study is conducted. It illuminates the context in which Mmabana Arts, Culture and Sport Foundation in the North West Province of South Africa's leadership culture is imbedded. It defines the current problems and context to the problem statement and research questions.

Chapter 4 covers the research design and analysis and gives an indication of the sampling techniques, population, survey method (questionnaires and interviews) and statistical analysis of the data collected.

Chapter 5 presents the overall results and findings of the research and subsequent interpretations made.

Chapter 6 reflects the discussion based on the conclusions reached, elucidates implications from the findings and also identifies recommended development interventions which could be implemented. The study ends with a conclusion in which recommendations are made.

# CHAPTER 2: LITERATURE STUDY AND THEORETICAL FOUNDATION

> "The most productive synergy comes from diversity-not from uniformity and that is diversity of gender, race, age, experience and personality."
>
> *Anon*

## 2.1 INTRODUCTION

Human assets are one of the most important resources available to any organisation. Land, buildings or materials do not yield company productivity, rather, it is human capital that runs a business and produces value from existing resources. Competent employees are the main resource of any organisation in acquiring a competitive advantage. Employee competence and commitment furthermore largely determine the objectives that an organisation can set for itself and to its success in achieving them. Therefore, the demand for effective employees continuously increases in both public and private organisations. Strategies, business models, products and services can all be copied by competitors, but talented and competent employees represent a sustainable source of differentiation. The demand for effective and competent employees continuously increases in both public and private organisations because a dynamic global marketplace and increasing foreign competition.

The 'Competency-based' approach to human resource management has become fundamental during the last thirty years, with 'Competency' encompassing the knowledge, skills, abilities, traits and behaviours that allow an individual to perform a task within a specific function or job (Boyatzis, 1982). The case for competency management has grown strongly since David McClelland wrote his article in 1973 and the Management Charter Initiative (MCI) was launched in the UK, in the eighties. Although competencies by themselves are insufficient for performance, there is ample evidence that competencies form the foundation for effective and superior performance. This is the reason why organisations, both in the private and public sector, continue to highlight them.

## 2.2 DEFINING COMPETENCY

There are many varying definitions for competencies, however Boyatzis (1982) definition stating that competency is "an underlying characteristic of an employee which results in effective and/or superior performance in a job" is broadly accepted. The term competency was probably first introduced to psychology literature in 1973 when David McClelland argued that traditional tests of academic aptitude and knowledge content in fact predicted neither job performance nor success in life. Thus, the quest for theory and tools that could reliably predict effectiveness in the workplace began (McClelland, 1973). In 1982 it was Boyatzis who first drew together comprehensive data using the McBer & Company 'Job Competence Assessment' method. Since then, competency has become a noteworthy feature in HR development practices (Simpson, 2002).

The word competency comes from a Latin word meaning "suitable" (Bueno and Tubbs, 2004). Boyatzis (1982:97) defines a competency as "an underlying characteristic of a person which results in effective and/or superior performance in a job". A competency is an individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers. Meanwhile, competencies can be described as a set of behaviour patterns that an incumbent needs to bring to a position in order to perform its tasks and functions in the delivery of desired results or outcomes (Bartram, Robertson and Callinan, 2002; Woodruffe, 1992).

Spencer and Spencer (1993:9) viewed competency as "an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation". The author's identified five types of competency characteristics consisting of motives, traits, self-concept, knowledge and skills. First, motives are the things that an individual consistently thinks about or wants that stimulate action. Motives drive, direct and select behaviour toward certain actions or goals. Second, traits are physical characteristics and consistent responses to situations or information. Third, self-concept is an individual's attitudes, values or self-image. Fourth, knowledge is the information that an individual has in specific content areas. Finally, skill is the ability to perform a certain physical or mental task. Knowledge

and skill competencies tend to be visible and relatively surface characteristics, whereas self-concept, traits and motive competencies are more hidden, deeper and central to personality. Surface knowledge and skill competencies are fairly easy to develop and through training these can be secured (Spencer and Spencer, 1993).

Traditionally, it is essential for an individual to possess the required technical competencies at a threshold level in order to sufficiently perform their job. However, the changing environment and diverse workforce has resulted in behavioural competencies becoming crucial as the most important factor to predict an individual's performance. Thus, in order to be effective in a job, individuals needs to possess or acquire both technical and behavioural competencies and use these in conjunction in performing their tasks.

## 2.3 VALUE OF COMPETENCY

The value of competency has been widely investigated. For example, in the 1990s the LBA Consulting Group conducted a study that focused on identifying the factors that largely contributed to the creation and sustenance of organisational excellence. The study examined organisations that had survived and flourished and those that had failed over a 25-year period. The results of the study suggested that six human resource conditions had to be met. These conditions were a performance-oriented culture, low turnover, high levels of employee satisfaction, a cadre of qualified replacements, effective investment in employee compensation and development as well as the use of institutional competencies (success factors) in employee selection and performance evaluation processes (Berger and Berger, 2004).

The Society for Human Resource Management (2003) states that competencies have become fundamental in the field of Human Resource Management (HRM). It cites supporting evidence showing that in the last thirty years the competency approach has emerged from being a specialised and narrow application to being a leading technique for diagnosing, framing and improving the majority of aspects of HRM.

From the literatures cited above it can be summarised that, during the last thirty years, competencies have become a key factor in HRM in terms of building a capable organisation. This is because academic or knowledge content alone is inadequate for an individual to be successful in his/her job. Rather, desired characteristics or behaviour are meaningful in guaranteeing that an individual is effective in performing his/her tasks according to the job demands.

## 2.4 COMPETENCY BASED MANAGEMENT

Competency-based management refers to the application of a set of competencies to achieve both excellence in performance and results that support the organisation's strategies. Thus, competencies are often seen as a tool of expressing what is valued by the organisation as well as defining what characteristics have been seen to result in excellent performance (Torrington, Hall and Taylor, 2002). It also means giving employees a systematic approach to expanding and using their full capabilities and linking individual development with organisational strategy. In addition, competencies provide a critical mechanism for integration of human resource practices which is considered essential to a strategic approach. More specifically, competency models provide the "glue", necessary among the fundamentals of HRM systems in order to take an integrated and coordinated approach. Once a competency framework has been researched and designed it can be used in recruitment, selection, training and development, performance management and reward systems (Hondeghem 2002; Horton 2000). Research on managerial competences has increased since Boyatzis (1982) identified the competences specific to managerial effectiveness (Virtanen, 2000). Boyatzis (1982) developed a model of management competencies with 19 generic competencies that exceptional managers tend to have. Although managerial functions can be similar across private and public sector, the context in which public sector leaders function, sets the framework and define the differences in competencies (Noordegraaf, 2000).

Criticisms of the competency approach have been focused on the complex process required to research the appropriate competencies and more importantly, the fact that such competencies, due to the research process itself will be unavoidably backward

looking rather than future orientated. Competency models can become outdated as fast as the organisation that developed it faces new external environmental challenges or changes. Therefore, interactive and constant competency identification, modelling and assessment need to be ensured (Rothwell and Lindholm 1999). Also, competencies have been criticised because they can be limiting and misleading if they are used alone, without taking wider perspective (Torrington *et al* 2002). Less valid and reliable competency models can result in negative outcomes because they add nothing when the competencies are too "generic". Other critics have warned that the intention of modelling competencies often results in a simple list making. This could bring out many attributes that may have nothing to do with leadership effectiveness. Also, often there is no clear strategy that would tell how people could obtain the competencies on the list (Dalton, 1997). Other potential problems in implementing competency frameworks are related to complicated evaluation systems of competencies and little connection with the work itself.

For the competency models to be effective, several standards need to be developed. It has been maintained that competency models have to be aligned with the organisational goals and objectives. Also, it is important that research and development methods generate valid and reliable competency models. Organisation leaders have to consistently support the use of competency-driven approach as a key ingredient to the organisation's strategic success. Competency models are expected to be sufficiently comprehensive to identify the competencies that differentiate exemplary employee performance.

## 2.5 COMPETENCY FRAMEWORK

There are various competency frameworks and from the examples attached one can see that they vary from organisation specific frameworks, to generic frameworks. To illustrate, see the model on the next page, which was found on the internet and are the Generic Competencies for Senior Executive Officer:

- **Lead in the Work Environment**

  As demonstrated by: Assuming an important role in promoting the development of an inspiring, relevant vision for the agency and influencing others to share ownership of agency goals, in order to provide clear strategic direction and to create an effective work environment.

- **Facilitate Workforce Effectiveness**

  As demonstrated by: Facilitating Branch/Division/Unit workforce effectiveness through empowering, motivating and developing people within a work environment that provides security and promotes mutual trust and respect.

- **Resource the Work Environment**

  As demonstrated by: Ensuring that Branch/Division/Unit resources, including human resource, financial, physical, technological and information requirements are available and deployed to address strategic needs and maintain sustained service/product delivery.

- **Seek and Accept Opportunities**

  As demonstrated by: Exhibiting forward thinking abilities, seeking and accepting opportunities for improved agency service and productivity, and mobilising agency support and resources to optimise these opportunities through effective change strategies.

- **Promote Effective Public Policy**

  As demonstrated by: Initiating policy development and review within the context of the public policy environment, developing and maintaining networks to assist in the policy process, and providing advice to the Minister and ministerial staff.

- **Build and Maintain Relationships**

  As demonstrated by: Establishing and maintaining positive working relationships with diverse groups of people within the public and private sectors, and wider community, through employing effective communication strategies.

- **Engage in Self-Development**

  As demonstrated by: Enhancing one's own professional development and-personal effectiveness through selecting appropriate training and development activities, through seeking feedback from others, and through engaging in critical reflection.

- **Exercise an Appropriate Work Perspective**

  As demonstrated by: Exercising a set of work related characteristics and abilities which facilitate effective individual performance and high quality work practices within the public sector.

- **Achieve Customer Focus**

  As demonstrated by: Promoting a customer service ethos within the Branch/Division/Unit by identifying the needs of a diverse customer base, and through ensuring that product/service delivery outcomes are consistent with customer needs and defined quality expectations. *SOURCE*

Other competency frameworks differentiate between motives, skills and ability and have an underlying value basis. See the job competency model for the Chief of General Administrative Sub-Division position level, an Entry-Level Manager position in the Department of Agriculture:

*Motives*

*1. Service-Minded: A desire to help or serve others, to meet their needs. Focusing efforts on discovering and meeting customer or client needs:*

- *Responds appropriately to customer inquiries, requests or complaints.*
- *Acts to makes things better for the customer.*
- *Takes actions to satisfy customers and give them confidence in his/her intentions and those of the organisation.*
- *Takes personal responsibility to meet customer needs and resolve problems.*

*2. Concern for Order, Quality and Accuracy: An underlying drive to reduce uncertainty in the surrounding environment:*

- *Keeps an organized workspace; maintains an orderly workspace.*
- *Monitors/checks quality and accuracy of work or information.*
- *Develops and uses systems to increase order and ensure that procedures are followed.*

*3. Team Leadership: An intention to take a role as leader of a team or other group with a desire to lead others:*

- *Encourages others to work together as a team.*
- *Acts to promote a teamwork climate.*
- *Keeps associates informed about relevant or useful information, lets them know what is happening for benefit of work.*
- *Promotes team morale and productivity: models desired <u>behaviour</u>: demonstrates personal commitment to the team.*

*4. Achievement Orientation: A concern for working well or for competing against a standard set by management:*

- *Continuously improves working procedures to increase efficiency.*
- *Sets work plans and takes actions to reach challenging goals for self or subordinates.*
- *Takes advantages of available resources to complete work efficiently.*

*5. Developing Others: Intent to teach or to foster the development of one or several other people:.*

- *Acts to support learning and development of subordinates, e.g. provides training, gives task-oriented instructions, directions, coaching and demonstrations, and provides supports to increase working effectiveness.*
- *Gives negative and positive feedback in work performance and behaviour for improvement to subordinates.*
- *Allocates task responsibility in appropriate areas to appropriate individuals.*

6. *Information Seeking: An underlying curiosity, a desire to know more about things, people or issue. Makes an effort to get more information:.*

- *Seeks and scans for work-related information.*
- *Finds miscellaneous useful information and potential opportunities that may be of future use.*

### *Self-Concept*

*1. Integrity: A personal belief in righteousness.*

- *Keeps commitments.*
- *Demonstrates honesty and transparency.*
- *Acts in a consistent manner.*
- *Behaves oneself as a good government official.*
- *Acts to gain confidence and trust from superiors and colleagues.*

### *Skills and Ability*

*2. Organisational Awareness: An ability to understand the power relationships in his or her own organisation or in other organisations.*

- *Understands the organisational formal structure: the chain of command, positional power, rules, regulations and standard operating procedure.*
- *Understands underlying organisational issues or on-going problems, opportunities and political forces affecting the organisation.*

*3. Self-Control: An ability to keep emotions under control and to restrain negative actions when tempted, when faced with opposition or hostility from others, or when working under conditions of stress.*

- *Shows tolerance; remains calm and patient in stressful situations.*
- *Controls own feelings and temper in all situations.*
- *Responds constructively to problems even under stress.*

Another example found on the internet for Quest Computer Corporation (http://www.nwlink.com/~Donclark/hrd/case/quest.html) is:

# Core or Essential Competencies

These are the personal skills required at all levels of leadership. Essential Competencies provide the foundation that a person needs to become a leader. Without a strong foundation, the sides of the pyramid will soon fall and crumble as the base gives away.

## Communications

- Expresses oneself effectively in both individual and group settings.
- Communicate plans and activities in a manner that supports strategies for employee involvement.
- Actively listens to others.
- Expresses written ideals clearly, using good grammatical form.
- Comprehends written material with little or no help.

## Teamwork

- Uses appropriate interpersonal style to steer team members towards the goal.
- Allocates decision making and other responsibilities to the appropriate individuals.
- Organizes resources to accomplish tasks with maximum efficiency.
- Influences events to achieve goals beyond what was call for.

## Creative Problem Solving

- Identifies and collects information relevant to the problem.
- Uses brainstorming techniques to create a variety of choices.
- Selects the best course of action by identifying all the alternatives and then makes a logical assumption.

## Interpersonal Skills

- Treats others with respect, trust, and dignity.
- Works well with others by being considerate of the needs and feelings of each individual.
- Promotes a productive culture by valuing individuals and their contributions.

## Manage Client Relationships

- Works effectively with both internal and external customers.

- Gathers and analyzes customer feedback to assist in decision making.

## Self-Direction

- Establishes goals, deliverables, timelines, and budgets with little or no motivation from superiors (self-motivation rather than passive acceptance).
- Assembles and leads teams to achieve established goals within deadlines.

## Flexibility

- Willingness to change to meet organisational needs.
- Challenges established norms and make hard, but correct decisions.
- Adapts to stressful situations.

## Build appropriate relationships

- Networks with peers and associates to build a support base.
- Builds constructive and supportive relationships.

## Professionalism

- Sets the example.
- Stays current in terms of professional development.
- Contributes to and promotes the development of the profession through active participation in the community.

## Financial

- Does not waste resources.
- Looks for methods to improve processes that have a positive impact on the bottom line.

For the purposes of this research however, the well researched SHL Universal Competency Framework (UCF) was used. The SHL Universal Competency Framework establishes a common language for competencies that underpins integrated HR solutions. It is a single underlying construct framework that provides a rational, consistent and practical basis for the purpose of understanding people's behaviours at work and the likelihood of being able to succeed in a given role and a given environment.

This model effectively describes key behaviours that drive performance in virtually any job, at any level, in any organisation. Based on extensive scientific research

which looked at hundreds of competency models in a wide range of different organisation around the world, the SHL Universal Competency Framework gives the HR Community a standard terminology that will greatly benefit them in identifying and developing the competencies the organisation require.

The SHL Universal Competency Framework is important because it builds on and moves ahead of the current state of the art in competency modelling and competency-based assessment. It provides a structured approach that is built on empirical evidence i.e. supported by data. The framework is defined in terms of a three-tier 'deep structure'. The first tier consists of a set of over 112 narrow component competencies. The deep structure defines the relationships between these components, their mapping onto a set of 20 competency dimensions (the second tier) and their loadings on eight broad competency factors (the third tier). The following (Table 1) lists the 20 competency dimensions and shows how they relate to the top tier "Great Eight" competency factors.

**Table 1: "Great Eight" Competency Factors relating to OPQ Competency dimensions**

| 8 Competency Factors | 20 Competency Dimensions |
|---|---|
| **1 LEADING & DECIDING** *Need for Power & Control* | 1.1 Deciding & Initiating Action |
| | 1.2 Leading & Supervising |
| **2 SUPPORTING & CO-OPERATING** *Agreeableness* | 2.1 Working with People |
| | 2.2 Adhering to Principles & Values |
| **3 INTERACTING & PRESENTING** *Extraversion* | 3.1 Relating & Networking |
| | 3.2 Persuading & Influencing |
| | 3.3 Presenting & Communicating Information |
| **4 ANALYSING & INTERPRETING** *'g'* | 4.1 Writing & Reporting |
| | 4.2 Applying Expertise & Technology |
| | 4.3 Analysing |
| **5 CREATING & CONCEPTUALISING·** *Openness* | 5.1 Learning & Researching |
| | 5.2 Creating & Innovating |
| | 5.3 Forming Strategies & Concepts |
| **6 ORGANISING & EXECUTING** | 6.1 Planning & Organising |

| Conscientiousness | 6.2 Delivering Results & Meeting Customer Expectations |
| | 6.3 Following Instructions & Procedures |
| **7 ADAPTING & COPING** | 7.1 Adapting & Responding to Change |
| *Emotional Stability* | 7.2 Coping with Pressures & Setbacks |
| **8 ENTERPRISING & PERFORMING** | 8.1 Achieving Personal Work Goals & Objectives |
| *Need for Achievement* | 8.2 Enterprising & Commercial Thinking |

A considerable amount of research and development work has gone into the SHL Competency Framework since it began in 1999. It has also involved wide-scale consultation and discussion within SHL clients' worldwide. It is an integrated framework that draws together applications from job analysis to personal development. Its content reflects the whole domain of competencies in the world of work and can be applied at all job levels. Its structure provides for descriptions at a broad, psychometrically meaningful eight factor-level description, a more focused dimensional level of description or a very detailed component level.

The Universal Competency Framework component building blocks are defined in relation to five levels of job or work role complexity by behavioural indicators and other information. Levels are based on Stratified Systems Theory (SST) or general job levels. Those levels provide the basis for generating competency sets corresponding to different job layers within an organisation, from manual worker to senior manager and director level.

The leading-edge nature of the UCF:

- The UCF is a genuine 'framework'.
- Lots of people talk about competency frameworks, when what they mean are just collections of competencies.
- A framework is an articulated set of relationships.
- It defines the nature of the components of a model.
- It specifies how those components relate to each other.
- It specifies how they relate to other constructs (for example performance and personality) that sit outside the framework.

- It is evidence-based and not just based on content analysis.

The framework develops the concepts of competency 'deep' and 'surface' structures as the basis for combining the benefits of both generic models and tailoring to your needs:

- The framework specifies the generic 'deep structure' of the competency domain.
- Specific competency models are 'surface structures'.
- Just as we can express the same proposition in language with many different sequences of words, so we can express the same competencies in different ways.
- The framework structure is like the 'grammar' of a language.
- The framework content is like the basic propositional meanings languages work from.

It is, however, important to understand the leadership theories that underpin competency management.

## 2.6 LEADERSHIP THEORIES

In the literature there is a continuing debate on the difference between leadership and management. Yukl (1990) indicates that it is obvious that a person can be a leader without being a manager (e.g., an informal leader) and that one can be a manager, without leading. Some authors such as Bennis and Nanus (1985) and Zaleznik (1977) argue that leadership and management are qualitatively different and mutually exclusive. The most extreme distinction implies that management and leadership cannot occur in the same individual. A moderate view is that there are two paths of leading, which have many similarities, but also many differences. Mintzberg (1973) even describes leadership as one of ten managerial roles. Both involve influencing, working with people and effective goal accomplishment but management is task-oriented while leadership is people-oriented. It is argued that leadership is actually a very old discipline, which can be traced back to Plato and Aristotle. Management as a discipline emerged around the turn of the 20th century with the advent of our industrialized society and it was created as a way to reduce chaos in organisations and make them run more efficiently and effectively (Northouse, 2001).

In 1949, Fayol identified the primary functions of management as planning, organizing, staffing and controlling; all of which are still the core of management today. Leadership is also based on these basic functions, although some authors like Kotter (1990:3) argue that management and leadership are quite dissimilar things. This author argues that the overriding functions of management such as planning, budgeting, organizing, staffing, controlling and problem-solving provides order and consistency to organisations. The primary function of leadership is to produce change and movement, this means vision building, strategizing, aligning people, communicating, motivating and inspiring. According to Kotter (1990), management is then about seeking order and stability, whereas leadership is about seeking adaptive and constructive change. In our turbulent times this kind of distinction has become quite popular. Bennis and Nanus (1985:221) also state that "managers are people who do things right and leaders are people who do the right thing".

Currently there are a lot of management and leadership theories which try to describe management from different points of view. In only the past 50 years, there have been as many as 65 different classifications of leadership dimensions (Fleishman, Mumford, Zaccaro, Levin, Korotkin and Hein, 1991). Yukl (2002) indicated the key variables within all the leadership theories in a useful table. See Table 2:

**Table 2: Key Variables Included in Leadership Theories**

| Characteristics of the leader: | Characteristics of the follower: | Characteristics of the situation: |
|---|---|---|
| ▪ Traits (motives, personality, values) | ▪ Traits (needs, values, self-concepts) | ▪ Type of organisational unit |
| ▪ Confidence and optimism | ▪ Confidence and optimism | ▪ Size of unit |
| ▪ Skills and expertise | ▪ Skills and expertise | ▪ Position power and authority |
| ▪ Behaviour | ▪ Attributions about the leaders | ▪ Task structure and complexity |
| ▪ Inegrity and ethics | ▪ Trust in the leader | ▪ Task interdependence |
| ▪ Influence tactics | ▪ Task commitment and effort | ▪ Environmental uncertainty |
| ▪ Attributions about followers | | |

| | • Satisfaction with leader and job | • External dependencies |
|---|---|---|

For the purposes of this study, the most important models and theories were grouped into the following groups:

- Classical approaches
- Trait approach
- Style approach
- Contingency theory
- Situation approach
- Path – Goal theory
- Transformational leadership

### 2.5.1 Classical Approaches

Frederick Winslow Taylor is the founder of scientific management. In 1911 he published his book "The Principles of Scientific Management". He explained that the best way to increase efficiency was to improve the techniques and methods used by workers. People were seen as instruments or machines to be manipulated by their managers, while the organisation was seen as a bureaucratic, well planned and structured big machine. Taylor initiated time and motion studies to analyze work tasks to improve performance in every aspect of the organisation. In the 1920s Elton Mayo and his colleagues developed the human relations movement which emphasised that it was beneficial to management to look also into human affairs. With famous Hawthorne studies they were able to demonstrate the effect of human factor to efficiency (Mayo, 1933). The scientific management movement emphasized a concern for task (output), and the human relations movement stressed a concern for relationships (people). The recognition of these two concerns has characterised the discussion about leadership ever since.

Tannenbaum is famous for his continuum of leader behaviour, the extremes of which are authoritarian and democratic leader behaviour (Tannenbaum and Schmidt 1958). Lewin with his colleagues extended this continuum beyond the democratic leader behaviour to include a laissez-faire style. Likert (1967) found in his studies four

management styles on a continuum from system 1 through to system 4. System 1 is a task-oriented, highly structured authoritarian management style. System 4 is a relationships-oriented management style based on teamwork, mutual trust and confidence. Systems 2 and 3 are intermediate stages between the two extremes. Likert's theory is quite near McGregor's classic "Theory X – Theory Y" (McGregor 1960). According to theory X, most people prefer to be directed, want safety above all and are not interested in assuming responsibility. Theory Y assumes that people are not, by nature, lazy and unreliable. It says that people can be self-directed and creative at work, if properly motivated. Managers should unleash this potential in individuals since well motivated employees can achieve their own objectives best by directing their own efforts toward accomplishing organisational goals.

Argyris (1957) has developed an interesting "immaturity-maturity" theory partly based on McGregor's thinking. He has compared bureaucratic/pyramidal values (the organisational counterpart to Theory X assumptions about people) with a more humanistic/democratic value system (the organisational counterpart to Theory Y assumptions about people). Argyris points out that following bureaucratic values lead to poor, shallow and mistrustful relationships. On the other hand following humanistic values leads to trusting and authentic relationships, good cooperation and organisational effectiveness. Argyris claims that keeping employees immature is built into the very nature of the formal and bureaucratic organisation. At the same time, Argyris admits that only a few, if any, develop to full maturity on his continuum.

Many classical motivation theories form a foundation of management approaches. Maslow's (1954) hierarchy of needs and Herzberg's (1966) motivation-hygiene theory are the most famous. McClelland's achievement motive is also very important when describing the behaviour of leaders (McClelland, 1961). These classical approaches were the start to study management and leadership scientifically. One of the main distinctions was the concern for task vs. people, which lay the foundation for many later studies about leadership. Motivation studies done by Maslow, Herzberg and McClelland have been and are still useful and can be applied to practice even today.

## 2.5.2 Trait Approach

The trait approach was one of the first systematic attempts to study leadership in the early 1900s. In these "great man" theories it was tried to explain what made certain people great business, social, political and military leaders. It was believed that people were born with these leadership traits. In the mid 1900s this approach was criticized a lot, because it was not possible to define general leadership traits which fitted to every situation. Stogdill (1948) suggests that no consistent set of traits differentiated leaders from non-leaders across a variety of situations. The study focus transferred from the leader to the relationship between the leader and the subordinate. During the 80s and 90s there has been a new interest in explaining how traits influence leadership (Bennis and Nanus 1985, Bass 1990, Kirkpatrick and Locke 1996, Bryman, 1992). Renewed interest for the trait approach can be seen in visionary and charismatic leadership theories.

The trait approach began with an emphasis on identifying the qualities of great persons; next, it shifted to include the impact of situations on leadership; and most currently, it has shifted back to re-emphasize the critical role of traits in effective leadership (Northouse 2001). Table 3 shows a summary of the traits and characteristics that were identified by researchers from the trait approach according to Northouse (2001:18). There the breadth of traits can be seen, and how difficult it is to select certain traits as definitive leadership traits. Northouse (2001) defines that the major leadership traits are the following: intelligence, self-confidence, determination, integrity and sociability.

**Table 3: Studies of Leadership Traits and Characteristics** (Source: Northouse 2001,18)

| Stogdill (1948) | Mann (1965) | Stogdill (1974) | Lord, DeVader and Alliger (1986) | Kirkpatrick and Locke (1996) |
|---|---|---|---|---|
| Intelligence | Intelligence | Achievement | Intelligence | Drive |
| Alertness | Masculinity | Persistence | Masculinity | Motivation |
| Responsibility | Adjustment | Insight | Dominance | Integrity |
| Initiative | Dominance | Initiative | | Confidence |
| Persistence | Extroversion | Self-confidence | | Cognitive ability |
| Self-confidence | Conservatism | Responsibility | | Task knowledge |
| Sociability | | Cooperativeness | | |
| | | Tolerance | | |
| | | Influence | | |
| | | Sociability | | |

Despite its shortcomings, the trait approach provides valuable information about leadership. It can be applied by individuals and also by organisations that are planning the ideal profiles for their managers. Although a list of universal leadership traits is not provided, the approach does provide clear direction, at least in practice, regarding which traits are good to have, if one aspires to take a leadership position. Individuals can gain some insight into whether or not they have important traits for leadership and they can pinpoint their strengths and weaknesses. Most of the traits are changeable at least to some extent. Using the traits approach also helps us to train people in the "obligatory" traits that are needed for leaders in our organisations. It is obvious that some traits are necessary for leaders. There are critical traits for effective leadership. These traits are not inborn personal characteristics, but can be to some extent developed and trained. Some of these important traits that are consistently identified are for example Intelligence, self-confidence, determination, integrity and sociability. Every organisation should define its own leadership profile and try selecting and developing its leaders according to that profile. Organisations use different kinds of personality assessment instruments when doing this task. Also this trait approach can be used for increasing personal awareness and development. It allows managers to analyse their strengths and weaknesses and to gain a clear understanding of how they should try to change their leadership behaviour.

## 2.5.3 Style Approach

When the trait approach emphasises the personality characteristics of the leader, the style approach emphasises the behaviour of the leader. Researchers studying the style approach determined that leadership is composed of essentially two general kinds of behaviours, task behaviour and relationship behaviour. Some of the first studies were conducted at Ohio State University in the late 1940s. These studies were based on Stogdill's (1948) findings which pointed to the importance of also considering more than leaders' traits in leadership research. At the same time the researchers at the University of Michigan were conducting a series of studies that explored how leadership functioned in small groups.

A third line of research was begun by Blake and Mouton in the early 1960s. This research explored how managers used task and relationship behaviours in the organisational settings. The Ohio State studies found that the subordinates' responses on the leader behaviour questionnaire clustered around two general types of leader behaviours: initiating structure and consideration (Stogdill,1974). They used a questionnaire which consisted of 150 questions about leader behaviour. It was called the Leader Behaviour Description Questionnaire. Michigan studies identified two types of behaviours called employee orientation and production orientation (Bowers and Seashore 1966). Unlike the Ohio State researchers, the Michigan researchers conceptualized employee and production orientations as the opposite ends of a single continuum in their initial studies. Later they, however, re-conceptualised it as two independent leadership orientations.

In the 1950s and 1960s there were a multitude of studies done trying to determine, how leaders could best combine their task and relationship behaviours to improve their efficiency. The researchers were looking for a universal theory of leadership that would explain leadership effectiveness in every situation. However, the research results were contradictory and unclear (Yukl 1990). The Managerial Grid, which has been renamed the Leadership Grid, is one of the most well-known models of leadership. It first appeared in the early 1960s and since that time has been refined and revised several times (Blake and Mouton 1964, 1984). The Leadership Grid shows concern for production and concern for people in a model that has two axes.

The horizontal axis represents the leader's concern for production, and the vertical axis represents the leader's concern for people. Each of the axes is drawn as a 9 point scale on which a score of 1 represents minimum concern and 9 represents maximum concern. By plotting scores from each of the axes, various leadership styles can be illustrated.

The Leadership Grid portrays five major leadership styles: Authority-Compliance (9,1) Country Club Management (1,9), Impoverished Management (1,1), Middle of the Road Management (5,5) and Team Management (9,9). In addition to these five major styles Blake and his colleagues have identified two other styles that incorporate multiple aspects of the grid. These are paternalism/maternalism and opportunism. Paternalism/maternalism refers to a leader who uses both 1,9 and 9,1 styles, but does not integrate the two. Opportunism refers to a leader who uses any combination of these basic five styles. The style approach is not a refined theory, but a framework for assessing leadership in a broad way.

### 2.5.4 Contingency Theory

Fiedler (1967) has developed the most well-known contingency model. Contingency theory is a "leader-match" theory, which tries to match leaders to appropriate situations. It is called contingency, because it suggest that a leader's effectiveness depends on how well the leader's style fits the context. Fiedler developed his theory by studying the style of many different leaders who worked in different contexts, primarily military organisations. According to Fiedler, three major situational variables seem to determine, whether a given situation is favourable to the leader: leader-member relationship (good or poor), task structure (high or low) and position power (strong or weak). These three situational variables determine the "favourables" of various situations in the organisation. Situations that are rated the most favourable are those having good leader-follower relations, defined tasks, and strong leader position power. Situations that are the least favourable, on the contrary, have poor leader-follower relations, unstructured tasks and weak leader position power. Moderately favourable situations fall between these two extremes. In this model there are eight possible combinations of these three situational factors that can occur. Fiedler has tried to determine also what the most effective leadership style (task-

oriented or relationship-oriented) seems to be for each of these eight situations. According to Fiedler:

- task-oriented leaders tend to perform best in group situations that are either very favourable or very unfavourable to the leader
- relationship-oriented leaders tend to perform best in situations that are intermediate in favourables.

## 2.5.5 Situational Approach

Possibly the most widely recognised leadership approach currently is the situational leadership model, which was originally developed by Hersey and Blanchard (1969). This approach focuses on leadership in situations. The basic premise of the theory is that different situations demand different kinds of leadership. To be an effective leader requires that a manager adapts his or her style to the demands of the different situations. Hersey and Blanchard's (1982) "Management of Organisational Behaviour: Utilizing Human Resources" is certainly one of the leadership classics which is widely read also in practice as it offers an excellent summary of leadership research in addition to the basic model. Situational leadership model is based on Reddin's (1970) 3-D management style theory. Reddin was the first to add an effectiveness dimension (the third dimension) to task and relationship concern dimensions of the earlier models such as the Managerial Grid. Reddin thought that a useful theoretical model must allow that a variety of styles may be effective or ineffective depending on the situation. This was very a big breakthrough in leadership thinking. The situational leadership model has been refined and revised several times since its inception (Hersey and Blanchard 1982; Zigarmi and Zigarmi 1985; Blanchard, Zigarmi and Nelson 1993). Blanchard has developed Situational Leadership II –model. The main reason for this was that Hersey and Blanchard both had their own consulting companies and there were some unclear copyright issues. The models differ only in how the follower's readiness/development level is defined. The original Hersey and Blanchard model indicates that the situational leadership model has four leadership styles, which are telling, selling, participating and delegating.

In Situational Leadership II styles are named as follows: directing, coaching, supporting and delegating. Not forgetting the importance of the readiness level of followers. Here are also four different possibilities:

- R1 unable and unwilling or insecure
- R2 unable but willing or confident
- R3 able but unwilling or insecure
- R4 able and willing and confident.

According to the model, leaders should select the appropriate leadership style after analysis of the follower's readiness level in a particular situation has been completed. It is argued that leadership style and the readiness level of the follower must fit together; in addition it is important to understand that employees can move forward and backward along the readiness continuum according to time and different tasks.

### 2.5.6 Path-Goal Theory

The path-goal theory was first presented by Evans (1970) and House (1971) in the early 1970s. Both Evans (1996) and House (1996) have written about this theory also more than twenty years later. The path-goal theory was developed to explain how the behaviour of a leader influences the satisfaction and performance of subordinates. In a way it is a contingency approach to leadership, because it states that effectiveness depends on the fit between the leader's behaviour and the characteristics of the subordinates and the task. The basic principles of the path-goal theory are taken from expectancy theory, which suggests that employees will be motivated, if they feel competent, if they think their efforts will be rewarded, and if they find the payoff for their work is valuable. The path-goal theory is designed to explain, how leaders can help their subordinates along the path to their goals by selecting specific behaviours that are best suited to the subordinates needs and to the situation.

A leader can support subordinates by selecting a right style of leadership (directive, supportive, participative or achievement-oriented). The selection is done on the basis of the characteristics of the subordinates and the task. Subordinate characteristics include e.g. needs for affiliation, preferences for structure, desires for control and self-perceived level of task ability. Task characteristics include the design of the subordinate's task, the formal authority system of the organisation and the primary

work group of the subordinates. The leader's responsibility is to help the subordinates to reach their goals by directing, guiding and coaching them along the way. The path-goal theory predicts e.g. that directive leadership is effective with ambiguous tasks, that supportive leadership is effective for repetitive tasks, that participative leadership is effective when tasks are unclear and subordinates are autonomous and that achievement-oriented leadership is effective for challenging tasks (Northouse 2001). It was also one of the first theories to explain how task and subordinate characteristics affect the impact of leadership on subordinate performance.

### 2.5.7 Transformational Leadership

Transformational leadership is one of the newest approaches to leadership and Burns (1978), Bennis and Nanus (1985) as well as Tichy and Devanna (1986) are some well-known authors supporting this approach. It is concerned with the process of how certain leaders are able to inspire followers to accomplish great challenges. Transformational leaders are defined as leaders who understand and adapt to the needs and motives of the followers; they are change agents and good role models; they can create and articulate a clear vision for an organisation; they have charisma; are trusted and give meaning to the whole organisational life. Mahatma Gandhi is a classic example of a transformational leader as Gandhi raised the hopes of millions of his followers and put himself in the service of others in the lifelong transformational process.

James MacGregor Burns is the founder of transformational leadership and believed that there was a momentum for an intellectual breakthrough of leadership because of the accumulated research knowledge especially in humanistic psychology. Burns did not achieve this purpose, and it seems that we are still missing this kind of holistic framework for leadership. Burns distinguished between two types of leadership: transactional and transformational. Transactional leadership refers to the normal leadership practices which focus on the exchanges between the leader and the followers. Transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the followers. This type of leadership tries to help followers reach their fullest potential. Transformational leadership is a process that changes and transforms individuals; both leaders and followers. Leaders and

followers are bound together in the transformation process. Burns attempts to link the roles of *leadership* and *followership*. Often charismatic and visionary leadership are seen as parts of transformational leadership. House published in 1976 his theory of charismatic leadership (see also Conger 1989). House suggested that charismatic leaders act in unique ways that have specific effects on their followers. Charismatic leadership is often described in ways that make it almost synonymous with transformational leadership.

Bass (1985) has provided a more expanded and refined version of transformational leadership that is based on the works of Burns and House. Bass (1985) has created a model for transformational and transactional leadership and later developed that together with Avolio (Bass and Avolio 1990). Avolio (1999) has provided some additional clarification to the model in his book titled "Full Leadership Development: Building Vital Forces in Organisations". There are altogether seven leadership factors in this model, which are

- non-leadership factor (laissez-faire)
- transactional leadership factors (contingent reward and management-by-exception) and
- transformational leadership factors (idealized influence, individualized consideration, inspirational motivation and intellectual stimulation).

## 2.7 Importance of Competency Management

An organisations' management/leadership team has an immense impact on the performance of an organisation. It is therefore important that managers and leaders have self-insight into their personal preferences and the impact this has on their performance within the organisation.

**Conclusion:**

To date there has been no management assessment within the Mmabana Arts, Culture and Sport Foundation in North West Province of South Africa for the last thirteen years. The impact is that one development intervention has been launched after another. In some cases individuals had to sit through training of areas in which they are fully functioning wasting a lot of valuable time and money. Guessing what the developmental areas are is a very costly exercise and one that rarely gives return on investment.

What this study aims to achieve, is to identify the developmental areas, give personal feedback to every individual and also develop team development targets to be pursued. This will show areas of strength and areas of development which could either be developed or other team members could be recruited with some of these missing strengths. This will not only allow Mmabana greater organisational success but can possibly translate into new investment opportunities.

This study provides a good reminder for Leadership and Management into all the critical elements of good leadership and management practices. To have a balance between bureaucratic and humanistic values – a concern for production, but also a concern for people. To inspire followers to accomplish great challenges and to reach their fullest potential.

## CHAPTER 3: PROBLEM DEFINITION

> "Leadership is action, not position."
>
> *Donald H McGannon* in Leadership and Motivation (Adair, 2006, p. 7)

## 3.1 INTRODUCTION

A volatile history with excessive leadership instability and change has left its mark on the Mmabana Arts Culture & Sport Foundation (MACSF)'s organisational culture. In the diagnosis of the low performance and low morale within MACSF, it is important to note that a single element or problem rarely proves to be the root cause. More particularly, various factors had a great impact on the current environment. It is however important to investigate especially problematic areas by focusing respectively on personnel motivation, ability to face uncertainties, modalities of management and control. This chapter presents additional information about the problem contained in this study, as well as the problem statement underpinning this study.

## 3.2 PROBLEM RATIONALE

During the time of the 1994 uprisings in the ex-Bophuthatswana, when the Mmabana Cultural Centre in Mmabatho was looted, burnt and nearly destroyed, the then CEO of the Mmabana Cultural Foundation and the Deputy Directors at Mmabana Cultural Centres at Taung and Thaba' Nchu, left the organisation (Mmabana Mmabatho was rebuilt and restored in 1995). Those individuals who were administrators in the respective divisions had to take over these positions, without the necessary knowledge, skills or experience.

The ex-President of Bophuthatswana, Lucas Mangope, created the Mmabana Cultural Foundation (MCF) and the NW Performing Arts Council (NWPAC) which is now the Mmabana Arts, Culture & Sport Foundation (MACSF). His daughter-in-law was the CEO of the MCF. MCSF's historical ties with the Mangope family and the former Bophuthatswana was a deterrent for proper progress as the new dispensation

leadership were reluctant to engage with Mangope initiatives. This created a situation where politics influenced this previously great institution negatively.

The MCF's Acting CEO during 1994 change of government, was also the Administrator of the Mmabana Mmabatho. She sadly passed on in 1998...and was replaced by the then DDG from the Department of Sport, Arts & Culture, who did the job as an add-on. In 2000. he was replaced by an ex-DDG from the Department of Health. About two years later an ex Invest NW CEO and ABSA Bank Manager, Mr Piet Smit took over the reigns as Acting CEO. Not only was there a lot of instability in the CEO position, but from 1994 to 2007, the department and the MECs under which these institutions fell, changed ever so often, nearly every 6 -12 months, up to 10 times in total. The Mmabana Cultural Centre Thaba' Nchu was transferred to the Free State government in 1998.

The very fragmented way in which the North West's public service has been managed, had an evident affect on MACSF. Little attention was paid to the conscious development of the employees and as an effect no real public service culture or performance resulted. Committed employees were left under constant pressure to build up the institutions and develop new ways of ensuring the survival of their specific divisions. This created a very unstable managerial and functional environment where employees enjoyed little or no managerial support.

Near the end of the year 2000 new legislation was passed to merge the Mmabana Cultural Foundation and the North West Provincial Arts Council (NWPAC) into the Mmabana Arts, Culture and Sport Foundation (MACSF). Non-core staff were offered voluntary severance packages and Mmabana reduced its staff with 178 members. The focus was on core business: arts, culture and sport. Thus the health, dental, social welfare and psychology units were devolved to the Department of Health. The idea of having these units was to create a holistic one-stop – centre. The Stained Glass, Sculpture, Gymnastics, Spanish Dancing, Toy Library, Contemporary Dance Unit (NWPAC) were also phased out; all outreach projects to rural areas (RDP: Reconstruction & Development Programs) stopped in 1998; the National Chamber Orchestra was closed down in 2000 and the Matlosane (Klerksdorp) Cultural Centre closed down.

This large scale downsizing had a negative impact on staff morale as it created low trust in the future of the organisation. The people who stayed were very sceptical and negative about their own futures. Some employees, who stayed, were asked to act in some of the core positions, with the promise of attaining permanent appointment at those levels. These took years to conclude which created a low morale and low trust environment. Staff were, for instance, doing the work of a Deputy Manager with all the responsibility, overtime and demands, while getting the salary of a position two levels down. This acting mechanism also prevented the acting leaders to implement sustainable projects as they were not sure of the length of their acting term. In affect, these individuals ended up acting for years, without any true long-term planning or project execution.

As a result, no long-term planning or success has been achieved at MACSF as no solid foundation built on sound leadership structures has been present for a long time. The low morale, insecurity about MACSF's future and lack of staff in permanent leadership positions, led to only a few employees taking responsibility and committing to making MACSF an optimally, performing organisation.

## 3.3 CURRENT STATUS QUO

The factors cited in the previous discussion have had an enormous impact on the strategic planning of MACSF. Since the new dispensation MCF and NWPAC endeavoured to deliver services in areas where there were no facilities as part of their alignment with the Reconstruction and Development (RDP) principles. Due to the drastic budget cut, from R45 million to R21 million during the change of government in 1994, MACSF could only pay salaries and did minimal maintenance, with no money for projects. Poor talented people are shown away, because "MACSF had to create revenue." This defied the purpose of RDP and in actual fact; this huge vehicle is more or less standing still with too little fuel to get it going far enough. They could be a great vehicle to assist in the "War Against Poverty".

Those employees who were loyal during the difficult days at MACSF, have become a little complacent and have reached a stage where they are just enjoying blaming non-performance on the instability and constant change. An organisational culture of low productivity, where employees come to the office, but indicate that the lack of budget does not allow them to do anything, has become standard. It was further indicated that staff act infinitum and that they have not been subjected to training for a very long time.

It is evident that a paradigm shift is necessary in MACSF's whole business approach, as they are still operating according to the old model. The new reality is that if 88% of the budget for Arts and Culture goes to MACSF, expectations are very high from the arts fraternity and tax payers across North West. They expect MACSF to function properly and to deliver services according to their needs and expectations. Employees need to give it their all and should see to it that they deliver the service being paid for. The possibility of establishing a Help Desk at each centre should investigated as service delivery should be of the utmost importance.

Other recommendations are that due to the large investment of the Department of Sport Arts and Culture into MACSF, employees need to also start assisting non MACSF members across the province to draft funding applications, access seed funding, take photos, market, develop and promote their products. Entrepreneurship principles should thus be applied to not only assist MACSF but also to be transferred to struggling artists.

There are plenty of recommendations, but the reality is that the only change that will make any difference is a change within the current leadership team. They need to start understanding their responsibility and also the role they can play in making Mmabana a great organisation. For this, capital investment is needed in their development. The recent ex Acting CEO, Mr Smit was aware of this and he had identified leadership development as a key strategic objective. He understood that human capital is the greatest and most valuable asset in today's fast-paced, knowledge-based environment, and that talent is not simply replaceable or interchangeable. Employees also do not only hold intellectual capital, but also knowledge and experience of the history of an organisation.

## 3.4 CONCLUDING REMARKS

The leaders in MACSF play a large role in developing a positive organisational culture and indicating acceptable performance levels. It is thus of the utmost importance that this leadership group is developed to understand modern management and leadership principles, which are better at inspiring professionalism, integrity and accountability, especially in a non-profit organisation. In the case of MACSF, the argument is to leave the past problems resting, and to rather develop these loyal employees into successful leaders to ensure a bright future for MACSF. With the individual feedback and development sessions, more insight will be gained into their natural personality styles, strengths and development areas. All of which will enable them to develop and achieve their personal, as well as MACSF's goals.

# CHAPTER 4: RESEARCH DESIGN

> "Competence, community and the courage to make a difference constitute the new trinity of competitiveness."
>
> *Dr Jonas Ridderstrale, Visiting Professor, Ashridge Business School*

## 4.1 INTRODUCTION

The research design and methodology of an investigation guides the research process and ensures that the analysis conducted will meet the aims of the study. The approach adopted for this study is quantitative in nature and involves survey research.

## 4.2 RESEARCH DESIGN

The quantitative paradigm measures social phenomena by allocating numerical values to them. This paradigm acknowledges the existence of theoretical constructs (as in the qualitative paradigm) but aims to develop empirical and "observable measurements" (Babbie and Mouton 2002:52) of constructs in order to elicit responses from individuals. Examples of quantitative research design include classical experiments, quasi-experiments and survey research. Each of these design types has strengths and weaknesses. In this particular study the chosen design type was survey research. Therefore, this technique will be explicated in more detail because survey research design was identified as the most appropriate research design since surveys provide information about people's self-reported beliefs and behaviours (Neuman, 2000:247). This study's aim was to obtain an insight into employees' personality preferences and behaviours and as such survey research was identified as the most appropriate methodology.

> "Survey research studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables."
>
> Kerlinger and Lee (2000: 599)

Surveys can take on various forms including Internet-based, mail, self-administered, face-to-face and telephone surveys. In the present study the self-administered survey form, in which respondents independently completed questionnaires, was the method utilised.

The Occupational Personality Questionnaire provided the main mechanism for data collection and the results were analysed statistically to identify significant trends in the data. A secondary questionnaire was further used to extract current perceptions about leadership within Mmabana and possible leadership development areas.

## 4.3 POPULATION

The target population for this study consisted of identified employees who were fulfilling leadership roles within the Mmabana Arts, Culture and Sport Foundation in North West Province of South Africa. This incorporated all the Regional and Artistic Directors (Sports, Dance, Music, Drama), Unit Managers and managers in the Finance - Human Resources - and the CEO units. It was also done organisation wide and assessments were conducted at every Mmabana Center (Mmabatho, Head Office, Lehurutse, Taung and Tlhabane). The sampling frame consisted of all employees at this level as it was a development intervention.

## 4.4 SAMPLING TECHNIQUES

To maximize the likely number of responses non-probability sampling was used; more specifically, availability sampling was utilised in which the researcher made use of all the available subjects (Babbie and Mouton, 2002). This sampling technique was chosen due to the relatively small population size (N = 40) needed and due to Mmabana Centre's small size, this was an organisation-wide intervention where everyone needed to be involved. While random or probability sampling would have been the optimal choice, it was unfortunately not possible due to the constraints of the population. Babbie and Mouton (2002) stated that sampling method may be used if other less risky sampling methods were not practical. However, great caution should

be exercised regarding the generalising of findings. The former however, not a purpose of this particular research and as such does not represent a constraint.

All employees at managerial level were informed via a letter from the acting CEO, about the development intervention to take place. Information about the assessment date and privacy of results were stipulated (Annexure A). A trained SHL test administrator came and managed the assessment session, where the questionnaire was handed out to each member, completed and handed back to the test administrator.

From the employees who were invited to attend the assessment session, only 39 attended and the effective sample size was thus a small 39 (Table 4).

**Table 4: Survey Completion Statistics**

| Questionnaires... | Count | Percentage of total population |
|---|---|---|
| Total received | 39 | 100% |
| Useable questionnaires | 39 | 100% |

There is disagreement between survey researchers about what constitutes a satisfactory response rate. Neuman (2000:267) notes that:

> "Adequate is a judgement call that depends on the population, practical limitations, the topic, and the response with which specific researchers feel comfortable."

The author further states that most researchers consider below 50 percent being poor, while above 90 percent are excellent. Babbie and Mouton (2002) propose a rule of thumb, stating that a 60 percent response rate is considered good for the purpose of data analysis and reporting. In this respect, the study's response rate of 100% is good for the purpose of data analysis and reporting.

Since the development intervention was also focussed at the individual level and developmental feedback would be given to all employees, the questionnaire was not completed anonymously. Individuals were also asked to indicate their department as group impact profiles will be compiled. Tables 5 present the information available.

## Table 5: Managerial Position of the Sample

| Managerial Position | Respondents | Percentage |
| --- | --- | --- |
| CEO H/O | 1 | |
| CEO Office H/O | 2 | |
| Regional Directors: Mmabatho, Lehurutshe & Tlhabane and Taung | 3 | |
| Finance H/O | 2 | |
| Human Resources H/O | 2 | |
| Artistic Directors | 4 | |
| Unit Managers Dance.Drama, Music, Arts, Sport | 17 | |
| Supervisors | 8 | |
| TOTAL | 39 | 100% |

## 4.5 SURVEY METHODS

Data for the study was collected by means of a self-report questionnaire in which respondents independently completed the OPQ, designed to elicit individuals' preferred behaviour on 32 work-related characteristics, including a social desirability or consistency measure which measures how consistent a person was across the questionnaire. The more the answers to a question change as the person goes through the questionnaire, the lower the consistency score.

The self-administration survey form (in which respondents independently complete questionnaires was chosen as the delivery option as it was relatively cheap and concise, enabling quick completion and it minimised interviewer bias (Babbie and Mouton, 2002; Neuman, 1997). There are, however, some disadvantages of survey research that might have had an impact on this study. Firstly, there is the risk of obtaining shallow data that does not provide a 'feel' for the phenomenon under study. Secondly, as the research was conducted through a pre-constructed questionnaire, the researcher had no opportunity for asking clarification questions and probing for more information. The researcher however did have an opportunity to observe how the respondents reacted towards questions and the research setting, and the researcher also tried to eliminate a further disadvantage of survey research relating to lack of control over the conditions accompanying questionnaire completion, by using the

same assessment administrator in all sessions, which created a controlled environment. A final disadvantage of survey research entails receiving incomplete questionnaires. This problem was however also circumvented due to the controlled environment in which the data was collected where the assessment administrator reviewed all questionnaires for completion (Babbie and Mouton, 2002; Neuman, 1997).

The Occupational Personality Questionnaire (OPQ) developed by the reputable test developing and publishing company SHL, was used as the measuring instrument in this study. Additional questions were included to gather information on respondents' departments, as information was clustered in reports for every business unit/department. Beyond the questions designed to gather biographical data from respondents, the questionnaire consists of 192 items, relating to thirty nine scales related to work-related characteristics which measure personality preferences. The version of the OPQ to be used in this study is an Ipsative version, where individuals are forced to choose between options that measure aspects of personality. They are presented with blocks of four statements each and are asked to choose which one of the statements is true (or typical) of them, and which is least true (or typical) of them. This approach was chosen as it is useful in measuring preferences while avoiding socially desirable responses often seen when using a normative version which uses a 5 point Likert scale, with the response categories of strongly agree; agree; uncertain; disagree or strongly disagree. The OPQ was reported as having acceptable psychometric properties, with coefficient Alphas ranging from 0.50 to 0.88 reported by the questionnaire developers (SHL). These values are presented in Table 6.

Table 6: Internal Consistency of the OPQ32i (Ipsative version)

| Scale | Coefficient Alpha |
| --- | --- |
| Persuasive | 0.82 |
| Controlling | 0.80 |
| Outspoken | * |
| Independent Minded | * |
| Independent | 0.50 |
| Outgoing | 0.80 |

## Table 6: Internal consistency of the OPQ32i (Ipsative version) continued..

| Scale | Coefficient Alpha |
| --- | --- |
| Affilliative | 0.78 |
| Socially Confident | 0.80 |
| Modest | 0.83 |
| Democratic | 0.76 |
| Caring | 0.70 |
| Practical | 0.93 |
| Data Rational | 0.88 |
| Evaluative | * |
| Artistic | 0.87 |
| Behavioural | 0.66 |
| Traditional/Conventional | 0.72 |
| Change Orientated | 0.61 |
| Variety seeking | * |
| Conceptual | 0.72 |
| Innovative | 0.79 |
| Adaptable | * |
| Forward planning | 0.65 |
| Forward thinking | * |
| Detail conscious | 0.76 |
| Conscientious | 0.78 |
| Rule following | * |
| Relaxed | 0.82 |
| Worrying | 0.67 |
| Tough minded | 0.85 |
| Emotional control | 0.85 |
| Optimistic | 0.78 |
| Trusting | * |
| Critical | 0.60 |
| Active | 0.79 |
| Vigorous | * |
| Competitive | 0.66 |
| Achieving | 0.59 |
| Decisive | 0.77 |

## 4.6 Statistical Analysis

Trends in the data are identified through descriptive statistics. Descriptive statistics such as means, standard deviation and frequency tables are techniques concerned with describing and characterising data gathered. Lehman (1991:119) states that summarizing data by counting frequencies is a powerful technique for condensing a very large amount of information into a more manageable size. The distribution of the frequencies not only gives an overall picture of where the bulk of the observations fall but also highlights unusual values, making them clearly noticeable.

## 4.7 CONCLUSION

In the present chapter the research design and methodology of the investigation presented in this report, was explicated. It covered aspects of the overall approach adopted for the study, the research design, the sample and sampling methods used the data collection procedure as well as the data analysis methods and interpretation thereof. The indication of results as well as the integration and discussion of findings of the study are presented in the next chapter.

# CHAPTER 5: ANALYSIS AND INTERPRETATION OF RESULTS

> "A person does not become a leader by virtue of the possession of some combination
> of traits…the pattern of personal characteristics of the leader must bear some
> relevant relationship to the characteristics, activities, and goals of the followers."
>
> *Stogdill* (1948, p. 64)

This chapter will indicate the study's results. It will also show the interpretations of
the results and finally, define certain themes found in all the Mmabana Cultural
Centres.

## 5.1 PRESENTATION OF RESULTS

This section presents a summary of the descriptive statistics calculated for the sample.
The format used to present the results is primarily tables and figures. The sample's
sten (scores out of ten) as well as the scores per scale are presented, followed by the
mean scores per scale for the entire sample. The results of this study are shown
separately for the various Mmabana Cultural Centres as centre specific themes need to
be identified, in order for recommended interventions to be target specific.

## Table 7: Mmabana Mmabana Arts, Culture & Sport Foundation Head Office Result

| | Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Average Sten |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RELATIONSHIPS WITH PEOPLE | INFLUENCE | | | | | | | | | | | | | | | | |
| | Persuasive | 8 | 6 | 8 | 7 | 4 | 5 | 8 | 6 | 6 | 8 | 6 | 7 | 4 | 6 | 2 | 6.066667 |
| | Controlling | 8 | 1 | 6 | 3 | 6 | 2 | 7 | 5 | 1 | 6 | 8 | 4 | 1 | 4 | 4 | 4.4 |
| | Outspoken | 8 | 5 | 5 | 6 | 4 | 6 | 8 | 5 | 4 | 6 | 4 | 6 | 4 | 6 | 4 | 5.4 |
| | Independent Minded | 3 | 7 | 2 | 5 | 7 | 4 | 10 | 4 | 5 | 3 | 3 | 6 | 3 | 5 | 4 | 4.733333 |
| | | | | | | | | | | | | | | | | | |
| | SOCIABILITY | | | | | | | | | | | | | | | | |
| | Outgoing | 6 | 7 | 7 | 7 | 4 | 8 | 3 | 4 | 7 | 7 | 5 | 5 | 6 | 2 | 5 | 5.533333 |
| | Affiliative | 5 | 5 | 7 | 7 | 6 | 8 | 6 | 8 | 8 | 5 | 8 | 4 | 5 | 5 | 8 | 6.333333 |
| | Socially Confident | 5 | 5 | 8 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 3 | 5 | 7 | 2 | 7 | 5.2 |
| | | | | | | | | | | | | | | | | | |
| | EMPATHY | | | | | | | | | | | | | | | | |
| | Modest | 4 | 3 | 4 | 7 | 6 | 2 | 3 | 6 | 4 | 3 | 5 | 4 | 7 | 7 | 9 | 4.933333 |
| | Democratic | 9 | 5 | 7 | 8 | 2 | 3 | 7 | 5 | 7 | 7 | 7 | 4 | 6 | 9 | 6 | 6.133333 |
| | Caring | 5 | 5 | 7 | 8 | 2 | 5 | 4 | 5 | 6 | 8 | 8 | 4 | 1 | 8 | 7 | 5.533333 |
| | | | | | | | | | | | | | | | | | |
| THINKING STYLE | ANALYSIS | | | | | | | | | | | | | | | | |
| | Data Rational | 8 | 6 | 5 | 7 | 4 | 5 | 6 | 6 | 6 | 5 | 5 | 7 | 4 | 8 | 7 | 5.933333 |
| | Evaluative | 9 | 3 | 6 | 7 | 2 | 4 | 6 | 1 | 4 | 3 | 6 | 4 | 2 | 8 | 8 | 4.866667 |
| | Behavioural | 6 | 4 | 6 | 8 | 4 | 3 | 4 | 3 | 6 | 5 | 5 | 4 | 3 | 2 | 2 | 4.333333 |
| | | | | | | | | | | | | | | | | | |
| | CREATIVITY & CHANGE | | | | | | | | | | | | | | | | |
| | Conventional | 5 | 6 | 5 | 6 | 6 | 4 | 5 | 7 | 6 | 7 | 6 | 6 | 5 | 7 | 7 | 5.866667 |
| | Conceptual | 6 | 4 | 8 | 8 | 5 | 1 | 7 | 3 | 6 | 6 | 8 | 5 | 5 | 5 | 5 | 5.466667 |
| | Innovative | 7 | 5 | 9 | 7 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 6 | 4 | 4 | 5 | 5.2 |
| | Variety Seeking | 4 | 5 | 6 | 4 | 5 | 5 | 7 | 2 | 5 | 4 | 5 | 4 | 5 | 4 | 2 | 4.466667 |
| | Adaptable | 4 | 7 | 9 | 2 | 7 | 6 | 7 | 5 | 4 | 6 | 4 | 6 | 6 | 4 | 3 | 5.333333 |
| | | | | | | | | | | | | | | | | | |
| | STRUCTURE | | | | | | | | | | | | | | | | |

| FEELINGS & EMOTIONS | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Forward Thinking | 6 | 4 | 4 | 10 | 3 | 4 | 8 | 3 | 5 | 2 | 6 | 5 | 5 | 4 | 3 | 4.8 |
| Detail Conscious | 7 | 4 | 5 | 9 | 5 | 2 | 8 | 7 | 3 | 7 | 5 | 7 | 2 | 5 | 2 | 5.2 |
| Conscientious | 9 | 5 | 6 | 9 | 4 | 4 | 6 | 5 | 5 | 5 | 6 | 4 | 3 | 7 | 4 | 5.466667 |
| Rule Following | 9 | 5 | 5 | 8 | 7 | 6 | 6 | 8 | 4 | 8 | 6 | 8 | 4 | 7 | 5 | 6.4 |
| **EMOTION** | | | | | | | | | | | | | | | | |
| Relaxed | 5 | 5 | 6 | 7 | 2 | 4 | 6 | 5 | 6 | 6 | 4 | 2 | 4 | 8 | 4 | 4.933333 |
| Worrying | 5 | 5 | 2 | 6 | 5 | 6 | 6 | 6 | 8 | 5 | 7 | 6 | 5 | 5 | 7 | 5.6 |
| Tough Minded | 7 | 4 | 6 | 4 | 7 | 7 | 6 | 6 | 4 | 7 | 6 | 6 | 5 | 5 | 8 | 5.866667 |
| Optimistic | 5 | 5 | 3 | 7 | 3 | 3 | 4 | 4 | 4 | 4 | 6 | 3 | 2 | 3 | 7 | 4.2 |
| Trusting | 5 | 4 | 5 | 7 | 5 | 3 | 3 | 6 | 5 | 5 | 6 | 5 | 4 | 5 | 6 | 4.933333 |
| Emotionally Controlled | 3 | 7 | 6 | 2 | 5 | 5 | 4 | 7 | 7 | 4 | 7 | 5 | 5 | 6 | 7 | 5.333333 |
| **DYNAMISM** | | | | | | | | | | | | | | | | |
| Vigorous | 5 | 6 | 9 | 8 | 5 | 3 | 7 | 6 | 4 | 7 | 9 | 5 | 4 | 6 | 7 | 6.066667 |
| Competitive | 8 | 7 | 6 | 3 | 7 | 8 | 7 | 7 | 5 | 6 | 8 | 7 | 7 | 5 | 10 | 6.733333 |
| Achieving | 6 | 5 | 8 | 6 | 3 | 5 | 7 | 3 | 6 | 4 | 5 | 3 | 3 | 4 | 7 | 5 |
| Decisive | 2 | 7 | 6 | 3 | 5 | 4 | 4 | 6 | 4 | 9 | 3 | 4 | 5 | 2 | 2 | 4.4 |
| Social Desirability | 9 | 7 | 7 | 8 | 8 | 5 | 7 | 8 | 5 | 10 | 5 | 8 | 6 | 4 | 5 | 6.8 |

## Table 8: Mmabana Cultural Centre Mmabatho Results

| | Respondents | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | Average Sten |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RELATIONSHIPS WITH PEOPLE | INFLUENCE | | | | | | | | | | | | |
| | Persuasive | 6 | 4 | 4 | 6 | 3 | 7 | 5 | 3 | 6 | 6 | 4 | 4.909091 |
| | Controlling | 4 | 4 | 6 | 3 | 1 | 4 | 5 | 1 | 5 | 6 | 6 | 4.090909 |
| | Outspoken | 9 | 2 | 3 | 4 | 4 | 5 | 7 | 6 | 4 | 3 | 3 | 4.545455 |
| | Independent Minded | 4 | 4 | 9 | 5 | 7 | 5 | 7 | 8 | 7 | 6 | 6 | 6.181818 |
| | | | | | | | | | | | | | |
| | SOCIABILITY | | | | | | | | | | | | |
| | Outgoing | 4 | 4 | 4 | 4 | 3 | 3 | 8 | 6 | 2 | 4 | 4 | 4.181818 |
| | Affiliative | 3 | 3 | 5 | 2 | 5 | 4 | 7 | 6 | 4 | 2 | 5 | 4.181818 |
| | Socially Confident | 5 | 1 | 5 | 4 | 1 | 6 | 5 | 5 | 1 | 5 | 4 | 3.818182 |
| | | | | | | | | | | | | | |
| | EMPATHY | | | | | | | | | | | | |
| | Modest | 6 | 3 | 5 | 6 | 7 | 5 | 3 | 9 | 4 | 7 | 5 | 5.454545 |
| | Democratic | 7 | 5 | 5 | 4 | 7 | 4 | 7 | 8 | 8 | 4 | 2 | 5.545455 |
| | Caring | 4 | 3 | 6 | 2 | 2 | 5 | 7 | 7 | 7 | 1 | 3 | 4.272727 |
| | | | | | | | | | | | | | |
| THINKING STYLE | ANALYSIS | | | | | | | | | | | | |
| | Data Rational | 3 | 6 | 6 | 2 | 4 | 4 | 2 | 6 | 6 | 6 | 5 | 4.545455 |
| | Evaluative | 5 | 2 | 5 | 2 | 2 | 4 | 6 | 5 | 7 | 1 | 2 | 3.727273 |
| | Behavioural | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 6 | 2 | 4 | 4.090909 |
| | | | | | | | | | | | | | |
| | CREATIVITY & CHANGE | | | | | | | | | | | | |
| | Conventional | 6 | 6 | 4 | 6 | 5 | 7 | 6 | 4 | 4 | 5 | 5 | 5.272727 |
| | Conceptual | 3 | 6 | 3 | 5 | 5 | 3 | 7 | 6 | 5 | 6 | 5 | 4.909091 |
| | Innovative | 6 | 2 | 4 | 3 | 5 | 6 | 8 | 5 | 8 | 3 | 1 | 4.636364 |
| | Variety Seeking | 2 | 4 | 5 | 6 | 4 | 4 | 8 | 5 | 7 | 7 | 6 | 5.272727 |
| | Adaptable | 6 | 6 | 6 | 5 | 7 | 6 | 7 | 7 | 6 | 7 | 7 | 6.363636 |

**STRUCTURE**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Forward Thinking | 2 | 6 | 4 | 3 | 4 | 4 | 7 | 5 | 4 | 1 | 2 | 3.818182 |
| Detail Conscious | 7 | 5 | 1 | 3 | 3 | 6 | 4 | 4 | 3 | 4 | 2 | 3.818182 |
| Conscientious | 8 | 5 | 3 | 3 | 2 | 6 | 6 | 5 | 4 | 4 | 2 | 4.363636 |
| Rule Following | 7 | 6 | 3 | 3 | 5 | 7 | 2 | 3 | 4 | 2 | 3 | 4.090909 |

**FEELINGS & EMOTIONS**

**EMOTION**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Relaxed | 4 | 4 | 4 | 6 | 6 | 6 | 7 | 6 | 7 | 5 | 4 | 5.363636 |
| Worrying | 7 | 7 | 8 | 7 | 7 | 4 | 7 | 8 | 7 | 6 | 7 | 6.818182 |
| Tough Minded | 5 | 6 | 3 | 4 | 6 | 6 | 5 | 7 | 4 | 6 | 6 | 5.272727 |
| Optimistic | 5 | 4 | 4 | 3 | 1 | 5 | 7 | 4 | 7 | 4 | 4 | 4.363636 |
| Trusting | 3 | 2 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 3.727273 |
| Emotionally Controlled | 6 | 6 | 6 | 5 | 8 | 6 | 4 | 8 | 4 | 8 | 7 | 6.181818 |

**DYNAMISM**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Vigorous | 6 | 1 | 4 | 1 | 2 | 5 | 6 | 3 | 6 | 1 | 1 | 3.272727 |
| Competitive | 5 | 3 | 5 | 5 | 2 | 8 | 6 | 3 | 5 | 4 | 6 | 4.727273 |
| Achieving | 6 | 2 | 6 | 3 | 2 | 2 | 8 | 6 | 7 | 1 | 1 | 4 |
| Decisive | 3 | 6 | 5 | 4 | 3 | 5 | 5 | 4 | 5 | 4 | 6 | 4.545455 |
| Social Desirability | 3 | 5 | 5 | 4 | 3 | 6 | 3 | 5 | 5 | 1 | 3 | 3.909091 |

## Table 9: Mmabana Cultural Centre Taung Results

| | Respondents | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | Average Sten |
|---|---|---|---|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | INFLUENCE | | | | | | | | | |
| | Persuasive | 4 | 7 | 6 | 7 | 3 | 3 | 2 | 4 | 4.5 |
| | Controlling | 5 | 3 | 4 | 7 | 3 | 2 | 1 | 5 | 3.75 |
| | Outspoken | 3 | 7 | 4 | 7 | 4 | 4 | 1 | 7 | 4.625 |
| | Independent Minded | 3 | 8 | 5 | 3 | 6 | 6 | 6 | 8 | 5.625 |
| | | | | | | | | | | |
| | SOCIABILITY | | | | | | | | | |
| | Outgoing | 6 | 8 | 7 | 8 | 4 | 4 | 7 | 8 | 6.5 |
| | Affiliative | 1 | 5 | 3 | 4 | 6 | 2 | 5 | 6 | 4 |
| | Socially Confident | 5 | 7 | 3 | 7 | 4 | 3 | 3 | 7 | 4.875 |
| | | | | | | | | | | |
| | EMPATHY | | | | | | | | | |
| | Modest | 4 | 6 | 5 | 7 | 6 | 8 | 9 | 7 | 6.5 |
| | Democratic | 2 | 5 | 4 | 2 | 7 | 3 | 5 | 5 | 4.125 |
| | Caring | 4 | 5 | 6 | 3 | 5 | 1 | 5 | 7 | 4.5 |
| **THINKING STYLE** | ANALYSIS | | | | | | | | | |
| | Data Rational | 4 | 5 | 6 | 4 | 3 | 3 | 5 | 8 | 4.75 |
| | Evaluative | 3 | 7 | 4 | 7 | 4 | 5 | 2 | 3 | 4.375 |
| | Behavioural | 4 | 5 | 4 | 4 | 1 | 6 | 4 | 4 | 4 |
| | | | | | | | | | | |
| | CREATIVITY & CHANGE | | | | | | | | | |
| | Conventional | 6 | 5 | 6 | 5 | 5 | 5 | 4 | 5 | 5.125 |
| | Conceptual | 5 | 7 | 3 | 5 | 1 | 4 | 5 | 6 | 4.5 |
| | Innovative | 6 | 4 | 5 | 6 | 6 | 3 | 5 | 4 | 4.875 |
| | Variety Seeking | 3 | 6 | 5 | 6 | 5 | 4 | 6 | 8 | 5.375 |
| | Adaptable | 4 | 6 | 7 | 6 | 7 | 5 | 5 | 5 | 5.625 |
| | | | | | | | | | | |
| | STRUCTURE | | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Forward Thinking | 1 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4.25 |
| Detail Conscious | 6 | 6 | 4 | 5 | 3 | 3 | 2 | 6 | 4.375 |
| Conscientious | 1 | 4 | 7 | 5 | 4 | 1 | 4 | 8 | 4.25 |
| Rule Following | 7 | 6 | 6 | 2 | 3 | 4 | 4 | 6 | 4.75 |

**FEELINGS & EMOTIONS**

**EMOTION**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Relaxed | 2 | 6 | 4 | 3 | 6 | 5 | 3 | 6 | 4.375 |
| Worrying | 6 | 3 | 8 | 6 | 5 | 6 | 7 | 9 | 6.25 |
| Tough Minded | 6 | 6 | 8 | 4 | 5 | 6 | 4 | 5 | 5.5 |
| Optimistic | 2 | 4 | 2 | 6 | 4 | 4 | 4 | 5 | 3.875 |
| Trusting | 4 | 5 | 5 | 5 | 4 | 2 | 6 | 4 | 4.375 |
| Emotionally Controlled | 3 | 3 | 7 | 4 | 6 | 4 | 8 | 7 | 5.25 |

**DYNAMISM**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Vigorous | 5 | 5 | 5 | 5 | 6 | 5 | 5 | 7 | 5.375 |
| Competitive | 7 | 5 | 8 | 7 | 5 | 7 | 4 | 5 | 6 |
| Achieving | 1 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 |
| Decisive | 6 | 5 | 5 | 8 | 5 | 6 | 4 | 9 | 6 |
| Social Desirability | 7 | 6 | 5 | 3 | 6 | 5 | 3 | 4 | 4.875 |

## Table 10: Mmabana Cultural Centre Lehurutse Results

| | Respondents | 35 | 36 | 37 | 38 | 39 | 40 | Average Sten |
|---|---|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | **INFLUENCE** | | | | | | | |
| | Persuasive | 5 | 7 | 8 | 4 | 4 | 7 | 5.8333 |
| | Controlling | 3 | 5 | 8 | 5 | 5 | 7 | 5.5 |
| | Outspoken | 5 | 5 | 6 | 5 | 5 | 6 | 5.3333 |
| | Independent Minded | 10 | 6 | 5 | 8 | 6 | 3 | 6.3333 |
| | | | | | | | | |
| | **SOCIABILITY** | | | | | | | |
| | Outgoing | 3 | 5 | 4 | 7 | 4 | 6 | 4.8333 |
| | Affiliative | 6 | 6 | 3 | 7 | 9 | 6 | 6.1667 |
| | Socially Confident | 4 | 3 | 4 | 3 | 6 | 7 | 4.5 |
| | | | | | | | | |
| | **EMPATHY** | | | | | | | |
| | Modest | 5 | 3 | 7 | 3 | 5 | 5 | 4.6667 |
| | Democratic | 4 | 5 | 4 | 6 | 7 | 6 | 5.3333 |
| | Caring | 7 | 6 | 4 | 2 | 7 | 7 | 5.5 |
| **THINKING STYLE** | **ANALYSIS** | | | | | | | |
| | Data Rational | 6 | 6 | 7 | 6 | 6 | 7 | 6.3333 |
| | Evaluative | 6 | 4 | 4 | 5 | 2 | 5 | 4.3333 |
| | Behavioural | 4 | 5 | 5 | 2 | 2 | 5 | 3.8333 |
| | | | | | | | | |
| | **CREATIVITY & CHANGE** | | | | | | | |
| | Conventional | 6 | 6 | 6 | 6 | 7 | 6 | 6.1667 |
| | Conceptual | 4 | 6 | 4 | 6 | 6 | 5 | 5.1667 |
| | Innovative | 5 | 5 | 6 | 5 | 5 | 7 | 5.5 |
| | Variety Seeking | 4 | 3 | 5 | 7 | 4 | 4 | 4.5 |
| | Adaptable | 5 | 7 | 7 | 5 | 5 | 7 | 6 |

| STRUCTURE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Forward Thinking | 4 | 5 | 6 | 4 | 4 | 6 | 4.8333 |
| Detail Conscious | 3 | 3 | 5 | 5 | 2 | 7 | 4.1667 |
| Conscientious | 5 | 5 | 5 | 4 | 2 | 6 | 4.5 |
| Rule Following | 6 | 6 | 8 | 2 | 4 | 7 | 5.5 |
| **EMOTION** | | | | | | | |
| Relaxed | 5 | 5 | 6 | 5 | 8 | 6 | 5.8333 |
| Worrying | 4 | 7 | 5 | 5 | 6 | 3 | 5 |
| Tough Minded | 5 | 5 | 8 | 5 | 8 | 6 | 6.1667 |
| Optimistic | 4 | 3 | 5 | 6 | 6 | 5 | 4.8333 |
| Trusting | 3 | 2 | 6 | 3 | 6 | 6 | 4.3333 |
| Emotionally Controlled | 5 | 7 | 7 | 4 | 7 | 6 | 6 |
| **DYNAMISM** | | | | | | | |
| Vigorous | 4 | 6 | 5 | 4 | 1 | 5 | 4.1667 |
| Competitive | 8 | 5 | 5 | 9 | 7 | 8 | 7 |
| Achieving | 4 | 5 | 6 | 6 | 1 | 6 | 4.6667 |
| Decisive | 4 | 3 | 4 | 5 | 5 | 3 | 4 |
| Social Desirability | 6 | 5 | 5 | 6 | 6 | 9 | 6.1667 |

**FEELINGS & EMOTIONS**

## Table 11: Mmabana Cultural Centre Thlabane Results

| | Respondents | 41 | 42 | 43 | 44 | Average Sten |
|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | **INFLUENCE** | | | | | |
| | Persuasive | 7 | 6 | 8 | 6 | 6.75 |
| | Controlling | 9 | 5 | 6 | 8 | 7 |
| | Outspoken | 6 | 4 | 6 | 6 | 5.5 |
| | Independent Minded | 6 | 5 | 5 | 5 | 5.25 |
| | **SOCIABILITY** | | | | | |
| | Outgoing | 8 | 5 | 7 | 7 | 6.75 |
| | Affiliative | 6 | 5 | 4 | 6 | 5.25 |
| | Socially Confident | 5 | 3 | 5 | 7 | 5 |
| | **EMPATHY** | | | | | |
| | Modest | 3 | 3 | 3 | 5 | 3.5 |
| | Democratic | 7 | 6 | 3 | 6 | 5.5 |
| | Caring | 7 | 4 | 2 | 2 | 3.75 |
| **THINKING STYLE** | **ANALYSIS** | | | | | |
| | Data Rational | 4 | 3 | 5 | 5 | 4.25 |
| | Evaluative | 3 | 2 | 5 | 2 | 3 |
| | Behavioural | 3 | 2 | 4 | 4 | 3.25 |
| | **CREATIVITY & CHANGE** | | | | | |
| | Conventional | 5 | 6 | 6 | 6 | 5.75 |
| | Conceptual | 1 | 5 | 4 | 5 | 3.75 |
| | Innovative | 6 | 6 | 1 | 5 | 4.5 |
| | Variety Seeking | 4 | 5 | 8 | 3 | 5 |
| | Adaptable | 4 | 5 | 7 | 6 | 5.5 |
| | **STRUCTURE** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Forward Thinking | 3 | 5 | 6 | 3 | 4.25 |
| Detail Conscious | 7 | 5 | 3 | 3 | 4.5 |
| Conscientious | 4 | 4 | 2 | 1 | 2.75 |
| Rule Following | 7 | 1 | 3 | 3 | 3.5 |

**FEELINGS & EMOTIONS**

### EMOTION

| | | | | | |
|---|---|---|---|---|---|
| Relaxed | 7 | 4 | 3 | 6 | 5 |
| Worrying | 7 | 7 | 4 | 5 | 5.75 |
| Tough Minded | 1 | 6 | 3 | 6 | 4 |
| Optimistic | 5 | 2 | 1 | 4 | 3 |
| Trusting | 5 | 4 | 2 | 7 | 4.5 |
| Emotionally Controlled | 2 | 5 | 3 | 4 | 3.5 |

### DYNAMISM

| | | | | | |
|---|---|---|---|---|---|
| Vigorous | 7 | 4 | 1 | 1 | 3.25 |
| Competitive | 7 | 7 | 7 | 6 | 6.75 |
| Achieving | 8 | 2 | 5 | 1 | 4 |
| Decisive | 7 | 3 | 5 | 7 | 5.5 |
| Social Desirability | 7 | 9 | 4 | 8 | 7 |

## 5.2 INTERPRETATIONS OF RESULTS

Important tendencies in the results are interpreted; firstly per each Mmabana Cultural Centre and finally themes in the whole Mmabana Arts, Culture & Sport Foundation is elucidated. Please note that the red highlight indicates problematic areas within the specific centre, while the yellow highlight indicates interesting tendencies.

## 5.2.1 Mmabana Foundation Head Office

| RELATIONSHIPS WITH PEOPLE | Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Average Sten |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **INFLUENCE** | | | | | | | | | | | | | | | | |
| | Persuasive | 8 | 6 | 8 | 7 | 4 | 5 | 8 | 6 | 6 | 8 | 6 | 7 | 4 | 6 | 2 | 6.066667 |
| | Controlling | 8 | 1 | 6 | 3 | 6 | 2 | 7 | 5 | 1 | 6 | 8 | 4 | 1 | 4 | 4 | 4.4 |
| | Outspoken | 8 | 5 | 5 | 6 | 4 | 6 | 8 | 5 | 4 | 6 | 4 | 6 | 4 | 6 | 4 | 5.4 |
| | Independent Minded | 3 | 7 | 2 | 5 | 7 | 4 | 10 | 4 | 5 | 3 | 3 | 6 | 3 | 5 | 4 | 4.733333 |
| | | | | | | | | | | | | | | | | | |
| | **SOCIABILITY** | | | | | | | | | | | | | | | | |
| | Outgoing | 6 | 7 | 7 | 7 | 4 | 8 | 3 | 4 | 7 | 7 | 5 | 5 | 6 | 2 | 5 | 5.533333 |
| | Affiliative | 5 | 5 | 7 | 7 | 6 | 8 | 6 | 8 | 8 | 5 | 8 | 4 | 5 | 5 | 8 | 6.333333 |
| | Socially Confident | 5 | 5 | 8 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 3 | 5 | 7 | 2 | 7 | 5.2 |
| | | | | | | | | | | | | | | | | | |
| | **EMPATHY** | | | | | | | | | | | | | | | | |
| | Modest | 4 | 3 | 4 | 7 | 6 | 2 | 3 | 6 | 4 | 3 | 5 | 4 | 7 | 7 | 9 | 4.933333 |
| | Democratic | 9 | 5 | 7 | 8 | 2 | 3 | 7 | 5 | 7 | 7 | 7 | 4 | 6 | 9 | 6 | 6.133333 |
| | Caring | 5 | 5 | 7 | 8 | 2 | 5 | 4 | 5 | 6 | 8 | 8 | 4 | 1 | 8 | 7 | 5.533333 |
| | | | | | | | | | | | | | | | | | |
| THINKING STYLE | **ANALYSIS** | | | | | | | | | | | | | | | | |
| | Data Rational | 8 | 6 | 5 | 7 | 4 | 5 | 6 | 6 | 6 | 5 | 5 | 7 | 4 | 8 | 7 | 5.933333 |
| | Evaluative | 9 | 3 | 6 | 7 | 2 | 4 | 6 | 1 | 4 | 3 | 6 | 4 | 2 | 8 | 8 | 4.866667 |
| | Behavioural | 6 | 4 | 6 | 8 | 4 | 3 | 4 | 3 | 6 | 5 | 5 | 4 | 3 | 2 | 2 | 4.333333 |
| | | | | | | | | | | | | | | | | | |
| | **CREATIVITY & CHANGE** | | | | | | | | | | | | | | | | |
| | Conventional | 5 | 6 | 5 | 6 | 6 | 4 | 5 | 7 | 6 | 7 | 6 | 6 | 5 | 7 | 7 | 5.866667 |
| | Conceptual | 6 | 4 | 8 | 8 | 5 | 1 | 7 | 3 | 6 | 6 | 8 | 5 | 5 | 5 | 5 | 5.466667 |
| | Innovative | 7 | 5 | 9 | 7 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 6 | 4 | 4 | 5 | 5.2 |
| | Variety Seeking | 4 | 5 | 6 | 4 | 5 | 5 | 7 | 2 | 5 | 4 | 5 | 4 | 5 | 4 | 2 | 4.466667 |
| | Adaptable | 4 | 7 | 9 | 2 | 7 | 6 | 7 | 5 | 4 | 6 | 4 | 6 | 6 | 4 | 3 | 5.333333 |

| STRUCTURE | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Forward Thinking | 6 | 4 | 4 | 10 | 3 | 4 | 8 | 3 | 5 | 2 | 6 | 5 | 5 | 4 | 3 | 4.8 |
| Detail Conscious | 7 | 4 | 5 | 9 | 5 | 2 | 8 | 7 | 3 | 7 | 5 | 7 | 2 | 5 | 2 | 5.2 |
| Conscientious | 9 | 5 | 6 | 9 | 4 | 4 | 6 | 5 | 5 | 5 | 6 | 4 | 3 | 7 | 4 | 5.466667 |
| Rule Following | 9 | 5 | 5 | 8 | 7 | 6 | 6 | 8 | 4 | 8 | 6 | 8 | 4 | 7 | 5 | 6.4 |

**FEELINGS & EMOTIONS**

| EMOTION | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Relaxed | 5 | 5 | 6 | 7 | 2 | 4 | 6 | 5 | 6 | 6 | 4 | 2 | 4 | 8 | 4 | 4.933333 |
| Worrying | 5 | 5 | 2 | 6 | 5 | 6 | 6 | 6 | 8 | 5 | 7 | 6 | 5 | 5 | 7 | 5.6 |
| Tough Minded | 7 | 4 | 6 | 4 | 7 | 7 | 6 | 6 | 4 | 7 | 6 | 6 | 5 | 5 | 8 | 5.866667 |
| Optimistic | 5 | 5 | 3 | 7 | 3 | 3 | 4 | 4 | 4 | 4 | 6 | 3 | 2 | 3 | 7 | 4.2 |
| Trusting | 5 | 4 | 5 | 7 | 5 | 3 | 3 | 6 | 5 | 5 | 6 | 5 | 4 | 5 | 6 | 4.933333 |
| Emotionally Controlled | 3 | 7 | 6 | 2 | 5 | 5 | 4 | 7 | 7 | 4 | 7 | 5 | 5 | 6 | 7 | 5.333333 |

| DYNAMISM | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vigorous | 5 | 6 | 9 | 8 | 5 | 3 | 7 | 6 | 4 | 7 | 9 | 5 | 4 | 6 | 7 | 6.066667 |
| Competitive | 8 | 7 | 6 | 3 | 7 | 8 | 7 | 7 | 5 | 6 | 8 | 7 | 7 | 5 | 10 | 6.733333 |
| Achieving | 6 | 5 | 8 | 6 | 3 | 5 | 7 | 3 | 6 | 4 | 5 | 3 | 3 | 4 | 7 | 5 |
| Decisive | 2 | 7 | 6 | 3 | 5 | 4 | 4 | 6 | 4 | 9 | 3 | 4 | 5 | 2 | 2 | 4.4 |
| | | | | | | | | | | | | | | | | |
| Social Desirability | 9 | 7 | 7 | 8 | 8 | 5 | 7 | 8 | 5 | 10 | 5 | 8 | 6 | 4 | 5 | 6.8 |

From the Mmabana Arts Culture & Sport Foundation Head Office results it is important to note that the Social desirability scale is at a high 6.8 average sten score. This indicates that the respondents were less critical in their responses and were more concerned about making good impressions.

The problematic areas are areas which have important implications on respondents' ability to manage. These include:

- **Controlling (4.4)**: indicates that most of the respondents dislike telling people what to do and unlikely to take the lead;

- **Evaluative (4.9)**: indicates that most of the respondents do not focus on potential limitations, dislike critically analysing information and rarely look for errors or mistakes;

- **Forward Thinking (4.8)**: indicates that most of the respondents are more likely to focus upon immediate than long-term issues and less likely to take a strategic perspective;

- **Detail Conscious (5.2)**: indicates that most of the respondents are unlikely to become preoccupied with detail, less organised and systematic and dislikes tasks involving detail;

- **Conscientious (5.5)**: indicates that most of the respondents see deadlines as flexible and prepared to leave some tasks unfinished; and

- **Decisive (4.4)**: indicates that most of the respondents tend to be cautions when making decisions and like to take time to reach conclusions.

The interesting tendencies include:

- **Socially confident (5.2)**: indicates that most of the respondents feel more comfortable in less formal situations and can feel awkward when first meeting people;

- **Relaxed (4.9)**: indicates that most of the respondents tend to feel tense, find it difficult to relax and can find it hard to unwind after work;

- **Optimistic (4.2)**: indicates that most of the respondents are concerned about the future, expect things to go wrong and focus on negative aspects of a situation;

- **Trusting (4.9)**: indicates that most of the respondents are wary of others' intentions, finds it difficult to trust others and unlikely to be fooled by people;

- **Achieving (5)**: indicates that most of the respondents see career progression as less important and look for achievable rather than highly ambitious targets; and
- **Competitive (6.7)**: indicates that most of the respondents have a need to win, enjoy competitive activities and dislike losing.

## 5.2.2 Mmabana Cultural Centre Mmabatho

| | Respondents | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | Average Sten |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | INFLUENCE | | | | | | | | | | | | |
| | Persuasive | 6 | 4 | 4 | 6 | 3 | 7 | 5 | 3 | 6 | 6 | 4 | 4.909091 |
| | Controlling | 4 | 4 | 6 | 3 | 1 | 4 | 5 | 1 | 5 | 6 | 6 | 4.090909 |
| | Outspoken | 9 | 2 | 3 | 4 | 4 | 5 | 7 | 6 | 4 | 3 | 3 | 4.545455 |
| | Independent Minded | 4 | 4 | 9 | 5 | 7 | 5 | 7 | 8 | 7 | 6 | 6 | 6.181818 |
| | SOCIABILITY | | | | | | | | | | | | |
| | Outgoing | 4 | 4 | 4 | 4 | 3 | 3 | 8 | 6 | 2 | 4 | 4 | 4.181818 |
| | Affiliative | 3 | 3 | 5 | 2 | 5 | 4 | 7 | 6 | 4 | 2 | 5 | 4.181818 |
| | Socially Confident | 5 | 1 | 5 | 4 | 1 | 6 | 5 | 5 | 1 | 5 | 4 | 3.818182 |
| | EMPATHY | | | | | | | | | | | | |
| | Modest | 6 | 3 | 5 | 6 | 7 | 5 | 3 | 9 | 4 | 7 | 5 | 5.454545 |
| | Democratic | 7 | 5 | 5 | 4 | 7 | 4 | 7 | 8 | 8 | 4 | 2 | 5.545455 |
| | Caring | 4 | 3 | 6 | 2 | 2 | 5 | 7 | 7 | 7 | 1 | 3 | 4.272727 |
| **THINKING STYLE** | ANALYSIS | | | | | | | | | | | | |
| | Data Rational | 3 | 6 | 6 | 2 | 4 | 4 | 2 | 6 | 6 | 6 | 5 | 4.545455 |
| | Evaluative | 5 | 2 | 5 | 2 | 2 | 4 | 6 | 5 | 7 | 1 | 2 | 3.727273 |
| | Behavioural | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 5 | 6 | 2 | 4 | 4.090909 |
| | CREATIVITY & CHANGE | | | | | | | | | | | | |
| | Conventional | 6 | 6 | 4 | 6 | 5 | 7 | 6 | 4 | 4 | 5 | 5 | 5.272727 |
| | Conceptual | 3 | 6 | 3 | 5 | 5 | 3 | 7 | 6 | 5 | 6 | 5 | 4.909091 |
| | Innovative | 6 | 2 | 4 | 3 | 5 | 6 | 8 | 5 | 8 | 3 | 1 | 4.636364 |
| | Variety Seeking | 2 | 4 | 5 | 6 | 4 | 4 | 8 | 5 | 7 | 7 | 6 | 5.272727 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adaptable | 6 | 6 | 6 | 5 | 7 | 6 | 7 | 7 | 6 | 7 | 7 | 6.363636 |
| **STRUCTURE** | | | | | | | | | | | | |
| Forward Thinking | 2 | 6 | 4 | 3 | 4 | 4 | 7 | 5 | 4 | 1 | 2 | 3.818182 |
| Detail Conscious | 7 | 5 | 1 | 3 | 3 | 6 | 4 | 4 | 3 | 4 | 2 | 3.818182 |
| Conscientious | 8 | 5 | 3 | 3 | 2 | 6 | 6 | 5 | 4 | 4 | 2 | 4.363636 |
| Rule Following | 7 | 6 | 3 | 3 | 5 | 7 | 2 | 3 | 4 | 2 | 3 | 4.090909 |
| **EMOTION** | | | | | | | | | | | | |
| Relaxed | 4 | 4 | 4 | 6 | 6 | 6 | 7 | 6 | 7 | 5 | 4 | 5.363636 |
| Worrying | 7 | 7 | 8 | 7 | 7 | 4 | 7 | 8 | 7 | 6 | 7 | 6.818182 |
| Tough Minded | 5 | 6 | 3 | 4 | 6 | 6 | 5 | 7 | 4 | 6 | 6 | 5.272727 |
| Optimistic | 5 | 4 | 4 | 3 | 1 | 5 | 7 | 4 | 7 | 4 | 4 | 4.363636 |
| Trusting | 3 | 2 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 3.727273 |
| Emotionally Controlled | 6 | 6 | 6 | 5 | 8 | 6 | 4 | 8 | 4 | 8 | 7 | 6.181818 |
| **DYNAMISM** | | | | | | | | | | | | |
| Vigorous | 6 | 1 | 4 | 1 | 2 | 5 | 6 | 3 | 6 | 1 | 1 | 3.272727 |
| Competitive | 5 | 3 | 5 | 5 | 2 | 8 | 6 | 3 | 5 | 4 | 6 | 4.727273 |
| Achieving | 6 | 2 | 6 | 3 | 2 | 2 | 8 | 6 | 7 | 1 | 1 | 4 |
| Decisive | 3 | 6 | 5 | 4 | 3 | 5 | 5 | 4 | 5 | 4 | 6 | 4.545455 |
| Social Desirability | 3 | 5 | 5 | 4 | 3 | 6 | 3 | 5 | 5 | 1 | 3 | 3.909091 |

**FEELINGS & EMOTIONS**

The data about the Mmabana Cultural Centre Mmabatho shows that the Social desirability scale is at a low 3.9 average sten score  This indicates that the respondents were more self-critical in their responses and were less concerned about making good impressions.

The problematic areas are areas which have important implications on respondents' ability to manage. These include:

- **Controlling (4.1)**: indicates that most of the respondents dislike telling people what to do and unlikely to take the lead;
- **Evaluative (3.7)**: indicates that most of the respondents do not focus on potential limitations, dislike critically analysing information and rarely look for errors or mistakes;
- **Forward Thinking (3.8)**: indicates that most of the respondents are more likely to focus upon immediate than long-term issues and less likely to take a strategic perspective;
- **Detail Conscious (3.8)**: indicates that most of the respondents are unlikely to become preoccupied with detail, less organised and systematic and dislike tasks involving detail;
- **Conscientious (4.4)**: indicates that most of the respondents see deadlines as flexible and prepared to leave some tasks unfinished;
- **Rule following (4.1)**: indicates that most of the respondents are not restricted by rules and procedures, prepared to break rules and tend to dislike bureaucracy;
- **Vigorous (3.3)**: indicates that most of the respondents like to take things at a steady pace and dislike excessive work demands; and
- **Decisive (4.5)**: indicates that most of the respondents tend to be cautions when making decisions and like to take time to reach conclusions.

The interesting tendencies include:

- **Socially confident (3.8)**: indicates that most of the respondents feel more comfortable in less formal situations and can feel awkward when first meeting people;
- **Caring (4.3)**: indicates that most of the respondents are selective with sympathy and support and remain detached from others' personal problems;

- **Optimistic (4.4)**: indicates that most of the respondents are concerned about the future, expect things to go wrong and focus on negative aspects of a situation;

- **Trusting (3.7)**: indicates that most of the respondents are wary of others' intentions, finds it difficult to trust others and unlikely to be fooled by people; and

- **Achieving (4)**: indicates that most of the respondents see career progression as less important and look for achievable rather than highly ambitious targets.

## 5.2.3 Mmabana Cultural Centre Taung

| | Respondents | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | Average Sten |
|---|---|---|---|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | **INFLUENCE** | | | | | | | | | |
| | Persuasive | 4 | 7 | 6 | 7 | 3 | 3 | 2 | 4 | 4.5 |
| | Controlling | 5 | 3 | 4 | 7 | 3 | 2 | 1 | 5 | 3.75 |
| | Outspoken | 3 | 7 | 4 | 7 | 4 | 4 | 1 | 7 | 4.625 |
| | Independent Minded | 3 | 8 | 5 | 3 | 6 | 6 | 6 | 8 | 5.625 |
| | | | | | | | | | | |
| | **SOCIABILITY** | | | | | | | | | |
| | Outgoing | 6 | 8 | 7 | 8 | 4 | 4 | 7 | 8 | 6.5 |
| | Affiliative | 1 | 5 | 3 | 4 | 6 | 2 | 5 | 6 | 4 |
| | Socially Confident | 5 | 7 | 3 | 7 | 4 | 3 | 3 | 7 | 4.875 |
| | | | | | | | | | | |
| | **EMPATHY** | | | | | | | | | |
| | Modest | 4 | 6 | 5 | 7 | 6 | 8 | 9 | 7 | 6.5 |
| | Democratic | 2 | 5 | 4 | 2 | 7 | 3 | 5 | 5 | 4.125 |
| | Caring | 4 | 5 | 6 | 3 | 5 | 1 | 5 | 7 | 4.5 |
| **THINKING STYLE** | **ANALYSIS** | | | | | | | | | |
| | Data Rational | 4 | 5 | 6 | 4 | 3 | 3 | 5 | 8 | 4.75 |
| | Evaluative | 3 | 7 | 4 | 7 | 4 | 5 | 2 | 3 | 4.375 |
| | Behavioural | 4 | 5 | 4 | 4 | 1 | 6 | 4 | 4 | 4 |
| | | | | | | | | | | |
| | **CREATIVITY & CHANGE** | | | | | | | | | |
| | Conventional | 6 | 5 | 6 | 5 | 5 | 5 | 4 | 5 | 5.125 |
| | Conceptual | 5 | 7 | 3 | 5 | 1 | 4 | 5 | 6 | 4.5 |
| | Innovative | 6 | 4 | 5 | 6 | 6 | 3 | 5 | 4 | 4.875 |
| | Variety Seeking | 3 | 6 | 5 | 6 | 5 | 4 | 6 | 8 | 5.375 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Adaptable | 4 | 6 | 7 | 6 | 7 | 5 | 5 | 5 | 5.625 |

**STRUCTURE**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Forward Thinking | 1 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4.25 |
| Detail Conscious | 6 | 6 | 4 | 5 | 3 | 3 | 2 | 6 | 4.375 |
| Conscientious | 1 | 4 | 7 | 5 | 4 | 1 | 4 | 8 | 4.25 |
| Rule Following | 7 | 6 | 6 | 2 | 3 | 4 | 4 | 6 | 4.75 |

**FEELINGS & EMOTIONS**

**EMOTION**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Relaxed | 2 | 6 | 4 | 3 | 6 | 5 | 3 | 6 | 4.375 |
| Worrying | 6 | 3 | 8 | 6 | 5 | 6 | 7 | 9 | 6.25 |
| Tough Minded | 6 | 6 | 8 | 4 | 5 | 6 | 4 | 5 | 5.5 |
| Optimistic | 2 | 4 | 2 | 6 | 4 | 4 | 4 | 5 | 3.875 |
| Trusting | 4 | 5 | 5 | 5 | 4 | 2 | 6 | 4 | 4.375 |
| Emotionally Controlled | 3 | 3 | 7 | 4 | 6 | 4 | 8 | 7 | 5.25 |

**DYNAMISM**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Vigorous | 5 | 5 | 5 | 5 | 6 | 5 | 5 | 7 | 5.375 |
| Competitive | 7 | 5 | 8 | 7 | 5 | 7 | 4 | 5 | 6 |
| Achieving | 1 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 |
| Decisive | 6 | 5 | 5 | 8 | 5 | 6 | 4 | 9 | 6 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Social Desirability | 7 | 6 | 5 | 3 | 6 | 5 | 3 | 4 | 4.875 |

The data about the Mmabana Cultural Centre Taung shows that the Social desirability scale is at a low 4.9 average sten score. This indicates that the respondents were more self-critical in their responses and were less concerned about making good impressions.

The problematic areas are areas which have important implications on respondents' ability to manage. These include:

- **Controlling (3.8)**: indicates that most of the respondents dislike telling people what to do and unlikely to take the lead;
- **Evaluative (4.4)**: indicates that most of the respondents do not focus on potential limitations, dislikes critically analysing information and rarely look for errors or mistakes;
- **Forward Thinking (4.3)**: indicates that most of the respondents are more likely to focus upon immediate than long-term issues and less likely to take a strategic perspective;
- **Detail Conscious (4.4)**: indicates that most of the respondents are unlikely to become preoccupied with detail, less organised and systematic and dislike tasks involving detail;
- **Conscientious (4.3)**: indicates that most of the respondents see deadlines as flexible and prepared to leave some tasks unfinished; and
- **Rule following (4.8)**: indicates that most of the respondents are not restricted by rules and procedures, prepared to break rules and tend to dislike bureaucracy.

The interesting tendencies include:

- **Socially confident (4.9)**: indicates that most of the respondents feel more comfortable in less formal situations and can feel awkward when first meeting people;
- **Caring (4.5)**: indicates that most of the respondents are selective with sympathy and support and remain detached from others' personal problems;
- **Optimistic (3.9)**: indicates that most of the respondents are concerned about the future, expect things to go wrong and focus on negative aspects of a situation;
- **Trusting (4.4)**: indicates that most of the respondents are wary of others' intentions, finds it difficult to trust others and unlikely to be fooled by people;

- **Competitive (6)**: indicates that most of the respondents have a need to win, enjoy competitive activities and dislike losing; and

- **Achieving (4)**: indicates that most of the respondents see career progression as less important and look for achievable rather than highly ambitious targets.

## 5.2.4 Mmabana Cultural Centre Lehurutse

| | Respondents | 35 | 36 | 37 | 38 | 39 | 40 | Average Sten |
|---|---|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | **INFLUENCE** | | | | | | | |
| | Persuasive | 5 | 7 | 8 | 4 | 4 | 7 | 5.8333 |
| | Controlling | 3 | 5 | 8 | 5 | 5 | 7 | 5.5 |
| | Outspoken | 5 | 5 | 6 | 5 | 5 | 6 | 5.3333 |
| | Independent Minded | 10 | 6 | 5 | 8 | 6 | 3 | 6.3333 |
| | **SOCIABILITY** | | | | | | | |
| | Outgoing | 3 | 5 | 4 | 7 | 4 | 6 | 4.8333 |
| | Affiliative | 6 | 6 | 3 | 7 | 9 | 6 | 6.1667 |
| | Socially Confident | 4 | 3 | 4 | 3 | 6 | 7 | 4.5 |
| | **EMPATHY** | | | | | | | |
| | Modest | 5 | 3 | 7 | 3 | 5 | 5 | 4.6667 |
| | Democratic | 4 | 5 | 4 | 6 | 7 | 6 | 5.3333 |
| | Caring | 7 | 6 | 4 | 2 | 7 | 7 | 5.5 |
| **THINKING STYLE** | **ANALYSIS** | | | | | | | |
| | Data Rational | 6 | 6 | 7 | 6 | 6 | 7 | 6.3333 |
| | Evaluative | 6 | 4 | 4 | 5 | 2 | 5 | 4.3333 |
| | Behavioural | 4 | 5 | 5 | 2 | 2 | 5 | 3.8333 |
| | **CREATIVITY & CHANGE** | | | | | | | |
| | Conventional | 6 | 6 | 6 | 6 | 7 | 6 | 6.1667 |
| | Conceptual | 4 | 6 | 4 | 6 | 6 | 5 | 5.1667 |
| | Innovative | 5 | 5 | 6 | 5 | 5 | 7 | 5.5 |
| | Variety Seeking | 4 | 3 | 5 | 7 | 4 | 4 | 4.5 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Adaptable | 5 | 7 | 7 | 5 | 5 | 7 | 6 |

## STRUCTURE

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Forward Thinking | 4 | 5 | 6 | 4 | 4 | 6 | 4.8333 |
| Detail Conscious | 3 | 3 | 5 | 5 | 2 | 7 | 4.1667 |
| Conscientious | 5 | 5 | 5 | 4 | 2 | 6 | 4.5 |
| Rule Following | 6 | 6 | 8 | 2 | 4 | 7 | 5.5 |

## EMOTION

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Relaxed | 5 | 5 | 6 | 5 | 8 | 6 | 5.8333 |
| Worrying | 4 | 7 | 5 | 5 | 6 | 3 | 5 |
| Tough Minded | 5 | 5 | 8 | 5 | 8 | 6 | 6.1667 |
| Optimistic | 4 | 3 | 5 | 6 | 6 | 5 | 4.8333 |
| Trusting | 3 | 2 | 6 | 3 | 6 | 6 | 4.3333 |
| Emotionally Controlled | 5 | 7 | 7 | 4 | 7 | 6 | 6 |

## DYNAMISM

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Vigorous | 4 | 6 | 5 | 4 | 1 | 5 | 4.1667 |
| Competitive | 8 | 5 | 5 | 9 | 7 | 8 | 7 |
| Achieving | 4 | 5 | 6 | 6 | 1 | 6 | 4.6667 |
| Decisive | 4 | 3 | 4 | 5 | 5 | 3 | 4 |
| | | | | | | | |
| Social Desirability | 6 | 5 | 5 | 6 | 6 | 9 | 6.1667 |

FEELINGS & EMOTIONS

The data about the Mmabana Cultural Centre Lehurutse shows that the Social desirability scale is at a high 6.2 average sten score. This indicates that the respondents were less critical in their responses and were more concerned about making good impressions.

The problematic areas are areas which have important implications on respondents' ability to manage. These include:

- **Controlling (5.5)**: indicates that most of the respondents dislike telling people what to do and unlikely to take the lead;

- **Evaluative (4.3)**: indicates that most of the respondents do not focus on potential limitations, dislikes critically analysing information and rarely look for errors or mistakes;

- **Forward Thinking (4.8)**: indicates that most of the respondents are more likely to focus upon immediate than long-term issues and less likely to take a strategic perspective;

- **Detail Conscious (4.2)**: indicates that most of the respondents are unlikely to become preoccupied with detail, less organised and systematic and dislike tasks involving detail;

- **Conscientious (4.5)**: indicates that most of the respondents see deadlines as flexible and prepared to leave some tasks unfinished;

- **Rule following (5.5)**: indicates that most of the respondents are not restricted by rules and procedures, prepared to break rules and tend to dislike bureaucracy;

- **Vigorous (4.2)**: indicates that most of the respondents like to take things at a steady pace and dislike excessive work demands; and

- **Decisive (4)**: indicates that most of the respondents tend to be cautions when making decisions and like to take time to reach conclusions.

The interesting tendencies include:

- **Socially confident (4.5)**: indicates that most of the respondents feel more comfortable in less formal situations and can feel awkward when first meeting people;

- **Caring (5.5)**: indicates that most of the respondents are selective with sympathy and support and remainsdetached from others' personal problems;

- **Optimistic (4.8)**: indicates that most of the respondents are concerned about the future, expect things to go wrong and focus on negative aspects of a situation;

- **Trusting (4.3)**: indicates that most of the respondents are wary of others' intentions, finds it difficult to trust others and unlikely to be fooled by people;

- **Competitive (7)**: indicates that most of the respondents have a need to win, enjoy competitive activities and dislike losing; and

- **Achieving (4.7)**: indicates that most of the respondents see career progression as less important and look for achievable rather than highly ambitious targets.

## 5.2.5 Mmabana Cultural Centre Thlabane

| | Respondents | 41 | 42 | 43 | 44 | Average Sten |
|---|---|---|---|---|---|---|
| **RELATIONSHIPS WITH PEOPLE** | **INFLUENCE** | | | | | |
| | Persuasive | 7 | 6 | 8 | 6 | 6.75 |
| | Controlling | 9 | 5 | 6 | 8 | 7 |
| | Outspoken | 6 | 4 | 6 | 6 | 5.5 |
| | Independent Minded | 6 | 5 | 5 | 5 | 5.25 |
| | | | | | | |
| | **SOCIABILITY** | | | | | |
| | Outgoing | 8 | 5 | 7 | 7 | 6.75 |
| | Affiliative | 6 | 5 | 4 | 6 | 5.25 |
| | Socially Confident | 5 | 3 | 5 | 7 | 5 |
| | | | | | | |
| | **EMPATHY** | | | | | |
| | Modest | 3 | 3 | 3 | 5 | 3.5 |
| | Democratic | 7 | 6 | 3 | 6 | 5.5 |
| | Caring | 7 | 4 | 2 | 2 | 3.75 |
| | | | | | | |
| **THINKING STYLE** | **ANALYSIS** | | | | | |
| | Data Rational | 4 | 3 | 5 | 5 | 4.25 |
| | Evaluative | 3 | 2 | 5 | 2 | 3 |
| | Behavioural | 3 | 2 | 4 | 4 | 3.25 |
| | | | | | | |
| | **CREATIVITY & CHANGE** | | | | | |
| | Conventional | 5 | 6 | 6 | 6 | 5.75 |
| | Conceptual | 1 | 5 | 4 | 5 | 3.75 |
| | Innovative | 6 | 6 | 1 | 5 | 4.5 |
| | Variety Seeking | 4 | 5 | 8 | 3 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| Adaptable | 4 | 5 | 7 | 6 | 5.5 |

### STRUCTURE

| | | | | | |
|---|---|---|---|---|---|
| Forward Thinking | 3 | 5 | 6 | 3 | 4.25 |
| Detail Conscious | 7 | 5 | 3 | 3 | 4.5 |
| Conscientious | 4 | 4 | 2 | 1 | 2.75 |
| Rule Following | 7 | 1 | 3 | 3 | 3.5 |

**FEELINGS & EMOTIONS**

### EMOTION

| | | | | | |
|---|---|---|---|---|---|
| Relaxed | 7 | 4 | 3 | 6 | 5 |
| Worrying | 7 | 7 | 4 | 5 | 5.75 |
| Tough Minded | 1 | 6 | 3 | 6 | 4 |
| Optimistic | 5 | 2 | 1 | 4 | 3 |
| Trusting | 5 | 4 | 2 | 7 | 4.5 |
| Emotionally Controlled | 2 | 5 | 3 | 4 | 3.5 |

### DYNAMISM

| | | | | | |
|---|---|---|---|---|---|
| Vigorous | 7 | 4 | 1 | 1 | 3.25 |
| Competitive | 7 | 7 | 7 | 6 | 6.75 |
| Achieving | 8 | 2 | 5 | 1 | 4 |
| Decisive | 7 | 3 | 5 | 7 | 5.5 |
| Social Desirability | 7 | 9 | 4 | 8 | 7 |

The data about the Mmabana Cultural Centre Thlabane show that the Social desirability scale is at a high.7 average sten score. This indicates that the respondents were less critical in their responses and were more concerned about making good impressions.

The problematic areas are areas which have important implications on respondents' ability to manage. These include:

- **Evaluative (3)**: indicates that most of the respondents do not focus on potential limitations, dislike critically analysing information and rarely look for errors or mistakes;

- **Forward Thinking (4.3)**: indicates that most of the respondents are more likely to focus upon immediate than long-term issues and less likely to take a strategic perspective;

- **Detail Conscious (4.5)**: indicates that most of the respondents are unlikely to become preoccupied with detail, less organised and systematic and dislike tasks involving detail;

- **Conscientious (2.8)**: indicates that most of the respondents see deadlines as flexible and prepared to leave some tasks unfinished;

- **Rule following (3.5)**: indicates that most of the respondents are not restricted by rules and procedures, prepared to break rules and tend to dislike bureaucracy;

- **Vigorous (3.3)**: indicates that most of the respondents like to take things at a steady pace and dislike excessive work demands; and

- **Decisive (5.5)**: indicates that most of the respondents tend to be cautions when making decisions and like to take time to reach conclusions.

The interesting tendencies include:

- **Socially confident (5)**: indicates that most of the respondents feel more comfortable in less formal situations and can feel awkward when first meeting people;

- **Caring (3.8)**: indicates that most of the respondents are selective with sympathy and support and remain detached from others' personal problems;

- **Optimistic (3)**: indicates that most of the respondents are concerned about the future, expect things to go wrong and focus on negative aspects of a situation;

- **Trusting (4.5)**: indicates that most of the respondents are wary of others' intentions, find it difficult to trust others and unlikely to be fooled by people;
- **Competitive (6.8)**: indicates that most of the respondents have a need to win, enjoy competitive activities and dislike losing; and
- **Achieving (4)**: indicates that most of the respondents see career progression as less important and look for achievable rather than highly ambitious targets.

## 5.2.6 Combined Mmabana Arts, Culture & Sport Foundation Themes

When all the results are combined certain themes emerge. The problematic area themes are:

- **Low Controlling**: indicates that most of the respondents dislike telling people what to do and unlikely to take the lead;
- **Low Evaluative**: indicates that most of the respondents do not focus on potential limitations, dislike critically analysing information and rarely look for errors or mistakes;
- **Low Forward Thinking**: indicates that most of the respondents are more likely to focus upon immediate than long-term issues and less likely to take a strategic perspective;
- **Low Detail Consciousness**: indicates that most of the respondents are unlikely to become preoccupied with detail, less organised and systematic and dislike tasks involving detail;
- **Low Conscientiousness**: indicates that most of the respondents see deadlines as flexible and prepared to leave some tasks unfinished;
- **Low Rule following**: indicates that most of the respondents are not restricted by rules and procedures, prepared to break rules and tend to dislike bureaucracy;
- **Low Vigour**: indicates that most of the respondents like to take things at a steady pace and dislike excessive work demands; and
- **Low Decisiveness**: indicates that most of the respondents tend to be cautions when making decisions and like to take time to reach conclusions.

The themes with regards to the interesting tendencies include:

- **Low Social confidence**: indicates that most of the respondents feel more comfortable in less formal situations and can feel awkward when first meeting people;

- **Low Caring**: indicates that most of the respondents are selective with sympathy and support and remain detached from others' personal problems;

- **Low Optimism**: indicates that most of the respondents are concerned about the future, expect things to go wrong and focus on negative aspects of a situation;

- **Low Trusting**: indicates that most of the respondents are wary of others' intentions, finds it difficult to trust others and unlikely to be fooled by people;

- **High Competitiveness**: indicates that most of the respondents have a need to win, enjoy competitive activities and dislike losing; and

- **Low Achieving**: indicates that most of the respondents see career progression as less important and look for achievable rather than highly ambitious targets.

## 5.3 SUMMARY

Specific themes emerged when the results from this study were analysed and interpreted. These themes have specific implications for a leadership culture within the Mmabana Arts, Culture & Sport Foundation. In the next chapter the results are analysed, discussed and implications are elucidated.

# CHAPTER 6: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

> "We are here to invent our organisation's future-not simply accept passively what is
> happening around us. It is up to us to start managing tomorrow now!"
>
> *BUPA seminar executive, 'Inventing our Future' Conference*

This chapter reflects the results and the interpretation of the research findings, aimed at assisting the Mmabana Arts, Culture & Sport Foundation (MACSF). Finally this study will conclude by elucidating limitations of the study and presenting recommendations for future studies.

## 6.1 DISCUSSION OF RESULTS

The findings of the study reveal certain key areas of that needed attention. These were:

- Many employees in managerial positions indicated no real concern or preference for leading other employees (low controlling). This came about as a result of the Mmabana Arts, Culture & Sport Foundations' structure where the best artists becomes the best tutors who are then pushed into positions where they need to be managers with strong administrative skills. No training is however provided and these employees not only are unhappy (low optimism) but are also very uncertain of themselves (low confidence) due to the fact that thy really have no idea or training in management. The low achieving levels also indicate that these employees really do not see themselves moving up in management, but one can guess that they would rather prefer returning to the art that brought them to the MACSF in the first place;

- All the competencies which makes artists so talented are in stark contrast to what is needed to be strongly administrative. Artist like variety, like taking their time (low vigour) in the name of their art, do not like being bound by boundaries (deadlines, rules and regulations), they do what feels good at that moment, make decisions 10 minutes before a show, and appreciate matters rather than look for errors (low evaluation). Managers on the other hand, need to be forward thinking and do strategic planning/budgeting. They need to be detail conscious, look for potential problems/criticise, meet all the deadlines and follow rules and regulations;

- Due to MACSF's difficult past and the hardships those who have stayed through it all, have experienced, it is not surprising to see a low caring for and trusting of others; low levels of optimism and low levels of relaxing (people are quite tense/stressed). Some interventions need to be focussed on this, for instances clear communication from the CEO about the MACSF's strategic aims and future viability, more job security communicated to employees, less acting employees and more appointments from within and developing change agents to start addressing the low morale.

## 6.2 IMPLICATIONS OF THE RESULTS

For MACSF to become an operationally viable entity, its leadership team needs to be a dynamic, strong, creative, highly driven management team, who receives administrative and management training prior to being moved from an artistic position into an administrative position. The possibility of remaining completely on the artistic side needs to be investigated, as employees who indicate strong artistic preferences, will often rather remain in a lower level position, where they can embrace their true passion as an artist. It should maybe be considered to employ an administrative assistant for every departmental/unit manager, which will allow these artistic managers to spend more time focussing on their creative inputs than their monthly time-sheets. This solution might be more viable than trying to force the managers to develop competencies, which goes against their very (artistic) nature.

## 6.3 RECOMMENDATIONS TO MMABANA ARTS CULTURE & SPORT FOUNDATION (MACSF)

The researcher proposes the following personal and professional development interventions, based on the findings of this study:
- Leadership Development Interventions
- Strategic Planning skills
- General Business Management training- Arts Management and Human Resource Management exposure, especially Performance Management Development Systems and Asset Management.

- Time Management skills
- Stress Management skills
- Events Planning and Project Management training
- Communication techniques
- Financial Management for non-financial managers skills
- Analysis and Decision-making skills
- Customer Service-internal and external communication skills
- Monitoring & Evaluation systems

It is also further proposed that the leadership team does team building activities where the Foundation's strategy is defined, action plans are drawn up and a focus towards external competition, rather than departments/units competing against each, is created.

Better communication channels between management and staff, as well as between the Head Office and all the centres, should be used, as this can also assist in creating a unified MACSF, rather than one where some centres are feeling neglected and uninformed.

## 6.4 LIMITATIONS OF STUDY AND RECOMMENDATIONS FOR FUTURE STUDIES

The researcher feels that the absence of biographical information in terms of which position the respondent currently fills, as well as the number of years within MACSF can be seen as a limitation. Especially, interpreting respondents' lower morale and lower trusting scales compared to the number of years the respondents have been part of the foundations, could have shown interesting correlations.

The fact that a number of employees resigned between the time the questionnaire was conducted and the feedback was due can be seen as a limitation. One cannot be sure whether the respondents showing low morale and optimism are the ones who actually resigned and that those employees left in MACSF are in fact not that despondent. This creates problems for interpreting the results.

The fact that the Mmabana Cultural Centres are so far apart as well as the fact that a lot of the employees identified for the study, actually conduct classes during the day, created logistical problems in getting everyone together at the same time to complete the questionnaires as well as to receive one-on-one feedback with the industrial psychologist.

It is recommended that future studies include a questionnaire asking employees whether they would have preferred a dual-career ladder. This implies that they will be able to get salary increases while specialising in their field of arts and remain on the creative side, rather than moving into administrative management. It is thought that artists will prefer to remain actively involved in their specialised field, rather than manage. For now, this remains only a hypothesis, which future studies can investigate.

## 6.5 CONCLUSION

The results of this study showed that a comprehensive investigation into the effective leadership and management competencies within MACSF would confirm the descriptive hypothesis that certain elements within MACSF's leadership structure are underdeveloped and that specific remedial actions would be required to rectify the situation. This descriptive research found that certain elements should receive attention and that each individual taking personal responsibility, could have a very positive impact on MACSF. It is believed that the developmental interventions proposed above can assist in building the leadership cadre to a stronger team which will be geared to take the Mmabana Arts, Culture & Sport Foundation to higher heights and to add value to the live of more citizens in the NW province.

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## ANNEXURE A: EXAMPLE OF AN INVITATION LETTER

March 14, 2007

Dear Unit Managers , Regional Directors, Managers and Board Executives

I am glad to inform you of an exciting management and leadership development intervention, which I wish us all to embrace with commitment.

As leaders we should all have self-insight about our own personality preferences, in order to use our strengths even more effectively and to develop our areas that need more advancement. So, I have decided that we should all get more information about our work-personality preferences, our management competencies as well as our team profiles.

I would like us all to complete the Occupational Personality Questionnaire (OPQ), which is a self-report questionnaire on your personality preferences. After completion each individual will receive personal feedback from an Industrial Psychologist on your personal preferences and management competency profile. Although you need to indicate your name on the questionnaire in order to get feedback, your results, as fed into the team impact report as well as management competency profile, will be confidential. The team impact will be discussed in our various departmental teams as a team and not as individuals. I would thus like you to be completely honest in the answering of the questionnaire as it is a costly exercise and completely to your benefit.

I appreciate all of your enthusiasm and commitment.

Kind regards,

**Piet Smith**
Acting CEO