



Transfer of Skills Between Management at a Listed Agricultural Organisation: A Focus on the Silos Sector

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Higher Degrees Administration

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ABSTRACT

The study investigates the transfer of skills and knowledge between management at a listed agricultural organisation focusing on the silo sector. The agricultural sector, in particular the silo management business, is facing the risk of losing critical skills due to the impending retirement of silo managers. The retention of skills is being outpaced by the skills turnover due to various reasons: poor succession planning, barriers to skills and knowledge transfer, retirement due to age and normal attrition of skills. The sectors ability to successfully transfer knowledge and skills can potentially mitigate skills shortages in this sector. A qualitative research employing a phenomenological research design utilising semi-structured interviews is embarked upon. A sample of four purposively selected silo managers and four assistant managers was selected to participate in the study by responding to open ended questions addressing the objectives of the study. The study found that the silo sector is deeply reliant upon on-the-job training to transfer of skills and knowledge between managers. The reliance upon on-the-job training for skills and knowledge transfer contributes to longer training periods for assistant managers to become substantive silo managers. Knowledge and skills transfer is impeded by multiple factors such as availability of time resources, suitability of recruits, appropriateness of succession planning, career pathing, sourcing of functions and the generational gap. The generational gap was found to be the most prominent factor impeding skills and knowledge transfer in the silo sector. The study recommends that the recruitment criteria and the career path for silo managers be reviewed to include shop floor employees as opposed to inexperienced external candidates.

Keywords: Transfer of skills, generational gap, succession planning, on-the-job training, retention of skills

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LIST OF ABBREVIATIONS

HR – Human Resources

HRD – Human Resources Development

HRM – Human Resources Manager

CAQDAS – Computer-assisted qualitative data analysis software

POP – Proof of Payment

SEO – Search Engine Optimisation

SMME – Small to Medium Enterprise

URL – Uniform Resource Locator

CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

The significance of the agricultural sector have been increasing at the backdrop of a decline in the mining sector. The agricultural industry is a key player in the South African economy contributing 2.4% to the Growth Domestic Product (GDP) in 2017 (Qobo & Hofmeyr, 2016; Government of South Africa, 2019). Focus must be placed on the agricultural sector to mitigate the effect of a decline in the mining sector particularly in the former mining communities. The agricultural business enterprises are faced with many challenges which has a major impact on the country's food security (Drimie & McLachlan, 2013). One of the major challenges in the agricultural sector is skills retention particularly in the silo sector. A problem arises when the balance between skills retention efforts and skills turnover is upset with the outcome that, like in the context of the silo sector in South Africa, there are shortages of critical skills. According to Shah and Hussin (2018:331) valuable skills are lost in any sector due to retirement, resignation, death and or emigration of skilled workers. Makhubela and Ngoepe (2018) further argue that organisations lose the knowledge of departing employees when they take early retirement, find another job or when they leave the organisation.

Skills and knowledge transfer plays a vital role in the retention of skills within an organisation. Knowledge transfer is a process whereby valuable knowledge is obtained and organised from its source or sources and then being directly transferred onto employees in the organisation (Shah & Hussin, 2018). Skills acquisition and retention problems are reportedly pronounced in the silo sector where silo managers are difficult to retain and replace. It is a challenging tasks to replace and or find suitable silo managers with relevant experience and skills in the operation of silo's, as this field of study is not offered to prospective managers and the skill is only developed after years of experience (Botha, 2019). Silos are important as they are used to store grain and provide various services to grain farmers. Silos are a very important part of the agricultural value chain, as they ensure the preservation and distribution of stored grain

which is an important task in ensuring food security in South Africa. The silo sector resort to experienced managers transferring their knowledge and skills to prospective managers over a long period of time. Very little research has been conducted to explore how the managers are conducting skills and knowledge transfer within the silo sector and how these can be enhanced. There is need to expand debate and discuss skills and knowledge transfer within the silo sector with a view to address the skills shortages in this sector. It is given the above background that this study investigates the transfer of skills between management in a listed agricultural organisation focusing on the silo sector.

1.2 PROBLEM STATEMENT

The problem being investigated in this study is that the silo industry within the agricultural sector is losing management skills faster than it is replacing them and as a result there is a skills shortage in the silo management sector (Agriseta, 2018). The skills turnover in the silo industry is caused by various factors: poor succession planning, barriers to skills transfer, retirement due to age and due to normal attrition of skills. Skills replacement within the silo management is reliant upon on-the-job transfer of skills and knowledge over longer periods of time. The situation is made worse due to the fact that there are a few academic institutions that provide training in the silo management field. The silo sector is not served by an academic standard in the form of a college degree to supplement skills. As a result of the aforementioned, the silo management sector is at risk of losing valuable skills without replacing them. The shortages of skills in the sector does not align well with the need for communities to refocus efforts into the agricultural sector as the mining sector declines. Very little research has been done on investigating the coping strategies of the silo management operation to the problems associated with the skills and knowledge transfer among managers. This study expands debate and discussion on the transfer of skills between silo managers within the silo sector.

1.3 OBJECTIVES OF THE STUDY

This study has one primary objective and several secondary objectives to support the primary objective.

1.3.1 Primary objective

The primary objective of this study is to investigate the transfer of skills among managers within the silo industry.

1.3.2 Secondary Objectives

- To identify factors prohibiting the transfer of skills among managers within the silo industry.
- To explore the benefits of skills transfer among managers within the silo industry and the organisation.
- To determine the factors that enable skills transfer among managers within the silo industry.
- To make recommendations on skills transfer within the silo sector.

1.3.3 Research questions

The research questions comprises of six questions which mirror the research objectives as follows:

Question 1: How are silo managers and assistant managers transferring skills and knowledge among themselves in the organisation?

Question 2: What are the theoretical foundations of skills and knowledge transfer in the organisation?

Question 3: What are the barriers and enablers of skills and knowledge transfer?

Question 4: What are the benefits of skills and knowledge transfer to the organisation?

Question 5: What are the solutions and recommendations to skills and knowledge transfer?

Question 6: What factors enable skills transfer amongst managers within the silo sector?

1.4 SCOPE OF THE STUDY

The study examines the transfer of skills and knowledge amongst managers within the silo sector. A phenomenological design is relevant in this study as it captures the lived experiences of those who are effected by the studied phenomenon (Creswell, 2014). In the context of this study silo managers and assistant managers lived experiences helps to establish knowledge and the reality concerning the subject matter. Thus knowledge and the reality of the phenomenon cannot be separated from the social and cultural context of those affected by it. Accordingly for the researcher to gain this knowledge a study must be structured in such a way as to facilitate information flow from participants which is interpreted by him. The information flow from participants can be controlled by what is already existing in the board of knowledge. Skills and knowledge transfer are broad constructs whose development is reliant upon continuous investigation by using qualitative or quantitative approaches and in different context. In this study, the constructs are approached qualitatively and in the context of the silo management sector.

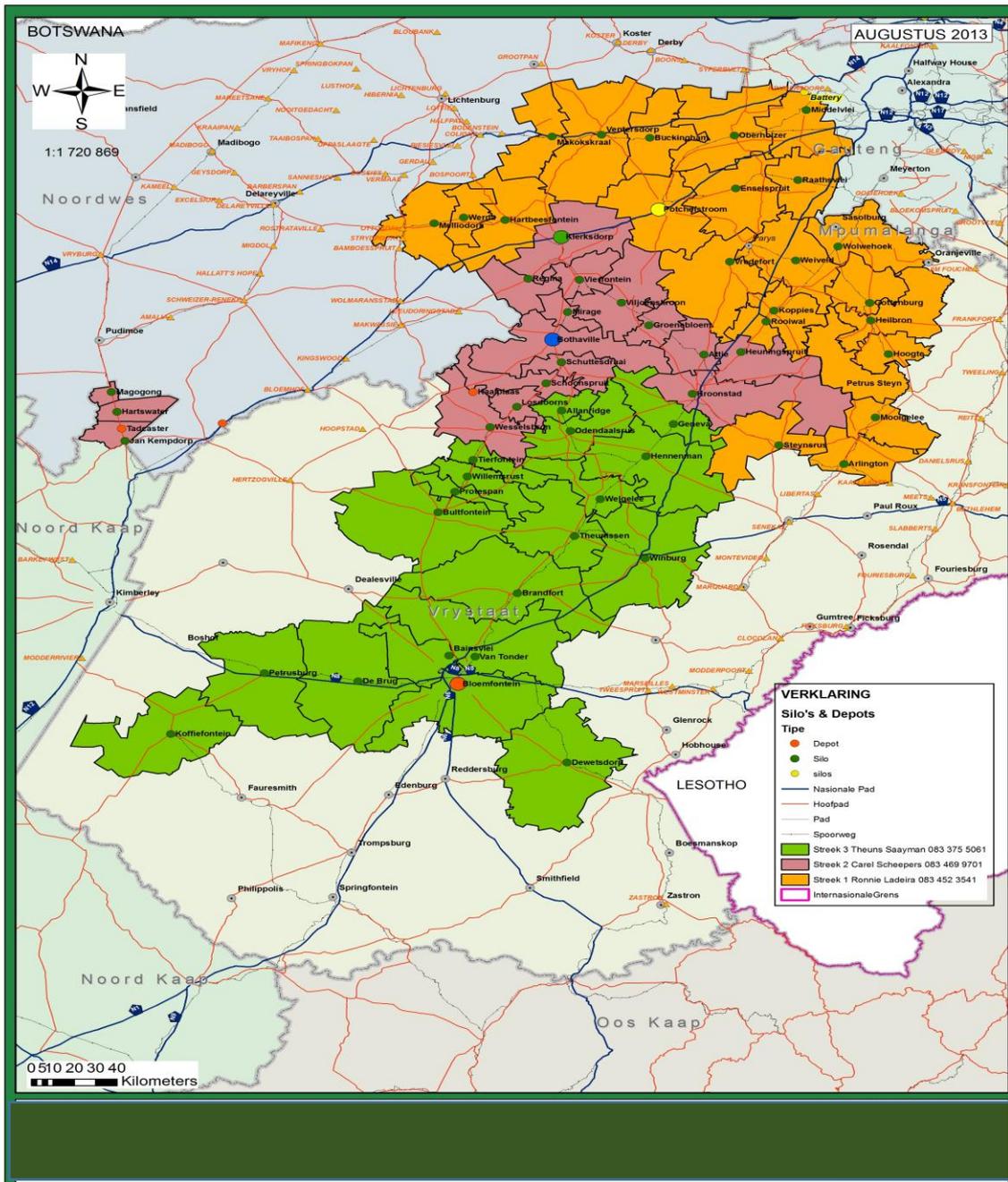
1.4.1 Field of study

The core field of study is skills or talent management which encompasses such theoretical constructs as skills retention, recruitment, training and development, succession planning, motivation, skills and knowledge transfer. The main focus is on how silo managers conduct skills transfer amongst themselves and how the process is influenced by various elements of skills management. The ability of an organisation to manage various elements of skills management is associated with positive outcomes in dealing with the shortages of skills. A large number of the current silo managers are reaching retirement age and they will be difficult to replace. The purpose of this study is therefore to probe into reasons why this is becoming a problem and if there are any constraints that might have an impact on the transferring of skills within the silo sector.

1.4.2 The research population

The research study population comprised of various silo managers and assistant managers of the studied organisation. The managers and assistant managers within the organisation numbered 146 combined. A purposive sample was selected due to the researcher's limited time and financial resources. Semi structured interviews were self-administered to a sample of four assistant silo managers and four silo managers within a 150 km radius from the researchers place of residence in Klerksdorp. The targeted organisation has various silo sites, in most of the provinces, where silo managers and assistant managers are employed. The human resources department provided a list of names and contact details of all managers and assistant managers from various areas and provinces.

Figure 1: Map indicating the geographical location of the silo sites of the studied organisation within South Africa



Source: Adopted from the Organisations Website (Organisation Intranet, 2018).

The studied organisation has silo sites situated in most parts of the North West and Free State provinces in South Africa. The organisation also has silo sites situated in other provinces, but the sample was dominantly selected from the North West and Free-State province as shown in Figure 1 above. The silos are situated in the central

parts of South Africa and strategically found near farming communities in order for the farmers to have easy access to the silo storage facilities where their grain is stored post harvesting. Each silo is managed by a silo manager and assistant manager.

1.5 RESEARCH METHODOLOGY

The research is qualitative in nature and thematic analysis method was used to extract meaning from the collected data. A phenomenological research design was adopted. Participants were interviewed and allowed to answer freely to open-ended questions which were contained in an interview guide. The interviews were semi-structured allowing probing and in depth of exploration of the problem areas. According to Reichertz (2014:131) induction as the third phase takes place in the qualitative research as participants respond to questions, give their views and inputs concerning the research questions posed.

1.5.1 Literature review

A literature review of previous studies in the field of knowledge and skills transfer was conducted to investigate the current situation concerning the transfer of skills and any factors that are barriers and enablers of skills and knowledge transfer within an organisation. Various secondary sources were utilised such as Journal articles, academic textbooks and electronic sources. The topics that were covered in the literature review include: skills management, skills transfer, succession planning, recruitment, training, talent management, motivation and skills retention.

Figure 2: Research framework



The search engines used for the literature review are Google Scholar, Google Search and Sabinet. The following sources provided further insight into the topic:

- Text book on Psychology of Work and Organisations
- International Journal of Advanced Research in Management and Social Sciences
- Other journals and written publications
- Dissertations, mini-dissertations and other papers on the subject
- Internet articles found on Google
- News articles

1.5.2 Empirical research

The study assembles a convenient sample of silo managers and assistant managers. Semi-structured interviews are self-administered and aided by an interview guide with open ended questions.

1.5.2.1 Research instrument design

There are several research instruments that can be used to collect data for a research study. The instruments that can be used include interviews, questionnaires, focus groups, observations and experiments (Bryman, et al., 2016). A phenomenological study normally uses interviews to collect data from participants. Interviews enables the capturing of lived experiences (Creswell, 2014). The questions were explorative and open ended. The interviews were also semi-structured. All the interviews were transcribed and coded to develop a range of themes and sub-themes (Barbour, 2009:115). The interview guide was constructed with a view to address the research objectives.

1.5.2.2 Research participants

The research participants comprised of four managers and four assistant managers from the target organisation. The total number of managers and assistant managers in the studied organisation is 146 people in total. Silo managers have to transfer their skills to assistant managers before they leave the organisation in order to ensure the continuity in the organisation. The silo managers and assistant managers are privy to how skills and knowledge transfers are occurring in the organisation and were the most suitable participants to answer the research objectives.

1.5.2.3 Gathering of data

The participants were interviewed personally by the researcher. The interviews were semi-structured interviews. Semi structured interviews were utilised as they allow for probing and the researcher can give clarity on the questions where required by participants. The data was recorded by means of a digital recorder and was transcribed

to ensure that the quality of the interview is not compromised by the pressure to interview and manually record at the same time. Transcription of the interview sessions were done to ensure that all information is captured and prepared for analysis.

1.5.2.4 Data analysis

The data was subjected to thematic analysis. The data was placed and divided into themes and categories.

The steps as stated in Creswell (1998); Marshall and Rossman (1999), in De Vos (2005:334) were followed comprising of the following:

1. Planning for recording of data;
2. Collection of data and preliminary analysis of data;
3. Managing and organising of data;
4. Generating categories, themes and patterns;
5. Coding the data;
6. Testing the emergent understanding;
7. Searching for an alternative explanation;
8. Representing and visualisation of findings.

Coded data obtained from the interview was not presented in its original form, but was interpreted and re-presented in this study. Connections between concepts and categories were considered in relation to the existing literature. A hypotheses about the linkages was developed and the data was consulted to see if same can be confirmed.

1.6 LIMITATIONS OF THE STUDY

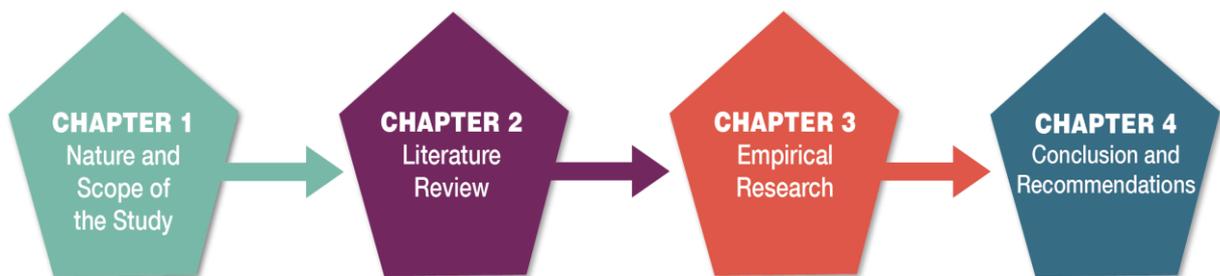
- The utility of the research is confined to one organisation from which the participants were selected.
- The purposive samples utilised in this study meant that the outcomes cannot be generalised over the whole population.

- The robustness of the findings and conclusions in a qualitative study are limited to the experience and knowledge of the researcher.
- The findings and conclusions of the study are limited to the state variables during the period of study and cannot capture changes to the variables beyond or prior to the period of the study.
- Only one large agricultural organisation was investigated and researched by the researcher and other agricultural organisations in the silo sector was not considered in this research.

1.7 LAYOUT OF THE STUDY

The study consists of four chapters as depicted in Figure 3 below.

Figure 3: Layout of the study



Chapter 1: Nature and scope of the study

Chapter one will orient the reader to the nature and the scope of the study. It consists of an introduction, problem statement, objectives and scope of the study, research methodology and limitations of the study.

Chapter 2: Literature review on the transfer of skills and knowledge between management.

The literature review examines key concepts and provides background to the nature of the study field and the need for further examination. Existing literature is reviewed globally and locally which provides the researcher with information, trends of various researchers who has done research in the same field of study. The theoretical foundations of skill transfer is discussed in this chapter.

Chapter 3: Empirical research – analysis, results and discussion

Chapter three is a discussion of the methodology used and describes the methods utilised to capture data and this is done by the interview process. The nature of the research participants are explained in this chapter (unit of analysis). The data is analysed, interpreted and the results are discussed in this study. The chapter also discusses the sampling techniques utilised in the research.

Chapter 4: Conclusion and recommendations of the study

A summary of the research findings are made and conclusions about the research problem and objectives are also made. Based on the results from the empirical section and the literature study, recommendations are made as to how to ensure the transfer of skills and knowledge between silo managers and assistant managers can be achieved. The limitations are discussed such as representation, population size, as well as, effectiveness of the research instrument and makes recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this Chapter robust literature review is presented and discussed. The structure of the literature review consists of the main research focus area of the study: skills management, recruitment, motivation, succession planning, skills retention, training, skills and knowledge transfer. The literature review drew discussions from journals, reports, electronic sources and these sources were academically cited using the Harvard referencing style. The source materials were accessed by making use of search engines such as Google Scholar, Google Search, EbscoHost and Sabinet. Additional sources that were consulted in developing the literature review are as follows:

- Text book on Psychology of Work and Organisations
- International Journal of Advanced Research in Management and Social Sciences
- Other journals and written publications
- Dissertations, mini-dissertations and other papers on the subject
- Internet articles found on Google
- News articles

The definitions of key terms in this study are presented in the next section.

2.2 DEFINITIONS

This section provides a definition for the several constructs relevant to the theoretical context of the study: retention of talent, competency assessment, employee development and human resources development, performance review, succession planning, training, knowledge and skills transfer. The remainder of the document refers to these theoretical constructs as they relate to the research area. The definition of talent retention is provided in the next section.

2.2.1 Retention of talent

According to Khandelwal and Shekhawat (2018:1) the retention of talent is the strategy and practices the organisation implements to retain talent of their employees which includes the practice of improving personal skills and abilities of each and every employee in performing their tasks and it is also an approach towards finding hidden qualities of employees.

2.2.2 Competency assessment

A competency assessment is a measure of the performance of an individual employee based on criteria that meets the requirements for what a company deems as standard performance (Woods & West, 2016). According to Woods and West (2016:205) the stage of the needs assessment is focused on tasks for the target positions and requirements such as knowledge, skills, abilities and other characteristics of the job.

2.2.3 Employee development, human resources development

Employee development is the specific education and training of new employees. Employee development can also refer to an employee's continued education or retraining (Woods & West, 2016).

2.2.4 Performance review

A performance review is a written evaluation of an employee's success to show how well he or she has performed for a specific amount of time. This is given to the employee and used as a learning tool on areas where the employee needs to improve (Woods & West, 2016).

2.2.5 Succession planning

According to Barzoki and Isfahani (2018:199) succession planning represents a deliberate and systematic effort to ensure the continuity of leadership in key positions, retain and develop intellectual and knowledge capital within key employees and this

will ensure continuity of key roles in the organisation. This helps to prepare backup options for senior officials and key employees in the organisation.

2.2.6 Training

The process of providing opportunities for workers to acquire employment-related skills and knowledge (Woods & West, 2016). The next section discussed the transfer of skills within and organisation.

2.3 SKILLS TRANSFER IN ORGANISATIONS

Globally, most organisations are faced with challenges in ensuring that the training, experience and skills their employees receive is retained and transferred back within the organisation. According to Burmeister and Deller (2016:87) research on knowledge and skills transfers in organisations are scarce, the nature and antecedents of skills and knowledge retention is not well understood and an integrated conceptual framework is missing. It is therefore crucial for all organisations that skills and knowledge management, as well as, skills and knowledge sharing practices are implemented in all organisations as they have a significant advantage for the organisation (Asrar-ul-Haq & Anwar, 2016:1). It is important that organisations must be able to retain the valuable knowledge and skills acquired by their employees through the years of experience in the organisation.

The organisation must also ensure that the retained skills and knowledge must be adequately transferred to younger employees. The transfer of skills ensures that they are not lost due to older and experienced employees, retiring, resigning, death or as a result of their turnover (Shah & Hussin, 2018). According to Benoy and Gracias (2015: 69) a skill is developed through training, study, work, recreational and community activities. Accordingly an organisation can ensure a continuous process of skills and knowledge transfer by investing into their employees training, studying and exposure to work. An organisation without a substantive and deliberate skills and knowledge transfer program may not continue operations upon losing skilled employees.

In this literature review, the transfer of skills and knowledge in organisations globally and in South Africa are discussed by examining the definitions, insights, characterisations and descriptions of related variables. The literature review also deals with various factors that enables the transfer of skills and knowledge, as well as the barriers to the transfer of knowledge and skills. The purpose of this study is to investigate the current position of the transfer of skills and knowledge between silo managers and assistant managers (trainees) in a listed agricultural company. The study focuses on the silos sector and it is important to examine the skills and knowledge transfer within silo sector. Skills and knowledge transfer in the silo sector is discussed in the next section.

2.4 SKILLS TRANSFER IN THE AGRICULTURAL ORGANISATIONS (GRAIN SILO SECTOR)

More than one-third of food is lost globally in post-harvest operations and it was also found that as much as 50%-60 % of cereal grains are lost during the storage phase in developing countries, due to a lack of technical inefficiency and due to a lack of skills in the grain storage process (Kumar & Kalita, 2017). Grain silos are an integral part of our agricultural value chain and it is also an important facility for the preservation of grain which is stored in these facilities for future use. It is also important to note that these silo facilities requires technical engineering, management and operating skills in their day to day operation. These facilities are also equipped with high technological equipment which is responsible for dry-cleaning, grading, measuring and blending whole grain. The silo must also be equipped with equipment to measure the quantity and quality of grain entering and leaving the silo. There are also specialised equipment for weighing, sampling and testing of grain stored in the silo. Grain is transported by means of conveyer belts and elevating equipment within the silo.

It can then be argued that the silo management sector is one of those sectors where skills and knowledge transfers are critically required. Skills and knowledge loss in this sector will have a negative impact on food security in South Africa. The situation is worsened by the fact that skills and knowledge in the silo sector are scarce and highly specialised. Skills and knowledge in silo management operation are scarce due to the lengthy time it takes to train potential managers (Agriset, 2018). There are reports

that most silo managers are nearing their retirement age and will soon exit the sector. This places focus on the skills and knowledge transfer programs of the sector because these skills will need to be replaced. The silo sector may not continue with operations in the absence of successful skills and knowledge transfer programs. The agriculture and subsequently the silo management sector holds a pivotal position in our society, not only for ensuring food security, but also advancing the economic aspirations of the country. In the circumstance the transfer of skills and knowledge in the silo sector is of strategic importance.

In particular, the research is focussed on the transfer of skills between managers and assistant managers who are ultimately responsible for overseeing the silo operation processes. These processes are also highly specialised and managers who oversee this process must be able to have the required knowledge, experience and skill to deal with each process. To that end the research is organised to answer the following research questions:

Question 1: How are silo managers and assistant managers transferring skills and knowledge among themselves in the organisation?

Question 2: What are the theoretical foundations of skills and knowledge transfer in the organisation?

Question 3: What are the barriers and enablers of skills and knowledge transfer?

Question 4: What are the benefits of skills and knowledge transfer to the organisation?

Question 5: What are the solutions and recommendations to skills and knowledge transfer?

Question 6: What factors enable skills transfer amongst managers within the silo sector?

Skills and knowledge transfer are discussed in the next section.

2.5 SKILLS AND KNOWLEDGE TRANSFER

Various authors in the past literature have contributed to the definition of the word “skill”. It is important for the purpose of this study to have a clear meaning, understanding of skill. According to Pear (1927:478), skill is the quality and quantity

output. He further maintains that a skill is learned and it is distinguishable from capacity and ability. A person may have the capacity and ability to perform a skill, but will not be able to perform such skill if he has not learned the skill. He defines skill as the concept of integration of well- adjusted performances, rather than tying together of mere habits. In man, at least, skill is acquired and fused with natural aptitude (Pear, 1927).

Bartlett (1948:31) defines skills more broadly stating that it requires both mental and motor abilities and that skills are learned. According to Pear (1948:92) he criticises Bartlett's definition of skills and Pear maintains that the definition of skill should not be so broad. Pear adds a "muscular" component to his prior definition of skill and he is of the view that skills is concerned with movement and its determinants. According to Adams (1987:42) three defining characteristics of skills are as follows:

- Skill is a wide behavioural domain and skills are a variety of behaviours;
- Skill is learned, and is acquired through training;
- Goal fulfilment/ attainment dependent on motor behaviour, which is combined with cognitive, perceptual and motor processes with different weights.

Further research on the definition of skills has lost momentum for almost a period of twenty years after the research of Adams, which was done during the year 1948. According to Benoy and Gracias (2015:69) skill is defined as the ability to do something well and it involves training of employees to perform a certain task. Skills are also things that a person learns in order to perform a certain task or job. A person is not born with skills, but learns them along the way through experience, training, study, work, recreational and community activities. Researchers have had renewed interest on the definition of skills (Krätzig, 2016:3). It is therefore reasonable that the three characteristics of skills as postulated in by Adams (1987:42) will be considered and applied in this study.

Knowledge transfer pertains to transfer of intangible resource combined with firm resources, such as financial and physical resources which can create capabilities (Grant, 2013). He further categorises knowledge as tacit or codified. According to Argote and Fahrenkopf (2016:146) knowledge transfer is defined as vicarious learning

and is the indirect learning from the experience of others, primarily in the field of economics as a knowledge spill over. Tacit knowledge is intangible knowledge gained through experience and practice and this knowledge is personal knowledge that one possess in his or her mind. This is information cannot be codified or taught. This is information that has to do with the intellect of the person that possesses this information. The codified knowledge is information that can be circulated, accessed and saved in a database. This information can be systematically transferred to from one person to another. In this study we will deal with skill and knowledge transfer interchangeably as they are both inter-related and the one cannot do without the other (Grant, 2013). Skills transfer is therefore the practical application of knowledge and knowledge deals more with the intangible theory. Continuity in the silo sector requires that both the tangible and intangible aspects be transferred to the next generation of silo managers.

2.6 THEORETICAL FOUNDATIONS OF SKILLS AND KNOWLEDGE TRANSFER

According Bernander (2018:3) it is concluded in the research that the following elements support the transfer of learning:

- a) Teaching big ideas and students should see the links between different situations;
- b) Feedback on skills practice must be provided;
- c) skills and knowledge must be applied to solve problems; d) practice skills learned at school in the work environment;
- e) scaffolding learning activities to build up skills and apply those specific skills to different work environment;
- f) Management and organisational is a clear expectation for transfer and a value of transfer.

Bernander (2018:3) further identified several theories of skills transfer: vertical transfer of knowledge, horizontal transfer of knowledge, far transfer of knowledge, near transfer of knowledge, epistemic knowledge, procedural knowledge, disciplinary knowledge, interdisciplinary knowledge, cognitive and meta cognitive skills, social and emotional skills, physical and practical skills, personal attitudes and values, local attitude and values, social attitudes and values, human attitudes and values and big ideas. For the

purpose of this research only the crucial types of skills and knowledge transfer will be briefly defined as in Table 1 below:

Table 1: Types of skills and knowledge transfer

NUMBER	TYPE	DESCRIPTION / DEFINITION
1.	Vertical transfer of knowledge	<ul style="list-style-type: none"> • The vertical transfer of skills is required whenever learning necessitates the prerequisite skills. • Such transfer is viewed as relatively clear.
2.	Horizontal transfer of knowledge	<ul style="list-style-type: none"> • Transfer of knowledge across different settings or contexts at the same level of abstraction. • Effective when surface similarities of a context are easily perceived by students. • In order for horizontal transfer to be successful students need to be reminded that their previous knowledge can help them solve the problem.
3.	Cognitive and meta-cognitive skills	<ul style="list-style-type: none"> • “domain-general” problem solving, which overlaps with “ill-structured” problem solving. • Declarative knowledge
4.	Social and emotional skills	<ul style="list-style-type: none"> • Situational context beyond the activity as situated transfer (participation across situations) and sociocultural transfer (interactions between people working on a task).
5.	Epistemic knowledge	<ul style="list-style-type: none"> • Knowing how to think like a professional in a particular • Thinking like a professional is “habits of mind”.
6.	Procedural knowledge	<ul style="list-style-type: none"> • How to do or perform a task • Described as “weak” as it is untested.
7.	Disciplinary knowledge	<ul style="list-style-type: none"> • Transfer of disciplinary knowledge within a discipline can encompass epistemic

		transfer, learning to think in a discipline specific way.
8.	Far transfer of knowledge	<ul style="list-style-type: none"> • The ability to transfer knowledge to more complex context. • Ability to apply knowledge or procedures learned in one context to new contexts.
9.	Near transfer of knowledge	<ul style="list-style-type: none"> • Solving problems with similar characteristics or carrying out some learned skills in real contexts resembling learning environments. • Most likely to be influenced by classroom instruction. • Affected by working memory ability.

Source: Adapted from (Benander, 2018; Woods & West, 2016)

Work and Organisational Psychology is a field of psychological values that are applicable in the work place and helps solve problems of work, in businesses and organisations. According to Woods and West (2016:3) Work and Organisational Psychology is defined as follows:

“Work and Organisational Psychology is the study of people and their behaviour at work, and of the organizations in which people work; Work Psychologists develop psychological theory and apply the rigour and methods of psychology to issues that are important to business and organisations, in order to promote and advance understanding of individual, group and organisational effectiveness at work, and the well-being and satisfaction of people working in or served by organisations.”

The main areas of Work and Organisational Psychology as listed in Woods and West (2016:3) comprise of the following:

- Organisational behaviour, individual differences and attitudes at work;
- Motivation at work;
- Selection and Assessment of personnel;
- Management and Measurement of performance;
- Learning, training and development at the work place;

- Careers and occupational behaviour;
- Safety, well-being at work;
- Teams and groups in the work place;
- Organisational development and change;
- Leadership in organisations;
- Organisational cultural strategies;
- Labour law and Industrial relations.

For the purpose of this study only the crucial areas applicable to the studied organisation will be discussed in the literature review.

2.6.1 Succession Planning

The objective for succession planning is to ensure that the human resources needs in the company for specific jobs are covered and that provision is made for someone to perform the required tasks of the job (Chlebkova, et al., 2015). According to Chlebkova *et al.* (2015:52) there is no uniform model for succession planning and each company may develop its own strategy and model which can be influenced by the size of the company, future plans of the company and the future needs of the employees. The aforesaid authors further argue that succession planning must aim to identify and develop key employees and to conduct formal successor tables. The chain type plan depicted in Figure 4 below, is the simplest form of succession planning which names only one alternate to the appropriate position and this chain is used in one department of the company. In the study of Chlebkova *et al.* (2015:53), it was concluded that the success of the company depends on the competence of the managers in a competitive market and that such managers must be given an opportunity to develop in such positions.

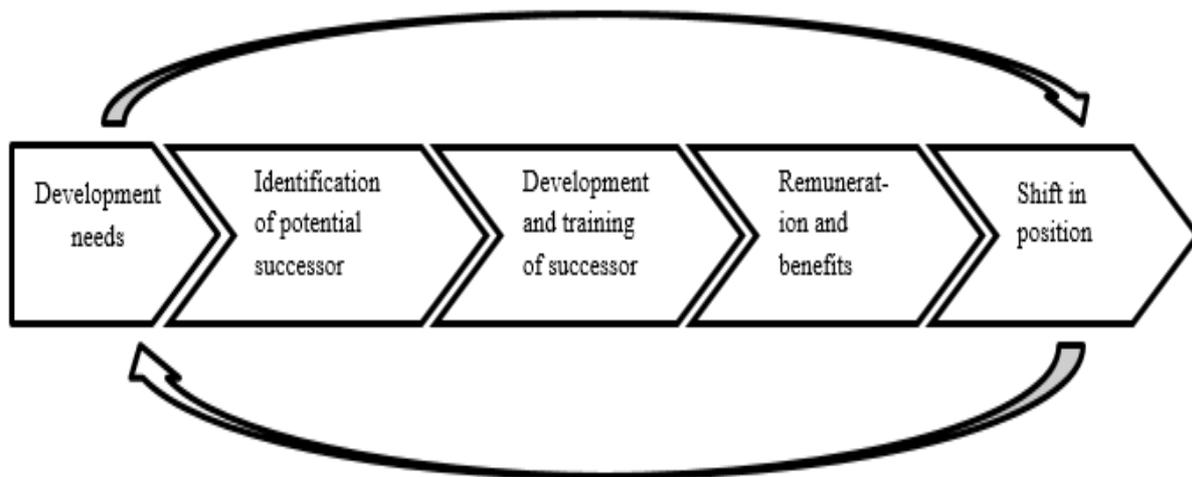


Figure 4: Succession planning steps adopted from (Chlebikova, et al., 2015)

Organisational support is the cornerstone of the success of succession planning (Manning, et al., 2015). It was also argued by the authors that investment in structured programs to prepare the employee for leadership roles is strongly recommended and should form part of the workforce strategy. It has been established that succession planning is important in attaining competitiveness in the markets and to ensure the smooth transition of the organisation.

The studied organisation is currently implementing succession strategies as they have assistant silo managers for each silo managers working with silo managers in each silo management operation. The assistant silo managers are operating the silos under the supervision of the silo managers. The assistant managers are also relieving silo managers when the silo managers have to attend to emergency call-outs, when the silo manager is ill disposed, when the silo manger is on leave or when the silo manager has to attend to other matters away from the silo. The target organisation is currently implementing succession planning in making sure that each key employee has a successor. The assistant manager also has someone working under him known as a relief assistant. The relief assistant assists the assistant manager with their tasks and learns their work in the process. There is still however the risk that should the assistant manager(s) leave the organisation that the silo manger and the organisation will have challenges in training another assistant manager, especially if the silo manager is near retirement or decides to leave the organisation earlier than anticipated.

The organisation must address these challenges and the employee retention strategies will be discussed as a way of redressing this potential problem. By shaping and managing talent, managers can be trained and developed for key positions and this will also guarantee the future of the organisation with regard to strategic human resources (Hosseini, et al., 2018). According to Hosseini *et al* (2018:208), introducing succession planning gives employees and human resources a sense of security. Implementing succession planning systems provide the organisation and its managers with objective knowledge of the manager's potential and capability. Hosseini *et al* (2018:208) further argue that effectively implementing succession planning can prevent key talents from the organisation being lost, going to waste and this will improve organisational process.

It was noted that the organisation is on the right track with its succession planning strategies by appointing assistant silo managers for each silo manager, but the problem is that the organisation is still exposed to skills retention challenges associated with these assistant silo managers. Most of the assistant silo managers are appointed directly after the completion of their grade 12 and are placed in these posts with silo managers. This can be problematic for the organisation due to the fact that most assistant managers long term goals are not to remain with the organisation, the assistants search for better opportunities elsewhere. It is also crucial that the assistant silo manager has a passion to learn the work and intends to climb the rankings within the organisation. Succession planning is a relevant factor for skills and knowledge transfer in the silo management sector.

2.6.2 Talent Management

According to Miller (2015:36) in today's knowledge economies, organisations have to tailor talent development functions to suite the competency needs of their organisation. In the aforesaid study 15 core components of a talent development structure was identified: change management, coaching, compliance, employee engagement, evaluating learning impact, executive development, instructional design, leadership development, learning technologies, managing learning programs, needs assessment, on-boarding, performance improvement, performance management and training delivery. Talent management and development is continuously developing and is

influenced by changes in the world economy, improvement of technology and the competence needs of future employees (Miller, 2015).

Talent acquisition has the strongest positive influence on the retention of employees (Kigo & Gachunga, 2016). In the aforementioned study it was also found that talent development, reward strategies, succession planning positively influences employee retention. Organisations that invest in talent management program and strategies enhance employee development and allows employees to perform to their full potential will achieve greater success (Cascio, 2014). A focus on talent management is associated with major changes in the labour markets and in the organisational environment.

According to Cascio (2014:127) it was discovered that as voluntarily turnover rates increase, employer concerns about retention of top employees also is on the increase. In the aforesaid research three salient levers that can enhance employee retention were postulated as:

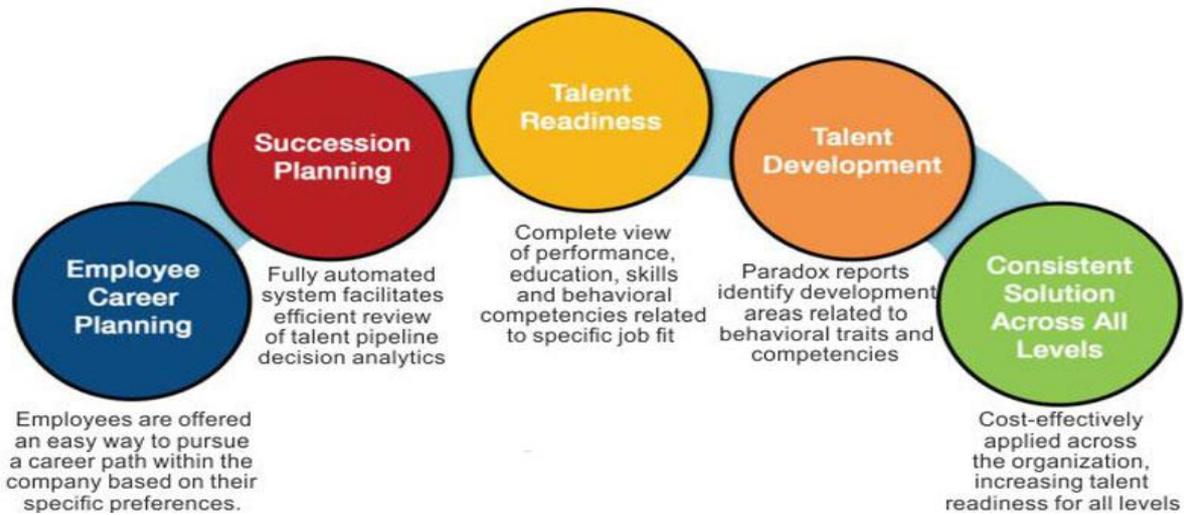
- a positive employer brand;
- performance management strategies that maximimise the potential of employees and
- Innovation of the design and delivery of HRD strategies.

The talent management processes includes employee training, employee empowerment, employee feedback & evaluation, Remuneration, business coaching and motivation (Johennesse & Chou, 2017). Johennesse and Chou (2017:51) argued that motivation is a foundational driver of effective employee retention and that employees should have knowledge of the employee motivation processes and its impacts. There is a clear need for sound and robust assessment and selection in the process of talent management (Woods & West, 2016). According to Woods & West (2016:185) talent management is the process where an employee or recruit is added to a potential pool of people, the recruit is then entered into a steep career path that will involve experience of various areas of the business, the person is then not much selected for the job, but for a career that involves frequent learning and adaption. According to Kim *et al* (2014:111) talent management has evolved to a strategic

management system and program reflecting changes in the workplace, workforce and in the global economy. Figure 5 below is a talent readiness and benefits model, a five step model which includes career planning, succession planning, talent readiness, talent development and consistent solutions across all levels. The steps can be summarised as according to (Accountability Pays, 2016) below:

- The organisation selects and identifies existing potential employees within the organisation and employees are offered career paths within the organisation that is suitable to the employee(s);
- Employees are then placed in strategic positions to develop themselves in these career paths and a succession plan is put into place by the organisation in order for the employee to familiarise himself with the career path and to get exposure by being assisted by his mentor in the specific career path;
- The skills, performance and behavioural competencies to the specific job fit of the employee is reviewed by the organisation;
- The employee(s) are then developed according to their recognised talents with the assistance of the organisation. The purpose of the talent development is to prepare employees for future positions as successors to a specific job;
- The benefits this will have in the organisation is that the organisation will save costs in having to appoint and recruit future employees outside the organisation. The organisation will also have a talent pool of people to select from within the organisation and this will save the organisation costs in having to train a newly appointed employee. This step increases the talent readiness of employees for all levels within the organisation and will insure that successors are in place for each position and or role within the organisation. The organisation will be able to ensure continuity of the specific and key jobs should a key employee leave the organisation.

Figure 5: Talent readiness system features and benefits model



Source: Talent readiness system features and benefits model adopted from (Accountability Pays, 2016)

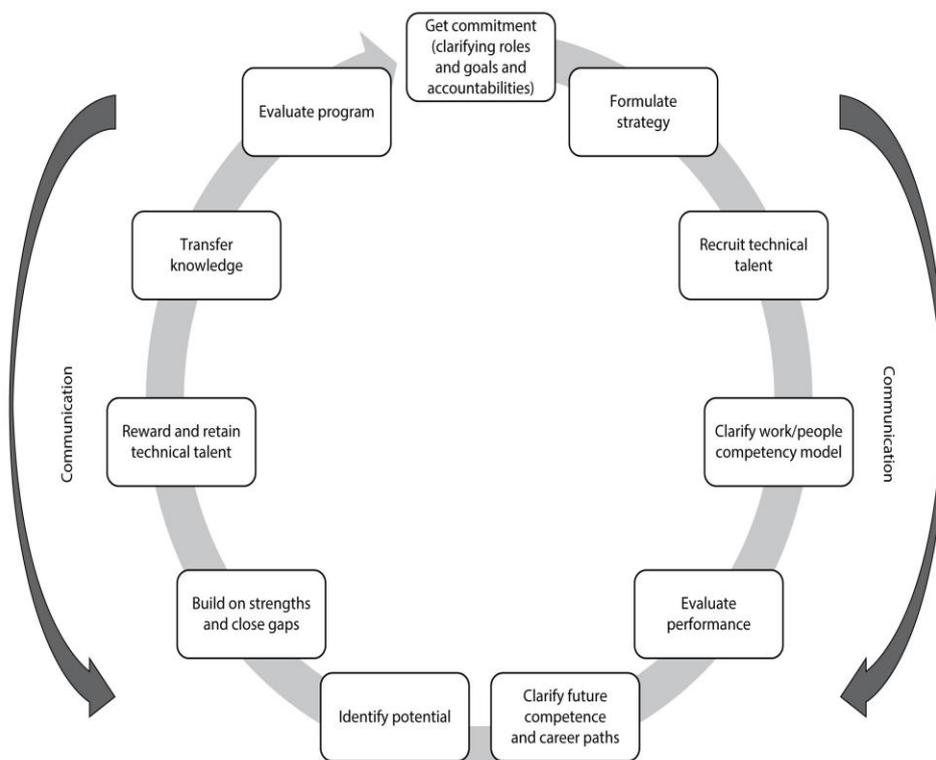


Figure 6: A model for technical talent management (Kim, et al., 2014)

The model shown in figure 6 was developed by Kim, *et al* (2014:116) and two distinguishable features in technical management were identified, the first being the definition and identification of talent and the second being the transfer of knowledge. According to Kim, *et al* (2014:115) the focus of technical talent management is the key knowledge of the organisation, the main purpose of technical talent management is develop, preserve, hand down specialised key knowledge and tacit knowledge by managing the employees that possess them. The important part of knowledge transfer is the communication of practical business knowledge learned from work experience, work processes, people, customers and business challenges as well as programs the organisation is dealing with.

It is important that the required skills among managers be identified. Shortage of skills and lack of motivation amongst employees leads to the delay or unsuccessful completion of work or a project, which causes financial losses in the organisation (Benoy & Gracias, 2015). It was also found in the research that it is of vital importance that former employees create a talent pool to ensure continuous growth and development in the organisation. Benoy and Gracias (2015: 81) further argues that in order to ensure the sustainability of the organisation does not only depend on its current employees, but also on the organisation building on talent and incorporating new talent in the organisation, with the employees having the required skills for the job in order for the objectives of the job or task to be reached.

The studied organisation is continuously investing in their employees and encourages their employees to up-skill themselves by providing various training programs and courses which are posted on their internal website (intranet). The organisation is regularly sending their employees and especially, silo managers and assistant managers on courses such as communication skills, fumigation of silos, grading of grain and general management skills, conflict management and disciplinary courses. The organisation has an open door policy for employees to apply and enrol for the courses. The studied organisation also has STI evaluation which is done annually with each employee and during this process the employee is evaluated and scored by his direct manager/ supervisor. The employee and his manager can then assess the shortcomings and send the employee for training or encourage the employee to enrol for a course which will be of assistance to him or her.

2.6.3 Employee Motivation

Abraham Maslow is well known American psychologist and he has identified a hierarchy of five needs which motivates employees to satisfy their inner needs and what will motivate employees in the work place (Woods & West, 2016). The five hierarchal needs as shown in Figure 7 are as follows: Physiological, Safety, Social, Esteem and Self- actualisation.

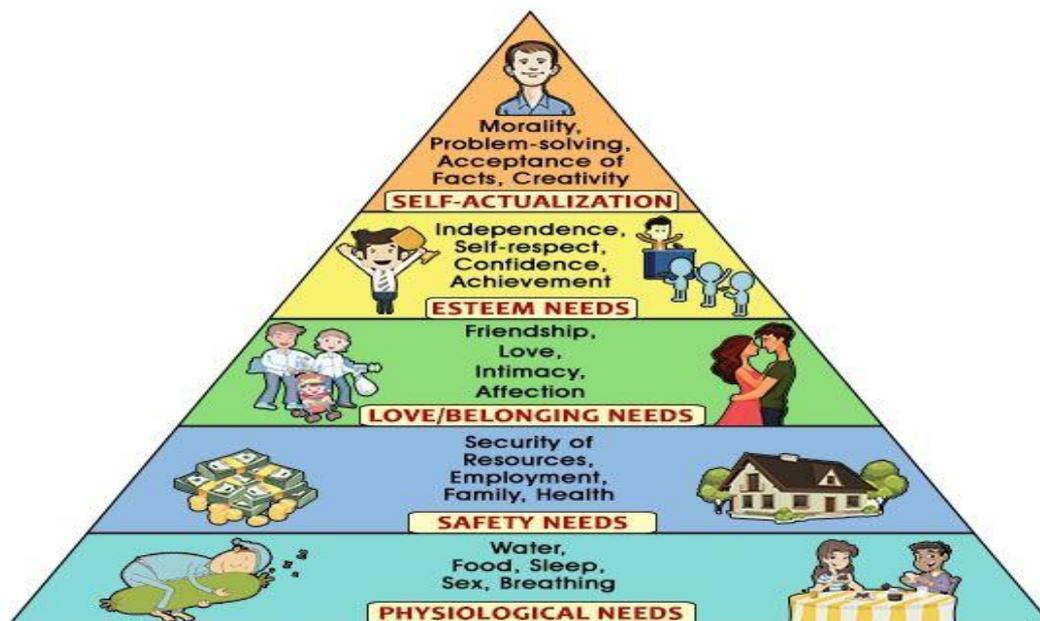


Figure 7: Maslows's hierarchy of needs (Casidy, 2016)

The needs referred to Figure 7 above can be described as follows:

Physiological needs – these needs are known as the basic needs a person needs in order to survive such as hunger, thirst, sex, breathing;

Safety needs- these needs are security, stability, free from any forms of fear and harm;

Social needs- these are associated with the need for love and relates to affiliation and relationships with others;

Esteem needs- These needs encompass a sense of personal accomplishment, mastery of tasks, feeling competent. These needs can also be the need for reputation and respect;

Self actualisation- The need for a person to fulfil his full potential and become the best he can be.

People are mostly motivated to fulfil their basic needs over and above the higher needs such as esteem and self-actualisation Woods and West (2016:123). Employee motivation is critical to ensure that employees are retained within the organisation (Korzynski, 2013). According to Benoy and Gracias (2015:73) motivation strategies act as a catalyst for the relationship between talent development and talent implementation for the management of projects. The authors further indicate in their study that a clearly defined task, which is interesting, having a supportive goal driven team, obtaining necessary information, finances, human resources, having the ability to make and influence important decisions were identified as motivating factors for project managers.

The organisation has to implement strategies in ensuring that there employees needs are being fulfilled by the organisation to reduce the employee turnover rate. The organisation does strive to address these needs. There are however challenges in retaining younger employees especially assistant managers who are supposed to be future managers within the silo industry. Most assistant silo managers do not remain in the organisation due to them receiving more attractive salaries and benefits at other organisations. Some assistant managers apply for the positions as assistant silo managers just to gain experience in management and it is not their long term goals to grow or remain in the organisation. It is therefore crucial that the studied organisation should make sure that they recruit and select ideal candidates for assistant silo manager posts. The organisation must also appoint and select candidates who have a passion for the work and not merely because the employee wants to gain experience and earn a salary. The recruitment and selection of ideal candidates will be dealt with later on in the literature review.

2.6.4 Recruitment and Selection of suitable candidates for the job

Recruitment and selection of employees is an important function of the organisation and the organisation must ensure that when potential candidates are being considered for a position within the organisation, that the candidate is suitable for the job and the

organisation (Woods & West, 2016). According to Woods and West (2016: 160) it is argued that should the organisation attract, recruit, retain and employ high performers this can provide the organisation with a competitive advantage. According to Kim *et al* (2014:105) when it comes to technical talent recruiting, best practice organisations emphasise their employment brands to recruit and source technical talent effectively and these organisation focus their resources on key institutions with a record of producing and supplying technical talent. According to Khandelwal and Shekhawat (2018:1) appointing the right person will help improve the talent of employees because if employees is satisfied in his or her job, the employee will perform better and as a result this will bring efficiency and effectiveness in the organisation. A proper recruitment process should be done by analysing the personal skills of employees, the expectations of employees in their work, this will also have an influence on the retention of employees and reduce employee turnover (Khandelwal & Shekhawat, 2018).

2.7 BARRIERS TO SKILLS AND KNOWLEDGE TRANSFER

2.7.1 The Grain silo operating process

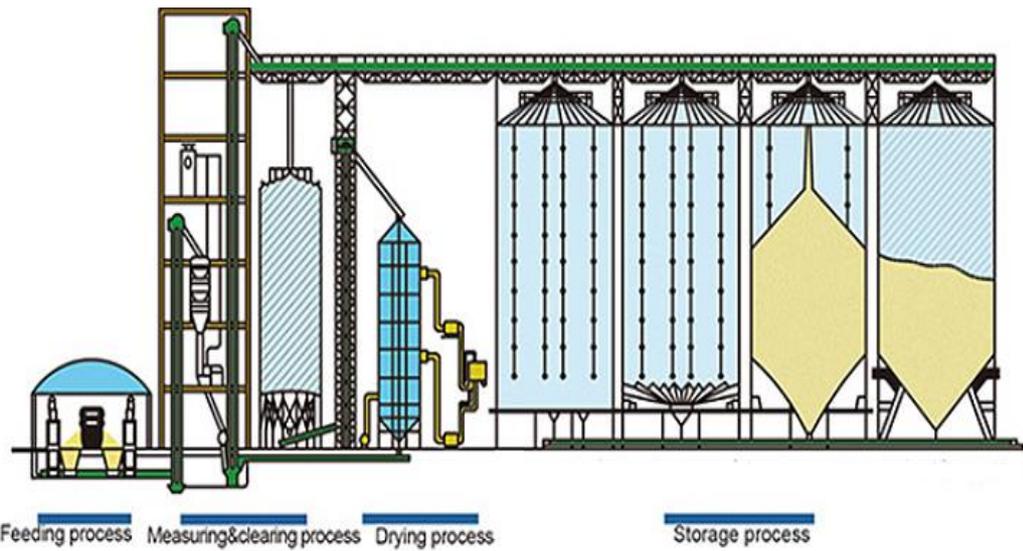
Before the researcher deals with the challenges an organisation is faced with, it is important that a brief overview of the studied organisation be given. Farmers harvest their grain and transport the grain to the silos, which is mainly responsible for storage, dry cleaning, sorting and grading of grain. The high moisture levels at which maize and other grains are often harvested result in a product that is not safe for immediate storage. Rapid drying is therefore essential to prevent fermentation as well as fungal and insect infestations. Drying also eliminates water that must otherwise be transported and thus drying is usually performed at the earliest possible point in the grain handling system (AGBIZ, 2017).

The silo provides a drying service for farmers and this system has various components in the drying system such as the control system, fuel system and equipment which can empty and fill the dryer. The silo also consists of an aeration system which removes moisture from grain, acts as a coolant on the stored grain which lowers the

temperatures, as a result of the low temperatures fungi and insects will not thrive in these conditions.

The silo facility also consists of a cleaning system which screens unclean grain and removes such grain by placing it in special bins. The silo also has a dust control system and dust holding bins which prevents dust explosions during the cleaning process. The silo also has fumigation and air circulation systems. This in turn results in the mixture of gases and the bins in which the fumigation takes place has to be relatively gas tight as toxic substances are involved in the fumigation process. There is a serious safety hazard which has to be maintained and strict measures are in place. Several lots of grain is then blended (mixed) until the grain meets the grading standards and customer specifications. This process can change the functional characteristics, such as oil content and protein levels of the grain load. This process is not simplistic as specialised machinery is used to control the flow rates and for sampling and monitoring purposes (Marjanovic, 2019). Grains are then separated in specialised bins according to their characteristics, components and quality. These grains are then graded from good to worse and the silo then issues a grade note to the customer per load when grain is delivered and dispatched. The process is as shown in figure 8 below.

It is quite clear that in light of the above processes it is not simplistic and specialised and skilled personnel are required to deal with the above processes. Management must also have the required skill, experience and knowledge to oversee these processes.



Fully equipped silo with grain feeding unit, a measuring and cleaning unit, drying and finally a storage unit

Figure 8: Grain silo operating process (Marjanovic, 2019)



Figure 9: Photo gallery of Vierfontein silo site





Figure 10: Photo gallery of Kroonstad silo site





Figure 11: Photo gallery of grain grader of Kroonstad silo site

2.7.2 Researched barriers and enablers to skills and knowledge transfer

Asrar-ul-Haq and Anwar (2016) has reviewed knowledge management and knowledge sharing trends, issues and challenges from 64 articles for the years 2010 to 2015. The author's aim of the research was to focus on the barriers and enablers of knowledge sharing and transfer. It was found in their research that there were numerous antecedents and barriers to knowledge sharing. The factors and determinants of knowledge transfer were identified in (Asrar-ul-Haq & Anwar, 2016) as follows:

- a) trust;
- b) reward systems and or implementation;
- c) organisational structure of the organisation;
- d) social relationship between individuals;
- e) cultural differences of the people in the organisation;
- f) openness to change and the ability of individuals to adopt, absorb, recognise the need for change and adopting such change for the benefit of the organisation;
- g) communication of employees;
- h) Individual willingness to share and transfer knowledge;
- i) information technology (IT) used inside and outside the organisation;
- j) top management support;
- k) leadership within the organisation;
- l) lack of time and heavy workload;
- m) organisational culture;
- n) lack of communication;
- o) lack of organisational commitment;
- p) lack of absorptive capacity of the receiver of the knowledge;
- q) change in technology;
- r) lack of discussion boards and
- s) lack of resources.

According to Asrar-ul-Haq and Anwar (2016:7) trust is the most important factor that has an influence on knowledge sharing and transfer. Figure 2 demonstrates all the factors that are barriers to the transfer of knowledge and skills in most organisations. The authors further conclude in their study that knowledge management and sharing practices will have a significant advantage to the organisation and will be mostly beneficial to organisations with limited resources. According to the study of Kolb and Cromwell (2004:465), the importance of organisational factors such as support in the work environment allowed trainees to apply the knowledge and skills they have learned in training programs. It was further argued that supervisory support and support of the trainee's peers is a significant factor in the transfer of training and that trainees who perceive higher levels of peer support found that the trainees were applying to a higher degree the newly learned skills and knowledge. The two most common skill transfer barriers mention by trainees is time and management support (Cromwell & Kolb,

2004). According to the study of Szulanski (1996:27) major barriers to internal knowledge transfer is knowledge related factors such as the recipient's lack of absorptive capacity, causal ambiguity and an arduous relationship between the source and the recipient. According to Walton (cited by Szulanski, 1996:31), when a source is not perceived as reliable, is not seen as trustworthy or knowledgeable, initiating a transfer from the source will not be easy and the advice of such a source is more likely to be challenged or resisted by the recipient.

Generation gaps can also be classified as a barrier to skills transfer and Millennials are currently entering the work place and the Millennial generation is different than the previous generations. According to Farrel & Hurt (2014:47) as the Millennials generation begins to enter the work place in large numbers, it becomes essential that the baby boomer generation (born 1946-1964) understand the fundamental aspects of the Millennial generation and especially aspects that may call for changes in the organisation. It is further argued that identifying and understanding the most effective methods through which millenials can learn will assist instructional designers in creating effective training programs that will lead to a knowledgable and productive employees. Millennials were found to have the ability to multi task, have a desire for a structure, they focus on achievement, technologically advanced, team orientated, is attention seeking, desires feedback. In order to succeed in effective knowledge transfer, trainers must be knowledgeable of the millennial characteristics, with regard to their active learning style, necessity of feedback and attention and their relationship with technology (Farrel & Hurt, 2014).

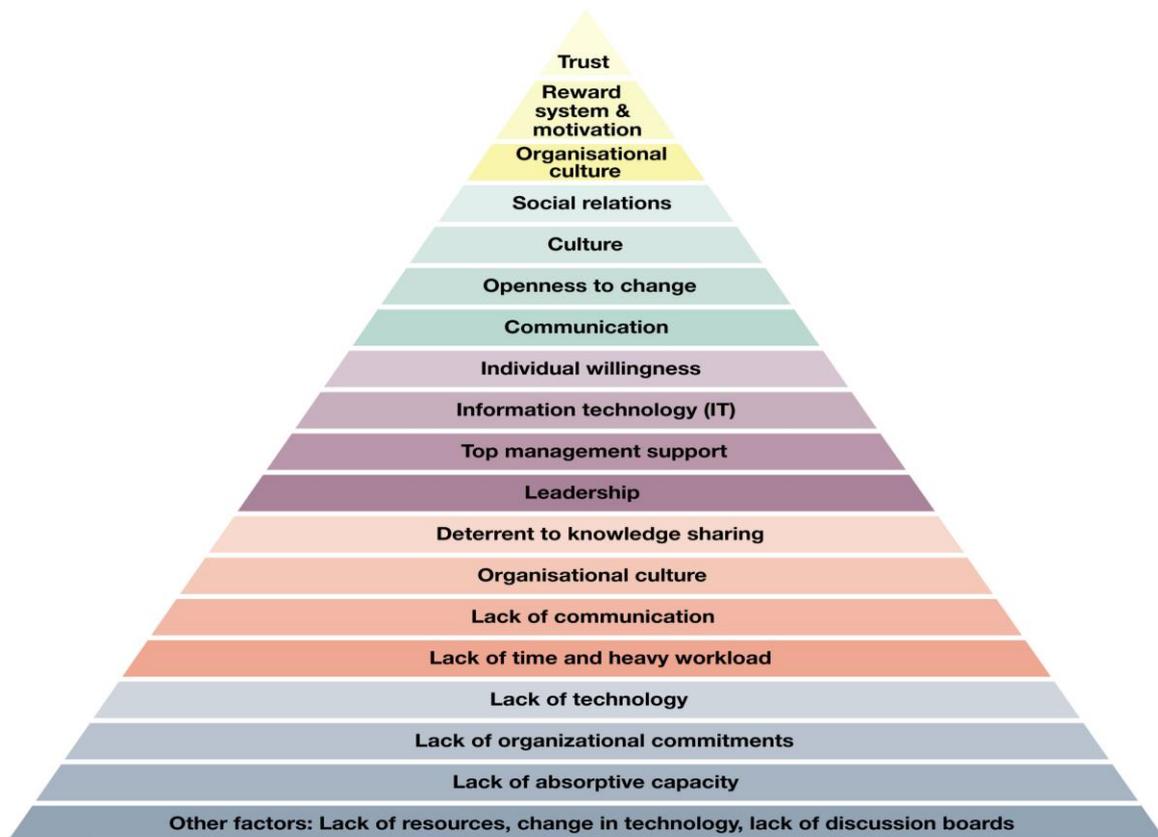


Figure 12: Barriers and Enablers that has an impact on knowledge and skills transfer (Asrar-ul-Haq & Anwar, 2016)

2.8 BENEFITS OF SKILLS AND KNOWLEDGE TRANSFER

“The learning that each person accumulates through their lives and careers specialises their contribution so that by developing advanced skills and knowledge, each is able to learn to do things that others cannot.” Woods and West (2016:200). The learning and development process is a cyclical process that consists of three basic components which comprises of training evaluation, learning needs assessment and training design and delivery. The cycle starts with the needs assessment phase and this entails the analysis of learning and development needs at different levels of examination. The second phase is the development objectives to meet those needs. Finally step is the evaluation to determine whether these objectives have been met and whether the learning and development had the desired outcome. This is also known as the training cycle.

2.8.1 Success and failure of learning, training and development

Individual differences and organisational factors have an influence on the transfer of learning and development outcomes in an organisation. These outcomes are dependent on the ability of the person, traits, cognitive ability and personality of that person.

According to Woods and West (2016: 223) there are a few key implications for learning and development strategies and interventions which are discussed as follows:

- 1.) Organisations must aim to use a variety of learning and development techniques because a 'one shoe fits all' approach will certainly fail to appeal to a significant proportion of people regardless of the approach that is adopted.
- 2.) Participative learning and development goal setting is important, but only so long as it genuinely allows for people individual differences to be expressed and is taken into account during training and development planning. The purpose of developmental discussions should be to help find the most suitable and appealing learning and development activities to address learning needs.
- 3.) Active intervention to promote successful outcomes from training can be used, for example learning is more effective when people are instructed to create learning plans and to actively reflect on this plans as they undertook learning activity (Sitzmann & Jhonson, 2012).
- 4) Learning and development activities should take account of organisational performance management activities and climate so that learning outcomes are consistent with the way that people are expected to work in the organization. Moreover, managers should be aware of the effects that learning and development activities and subsequent performance expectations, have on climate for learning in their organisations.

5) Work design and team processes should be considered and steps taken to give people timely opportunities to apply their learning, supported by peers and supervisors in the team.

“Organisations that train managers tend to perform more effectively than those that do not.” (Aragon & Sanz Valle, 2013). Training will positively influence the transfer of skills from managers to assistant managers and this will lead to positive outcomes for the organisation. Learning and Development must be organised more effectively. According to Saks & Burkey-Smalley (2014:104), meaningful organisation outcomes can be obtained by implementing training and strategies to facilitate and improve the transfer of training. Saks & Burkey-Smalley (2014:112) found that on –the- job training was the strongest predictor of transfer of training and organisational performance. Education must be used to build expertise which can increase the performance of the organisation, this is also important to for the creation of a talent pool (Benoy & Gracias, 2015). The sustainability of the employees or workforce can be addressed by filling the skills gap by means of training and development programs.

2.8.2 Management behaviour that facilitate training transfer

Organisations spend a lot of time and money in investing in training of their employees with a goal to optimise employee performance and production output. Strategies to assist the transfer of skills will increase productivity in any organisation. The knowledge and skills transfer learned over a period of time in an organisation can be applied in the work place can be retained and maintained within the organisation.

According to Lancaster *et al.* (2012) their results in their case study suggested that what supervisors did prior to, during and after a course attendance was critical to training transfer. Supportive behaviours prior to the course included motivating, encouraging and setting expectations. Practical support provided during the course signalled the value that the supervisor placed in the course.

Based on the above findings one can argue that to ensure that transfer of skills take place between personnel/ co- employee, for the organisation to retain such skills in an organisation. Management must show interest in facilitating the transfer of skills, must

have personal capacity to transfer, must be motivated to transfer their skills, must implement a transfer design, must provide supervisor and peer support, must be open to change, must be performance driven, must be confident and must provide positive feedback to employees, these are important factors that will result in the transfer of skills (Muthoni & Miiro, 2016). Should management contribute positively towards skills transfer programs and or training, this in turn will arrive at positive results for the organisation and also increase work performance in an organisation. This will also have a ripple effect and will encourage future managers to transfer their knowledge and skills to the next generation of managers. According to Shah and Hussin (2018:333) the existence of up-to-date and high quality knowledge is crucial for organisation competitiveness and sustainability.

There can however be some challenges in the transfer of skills and this can be attributed to various factors such as cultural differences, policies and a lack of encouragement.

2.8.3 Management behaviour that facilitate succession planning

Succession planning is the process whereby organisations ensures that employees are recruited and developed to fill each key role within a company (Heathfield, 2017). In this process, you ensure that you will never have a key role open for which another employee is not prepared.

All organisations needs to implement succession planning and this will alleviate the burden of having to have positions being left vacant for long periods of time as this vacant position cannot be filled immediately. This in turn results in a possible slow-down in productivity of the organisation. In order to develop the succession approach, one can argue that managers must actively pursue succession planning, this will result in the continuous development of employees which will exposure them to various jobs within the organisation. A formalised system is advantageous as the organisation is committed to mentor and develop the employee in order for him/her to take over. According to Heathfield (2017:3) the advantages of succession planning relevant to employees are as follows:

- Employees self-esteem and self-respect is enhanced and they feel that they add value to an organisation;
- The fact that your organisation recognises an employee creates a potential opportunity for growth and this reinforces the employees desire for career development and opportunities;
- Employees can become prepared for future job opportunities;
- This enables managers or supervisors to work with employees to make sure that the employee is moved in the next direction of their next opportunity. This allows management to transfer experience and educate the person for the needed career progression;
- The employees' value is shared with the rest of the organisation and if opportunities arise, management will consider this employee to fill the role.

Heathfield (2017:4) also identified the advantages of succession planning to employers as follows:

- Objectives of the organisation is still accomplished if a key employee/ manager of the organisation exits the organisation;
- This will allow employees/ management to grow with the company as its operations expands in its offerings and services;
- Positions are easily filled and replaced with existing employees within the organisation should other employees be promoted or should the organisation decided to restructure the positions within the organisation;
- Knowledge about key, experienced, skilled and contributing employees allows managers to source potential candidates for any vacant job;
- The Baby Boomer generation is also exiting the organisations and have 30-40 years of knowledge, experience, information and it will be in the best interest of any organisation to retain these skills and or capture this knowledge.

It is therefore important that an organisations long term goals must be considered and that succession planning should be vigorously implemented in the organisation. Skills, knowledge, experience gained over a long period of time must be taught and

transferred to other potential candidates such as assistant managers which is an integral part of this research.

2.8.4 Employee and knowledge retention

Human resource professionals themselves anticipate that retaining the best employees will be the greatest HR challenge in 2022, according to a November 2012 poll by the Society of Human Resource Management (Kokemuller, 2017). Employees have a tendency to job hop as economic challenges make it difficult for companies to maintain high levels of pay overtime’.

According to Burmeister and Deller (2016:87) the ageing and shrinking of skilled workforces is a major challenge for organisations, especially in developed economies. Due to the massive wave of retirements of the baby boomer generation, the retention of critical organisational knowledge from older and retiring workers needs to be urgently attended addressed (Burmeister & Deller, 2016). The challenges facing skilled employee retention within a business organisation internationally and in South Africa are the same. Factors influencing skills retention and transfer are similar in all organisations. People are the biggest asset of any organisation and despite modern technology organisations are reliant on people to perform the daily operations of a business. The more talent and or skills a person possess, the tougher it becomes for an organisation to retain such person and or persons. Employee retention will have an important bearing on the transfer of knowledge because employees who have special knowledge or critical skills are important for the sustainable competitive advantage of the organisation (Ahammad, et al., 2016). The major threats to employee retention is competition, management style of the organisation, growth, relationship, economic situations and support. Retention is a voluntary move by an organisation to create an environment which engages employees for long term (Charminade, 2007). According to Singh (2018:407) for any organisation to survive in a competitive economic environment, where employee poaching is on the rise, it is crucial for organisations to retain their key employees and to keep them committed to the organisation.

“In a work place where employees are not able to use their full potential, not heard or valued, they are likely to leave because of stress and frustration. It was further concluded that retention engages four major things: competition, environment, growth, relationship and support.’ (Singh, 2018).

Management of organisations have the key responsibilities to consider the recommendations and implement/execute the recommendations made by various researchers, if they are serious in dealing with employee retention. Implementation and or execution of recommendation and or policies is a huge problem facing any organisation and this research will focus on ways to execute the recommendations for the retention of employee as per outcomes of previous research.

Most of the research done in previous dissertations and research is not tailor made for each individual and or a specific category. It is therefore important that with changing times and different generations each employee’s needs be must be assessed individually, as not all employees have the same values, same goals, same needs that will guarantee their stay at the work place.

If skills, knowledge and experience is not adequately transferred to subordinate employees and learner (assistant manager) employees, the studied organization will not be able to retain the skills, knowledge and experience gained by management throughout the years. The younger and upcoming employees will have to start all over to gain the knowledge, experience and skills obtained by their senior managers. It is also argued that should this process of transferring within the organisation be encouraged this problem will be eliminated.

2.9 CONCLUSION

Skills and knowledge transfer can be an achieved through training, experience, training, study, work, recreational and community activities. The transfer of skills entails the transfer of the practical aspects of the work while the transfer of knowledge entails the transfer of theoretical aspects of work. In other words the transfers of skills and knowledge refers to the passing on of tangible and intangible aspects of work. The

transfer of skills and knowledge among employees in an organisation is necessitated by the need for the organisation to survive and continue operations post the loss of skillful employees. Skillful employees could be lost due to several reasons and the organisation must deliberately structure a skills and knowledge transfer program that is effective depending on its circumstances. Skill and knowledge benefits the organisation in several ways but is also affected or impeded by several factors. The organisation can choose from a number of approaches such as succession planning, external training and on-the-job training.

Managerial behaviour assists in the process of transferring of skills, knowledge, learning and experience to assistant managers. Managers must be trained to understand the importance of transferring of skills amongst their assistant managers and they must also facilitate and support this process. Should management be committed to the transfer of skills, the organisations skills transfer rate is enhanced and the threat of loss of important skills is abated.

It has been established in literature that Silo managers must also be better role models and must have the objectives in mind to transfer their skills to the assistant managers. Silo managers must proactively be involved and have an interest in the assistant managers' development and promote in their engagements with assistant managers.

CHAPTER 3

RESULTS AND DISCUSSION OF THE EMPIRICAL STUDY

3.1 INTRODUCTION

In this chapter the empirical research was used to satisfy the primary and secondary objectives of the research. The empirical study provided answers to all the research questions in this study, namely:

Question 1: How are managers transferring skills and knowledge within the silo industry?

Question 2: What are the theoretical foundations of skills and knowledge transfer?

Question 3: What are the barriers of skills transfer?

Question 4: How are skills and knowledge transfer beneficial to an organisation?

Question 5: What are the solutions and recommendations to skills and knowledge transfer?

This chapter presents and discusses the nature of the empirical study in several topics: the research design and approach, means and methods of gathering and analysing the data, the participants and research population, the research procedure and methods of data gathering. The data and results were also analysed and interpreted in order to answer the research questions and satisfy the primary and secondary objectives of the research. The research design is discussed in the next section.

3.2 RESEARCH DESIGN

According to Creswell (2014:41) research design is a type of enquiry within qualitative, quantitative and mixed methods approaches that provide specific direction for procedures in a research design. Bryman *et al* (2016:100) stated that research design provides a framework for the collection and analysis of the data. In other words research design entails the specific action intended by the researcher in order to satisfy the research objectives and answer research questions. The researcher can give a description of the phenomenon or explore it in order to answer the research questions. In the context of this research the researcher will be able to satisfy objectives by

describing and exploring the phenomenon. According to Creswell (2014:41) research designs can be classified into quantitative, qualitative and mixed methods. Quantitative research designs include experimental designs and non-experimental designs. Qualitative designs include narrative, phenomenology, grounded theory ethnography and case studies. This study employs the phenomenology research design which according to Creswell (2014:42) is a design of enquiry coming from philosophy and psychology in which the researcher describes the lived experience of individuals about a phenomenon as described by participants.

3.3 RESEARCH APPROACH

Accordingly a phenomenological research design is associated with a qualitative research approach. According to Bryman (2016:30) there are two distinct approaches to research namely qualitative and quantitative research and a third one which is a combination of the two approaches. The main difference between qualitative and quantitative is in the orientation of theory in relation to research and knowledge. The orientation of theory in a qualitative study is inductive generation of theory from data whilst in quantitative it is deductive, empirical testing of theory (Bryman, et al., 2016). In the qualitative approach knowledge cannot be separated from the social and cultural context of those affected by the phenomenon whilst in the quantitative approach knowledge is objective. Thus the qualitative approach research collects views and opinions of those that are affected by the phenomenon while the quantitative research approach collects numerical data which is subjected to mathematical manipulations. In this study the qualitative research approach is relevant in that the transfer of skills between management can only be subjectively understood by interviewing the managers and interpreting their views and opinions.

3.4 DATA COLLECTION

According to Giorgi cited in Creswell (2014:42), a phenomenological research design within a qualitative research approach would generally employ interviews, as the research instrument to collect non-numeric data. Accordingly in this study the research instrument of choice was the semi structured interviews aided by a research guide. For

the purpose that the interviews were intended to collect opinions and views from the managers, the interview guide was populated with open ended questions. The interview guide was self-developed and the interview guide is attached hereto as an Appendix A. The questions were formulated to address the primary and secondary objectives of the research questions. The interviews were digitally recorded by two voice recording devices, one being a backup recorder and the interviews were later transcribed and printed by the researcher. Recording devices were used to maintain the quality of the interviews without the need for the researcher to manually record the information at the same time.

3.5 POPULATION AND SAMPLING

A population in a phenomenological study entails the total number of subjects who are effected by the phenomenon under study. The population for this study include all silo managers and assistant silo managers within the listed agricultural organisation. Silo managers and assistant managers in the target organisation have a complement of 146 people. The study was financial and time resources limited to include all 146 managers. In the circumstances the researcher selected a few participants. According to Bryman *et al* (2016:170) there are two types of sampling techniques namely probability sampling techniques and non-probability sampling techniques. A qualitative research approach generally utilises non-probability sampling techniques, such as judgemental, purposive and snowball sampling technique. The probability sampling techniques is associated with the quantitative research approach. The non-probability sampling techniques will be utilised in this research namely purposive sampling. Purpose sampling is where participants are selected based on relevance to the research questions (Willig, 2013). Non-probability sampling techniques are used to select biased samples because the selection is based on the judgement and convenience of the researcher and not representativeness of the population (Bryman, et al., 2016). From the list of twelve silo sites provided by the target organisation, the researcher chose four silo sites which were within 150 km radius from Klerksdorp, North West province. The researcher made contact with silo managers and scheduled appointments with 12 silo managers and 12 assistant silo managers. The interviews were conducted until the point of saturation was reached.

3.6 THE INTERVIEW PROCESS

The interviewees were all contacted to schedule appointments for the interview to take place at their silo site. Interviewees were all provided with consent forms prior to being interviewed, which were emailed to their office emails detailing the purpose and reasons for the interview. The content of the consent form also informed each interviewee that the participation in the interview process is voluntary and that the interviewee can decline from being interviewed or withdraw from the interview at any time without any consequences.

On the day of the scheduled interview meeting, prior to the interviews being conducted, the researcher, once again, went through the contents of the consent form and explained the contents of the consent form to the interviewee. Each interviewee was also informed individually that should he wish to withdraw from the interview he can do so at any stage of the interviewing process without any consequences. All interviewees consented to be interviewed prior and after going on record. Prior to being interviewed each interviewee was informed that he will be recorded with two digital recording devices and the reason for the two recording devices was that should one recorder fail the other was a back-up. Each interviewee was also informed that they will be recorded and their responses would be transcribed. They were further informed that the transcripts would not mention their identities in the recordings. Each participant was then requested to sign and enter the date on the consent form. The interviewees were all interviewed individually and privately in a closed office setting with minimal interruptions.

During the interview process the interviewees were once again requested to confirm on record that they have consented to the interview process and to confirm that the researcher has explained the contents of the research form. The interviewees all affirmed that they were informed of the contents of the consent form. An interview guide was used during the interview process with semi-structured questions. Each interviewee was addressed as “sir” or “Mr” and their names were not mentioned in the recordings. The researcher received responses to the semi-structured questions and

further probing questions to the responses were asked to the interviewee of which were answered freely and voluntarily by the interviewees.

Most of the interviews took less than 45 minutes and after all the researchers questions were asked and answered, the researcher has thereafter given the interviewee a chance to add any further information or comments relevant to the questions being asked. The interviewees were thereafter thanked for their contributions and their time made towards the study of the researcher and the recorders were stopped.

3.7 DATA ANALYSIS

Coding and data displays techniques and methods was used to analyse the data in this research. According to De Vos (2005:334) the steps in the qualitative analysis of data collected in this research comprised of the following:

- Planning for recording of data;
- Collection of data and preliminary analysis of data;
- Managing and organising of data;
- Generating categories, themes and patterns;
- Coding of the data;
- Testing the emergent understanding;
- Searching for an alternative explanation;
- Representing and visualisation of findings.

The interviewees' responses were digitally recorded and were transcribed. Data obtained from the interviews were categorised according to various themes that are relevant to the research questions and objectives which the study aims to address. The data was presented in its original form, interpreted and re-presented in this study. Sorting and managing of interviews such as the transcripts, observations and other documents. The information was transformed through coding and information was abstracted from the transcripts/ raw material/ sources and was "puzzled" together to support the research. According to Miles *et al* (2013:12), condensing refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus of written- up field notes, interview transcripts, documents and other empirical materials. The steps taken in analysing the data is summarised below.

The following steps were taken:

- Coding was done as soon as possible;
- The transcripts were read through, field notes, documents and all the important and interesting information was highlighted;
- the data was re-read and notes were made in the margins about significant remarks or observations and a coding index of terms was created in order to interpret and theorise in relation to the data;
- the codes were reviewed in relation to the transcripts;
- More general theoretic ideas was considered in relation to codes and theoretical ideas were derived from the data. Connections between concepts and categories was considered in relation to the existing literature;
- A hypotheses about the linkages was developed and the data was consulted to see if same can be confirmed;
- Coding and themes was used as part of the analysis and used for condensing the vast amount of data. Content analysis was used to measure secondary data. The content analysis includes the study of private journals, letters, diaries, textbooks or articles, school, industry, hospital or government records, legislation, billboards and cartoons, television and radio shows, advertisement and records (Bryman, et al., 2016).
- In this research some of the aforementioned sources was consulted during this research;
- As the data is collected it was analysed and interpreted as mentioned in the aforementioned steps above.

3.8 DEMOGRAPHIC PROFILE OF THE SAMPLE

The point of saturation was attained upon interviewing four silo managers and four assistant silo managers. A sample size of eight participants was utilised in this study. The profile of sample participants is shown in Table 2 below:

Table 2: Demographic profile of Participants

Part	Gender	Age	Experience (years)	Education level	Position	Training programs
1	Male	42-50	9	Grade 12	Silo Manager	LDP
2	Male	31-40	5	Certificate in logistics	Assistant Manager	Fumigation
3	Male	51-60	30	Grade 12	Silo Manager	MBP, Fumigation, Grading course
4	Male	31-41	8	Higher certificate	Senior grain grader/ Assistant silo manager	Higher certificate in Agriculture, Fundamental management program,
5	Male	42-50	20	Grade 12	Silo Manager	Grading, Fumigation, Disciplinary hearing programs
6	Male	31-41	17	Diploma in Managerial Development	Silo Manager	NNP and BOP,BMD, People dynamics program
7	Male	51-60	39	Diploma	Assistant manager	Time management
8	Male	30	6	Grade 12	Assistant manager	Fumigation, Grading, Disciplinary

						hearings, Conflict management
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The gender profile of the sample shown in Table 2 shows that all silo managers and assistant managers are males. The results show that the silo management sector is dominated by males. The dominance of males in the silo sector does not reflect the gender diversity in the society. The organisation is likely to face risks if it continues to exclude women from management positions in the silo sector.

All silo managers were between 41 years and 60 years of age. Assistant managers were between 30 years and 40 years of age with the exception of one whose age was in the range of 51-60 years of age. The age profile of the sample reflects the age profile of the silo sector where there is wide generational gap between assistant managers and silo managers. Generational gaps is potentially problematic for skills transfer. According to Asrar-ul-Haq and Anwar (2016) absorptive capacity is a barrier to the transfer of skills. Transferring skills from the older silo managers who have in excess of 20 years of experience may not be complemented by the absorptive capability of younger assistant silo managers with very little experience.

The general gap is also echoed by the disparity in the experience of the silo managers and the assistant managers. The work experience of silo managers ranges from 9 years to 30 years and the experience of the assistant managers ranges from 5 years to 8 years excluding one exceptional participant with 39 years of experience. It is evident from the data that most of the silo managers are nearing retirement age, making skills and knowledge transfer more urgent on account of the short period of time they are left with to transfer their skills. The concern is in line with observations/arguments in Cain *et al.*, (2017), where it was discovered that a lack of growth in three decades has resulted in a wide experience gap between employees entering the organisation and those that are retiring. Senior employees have and possess knowledge and insight which they have accumulated over the years. It was found that a generation gap exists in the nuclear workforce. The era of baby boomers born between 1943 and 1960 formed the foundation of nuclear workforce and are exiting. It was further found that critical skills at nuclear facilities need to be retained and given

to future employees and that the generation gap must be breached through ensuring timely succession planning that must also include knowledge management and mentoring. It was discovered that a large percentage of experienced, technical and operational staff are exiting the organisation as a result of retirement and that the need for their contribution to skills and knowledge transfer is urgent.

Four participants achieved grade 12 qualifications, one participant has a certificate in logistics, and another a higher certificate and two others with diplomas. However at the point of recruitment in the sector, they all had grade 12 qualification or less. The educational profile of participants is reflective of the insistence of the organisation on recruiting matriculants in the silo management sector. Most assistant silo managers are recruited directly from school into silo assistant manager positions.

Succession planning is reflected in the organisation or by the fact that there are silo managers and assistant silo manager within the structure of the organisation. This shows that the organisation is serious about promoting and retaining the skill within the organisation by ensuring successors are in place should the silo manger exit the organisation for whatever reason. The organisation has implemented a succession planning strategy by having assistant silo managers for each manager on the silo site. Succession planning is the process whereby organisations ensures that employees are recruited and developed to fill each key role within a company (Heathfield, 2017). In this process, you ensure that you will never have a key role open for which another employee is not prepared. Silo managers play a key role in the organisation and measures are put in place by the organisation to fulfil these roles.

The organisation is also investing in its employees by promoting and training employees, by allowing silo managers and assistant managers to attend and enrol for various courses and training programs. The data shows that each and every assistant manager, as well as silo mangers have attended courses in the last three years. It can also be seen from the data that both assistant managers and managers has attended a course to up-skill themselves. The courses that the managers and assistant managers are offered by the organisation are as follows: Leadership Development Programs, Fumigation, Management Development Program (MDP), Grain Grading courses, higher certificate in agriculture, Fundamental management program, Conflict

Management programs and time management courses. It is crucial for the organisation to ensure that their employees/ management are motivated to perform their tasks and provide them with the necessary training to up-skill themselves and feel competent in doing their job. According to Aragon & Sanz Valle (2013:1671) “Organisations that train managers tend to perform more effectively than those that do not.” Training will positively influence the transfer of skills from managers to assistant managers and this will lead to positive outcomes for the organisation. Learning and Development must be organised more effectively.

The aforementioned literature supports that organisations that provide training to their employees will achieve positive outcomes from their employees, their managers and assistant managers. It is evident from the data that none of the silo managers and or assistant managers have a degree, diploma or qualification in silo operational management. This confirms that there is no silo operational management course as a whole offered to assistant managers or silo managers. Most of the courses or certificates offered relate to general management skills and the rest of the courses offered relate to training programs dealing with training in different sectors of the whole silo operations i.e. there is no degree, diploma or certificate offered in silo management operations. The organisation will have to look into investing in tertiary institutions and or silo operation schools where all the functions of silo operations management is taught or trained by such institution. Most of the programs, training and certificates are offered by the organisation. Should the organisation wish to ensure the sustainability of future silo managers, also ensure that they have competent and qualified managers that their managers can perform well in silo management, much more must be done by the organisation to up-skill potential silo managers. The silo sector is at risk in losing crucial skills and knowledge of experienced silo managers and some of the experience and skills silo managers occupy are not found in text books and in turn is derived from years of experience.

3.9 RESEARCH SPECIFIC DATA

Participants responded to several questions relating to the study’s focus area. Several themes emerged from the thematic data processing technic, which was utilised to process the data. The emerging themes include adequacy of training, acquisition of

skills in silo management, barriers to skills transfer, addressing barriers to skills transfer, influence of skills transfer on the organisation, silo manager intervention in the facilitation of skills transfer, benefits of skills transfer and recommendations for skills transfer.

Theme one which is an assessment of the adequacy of the training received by the participant is discussed in the next section.

Theme 1 Adequacy of Training

Several questions required participants to explain whether the training they received was sufficient to perform in their job related functions, to identify barriers in applying their training, to identify the training content and to determine whether training contents was tailored for their needs. Although participants were of the view that their training was sufficient they were also able to identify barriers in applying their training to their work. One of the participant had the following to say:

“Yes: what you learn what they give you on paper and what physically happens at a silo is really two different things: although the basics are laid out on paper but there are so many things at a silo that happens, as you have seen, that they can't put on paper for you.”

Another participant had the following to say:

“Yes: it was sufficient because I did gain some experience on how to perform duties as a Health and Safety rep at the site and also as a first aider at the site. Like maybe if something comes up: someone get injured you know the first thing what to do.”

In terms of the barriers of the application of knowledge acquired through training most participants could identify problems with the training. One participant observed that the training was sufficient in so far as the technical skills are concerned, but lacked on the administrative aspects. The participant remarked as follows:

“...but when it comes to being skilled: being given a skill on how to grade a maize or whatever I think yes: I can give them ten out of ten because of now yes: they do the things: but when it comes to things like safety and stuff: administration stuff: that's where I mean something is lacking there you understand? Yes... People are not being trained sufficiently to do that. It could be maybe in other silos they do it sufficiently, but I think here by the silo that I'm working at and then the silos that I've been Interview visiting and then leaving you know: I think there's something there that's missing there.”

And another participant felt that in some circumstances the expectations of the job exceeded what is known by the assistant manager and the assistant manager could not resolve this problem with his silo manager.

“I feel like you know you are required to do something nè: but you don't know exactly I mean why you're doing this for example: why (inc) you understand? And then you don't even fully understand it but you know as I would like myself: as I went out I understood later okay...Sometimes the silo manager doesn't understand too.”

This is a frustrating situation for an assistant manager in which skills transfer would have failed despite the expectations. The assistant manager will find it difficult to trust his silo manager due to the silo manager being perceived as unreliable, not knowledgeable and this could lead to the assistant manager challenging or resisting his superior's advice. This is what typically happens when skills transfer fails (Szulanski, 1996)

The general view is that the training was sufficient in as far as the module is concerned, but not as far as the totality of silo management operations are concerned. The contributions of participants are reflective of the reality that is in silo management arising from the fact that there is no comprehensive learning standard for the sector. In the circumstance courses offered are fragmented and does not cover all aspects of silo management. The fragmented short courses offered help to explain in part why the recruitment in the sector is restricted to matriculants. According to Benoy and Gracious (2015:70) a skill is developed through work, study, training, community and

recreational activities. Barriers to apply knowledge acquired through training are synonymous to barriers to the transfer of skills. In the sense that training involves the transfer of skills from a trainer to a trainee. If the trainee is unable to implement acquired knowledge the process of skills transfer has been interfered with. One of the more prominent barrier identified by participants in applying knowledge acquired through training is that there is a gap between theory and practice. Trainees are not always able to apply what they have learnt practically as alluded to by one participant as follows:

“...what you learn what they give you on paper and what physically happens at a silo is really two different things...”

Most of the participants could identify relevant content relating to their training programs. A Participant remarked as follows:

“Yes: I learned a lot of important things from the LDP like human relationships: that was pretty important to me. And I think in our working conditions at this stage to attract producers (clients) again by applying human relationships to it, helped me a lot.”

Another participant had the following to say:

“Like that one of fumigation I know what type of insect: when you see them: the first thing how many days you must fumigate and after how many days you must load that grain and again I've learned before you fumigate you have to inform your regional manager that there's a certain bin that I'm going to fumigate so that your clients can know also: because you can't just fumigate now: then you haven't let your clients that tomorrow I'm going to fumigate: so I won't be able to load. Even that one of first aid you must make sure. Let me take that one of Health and Safety. First thing you must make sure that your personnel: they have all PPE you see? If someone get injured the first person that they are going to ask is me (inc.).”

The assistant silo manager had the following to say:

“No I did not have knowledge before but after that training that I did gained knowledge.”

The silo manager had the following to say:

“Yes: partially I have background and years of experience. Because I have years of experience in the trade and I am also not a layman or an amateur in the trade. So there is background that a guy has obtained in the years of experience and with previous guys who worked now: and again: I come years / a guy comes years in these things: so it's not that I went in as an amateur in the course, but some things offered at the training, I did benefit a lot.”

Most participants agree that they have received training from the organisation in order to enhance their skills. It is however apparent from the responses that they do not receive training in all the aspects relating to silo management. The participants are further of the view that the theory they learn at these training facilities cannot always be applied practically at the work place. Some of the participants are further of the view the training they received are sufficient in far as the specific content of the training is concerned such as management skills, communication skills etc. It is however noted that there is shortcomings in the training offered as it does not cover all aspects of silo management and silo operations. One participant was of the view that there are shortcomings in the safety and administration training in silo management. Most of the participants agree that most of the training or skills they have acquired was through practical on-the-job training and that the courses and training programs offered is just for them to learn and know the basics of the specific course. It is further common cause that the participants have learned something from the training programs offered, but it can be concluded from the responses that the training received by the organisation is not sufficient in order for them to perform all the silo management functions.

Theme 2 Acquisition of skills in silo management

Most silo managers and assistant silo managers have agreed that the best and most suitable means of acquiring skills in silo management is through on-the-job training and years of practical experience. Their observations are in line with arguments in Saks and Burkey- Smalley (2014:112) that many organisations especially small organisations rely heavily upon on-the-job training for successful transfer of skills. One of the silo managers had the following to say:

“I would say my opinion is on-the-job training and working at a silo.”

Another remarked as follows:

“Silo management is very hands-on. You have to // . You can teach someone on paper and make them write exams. If you don't physically show someone in the silo, how to manage it and how to transfer those skills you're never going to get it across. It's a very practical environment.”

According to participants the acquisition of skills in silo management is reliant on the practical experience that employees are exposed too through practical work, as opposed to theory that is taught at institutions. This also explains why most of the employees are recruited on completion of grade twelve. Their tertiary education in silo management is acquired on-the-job and through years of practical experience. As a result pressure and high expectation are placed on silo managers to champion skills transfer and prepare the up-coming future silo managers. One of the silo managers had the following to say:

“Training is important: it's very important to me. I try two develop my guys as much as possible, but they also learn that /that you also know much by knowledge...”

The participant confirms the importance of silo managers training and developing their assistant managers. Accordingly if silo managers fail to transfer skills to the assistant managers, the succession plan of the organisation and subsequently the sector will be

in jeopardy. There is very little that institutions outside the work environment can contribute to the transfer of silo management skills. The observation aligns with arguments supporting the identical elements theory in Thorndike and Woodworth (1901) as cited in Saks and Burkey- Smalley (2014:112) that on-the-job training is close to the work environment and hence is more likely to influence better skills transfer in the silo sector. These sentiments were echoed by contributions from assistant silo manager participants. The assistant managers contributed as follows:

“The knowledge and the skills that I got: where did I get it from... I think you know I got everything mostly from my manager and my fellow workers.”

And

“Yes. Yes. And then by also this trainings that we go through (inc.). And then it's also by yourself whereby you need to discover things you understand: to open your eyes to things that are in front of you so that you can learn more you know about everything. Yes: I think so. I think onsite mostly. I feel that 75 percent is onsite. 75 percent. And then when you go for a training you know it's just an extra and then other information that you didn't acquire...”

And

“The best way to become a silo manager is to perform all these daily tasks to do it yourself: ask questions: preparation: start studying. If you don't know ask questions: Sir: how do you do this: please help me. That's the best way to train... Academics maybe 40%, but practical 60% plus. You must do it physically...As an example you must work in the silo: if something breaks the book won't tell you how to fix it: you must improvise how to fix a problem at the same time. Use resources... I would say it's best to learn onsite...”

And

“The best way for me is to learn it from someone and you have to go step by step: you can't miss one. You can't miss one step: you have to take a grain grader: a senior grain grader: (Inc.). Then you've learned what's down under when you're up here. If you don't know what's going on down (lower level): then you won't know what's going on at the top.”

According to the participants, the acquisition of skills in the sector is done through the interaction of the employee with the manager, but also with the structures within the organisation. In a sense, the contributions relate to the fact that one has to go through the rankings to successfully acquire the skills and knowledge required for proficiency in silo management.

The data from both silo managers and assistant managers confirms that the most suitable means or method to transfer of skills within the silo sector is through on-the-job training and through practical experience. It is also reflective from the data that academics and or theory courses are only additional tools to assist and or up-skill assistant managers. It is also established from the data that experience and knowledge plays a vital role in the acquisition of skills within the silo sector. Assistant managers learn from their silo managers and assistant managers rely on the experience of their peers to perform their functions satisfactorily. It is also reflective from the data that each silo has its own problems and the theory learnt at training course is general theory, which may not apply to all silos. Most silo manager confirm that they have learnt most of the skills they possess through years of experience on the site and that it is crucial that the assistant managers have background knowledge as to how the silo operates. It was suggested that an assistant has to start from ground level and work himself up the rankings to silo manager position in order to be a successful manager.

Most silo managers also agree that a person appointed directly after school (matriculants) are not the most suitable candidates for the position as they lack the relevant and critical experience that can only be gained from starting from the lowest level in the silo rankings, in order to understand the functioning of the silo and all their components. This is consistent with the literature that onsite job training is the most suitable way to transfer skills (Saks & Burke-Smalley, 2014). Approaching recruitment from the shop floor would reduce the time required for silo managers to transfer skills and knowledge to their assistant managers.

Theme 3 Barriers to Skills Transfer

Silo managers and assistant managers responded to questions enquiring about challenges they have experienced in transferring skills to their managers and or assistant managers. Several challenges or barriers were identified which include generational gap, attitude towards work, motivation, communication and language barrier, succession planning and lack of time resources.

Most of the silo managers are of the view that there is definitely barriers in transferring their skills to silo assistant silo managers. The most common barriers identified by silo managers is the generation gap. The generation gap refers to the wide age and experience gap between the silo managers and assistant managers. According to the demographic profile of participants in this study, silo managers have an excess of 15 years' experience in the silo sector and most assistant silo managers experience range from 5 to 8 years with the exception of one assistant manager who has 39 years' experience. The experience profile of participants in this study is reflective of the experience gap between silo managers and assistant managers. The generational gap between employees can affect the transfer of skills (Farrel & Hurt, 2014). Most silo managers are in agreement with the position in (Farrel & Hurt, 2014) that the generation gap has an impact on the skills transfer.

The Silo managers had the following to say:

“A big problem / problems. Can we start with generations? The generation that has now stepped out of school desks for example has no communication skills. That's a big barrier. That's it first and biggest one...”

And

“No I can't / I can't do something else fast don't think: I think it's about the interest of the guy and the skill he has. He needs a little (inc.) and then there are big gaps. Call it a generation gap: but it might not be a generation gap: it might be a time gap: an experience gap...”

Attitude towards work is another barrier to the transfer of skills from silo managers to assistant managers. Attitude towards work varies from person to person. An employee can have a positive attitude which will permit the transfer of skills from his or superior, yet another employee may have a negative attitude which is hostile to skills transfer. Participants had the following to say:

“Then the attitude towards their work. They very much want the job: but whether they can get the job done is two different things...”

Another participant explained attitude towards the work as follows:

“Listen: if you are in the industry that I am in you must have a passion for your work: you don't do it for money: you do it for passion. So: if you don't have the passion: keep out of the industry: you won't be happy because you're not going to get rich: that I can promise you (laughter): but you must have a love for what you do...Because a lot of: and I //. And I really generalize when I do tell you just a bunch of our new guys coming in it does just that it's a job: he draws a salary. The guys won't go the extra mile for the company and the industry and that's where the love for the industry comes in. I mean this is not a seven to five job...”

Another participant further remarked as follows:

“...I was there too but then you have to be prepared to walk the road together and it's always a problem or sometimes it's a problem know how to work back to that guy and he'll look at you not really interested. He is here at the end of the month to get his money. Nothing against the guy: I'm //... It is a good guy: but generally speaking... This is / is a bit of an issue for me.”

The attitude towards work as a barrier to skills transfer seems to be applicable both ways. Both silo managers and assistant managers identified the attitude towards work as a limiting factor towards the transfer of skills. An assistant manager had the following to say:

“It's very easy. It's very easy. For me it's very easy. I've changed lots of managers: over 100 years: in my time... It's very easy. What changes is an attitude when the manager is / comes in. The work does not change: you have to go with that person's attitude: then everything's fine.”

The assistant manager is of the view that all the barriers can be overcome if both silo manager and assistant manager have a good attitude and a working relationship then it will be easier to transfer skills. The view is supported in literature, in Cromwell *et al* (2004:453) it was found that supervisor attitudes, as well as, workgroup support had a direct impact on the opportunity to perform tasks and employees who believed that their managers are supportive of their training efforts are more likely to perceive greater transfer of their training skills.

Motivation to do one's job is another barrier to skills transfer. The contribution is that if a person is not motivated skills transfer effort will be fruitless. Therefore it is important for the organisation and managers to address the motivation of both employees i.e. the one transferring the skills and the one receiving the skill. The Maslow's hierarchy of needs is cited in (Woods & West, 2016) is instructive of the different needs that can influence the motivation of either the silo manager or the assistant manager.

A silo manager had the following to say:

“...There was something else. Yes their motivation to do their job lacks a bit for me: they don't have that motivation. They want to jump from job to job. I don't think if he gets out of the school desks he really knows what he wants to do in life...”

Lack of motivation, passion and interest in the job was also mentioned as being barriers to the transfer of skills. Most silo managers are of the view that assistant silo managers are not committed and lack motivation to do the job. They further mention that most assistants are clueless, when they enter their job and just do the job to earn a salary. One silo manager also mentioned that the job is not a high paying job and most silo managers are there for the passion in the job and not the money as is the

case with the assistant managers. This is the reason why assistant silo managers do not last in the organisation (Khandelwal & Shekhawat, 2018).

Cultural and communication barriers were also mentioned by silo managers as most of the silo managers are white (Afrikaner) and most assistant silo managers are black (African), this barrier is however being worked on by the organisation as stated by one silo manager.

“Like I said: the language barrier...That's the biggest one. That's the biggest one...Yes like I said the cultural one is also the reason: the (inc.) of cultural differences: but I must: I must say that it is not something that we can't overcome: we overcome that one easy: it's just the language barrier...”

Communication or a language barrier between silo managers and assistant managers was also identified by the participant as a serious barrier to skills transfer. Due to the participant being a white afrikaner and the assistant manager being a black african male communication can have a negative impact on the transfer of skills. Cultural barriers were also mentioned by the participant which is also identified by literature as a barrier to skills and knowledge transfer (Asrar-ul-Haq & Anwar, 2016).

The participants have identified four barriers that prohibit or influences the successful transfer of skills. The barriers the participants identified are generation gap, communication, attitude towards work, motivation to do the work. The participant are of the view that overcoming these barriers is important for skills transfer to successfully take place. The first barrier of generation gap is a major challenge facing the organisation due to the fact that the organisation did not implement earlier succession planning, interventions due to the huge age and experience gap between the majority silo managers and majority assistant mangers. From the data in table 3.1 most assistant managers fall within the Millennials (born 1980-2000) and most silo managers are Baby Boomers (born between 1946-1964).

From the data received from the silo managers it seems that the generation gap is a common barrier within the organisation for the transfer of skills. The views of the silo

managers are in line with findings in Farrel and Hurt (2014:57) that in order to achieve effective knowledge transfer, trainers must be knowledgeable as to the millennial characteristics in regard to active learning style, necessity of feedback and attention. It was further argued that there are risks associated with the failure to consider the characteristics of the millennial generation when developing and designing training. The identified risks are loyalty to the organisation and effective knowledge transfer. This could explain the reason why the generation gap is a barrier in transferring skills because the silo managers most probably did not consider the characteristics or don't understand the characteristics of the millennial generation. As a result the assistant managers are not motivated are not loyal to the organisation as a result of the gap between them and their silo managers. Similar barriers were echoed by contributions from other silo manager participants who had the following to say:

One assistant managers had the following to say:

"I can just say time. Yes. There's not enough time because sometimes you have to study for this course Fumigation. We knock off//. I don't say no: I'm making our company's name//... Most of us we fail it: that course yes: because of that we don't get enough time to study."

One assistant silo manager mentioned that time is a barrier, as he does not have time to learn or study the work. This is also because of the busy schedule and high demands of the silo operations. Another assistant manager who has 39 years of experience mentioned the attitude and relationship between managers and assistant managers can also be a barrier. The participant is of the view that if both silo manager and assistant silo manger understand each other there will be a smooth transition of skills. It can however be explained that the assistant manager with 39 years of experience is on the same level with the silo manager due to his years of experience. To the effect there is no generation gap, he is on the same level with the silo manager, to explain any barriers between him and his silo manager. The aforesaid barriers are confirmed in the study of (Asrar-ul-Haq & Anwar, 2016).

The participants identified several barriers to transfers of skills and knowledge such as the generation gap, cultural and language barrier, lack of motivation and time. These

are cited as common barriers for the transfer of skills within the silo sector of the organisation. These barriers must be addressed by the organisation in order to promote skills transfer. The generation gap seems to be the more prominent barrier to the transfer of skills.

Theme 4 Addressing barriers skills transfer

Both silo managers and assistant managers were asked questions concerning the role that the organisation is playing in supporting and promoting skills transfer within the organisation. The questions enquired on what the organisation was doing to support and to assist with the transfer of skills. Most participants were of the view that they were receiving organisational support from their employer. According to Cromwell and Kolb (2004:449) it was found that trainees who received high levels of organisation, supervisor and peer support, who participated in a peer support environment, had high levels of transfer of knowledge and training. It was also evident from the data that the organisation is encouraging employees to up-skill themselves by providing numerous training programs, courses and other learner-ship programs. The organisation is also additionally providing their employees with access to learning tools in the form of internet and intranet.

One silo manager had the following to say:

“What they did to me now: you see: it was for me been awesome when I started working with them now they have had such a program that they evaluate you to see what your strengths is: what are your weaknesses you know: and what are the requirements (inc.) at a certain silo. And this awesome work because my strengths are the strengths they have at (silo) sought and my weaknesses are coincidental with them too. And my assistant silo manager complements me very nicely there because my weaknesses are his strengths...And so build you a team...Yes: and continuous courses. Look: we have an intranet: we can: daily there are five: six courses going on: so we can pick and choose whether: which course you want to go. If I see that list: I need more skills in that direction: I can go and click on the course: register and go for training.”

The participant's view is that the organisations intervention is allowing him to create a fit between his strengths and weaknesses and those of his assistant manager. Further training is tailored to maintain the complimentary relationship between the skills sets of the silo manager and assistant manager. This can however become risky when the silo manager and assistant manager become interdependent on one another due to the possibility that either of the managers will have challenges coping or managing tasks should either the manager or assistant manager leave the organisation. It is therefore crucial that the silo manager and assistant manager be developed to be an all-rounder and should be able to operate and manage his silo independently.

Another manager remarked as follows:

“Yes: they've got a lot of programs running at the moment: especially for the assistant managers and lower people up and coming to / I will almost say to enable those people more to help themselves. So it won't be a question of the more they do these programs and better skilled they are the more literate and better speaking English and all that things are bringing us closer together so that they can be quicker: that //. They can quickly take over the knowledge we have for the men are doing it / they are training and they are learning well as time management and they understand all the stuff. So: the blow as you if they start talking about it then it is things of which he has dealt with the theoretical side of the work: he understands what you tell him and well. You don't have to teach him the whole principle: you can only show him the practical application for what he finished learned. So it makes it easier to teach him something he had done in theory...”

The participant is of the view that the up-skilling and training is beneficial to transfer of skills in the sense that the training programs provide the theoretical knowledge to upcoming assistant managers, while the silo managers introduce and expose them to practical application of the theory. This interaction of theory and practice is relevant to the successful transfer of skills and knowledge (Cain et al, 2017; Shah & Hussin, 2018). Another participant had the following to say:

“Like I say we have a learnership course that we take a guy out the school desk: We put in through a few courses in the silo industry and then we give him an NQF3 certificate for that so that he has the basic skills of how a silo works... No: it's our organization (inc.)...It's on-the-job training and then there's training at head.”

Most of the assistant managers felt that the organisation was addressing the barriers to the transfer of skills within the organisation by up-skilling and exposing employees to technological tools. Upskilling activities are mostly in the form of training, learnerships and formal courses. The technological tools at the disposal of the employees include intranet, internet and collaboration tools such as emails. According to Aragon and Valle (2013:1671) organisations that train their managers achieve better results than those that do not and the intensity of training affects the financial performance of the organisation. Upskilling and training employees allows employees to feel positive towards their organisation and their work environment (Aragon & Valle, 2013).

Two of the Assistant Silo managers had the following to say:

“When they see you are fine to go to the other level they just do that because they have training: yes training: Organisation is very good at training because every person who enters the office will start from NFQ1 to 5: there's lots of experience there.”

And

“At the same time: I think the new system is called SDI. It determines what skills you have: lack of skills: how to perform your skills: how to increase your skills. It's a system: every two //. Twice a year you do an analyst [sic] and say what is the task you have been given for a year: have you completed it: why is there a lack of knowledge: maybe we should send you for training: everything... You need more than 75% average to qualify to say you have completed your test: if it's less than 75% what was the problem: what was the lack of (inc.) skill: didn't have enough time: didn't have enough knowledge: maybe we must send you a recap: refreshment course or something.”

The data from the two assistant silo managers indicates that the organisation is supportive in ensuring that assistant silo managers are provided with the necessary skills and knowledge. The organisation has also implemented an evaluation and an assessment program to determine the short-comings of the employee. The strengths and weaknesses of employees are also assessed and employees are encouraged to improve on their weaknesses by enrolling for training courses or learner-ship programs that can address the shortcomings of the employee and provide him or her with self-confidence (Aragon & Valle, 2013).

One assistant manager had the following to say:

“... there is something that I don't understand whereby they will do a learner-ship and then there's people who are more skilful and then they need Matric obviously: we have to pull off Matric: but you give you an opportunity to someone who is outside instead to someone else who is already working for the company you understand? I have a guy here who has a potential but I don't know because of whatever reasons he can't you know apply for a learner-ship. So I feel that's where you know they are making a mistake also because of that guy already is working already inside you understand? He knows more than the person who is coming outside you understand? Why shouldn't they be given the same chances you know: the same person who is outside to also apply and then maybe you understand: they will make a better management also. Already they have come from you know: from the bottom I think.”

The participant is of the view that the organisation needs to review the succession plan to include employees from the shop floor. The current succession plan involves recruiting matriculants ahead of shop floor employees to become assistant managers in the organisation. The current succession plan slows down the transfer of skills from the silo manager to the new assistant manager. A quicker alternative would be to recruit somebody from the shop floor who have already have working knowledge. The organisation must find ways to improve the academic qualifications of shop floor employees in order to enhance their absorptive capacity required for successful skills transfers at the management level.

In conclusion the organisation can address challenges that can prohibit skills transfer in three ways: upskilling of employees, use of technological tools and reviewing the succession plan. Upskilling is achieved in the silo sector by training employees, providing learner-ship programs and exposing employees to formal courses. Technological tools such as internet, intranet, emails and self-development applications are relevant to addressing challenges that prohibit skills transfer. The current succession plan was also identified as a challenge that prohibit skills transfer. The succession plan need to be reformed in order to provide an opportunity to shop floor employees to participate and be appointed in management roles. However the identified barriers of a generational gap, attitude towards work, motivation, lack of time resources, cultural and language barrier may not be adequately be addressed by upskilling, technological tools and review of the succession plan.

While silo managers and assistant managers are satisfied that the organisation is trying its best, the barriers associated with the generational gap, lack of time resources, cultural and language, succession planning remain under addressed. The organisation is promoting skills transfer and knowledge transfer by means of providing courses, training programs, self- assessment, evaluation programs and the organisation has established an internal data base (intranet) that can be accessed by any employee, which provides a range of courses and training programs available to any employee.

The purpose of these training courses is to upskill or provide employees with necessary skills to perform their job functions. The organisation with the assistance of management encourages their subordinates to attend training programs to develop themselves. The organisation also pays for such programs and is investing in their employees. This in turn motivates employees and provides them with self confidence in the organisation should they acquire different and new skills. It should be noted that the training course offered does not cover all the aspects of silo operations and only portions or sectors of the silo operations is offered. Training programs and courses is means of transferring skills and this is consistent with the study of Saks and Burke-Smalley (2014:104) it was found that training is important because is used to maintain an effective workforce, drives corporate well-being and provides the organisation with a competitive advantage.

Theme 5 Influence of Skills transfer on the Organisation

The participants associated skills transfer in the organisation with positive succession planning, personal recognition, improved production, work efficiency, attracting and retaining skills. Participants were asked questions about their opinions on what influence skills transfer will have on the organisation. The general response from participants was that skills transfer positively influences the variables that contribute to the success of the organisation. Succession planning helps with the long term continuity of the organisation. The participants are of the view that skills transfer between silo managers and assistant managers enhances the continuity of the silo management sector. Skills and knowledge transfer facilitates the retention of key skills and thereby ensuring the continuity and sustainability of the organisation and subsequently the silo management sector (Leberman, et al., 2016). In confirmation of the positive influence of skill and knowledge transfer to the organisation through succession planning one silo manager had the following to say:

“It's very important. At this stage the Organisation has really got a problem with a lot of silo managers (inc.) managers. I saw that the first time I came here. They've got a big problem: they're going to have a couple of guys about five to six years' time: a lot of people are going to go on retirement and they need to get those people //. The next level assistant managers must be ready to take on the position of managers when those people are gone, so it plays an important role...If it should happen right now: no, but they're on their way. They are making corrective actions. If they're going to //. If it happens in five: six years' time yes: they will be ready.”

The data reflects that the organisation is under threat of losing valuable skills and so does the silo sector. It is therefore important that skills transfer effectively and quickly takes place in order to ensure that valuable skills are not lost within the sector. It is also imperative that silo managers must take a lead in transferring their skills and knowledge to their successors. The organisation has approximately five to six years to implement their strategies to ensure that the transfer of skills between silo managers and their assistant managers are done within this short time period. The influence that

skills and knowledge transfer has on the organisation is that it retains the skills and knowledge within the organisation and ensure that successors are in place. The views of the silo managers are in line with findings of Hosseini *et al* (2018:208) that establishing succession planning would reduce the risks and dangers of losing skilled knowledgeable and key people in the organisation.

Another silo manager had the following to say:

“Skill transfer remains a problem as I say, for me to transfer skills to the next person: it comes with years of experience in the first place. It's not a thing you can learn within a year. So it becomes a problem: it remains a gap between your managers and your assistants. So they don't have the years of experience to take over from you again and there has Somewhere along the line in the grain industry there is a gap between the two, If I now not for example as a silo manager will retire: that there is not really anyone who can fill my position.”

The participant is of the view that skills and knowledge transfer is problem at this stage due to the skills and knowledge taking time to acquire and this is exacerbated by the generation gap. From the data it can also be noted that the organisation has limited time to ensure that the skills are transferred to the assistant silo managers. The importance of the participants view is that the skills that a silo manager possesses are gained over years of experience in the silo industry and cannot be acquired over a short period of time. The organisation will have to ensure that more time is invested, spent, provided to silo managers in transferring their skills to assistant managers. Due to the fact that most silo managers are nearing retirement age, it is crucial that a strategic plan be develop to ensure that skills are transferred at a quicker rate (Burmeister & Deller, 2016).

Another participant was of the view that skills transfer helps in acquiring personal recognition for those employees who have succeeded (Casidy, 2016). The ability to transfer skills from a silo manager to assistant manager is becoming more urgent and an important key result area for silo managers. The reason being that the silo sector succession plan is behind and may be a risk factor in the future. The succession plan was started late over-stretching the generational gap. Most silo managers will soon be

retiring in about five years yet it takes more than fifteen years to become a competent silo manager.

The Participant had the following to say:

“I think it will influence [sic] the company very well because why I say, because let's say if you have a junior: if the senior can teach the junior to be on standard terms like example can he does my work: then you know you associate your name with that candidate. If he can do well at his task then the system will see or the company will see you are a good teacher or a Lector: You give him positive readings like example you teach him: you give him a lot of attention: you prepare that guy to go to the next step. If he's compatible [sic] for the next step you know he will be the next generation or assistant manager or silo manager. Good training: good exercise: everything: you prepare the very good.”

Transfer of skills and knowledge were also associated with increased production, efficient use of human resources and the ability of the organisation to attract and retain skills (Aragon & Valle, 2013). This is consistent with literature in that the transfer of skills will increase production and also promotes skills retention in the organisation as employees will perform to their full potential and this will result in the organisation achieving greater success (Cascio, 2014). This will result in employees performing their work tasks accurately and effectively. Employee retention linked to knowledge transfer due to the fact that employees bearing special knowledge are critical to the sustainable competitive advantage of the organisation (Ahammad, et al., 2016). This is consistent with the literature which confirms that organisations that invest in skills transfer will provide the organisation a competitive advantage and will be beneficial to the organisation (Aragon & Valle, 2013).

Participants had the following to say:

“Yes: you will have more production. We will do more for the day.”

And

“Transfer of skills I mean/ I mean the advantage of it is that you know people will work efficiently you understand? They will understand: the day-to-day work: it will be easier.”

And

“Yes: it would bring more people to the company. Like even now like I've seen there's a lot of people that are coming to our company. So: that means we gain a lot of knowledge and they give us enough: a lot of skills. Because other people: they leave their companies: they can/ they come to organisation: so that means from you as a person you can just see that no: that means there's enough skills that we'll get from organisation as from other companies.”

From the responses and data received from all the assistant silo managers it is a common view of assistant managers that skills transfer will influence the organisational positively and will be beneficial to the organisation. The organisation will also have a competitive edge in the market.

Theme 6 Silo Manager Interventions in facilitating Transfer of Skills

The participants contributing to the theme were only assistant silo managers. The participants identified teamwork, teaching and communication as the interventions and roles that their silo managers play in facilitating skills transfer. Participants were asked questions about the interventions or actions which were taken by their silo managers in ensuring and facilitating skills transfer between the silo manager and assistant manager. The general response from participants was that their silo manager's interventions were important in ensuring skills and knowledge transfer to them. Organisational and management support contributes positively to skills transfers between the manager and assistant manager (Asrar-ul-Haq & Anwar, 2016; Cromwell & Kolb, 2004). In describing the intervention of the silo manager in transferring his skills to the assistant manager one assistant silo manager had the following to say:

“Transfer skills. We work together: example if there's a problem I go first: analyse the problem and tell him Sir: this is what I think the problem is: how do you think I should address the problem. If I don't get a problem correct I will ask

him Sir: I'm struggling: can you please help me. Working together: studying together: taking notes: that's the best way to acknowledge...Yes: I'm receiving his attention daily."

The assistant silo manager identified teamwork between him and his silo manager. He further elaborated that his silo manager would assist in problem solving and make time for the assistant manager to work together in problem solving. They would also study together and the assistant manager would take notes of information received. This is consistent with the study of Cromwell (2004:465) that peer support of management contributes to the successful transfer of skills between themselves and their subordinates.

Another assistant silo manager had the following to say:

"They do teach us: sometimes like budget they do teach us on what to budget and also grain management and stock taking. They teach us on how to manage grain and on how to do your budget because sometimes he's on leave: then you're alone: you have to know what things: how to plan your budget if they want that report from you."

The assistant manager is of the view that his manager is teaching him about the silo operations and the assistant manager is also left alone at times to manage the silo. The participant is of the view that his manager is teaching him and that he is receiving guidance and on-the-job training from his manager. Accordingly the silo manager is required to take an active role in teaching the assistant silo manager thereby directly transferring skills. Peer support in the form of teamwork and teaching is relevant to the successful transfer of skills between the silo manager and assistant manager.

Another silo manager remarked that communication between him and his manager plays a role in the transfer of skills between them. The participant is also of the view that it is difficult if the manager does not listen him. The participant is of the view that the attitude of the silo manager plays an important role in communication. Communication is an important enabler to the transfer of skills between a manager

and his subordinate in this case an assistant silo manager (Asrar-ul-Haq & Anwar, 2016). Another assistant manager had the following to say:

“We talk a lot: we talk a lot: every morning we talk a lot. It is not easy if the manager is someone who is not listening... Yes: yes: who will just take a phone and phone while you are talking about work...But if you just know his attitude then everything is fine.”

The perspective of assistant managers is that silo managers are doing their part in the transfer of skills. The managers are utilising teamwork, teaching and communicating well in order to transfer their skills to their assistant silo managers. It is therefore crucial that there is a good relationship between the silo manager and assistant manager for skills to be successfully transferred (Asrar-ul-Haq & Anwar, 2016). In other words assistant managers are developed by their managers when they allow the assistant managers to engage with them in decision making, when they are allowed to act in the silo manager positions, work together on problem solving and there is good communication between the manager and the assistant manager. This relationship gives assistant managers an opportunity to develop themselves and is consistent with the findings in Chlebkova *et al* (2015:253) that in order to have competent managers, the organisation must give them an opportunity for development and succession in positions. Chlebkova *et al* (2015:253) found that competent managers associated their performance and competitiveness to the development of labour potential.

Theme 7 Benefits of Skills Transfer

Only assistant managers were asked a question about the benefits of skills transfer and whether they found skills transfer to be beneficial to them. All the assistant managers agreed that they have benefited from the skills and knowledge they have learned from their managers. The assistant manager identified knowledge, confidence and responsibility taking as the benefits they have acquired from the skills transfer process in the organisation. The participants confirm that through the skills transfer process they have gained knowledge and with knowledge comes confidence and taking responsibility in one's tasks. The evidence of the gained knowledge is revealed when the assistant managers' ideas are being considered by their managers and are

put to work. The assistant managers are more confident in their work, the assistant managers are at times left alone to take responsibility and operate the silo without the supervision or assistance of their silo managers. Most assistant managers have indicated that they are provided with the space and opportunity to develop in their positions, that they are being assisted by their managers in decision making and problem solving. The Assistant silo managers had the following to say:

"I would say very good. I've gained a lot of knowledge from a lots of different silo managers because I travelled a lot. not everyone uses the same technique but basic principle: everything is the same: but not the same way they do conflict management or solving problems. It is good to study everyone...I've studied yes: I'm satisfied."

Another remarked:

"A lot. A lot: because the manager I have now: if you come up with a plan he will act on it. He doesn't just say no, he just does look at your plan: just add it and he'll put it in place."

Another contributed:

"I Benefited a lot since I came here as a junior grain grader. Then I ran a silo for three years alone: (inc.): then I managed to get a hundred percent on Health and Safety inspections whereby I was alone there as a senior grain grader. Then I managed to pass that inspection: so that means the company have done a lot because the first time I did thought that I won't be able to run that silo. Then something came up: my boss came: and then he told me that: "No: I'm giving you this task to see you that you have that ability to become a silo manager or assistant manager. Then I did that with no problems. Then I managed to run that silo."

And another had the following to say:

"It makes my work easier also because if I taught people (inc.): if someone is not there I don't have to go there and do it myself: I have someone extra to do

it...Yes: I mean it makes my job easier because remember I was relieving at (inc.) for six months. Is it? No: five months. For five months yes. I managed to you know: to run the silo by myself.”

The main objective of skills transfer is to ensure that skills and knowledge is retained within the organisation even if employees can leave the organisation. Losing the knowledge and skills of silo managers will be detrimental to the organisation. Productivity and profitability of the organisation will be negatively affected with the loss of skilled and knowledgeable employees. It is evident from the contributions from the participants that knowledge and skills are being transferred from silo managers to assistant managers. The longer the silo managers spend with the assistant managers the better the prospects of productivity and profitability for the organisation going forward (Chlebikova, et al., 2015). From the data it can be concluded that assistant managers are being supported by their managers. This is also allows assistant managers to feel valued and involved (Johennesse & Chou, 2017). Employee involvement results in the employee being motivated to do the work (Woods & West, 2016). The assistant managers are satisfied that they are developing themselves in the organisation by learning silo management skills and this will contribute to employee and skills retention within the organisation.

Transfer of skills is viewed positively by assistant silo managers as they are experiencing increased knowledge and skills. Assist managers are also more confident in their work and take responsibility in their work. This is consistent with Maslows hierarchy of needs which is addressing the esteem needs of the assistant managers, such as a sense of achievement, self-respect, confidence and independence. The esteem needs also has an influence on the assistant managers sense of belonging and contribution to the organisation. This will have a positive outcome of the retention of assistant managers within the organisation. Skills transfer has a positive influence on the organisation in that it promotes succession planning, improves production, improves work efficiency and also attracts and retains skills within the organisation. Silo managers feel a sense of achievement and personal recognition should their assistant managers perform the functions as a silo manager, as a result of their input. These factors play a critical role in ensuring the sustainability of the organisation as result of valuable skills and knowledge being transferred and retained within the

organisation. The current literature is in support of skills and knowledge transfer as this will have a competitive advantage on the organisation in the market. There is however challenges in the recruitment process of the organisation as matriculants are being appointed in assistant silo management positions of which it was found that they are not the most suitable candidates for the future silo management positions.

Theme 8 Recommendations for Skills transfer

All participants were asked a question regarding the recommendations they can make to the organisation to ensure the successful transfer of skills within the organisation. The recommendations made by the participants include availing more training time needed, motivation courses for assistant managers, recruit people with passion over tertiary qualifications, Grain Silo Operations course should be re-instated / brought back, assistant managers to be sent on more basic management courses, organisation to outsource or appoint someone to perform administration functions of the silo site, Productivity Awareness Program must be brought back and recruit existing employees from the shop floor into assistant management positions.

The Silo managers had the following to say:

“Yes: I would say we need to spend more time with our assistant managers spend: they learn the finer stuff and yes: I would say just spend more time and then send them on courses which motivates them to do their job...Yes: time has always been a factor. So I would say twenty percent of the time we must spend with the assistant: walk with him...tell him how it works: how does the silo work yes...I think both... Me and the silo / assistant silo manager. Me and the assistant silo manager... No: I'm talking about the assistant silo manager and me as a leader: leading through this...Yes: time is something we must make a priority with assistant silo managers...I think both. Both.”

And

“I will say (inc.) after education. Listen: Matric is really important but besides that I will focus more on passion than education...Yes: like a grade or something

you understand?...Agricultural grade means nothing in our opinion business...So I will: if I have a choice I would rather work with someone that has Matric: Grade 12: but a passion for the work than someone who has an agricultural degree but no passion. It depends. It all depends..."

And

"You know we did a course: Grain Silo Operations: what taught you at the beginning when we were students how does a grain silo work: what is a (inc.): what is certain machinery: what is the function of certain machinery: how do you look at the machinery, how to maintain and use the machinery you optimized the machinery and that stuff fell away: that courses are no longer offered. I think if we can put the younger guys back to a basic management course, I think it will stimulate a lot of guys' interest. It's out: it's not done anymore...Handicaps for a silo manager: I think in the whole silo industry: admin section is a huge problem for us. I put three: four: five hours and admin do where I actually do a lot important things should have done like grain management: fumigation: stuff that really touches the grain and this is what a woman can do//... I must do the admin because the stuff has deadlines... So I can't really, those skills are going //... should there be a woman or anyone else who does it...then I would have more freedom to pay attention to the guy..."

The Assistant silo managers had the following to say:

"There is another course: few of them that are not taking place at this moment. I remember just one: Productivity Awareness Program was teaching people how to do their job...I can say they must bring back the Productivity awareness Program because it was teaching people from the ground up to assistant manager. It was teaching them what: exactly what is the company...Yes. The company has to make money to pay people. People have to do a job for the company to make money..."

And another said the following:

“I’ll say they must make, let’s say: on a daily basis: say every six months send a person for a crash course and say this is your crash course: this is your task: go theory: practical. If you complete both you know you’re on the basic standard. Send people more for training. It doesn’t matter which training it is: send them for all the training. If it’s Time Management: Conflict Management. You know: if you’ve got all the training information you’re already prepared for the next level.”

And

“... there is something that I don’t understand whereby they will do learner-ships and then there’s people who are more skilful and then they need Matric obviously: we have to pull off Matric: but you give you an opportunity to someone who is outside instead to someone else who is already working for the company you understand? I have a guy here who has a potential, but I don’t know because of whatever reasons he can’t you know apply for a learner-ships. So I feel that’s where you know they are making a mistake also because of that guy already is working already inside you understand? He knows more than the person who is coming outside you understand? Why shouldn’t they be given the same chances you know: the same person who is outside to also apply and then maybe you understand: they will make a better manager also. Already they have come from you know: from the bottom I think.”

In summary participants provided four basic recommendations for enhancing skills transfer in the organisation. The four recommendations include increased training time for employees, recruitment review, changes in the career pathing of employees and outsourcing administration functions. In terms of the increased training time required, it is suggested that the silo managers must spend more time with the assistant managers and just as well both must be exposed to more external training time to facilitate skills and knowledge transfer. Related to the increase in the training time factor are the number of courses which were identified by participants for inclusion in the training programs. The recommended training programs include Grain Silo

Operations, Productivity Awareness programs, Time management and Conflict management programs.

One of the participants also recommended that the recruitment process be reviewed to value passion over tertiary qualifications. The recommendation is in response to the inability of the organisation to retain people with tertiary qualifications, due to the fact that they are seeking better opportunities and more likely to leave the organisation for better opportunities. Thus the participant views those with tertiary qualifications as not having passion for the work in the process upsetting skills retention. In the circumstance the organisation is better off employing people without the tertiary qualification but with passion for the work. The crispy question is who are these people? Another participant is of the view that the career pathing of silo managers and assistant managers must begin with employees on the shop floor. These employees are already tried and tested for passion in the silo sector and they already have basic knowledge and skills of the silo sector. They are less likely to leave the organisation before completion of the skills transfer process. Participants also felt that a lot of time for skills and knowledge transfer between silo managers and assistant managers was lost to other functions such as administration work.

The core business of silo management involve grain processing function such as drying, cleaning, aeration, fumigation, grading of grain, maintenance of storage silos and equipment and turning grain to preserve their condition (Marjanovic, 2019), such that administrative work can be successively outsourced. Outsourcing the administrative function unlocks time for training and development required for successful skills transfer in the organisation. Particularly now that time for skills and knowledge transfer is of essence to the sector, the organisation must begin to consider availing more time for skills and knowledge transfer. Theme conclusions are presented in the next section.

3.10 THEME CONCLUSIONS

Theme	Categories	Findings
Theme 1: Adequacy of training	<ul style="list-style-type: none"> • Adequate technical skills training • Inadequate administrative skills training • Fragmented training • Mismatch between theory and practical application 	Although training on technical skills is adequate more needs to be done to consolidate the training to encompass all aspects of silo management.
Theme 2 : Acquisition of Skills	<ul style="list-style-type: none"> • On-the-job training • Importance of silo managers in skills transfer • Theory as an additional tool for skills transfer • Recruitment of matriculants 	On the-job-training was found to be the most suitable means of acquiring skills in this sector highlighting the critical role played by silo managers in transferring their skills and knowledge to the assistant silo manager. There is an understanding that matriculants are not the most suitable candidates for the assistant manager position.
Theme 3 : Barriers to skills transfer	<ul style="list-style-type: none"> • Generational gap • Attitude towards work • Motivation • Communication and language barrier 	The most prominent barrier to skills transfer is the generational gap between silo managers and assistant managers. As a result of the generation gap there are challenges associated with attitudes towards work,

	<ul style="list-style-type: none"> • Succession planning • Lack of time resources 	motivation, communication and language.
Theme 4: Addressing barriers to skills transfer	<ul style="list-style-type: none"> • Training programs • Self- assessment and evaluation programs • Intranet based data base on training 	Training programs, self-assessment programs and collaborative tools such as the intranet were the organisations response to the barriers on the transfer of skills and knowledge. The current response under addresses barriers associated with the generational gap, lack of time resources, cultural and language and succession planning.
Theme 5: Influence of skill transfer on the organisation	<ul style="list-style-type: none"> • Succession planning • Personal recognition • Improved production • Work efficiency • Attracting and retaining skills 	Skills transfer has a positive influence on the organisation in that it promotes succession planning, improves production, improves work efficiency and also attracts and retains skills within the organisation. Those who successful transfer skills are personally recognised.
Theme 6: Silo manager interventions	<ul style="list-style-type: none"> • Teamwork • Teaching • Communication 	Current efforts by silo managers in skills and knowledge transfer are evident in their active involvement in teamwork, teaching and positive communication with assistant managers.

<p>Theme 7: Benefits of skills transfer</p>	<ul style="list-style-type: none"> • Increased knowledge • Increased confidence • Taking responsibility 	<p>The skills transfer efforts by silo managers are beneficial to assistant silo managers as they are experiencing increased knowledge, confidence and are taking responsibility in their work.</p>
<p>Theme 8: Recommendations for skills transfer</p>	<ul style="list-style-type: none"> • Increased training time • Recruitment review • Career path review • Outsourcing administrative functions • Review current training programs 	<p>The current skills and knowledge transfer processes can be improved by increasing the training time, reviewing the recruitment process, reviewing training programs and changing the carrier path for employees and outsourcing administrative functions.</p>

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

In this chapter the conclusion to the empirical study is presented as well as the recommendations of the study. The conclusion to the empirical study is provided with reference to satisfying the research objectives and providing viable answers to the research questions. Conclusions based on the methodology and recommendations for future studies are also presented. The conclusion based on the empirical study are presented in the next section.

4.2. CONCLUSIONS ON THE EMPIRICAL STUDY

The empirical study had sought to satisfy the following objectives:

The primary objective of this study was to investigate the transfer of skills among managers within the silo industry.

The secondary objectives were listed as follows:

- To identify factors prohibiting the transfer of skills among managers within the silo industry.
- To explore the benefits of skills transfer among managers within the silo industry and the organisation.
- To determine the factors that enable skills transfer among managers within the silo industry.
- To make recommendations on skills transfer within the silo industry.

Utilising a qualitative research method that employed semi structured interviews to collect data from a sample of silo managers and assistant silo managers, the empirical study was able to satisfy the research objectives. The research questions relevant to the primary objective reads and are answered as follows:

How are managers transferring skills and knowledge within the silo industry?

Transfer of skills and knowledge in the silo sector is accomplished through on-the-job training, practical training received from their silo managers and external institutions. The majority of the skills transfer is done through on-the-job and practical engagements with the silo managers. External institutions have a limited role in skills transfer in the sector due to the absence of academic programs or degrees addressing the full scope of silo management operations. Fragmented courses mainly dealing with the technical aspects of silo management are offered by external institutions. However, more needs to be done to consolidate the training to encompass all aspects of silo management. Silo management operations is very broad and a silo manager is required to perform tasks which consists of both technical and administrative functions. The training offered by the organisation and or different institutions does not address silo management comprehensively. On-the-job training is the most frequent and most successful means of transferring skills and knowledge from silo managers to assistant silo managers. As a result, the sector is recruiting matriculants to assistant silo manager positions.

What factors prohibit the transfer of skills amongst managers within the silo industry?

The barriers to skills transfer within the organisations silo sector comprise of the generational gap, attitude of assistant managers towards work, motivation of managers, succession planning, lack of time resources, communication and language barriers. The most prominent barrier is the generational gap between silo managers and assistant managers. As a result of this generational gap silo managers feel that there are challenges associated with the assistant managers attitude towards their work and that they are not motivated to work. The same generational gap problems are echoed in the transfer of skills between baby boomers and millennials. The response by organisation to these factors under-addresses the challenges associated with the generational gap, lack of time resources, cultural and language differences and the succession planning in the sector. The organisation is relying on a range of training programs, self-assessment programs and the use of collaborative tools such as the intranet.

What are the benefits of skills transfer among managers within the silo industry and the organisation?

Skills transfer among managers within the silo sector was associated with an increase of knowledge, increase in confidence and responsibility taking among the recipients of the skills and knowledge. The empirical study also established that succession planning, personal recognition, improved production, work efficiency and attracting and retaining skills are among the benefits of skills transfer within the silo sector. Importantly succession planning within the sector poses a risk on account of the wide generational gap between silo managers and assistant silo managers. The data shows that silo managers have about five years to go before retirement whilst assistant managers experience range from 5 to 8 years against the 15 years that may be required for them to become substantive silo managers. This creates a skills and knowledge transfer gap which may be costly for the silo sector to reconcile.

What are the factors that enable skills transfer among managers within the silo industry?

The enabling factors for skills transfer amongst managers within silo industry were identified as adequate training time, suitable recruitment, career pathing of employees and correct sourcing of functions in the silo sector. Time is required to facilitate the transfer skills between silo managers and assistant managers, as well as to, complement gained knowledge and skills with offerings from external organisations. The suitability of the recruitment determines the time that is required to train silo managers. In recruiting inexperienced matriculants to silo management, the sector is highly valuing basic academic skills over the experience that can be obtained from those employees already on the shop floor within the silo sector. The career path need to include the shop floor employees to shorten the training time. Critical time resources can be released by outsourcing non-core functions in the silo sector.

4.3 RECOMMENDATIONS

The current skills and knowledge transfer processes can be improved by increasing the training time, reviewing the recruitment process, changing the career path for employees and outsourcing administrative functions. The following recommendations are made:

- It is recommended that more tailored and relevant training for silo management operations be implemented in order to allow potential managers to acquire comprehensive skills and knowledge that will assist them in their silo management operations;
- Grain Silo Management courses or programs must be brought back by the organisation. The organisation can establish training facilities in conjunction with tertiary institutions and in conjunction with retired and or senior silo managers to provide a comprehensive silo management program which covers all aspects of silo management;
- It is further recommended that the organisation review its recruitment criteria and career paths to include shop floor employees into becoming assistant managers within the silo sector. Inexperienced matriculants lengthens the skills and knowledge transfer process;
- The organisation must consider centralising the non-core silo operation functions such as administration to release valuable time resources for the transfer of core skills and knowledge. Alternatively silo managers must be given more autonomy to outsource these non-core functions to external experts.

4.4 CONCLUSION

The study concludes that on-job-training is responsible for the majority of skills and knowledge transfer within the silo organisation as opposed to training from external institutions. The reliance on on-the-job training for the transfer for skills and knowledge contributes to longer training periods for assistant managers into becoming silo managers. The transfer of skills is also impeded by multiple factors of which the generational gap is the most prominent to the extent that the sector is in jeopardy of

losing critical skills and knowledge without being able to replace them. Skills transfer between management in the silo sector is enabled by availability of time resources, suitable recruitment, suitable career pathing and correct sourcing of functions in the silo sector. Skills and knowledge transfer in the silo management sector contributes to the increase in the knowledge, confidence and responsibility taking.

4.5 ACHIEVEMENT OF THE STUDY OBJECTIVES

The primary and secondary objectives as listed in section 1.3 of this study were achieved.

Primary and secondary objectives

The primary objectives objective of this study was to investigate the transfer of skills among managers within the silo industry. The secondary objectives of this study contributes towards the primary objectives, are in many ways interlinked. In order to achieve success in the primary objective, the secondary objectives had to be addressed. The secondary objectives were listed as follows:

- **To identify factors prohibiting the transfer of skills among managers within the silo industry;**
- **To explore the benefits of skills transfer among managers within the silo industry and the organisation;**
- **To determine the factors that enable skills transfer among managers within the silo industry;**
- **To make recommendations on skills transfer within the silo industry.**

All the aforementioned secondary objectives were all met by conducting a qualitative empirical study as discussed in Chapter 3 and concluded in Chapter 4. The literature view laid the basis for the research objectives, as this assisted the researcher in formulating research questions and to allow the researcher to have an insight in the current literature. The summary of the outcomes of the objectives is discussed in Chapter 4.2 of this study.

4.6 SUGGESTIONS FOR FUTURE RESEARCH

- In support of the recommendation to focus the recruitment and career path for silo managers on the shop floor employees, a survey must be conducted to validate the effect of the experience acquired by shop floor employees on the length of time required to train them to become silo managers.
- The impact of the generational gap on the sustainability of the silo management sector must be examined.
- A study to establish the distinct attributes of assistant managers and those of the silo managers with a view to reconcile them need to be conducted.
- A study to examine the post retirement readiness of current silo managers to contribute to the silo sector.

4.7 SUMMARY

The study utilised a qualitative study using a phenomenological design to address the research objectives. The point of saturation was attained upon interviewing four silo managers and four assistant silo managers who were purposively selected to the sample. Several themes emerged from the data analysis: adequacy of training, acquisitions of skills in silo management, barriers to skills transfer, addressing barriers to skills transfer, influence of skills transfer on the organisation, silo manager interventions in facilitating transfer of skills, benefits of skills transfer and recommendations for skills transfer. The study was able to satisfy its objectives and was able to provide a viable answer to the research questions. The answers to the research questions were used to conclude the study and as a basis for the recommendations. Suggestions and insights for future research were also provided as part of the conclusion to this study.

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APPENDIX A:

TRANSFER OF SKILLS BETWEEN MANAGEMENT INTERVIEW SCHEDULES

Interview Guide:

Section A

Personal data

1. What is your gender?
2. What is your age range between; 30 and below, 31-41, 42-50, 51- 60 and above 60?
3. How long have you being working in the organisation?
4. What is your highest level of education?
5. What is your position in the organisation?
6. Please provide me with training programs that you have attended in the past three years?
 - 6.1 What was the duration of the training?
 - 6.2 Was the training off-site or on site?

Section B

Participant current level of knowledge and skills

7. In your view explain whether the training that you received was sufficient for you to perform in your job related functions?
8. Is there any barriers of applying what you have learnt at the training to your work place?
9. Did you learn anything important from the training?
10. Did you have knowledge or experience of what was covered before training?

Silo manager transfer of skills to assistant manager:

Silo Manager Questions:

11. In your opinion how best can one acquire skills in silo management?
12. In your view what are the barriers/ challenges that prohibit the transfer of skills to your assistant manager?

13. In your opinion explain how the organisation is addressing these challenges that prohibit skills transfer?
14. In your opinion how does skills transfer influence the organisation?
15. What support are you receiving from your organisation to transfer your skills to your assistant manager?
16. Can you please explain what the organisation is doing to enable you to transfer skills to your assistant manager?
17. What recommendations can you make to the organisation in order facilitate skills transfer?

Status of skills transfer: Assistant Silo Manager Questions:

18. In your opinion how best can one acquire skills in silo management?
19. In your view what are the barriers/ challenges that prohibit the transfer of skills to yourself?
20. In your opinion explain how the organisation is addressing the challenges that prohibit skills transfer?
21. Describe what the silo managers are doing to transfer their skills to assistant silo managers?
22. In your opinion how does skills transfers influence your organisation?
23. In your view how have you benefited from the transfer of skills?
24. What recommendations can you make to the organisation in order facilitate skills transfer?

**APPENDIX B:
INTERVIEW TRANSCRIPTIONS**

INTERVIEW 1

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Interview_001-ab

1

I: Thank you Sir: thank you for joining us for today's interview. First of all I just want to confirm that we have discussed the consent form that / and I have informed you that this is a voluntary process: you are not forced to participate in this interview. We also discussed / before we went on record we discussed that I will be asking questions in English: it is fine and you have agreed that it is fine: if there are any problems you are welcome to ask me to rephrase it or to re-ask the question in Afrikaans. First of all the first question that I would like to ask you is that your // Can you just please confirm on record 10

that I did not / that I have explained the consent form? You can answer. # 00: 00: 53 #

P: Yeah that's right: you explained it all to me: I agree along with it. # 00: 00: 56 #

I: Okay: thank you. Sir: can you tell me what is your gender? # 00: 01: 01 #

P: I'm a *male*. # 00: 01: 02 #
20

I: Okay. What is your age range: is it between 30: 31 to 41: 42 to 50: 60 and above? # 00: 01: 13 #

P: 42 to 50. # 00: 01: 14 #

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Interview_001-ab

2

I: Okay. Can you also tell me how long you have been working in the organization? # 00: 01: 20 "

P: In (#####?) I've been working nine years. # 00: 01 "26 #

I: Okay. And what is your highest level of education? # 00: 01: 29 #

P: My highest level of education is Grade 12. # 00: 01: 34 #
10

I: Okay. And what is your position in the organization? # 00: 01: 38 #

P: I am silo manager: senior silo manager. # 00: 01: 43 #

I: Okay. Please provide me with the training programs that you have attended for the past three years. # 00: 01: 50 #

P: Past three years we did LDP: it's a Learnership Development Program. There was (Writting?) - something: I

20

can't remember right now (laughter). Yes: and we have several courses we attend to build your *skills* . # 00: 02: 14 #

I: Okay: and how many courses did you attend in the past three years out of //. # 00: 02: 22 #

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Interview_001-ab

3

P: Maybe three or four. # 00: 02: 23 #

I: Okay. And would you say that they were / were they after each other or were they quite far apart? # 00: 02: 30 #

P: I wouldn't say they were very far apart BUT we got a break in season time: so we don't walk in that time we much busy: courses not. # 00: 02: 43 #

I: Okay: one hundred percent. Okay: and you said that the other one
10

programs: it's the Learnership Development Program an what was the other one? # 00: 02: 53 #

P: It was (...). It was almost like an English course we ran to build some more *skills* in English: how to *mails* writing and how to communicate better. # 00: 03: 09 #

I: Okay: so it's basically a communication course. # 00: 03: 10 #

P: Yes. # 00: 03: 13 #

20

I: Okay: so there was any other / anything related to the job function of the silo manager besides communication: how to do the job in other words? # 00: 03: 22 #

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Interview_001-ab

4

P: I think at this point if you are a silo manager then do you know enough. We are the guys who actually need the books write. # 00: 03: 32 #

In: Okay: one hundred percent. Tell me your training: was it offsite or was it onsite training you received? # 00: 03: 40 #

P: Some of them are *onsite* : some of them are *offsite* . # 00: 03: 44 #

In: Okay: one hundred percent. In your view explain whether the
10

training that you received was sufficient for you to perform in your job related functions. The training that you were referring to to: was that information: was that training sufficient for you to do / be able to do your work? # 00: 03: 59 #

P: Yes: it was. # 00: 04: 02 #

I: Okay. # 00: 04: 18 #

(Recording machine switched off.)

20

I: Thank you Sir: we are back on record. Okay: then I / we

stopped by the question is that in your view you can explain whether the training you received was sufficient for you perform in your job related functions and you replied and

Interview_001-ab

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you said yes: the training: you feel it was sufficient. # 00: 04: 26 #

P: Yes: it was. # 00: 04: 28 #

I: Okay. Okay: is there any barriers of applying what you have learned at training for your workplace? Is there any problems that you would say what you have learned and applying physical training to your workplace? # 00: 04: 40 #

P: Yes: what you teach what they give you on paper and what 10

Physically happening at a silo is really two different things: although the *basics* are laid out on paper but there are so many things at a silo that as you have seen do not happen have some stuff / stuff they can't put on paper for you.

00: 05: 04

I: Is it? Okay: so you would say you don't get all the information from written documents: is that what you //.

00: 05: 13

20

P: Correct: yes. # 00: 05: 14 #

I: Okay. Let me quickly see here. Okay: then I / the question is that did you learn anything important from the training that you have received? # 00: 05: 28 #

Interview_001-ab

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P: Yes: I learned a lot of important things from the LDP like human relationships: that was pretty important to me. And I think in our working conditions at this stage to become producers again bring it closer to you by applying human relationships to it helped me a lot. # 00: 05: 31 #

I: Okay: so that is more communication skills than I understand. Is that what you're referring to? Okay: and then you would say to do the physical job of running the silo besides the communications side of it: the client: I'm talking about the grain: 10

handling the grain storage and all that? # 00: 06: 09 #

P: Storage. Yes: paperwork around it is a bit much for me vague. So I would like them more for the guys who now in the business want to come in to give better training in *silo management* . # 00: 06: 31 #

I: Okay. And did you have any knowledge or experience of what was covered before the training: so what you have learned

before: was it already there or is there experience or knowledge
20

that you gained from this training besides the communication
skills? # 00: 06: 48 #

P: Yes, there are things you learn that they brought in and
there are things that we told them again that we like

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7

who wants to have the *training* . So there were important things to us
learned from it but we have been / it is such a help story.

They helped us a little bit and we got them back a little bit
helped. # 00: 07: 15 #

I: Okay. So if you are saying that *they are* : you are referring to: is
it is the institution or / because you just have to help me if I am
incorrect. Is there any institution that offers silo training: how
to run a silo at this stage? # 00: 07: 35 #

10

P: Yes: they bring it into the LDP: there are *institutions* that do
do but I think it's in / I wouldn't say a silly thing:

but I think the documentation compiled there CAN
be improved. # 00: 07: 56 #

In: Okay: one hundred percent. Thank you. Okay. Then Sir in yours
opinion how best can one acquire skills in silo management?

00: 08: 07

P: I would say my *opinion* is *on-the-job training* and working at a silo.
20

00: 08: 15

I: Okay. So: and if you are / is not something you can just do
learn from the documents: from paperwork? # 00: 08: 24 #

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Interview_001-ab

8

P: No: it's not something you can only learn through paperwork.
00: 08: 28

I: Okay. In your view what are the barriers and challenges that
prohibit the transfer of skills to your assistant manager? What

would you say is the big problem or problems? Problems: sorry.
00: 08: 47

P: A big problem / problems. Can we start with generations. The
generation that has now stepped out of school desks for example
10

no communication *skills* . That's a big *barrier* . That's it
first and biggest one. Then the attitude towards them works.

They very much want the job: but whether they can get the job done
doing is two different things. There was something else. Yes they do
motivation to do their job *lacked* a bit for me: they did

not that motivation. They want to jump from job to job work. I don't think if he gets out of the school desks he really knows what does he want to do in life. That makes it difficult. I have *learnership* courses I have here: I have a *learner* here.

The people who apply don't realize what's going on at a silo
20

no. They come here for the interview but they have none idea what the job is about. # 00: 10: 13 #

I: Okay: yes. Is there anything else that you would like to add?
00: 10: 16

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Interview_001-ab
9

P: No. # 00: 10: 16 #

I: Okay. Thank you. In your opinion explain how //. Sorry. in your opinion explain how the organization is addressing these challenges that prohibit skills transfer. # 00: 10: 28 #

P: Like I say we have a *learnership* course that we have a guy out the desks of vessel: let us run it a few *courses* in the silo industry and then we give him an NQF3 certificate for that so that he has the *basic skills* of how a silo works.
10

00: 11: 00

I: Okay. So it is something that is offered by your organization: it's not an outside institution? # 00: 11: 09 #

P: No: it's our organization (inc.).

I: Okay: so you bring in a learner as I understand: from outside: from school: and then he has to then learn how to //. So it is not something you need to go to university for or college or
20

something like that? # 00: 11: 22 #

P: No. # 00: 11: 23 #

I: No: okay. # 00: 11: 25 #

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Interview_001-ab
10

P: It's on-the-job training and then there's head training office at Klerksdorp as well. # 00: 11: 31 #

I: Okay. So your / you would say that the skill you derived more from / is it from experience or can you just elaborate? so they learn / you learned to become a silo manager as a result experience that you have / going through the learnership programs? # 00: 11: 51 #

P: That's correct: yes. # 00 "11" 52 #
10

I: Okay. Okay: in your opinion how does skill transfer influence the organization? If the skills are transferred how

would this influence the organization? # 00: 12: 11 #

P: *Skill transfer* remains a problem as I say. For MY *skills* to *transfer* to the next person: it comes with years experience in the first place. It's not a thing you have within a years can not add up. So it becomes a problem: it remains a *gap* between your managers and your assistants. So they don't have the 20

years of experience to take over with you again and have Somewhere *along the line* in the grain there is a *gap* came between the two I now not for example if I now as *silo manager* will retire: that there is not really anyone who is me position will not be late. # 00: 13: 03 #

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I: But why is that? If he's learning under you why isn't he //. I mean if your trainee or your assistant is with you for two or three: four years: why would you say he's not learning yours skill? # 00: 13: 19 #

P: *I'm 23 years' in the silo* : in the silo industry. I still know still not everything. And the silo industry doesn't stay where they are: he is also progressing: so he goes on too. So you have to learn to get into it to adjust or adjust. # 00: 13: 38 #

10

I: Okay: okay. And is that a / you say that's a problem now at this stage: is that your silo mana / your assistant manager can't keep up with the silo manager? # 00: 13: 48 #

P: Yes. # 00: 13: 48 #

I: Okay: is it just because of / is the attitude or what is the reasons for that would you say? # 00: 13: 54 #

P: *I would say a little bit of attitude and the generation gap* 20

in between. I would say the *commitment* is not really there. # 00: 14: 11 #

I: Okay. Now you think there's something that can be done by the organization to address this: this issue that you have just

Interview_001-ab

12

raised now? # 00: 14: 16 #

P: If our people can get really *Ge commit* and who are willing to learn: to lead them: then I believe we can turn. # 00: 14: 29 #

I: Okay: so that's the problem that the system manager is not bringing his side: is that how you feel? # 00: 14: 34 #

P: I believe so: yes. # 00: 14: 35 #.

10

I: Okay. Okay: what support are you receiving from your organization to transfer your skills to your assistant manager?

00: 14: 47

P: Well: they taught us *leadership skills* : so it helps a lot to pass it on to your *assistants* and your *managers* .

00: 14: 59

I: Okay. Is that the only thing you would like to talk about:

20

it's just the leadership skills? # 00: 15: 06 #

P: Yes. # 00: 15: 06 #

I: Okay. Can you please explain what the organization is doing

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13

to enable you to transfer skills to your assistant manager?

00: 15: 21

P: That's about the same question. # 00: 15: 23 #

I: Yes: yes: that's actually yes. Okay then I want to ask / I think we have //.

I think we covered some of the stuff because your questions or

your answers covered a few of the aspects but just let us know

quickly see this one: what recommendations can you make

the organization in order to facilitate skills transfer? # 00: 15: 42 #

10

P: Yes: I would say we need more time with our assistant

managers spend: they learn the finer stuff and yes: i

would say just spend more time and then send them on courses

which motivates them to do their job. # 00: 16: 12 #

I: Okay: if you can just explain the: when you say time: spend

more time: is there no time or what is the situation regarding

time? # 00: 16: 21 #

20

P: Yes: time has always been a factor. So I would say twenty

percent of the time he is a little off: walk with him

by: tell him how it works: how does the silo work yes. # 00: 16: 37 #

I: Okay: and that must come / is it from yourself or from the

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14

organization? # 00: 16: 42

P: I think both. # 00: 16: 43 #

I: Okay. And when you say that he must basically / the system

manager must be taken through the process of who this person is

that you are referring to: who must do this function?

00: 17: 01

P: Who should do the function? # 00: 17: 03 #

10

I: Yes. # 00: 17: 05 #

P: Me and the silo / *assistant silo manager. Me and the assistant silo manager.* # 00: 17: 11 #

I: Okay: are you saying both of you must have //. Are you talking about both of you or just the assistant silo manager?

00: 17: 17

20

P: No: I'm talking about the assistant silo manager and me as a leader: leading through this. # 00: 17: 25 #

I: Okay. But now where does the time factor come in: don't you have time to do that or what are you saying? # 00: 17: 31 #

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15

P: Yes: time is something we must make a priority with assistant silo managers. # 00: 17: 37 #

I: Okay now when you say time is something that must come from the organization or isn't it something that must come from the silo manager? # 0: 17: 47 #?

P: I think both. Both. # 00: 17: 50 #

I: Okay. So: there must be provision made for some time in

10

your programs to transfer: is that what you are saying? so:

if I can just shorten the answer. # 00: 18: 00 #

P: Yes. # 00: 18: 01 #

In: Okay: a hundred percent. Okay: no thank you very much Sir.

Is there anything else you would like to add relevant to this conversation or relevant to this interview that you think I haven't

Asked? # 00: 18: 12 #

20

P: No. # 00: 18: 14 #

I: Okay: thank you very much for your time. I appreciate it.

Okay. Besides: thank you man. Good. I'm not here to check you out

do not catch: we only ask questions. # 00: 18: 25 #

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P: No: these are difficult questions. # 00: 18: 27 #

I: Is it? (Inc.). Let me stop this soon. # 00: 18: 35 #

(END OF INTERVIEW)

INTERVIEW 2

Interview_002-ab

1

I: Good day Sir: thank you for joining us. I just first: before we did continue with the interview questions: I just wanted to find out from you: or just for you to confirm that I have explained to you

the consent form and I've explained to you that this interview is participatory or voluntary: you don't have to be / you're not forced or coerced into doing this interview. Do you agree with me? # 00: 00: 30 #

P: I agree with you. # 00: 00: 31 #
10

I: Okay: thank you. Can I just ask for the record purposes because you are being recorded: if you may just raise your voice please so that //. # 00: 00: 39 #

P: That's fine. # 00: 00: 40 #

I: So that we can just catch and get all the information.
00: 00: 43

P: That's fine. # 00: 00: 43 #
20

I: Okay: thank you. Sir can you please tell us / the first question is what is your gender? # 00: 00: 46 #

P: My gender: I'm a male. # 00: 00: 481 #

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Interview_002-ab

2

I: Okay. What is your //. Okay: what is your age range between: is it 30: 31 to 41: 42 to 50 or 60 and above? # 00: 00: 59 #

P: 31. # 00: 01: 01 #

I: Okay. How long have you been working in the organization?
00: 01: 06

P: Five years two months now. # 00: 01: 07 #
10

I: Okay. And what is your highest level of education?
00: 01: 12

P: I have a higher certificate in Logistics. # 00: 01: 14 #

I: Okay. Are there any other qualifications you have?
00: 01: 20

P: Yes. A degree in (inc.) Management and obviously grading of some flour: maize: soya: yes. # 00: 01: 31 #

20

I: Okay. Is that certificates or is it / or diplomas? # 00: 01: 36 #

P: It's certificates. # 00: 01: 35 #

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3

I: Okay: what is your position in the organization? # 00: 01: 44 #

P: Assistant manager. # 00: 01: 451 #

In: Are you //. Just assistant manager in which field or which sector? # 00: 01: 50 #

P: Grading. # 00: 00: 501 #

I: Grading? # 00: 01: 51 #

10

P: Yes. # 00: 01: 51 #

I: Okay. Please provide me with the training programs that you've attended for the past three years: the names of //.

00: 01: 59

P: In the past three years. Yes I've gone for fumigation (inc.) and then that was sorghum: and then I did the last three: and then I also did soy-something yes. # 00: 02: 14 #

20

I: Okay. What was the duration of the training? How long was this training? # 00: 02: 19 #

P: The fumigation was two weeks plus practical: so it was

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4

another / just two weeks and a half; and then the others was a week. # 00: 02: 32 #

I: Okay. Tell me: was the training offsite or was it onsite Training? # 00: 02: 38 #

P: It was onsite training. # 00: 02: 40 #

I: Onsite? # 00: 02: 42 #

10

P: Yes. # 00: 02: 43 #

I: Okay. In your view explain whether the training that you received was sufficient for you to perform your job related functions? # 00: 02: 53 #

P: Yes. # 00: 02: 55 #

I: Okay: can you elaborate please? # 00: 02: 56 #

20

P: I think when it comes to grading of / grading and fumigation yes it was: but again you need to remember I'm an assistant manager: so I mean it goes with again you know the managing of people and doing administration stuff that is required and stuff you understand? # 00: 03: 19 #

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Interview_002-ab

5

I: Yes. # 00: 03: 21 #

P: When it comes to administration stuff or things I feel like you know you are not / especially here you are not given / you are not trained enough you know how to handle such things but you know how you where you go by and then you are being given this stuff with the time you are here you understand? # 00: 03: 44 #

I: Okay. # 00: 03: 45 #

10

P: And then like I: like for myself: something I just discovered myself and then there are a lot of things that are being you know / are being implemented and which are / some are already there

which we don't know about but you know we just discover them if you go along you understand? When you get clever and smarter and you understand more of the industry then you just you know discover some things (inc.). But when it comes to being skilled: being given a skill on how to grade a maize or whatever I think yes: I can give them ten out of ten because of now yes: they do the things: but when it comes to things like
20

safety and stuff: administration stuff: that's where I mean something is lacking there you understand? Yes: there is no //. People are not being trained sufficiently to do that. It could be maybe in other silos they do it sufficiently but I think here by the silos that I've been working on and then the silos I've been to

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visiting and then leaving you know: I think there's something there that's missing there. # 00: 04: 44 #

I: Okay. Can you tell me that something that's missing is: that you say that's missing: can you be specific about what is missing? # 00: 04: 50 #

P: I feel like you know you are required to do something nè: but you don't know exactly I mean why you're doing this for example: why (inc.) do you understand? And then you don't even
10

fully understand it but you know as I would like myself: as I went out I understood later okay: this is the reason why we do this: or this is the reason why we do this you understand? # 00: 05: 25 #

I: But isn't there //. Then why didn't you //. Isn't there //. do not you ask somebody why are we doing this: I mean your silo manager? If you don't understand something then he / is not the purpose of the silo //. # 00: 05: 37
20

P:
Sometimes the silo manager doesn't understand too.
00: 05: 38

I: Okay. Okay: can you be specific: can you refer to an example what, just a simple example (inc.)? # 00: 05: 48 #

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Interview_002-ab

7

P: How can I //. Like you understand: let me just come this way for safety reasons why: whereby you know I'll give an example whereby the silo manager or the fumigator you understand: he need to make sure that you know when the silo is being fumigated you now he needs to be present as a PCO: the

person who is authorized to do the fumigation: to ensure the people's safety and then do regular checks that you know: people are safe you understand? But that specific thing is being you know: passed. I've seen a lot whereby you know there is no PCO which is present when the fumigation is taking place

10
place you understand? # 00: 06: 33 #

I: Okay. # 00: 06: 34 #

P: Yes: so I think things like that. # 00: 06: 37 #

I: Okay: but how does it affect you as a silo manager because / or assistant silo manager because that is something for the safety officer. I mean isn't that something different: a different field for the safety officer? # 00: 06: 51 #

20

P: No: if you are a fumigator you are trained to know safety you know: a fumigation system you understand? So: you are //. It is your responsibility to ensure that when people are //. You know when the silo is being fumigated you understand:

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Interview_002-ab

8

there's someone present there and then you check if the procedures: if they are being followed you understand? but most of the time the manager will be in his office instead of going outside and you understand: and then doing maybe you know coupling things together with the person: with the assistant fumigator for example you understand? But that particular person will not present you understand: which I feel that you know it's wrong you understand? # 00: 07: 37 #

I: Okay. So you say //. But then it's not your job as an assistant

10
to then fill in that gap? # 00: 07: 41 #

P: Yes: but now if the assistant manager //. Like I didn't have did not have fumigation: I got my fumigation about two weeks back. My training fina //. I finalized my training last week: two weeks back actually you understand? # 00: 07: 57 #

I: Yes. # 00: 07: 58 #

P: So but at that time you understand: I didn't fully understand:

20
I didn't fully understand you know these people are doing this: like the old employee who's been doing it: he understands how to do it: but now they always know you: break the procedures you understand: but instead of //. I feel that if the PCO was present you know the procedures won't be you know:

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9

be breached: I mean it will be followed. # 00: 08: 22 #

I: Okay: but when you say the PCO: who is that: who are Referring? # 00: 08: 26 #

P: The fumigator. # 00: 08: 26 #

I: Okay: is the fumigator the manager? # 00: 08: 29 #

P: Yes: sometimes he's the manager: sometimes he's the 10

assistant manager: depending on who (inc.). # 00: 08: 36

I: Okay: so your function is too fumigate as I understand? # 00: 08: 39 #

P: Yes: but if you are certified to fumigate yes. # 00: 08: 44 #

I: Okay. Okay: so that is your example that you are using that for fumigation the problem area you have is that if you don't have that paper or that qualification you can't assist in that 20

process? # 00: 08: 58 #

P: Yes: you can't assist in that process. # 00: 09: 00 #

I: Okay. # 00: 09: 01 #

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Interview_002-ab

10

P: Because sometimes the manager would be busy: he can't go outside but you know: you understand? # 00: 09: 06 #

I: Yes. Okay it's fine: I think we'll come back to that with the other questions. # 00: 09: 11 #

P: Yes. # 00: 09: 12 #

I: Okay. Are there any barriers to applying what you have learned? 10

at your workplace training? # 00: 09: 27 #

P: Yes. # 00: 09: 26 #

I: Would you say there are any barriers or challenges? # 00: 09: 31 #

P: Just let me know: think about the challenges. I know There are challenges that you know: you find yourself across but since when you asked the question now I think I'll come 20

back to that: I must remember the challenges. # 00: 09: 48 #

I: Okay: did you learn //. And let me just make a note here. did you learn anything important //. Can I just pause there? Did you learn anything important from the training you received?

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Interview_002-ab

11

00: 10: 00

P: Yes: yes. I feel like you know: the important training that I //. The important things I've learned from training are that you know you need to be [indistinct] by the time you understand

and then you need to know / you need to know what you are dealing with you understand: you need to learn even more you know: to understand what you are working with you understand?

00: 10: 23

10

I: Okay: okay. Is //. So: would you say that //. Are you talking about the safety side of the training? # 00: 10: 32 #

P: I'm talking about everything. It could be you know: when I talk about the safety you need to be safe and take care of yourself and other fellow workers and then when it comes to grading you need to understand it you understand? You need to you know: you need to learn the grading aspect of things you do know to understand it. If someone comes / if someone comes with a defect and then you know it's a right defect you need to

20 understand it you understand so that you can help the client or the farmer. # 00: 11: 02 #

I: Okay. But did this training then assist you to be able to identify defects and stuff like that? # 00: 11: 09 #

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Interview_002-ab

12

P: Identify yes. Yes. # 00: 11: 10 #

I: When you say defects I assume you are talking about defects in the grading? # 00: 11: 14 #

P: Yes. # 00: 11: 15 #

I: Okay: did you have knowledge or experience of what was covered before training? So before you went to training you did already know what was going on? # 00: 11: 24 #

10

P: Yes: because you need to prepare yourself because they don't give you a lot of time you understand? They don't give you spend a lot of time during the training itself: so you need to prepare yourself. # 00: 11: 39 #

I: Okay. # 00: 11: 40 #

P: Yes. # 00: 11: 41 #

20

I: When you say they: who are you referring to: they don't give you enough? # 00: 11: 45 #

P: The institute actually. # 00: 11: 45 #

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I: Okay. # 00: 11: 47 #

P: (Laughter). That doesn't give you the training. I'm sorry. # 00: 11: 48 #.

I: No: no: it's fine. Okay: but is the institute //. Who is the

institutes? # 00: 11: 53 #

P: Normally Grain Training Institute. Yes: Grain Training Institute. # 00: 11: 57 #

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I: Okay. Where are they / is it //. # 00: 12: 00 #.

P: In Pretoria. They are in Pretoria but they come at (inc.) Or sometimes at other branches. # 00: 12: 07 #

I: Okay: so there is any fixed institution like a university or academic institution that you know that's offering these training? # 00: 12: 15 #

20

P: No. No: I've //. No: the university //. I've Googled it and you know things that we are dealing with actually yes: I saw //. you don't find it easy on the internet: you will find videos whereby they talk about you know grain (inc.) yes: but you know how to grade and stuff: it's a little bit dragged out. I've checked it on

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YouTube too: it's rare. # 00: 12: 46 #

I: Okay: when you say it's rare I mean: so you //. Is it something you can go and study for: can you go and study to become a silo manager would you say? # 00: 12: 56 #

P: I think you must have experience (inc.). It's not easy: but you can study you know to be a manager: management studies: you can do management studies but to be a silo manager I think it's not that you know you can go to an institute and say you are

10
now going to be a silo manager. I think it's a little bit different.
00: 13: 17

I: Okay. # 00: 13: 18 #

P: Yes: like where I //. You know I used to work at the warehouse and things here are different because of //. It's like where do you know //. It's unpredictable you understand? You will find yourself in a lot of trouble you know if you don't take care of your things but it's something you know:
20

acquires [sic] wisdom: something that acquires [sic] time: you know you learn it as you go along I think. # 00: 13: 45 #

I: To be a silo manager? # 00: 13: 45 #

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P: To be a silo manager? # 00: 13: 46 #

I: Okay. So: you see because what I'm trying to find out is: so You can't go if you want to be a lawyer or an attorney to a law //. You go to a university: you study law: a law course

or an LLB. Then you become a lawyer or then you practice further. # 00: 14: 05 #

P: Yes. # 00: 14: 08 #
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I: So there's something like that in place you would say within your organization: within the silo industry: silo management? # 00: 14: 15 #

P: Yes: I think so. I've heard they do this //. Yes: I think it's a //. It is a skill that you are being given that you know so that it prepares you actually have to be a silo manager but you know: I'm talking about the skill itself: to acquire the skill of you: you know: being: I don't know: an efficient silo manager you understand? I think: my personal opinion is because with (inc.) you
20

under state? Yes: but there are studies whereby I think (inc.). Yes: I (inc.) The certificate there. # 00: 14: 52 #

I: Okay. # 00: 14: 53 #

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P: Yes: then you will go to that course and then (inc.). # 00: 14: 57 #

I: Okay: is that a silo management course or what kind of course? 00: 14: 59 #

P: No: I think it's //. What do they call it? National Certificate in Management yes: (inc.). # 00: 15: 08 #

I: Now Sir: if I look at that / you just have to help me if I'm wrong:
10

that certificate is basically a management certificate: how to manage. # 00: 15: 16 #

P: Yes: a manager. # 00: 15: 19 #.

In: A manager. # 00: 15: 20 #

P: Yes. # 00: 15: 20 #

I: But specifically with regards to grading: you know to be able
20

to run this operation is there any course you would say: or any certificate that you can study or institution that's offering this type of work for you? # 00: 15: 31 #

P: Yes. Yes: there's GTR like I said: GTR. # 00: 15: 34 #.

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I: Okay. # 00: 15: 35 #

P: Yes. # 00: 15: 36 #

I: Okay. # 00: 15: 37 #

P: But to be a complete manager you need to go //. I think it's because of the steps. # 00: 15: 41 #

I: Yes. # 00: 15: 42 #

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P: Yes: like when you come in and then you: yes you will study grain handling management and then you come in and you do your ratings: you do your ratings and then you do yours fumigation and then you: yes: finally they will give you a skill on it you know? # 00: 15: 58 #

I: I understand. # 00: 15: 59 #

P: I hope I assist. # 00: 16: 01 "

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I: Yes: yes. No: no: I'm happy. # 00: 16: 02 #

P: (Laughter).

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I: Okay: I'm almost //. I just have a few more questions. okay: in your opinion how best one can acquire skills in silo management? # 00: 16: 15 #

P: Repeat the question again? # 00: 16: 18 #

I: In your opinion how can you get / acquire those skills to be a silo manager? What would you say what works for you to get what you learned now / # 00: 16: 29 #

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P: My opinion: I think //. Okay: just let me give you my personal experience. My manager you know: he gave me the opportunity you know to learn as much as I can for myself you understand: but he was always there to guide me where I was going but I think you know the great opportunity to work independently you understand: to work as if he's not there you understand: to learn more on the operations and I think: I mean for me that worked very: very: very well for me because now I feel like I'm one of those few people who understand the silo better than most people who are working now or who are longer than me here

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because of that opportunity of being given that chance of being given you know: freedom to work by himself. # 00: 17: 29 #.

I: Okay. But when we //. So: you're talking about given time to learn for yourself: is that what you are saying? # 00: 17: 40 #

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P: Yes. # 00: 17: 40 #

I: Okay. Are there any other things that you can think of for you to acquire or obtain skills inside of management besides what you said now? # 00: 17: 52 #

P: Yes: so we are only talking about silo management or is it about this (inc.) in general whereby you know a general worker

goes up and then you know: wanting to be a silo manager of (inc.) from you know: (laughter): the office? # 00: 18: 08 # 10

I: No: no yes: I'm talking about your function. # 00: 18: 09 #

P: My function. # 00: 18: 10 #

I: Yes: your job description. There are certain things that you need to do as a silo manager: you surely have to know a lot of things about the plant. # 00: 18: 17 #

P: Mm (Affirmation). # 00: 18: 19 #

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I: Now my question is all these things that / all this: we can group it as skills. All these skills: how would you say how it is better: how are you able to receive it? Is it //. Unfortunately I can't suggest answers to you but how are you able to

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acquire it: all these skills you've got now? What you have now: where did you get that from: the knowledge and the skill that you have ?? # 00: 18: 50 #

P: The knowledge and skills I got: where did I get it from. # 00: 18: 54 #.

I: Yes. # 00: 18: 55 #.

P: I think you know I got everything mostly from my manager 10

and my fellow workers. # 00: 19: 05 #

I: Okay. # 00: 19: 06 #

P: Yes. Yes. And then also through these trainings that we go through (Inc.). And then it's also by yourself where you need to be discover things you understand: to open your eyes to things that are in front of you so that you can learn more you know about Everything. Yes: I think so. # 00: 19: 24 #

20

I: Yes: yes okay. When you say / what you are saying about your manager and you are talking about your colleagues: your fellow colleagues that you are working with: so are you receiving this by //. Would you say that the experience: it will be more / you will get your skills more by academics: in other words

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books: or would you say onsite? # 00: 19: 50 #

P: I think onsite mostly. I feel that 75 percent is onsite. # 00: 19: 56 #

I: Okay. # 00: 19: 56 #

P: 75 percent. And then when you go for a training you know it's just an extra and then other information that you didn't

Acquire. Like I feel like I started doing something and then I did
10
don't know then I will call someone. There's like a network of
people that you can communicate with. People: when you go to: you
meet at head office I mean you communicate. Obviously you
know this person: I remember talking about (inc.) and I think
he's the right person you know to teach me that. # 00: 20: 29 #
I: Okay. So you talk about networking. Networking: who do you
usually network with? # 00: 20: 34 #
P: I network with /: there's Johannes: Johannes and Regina and
20
then Tlokkies and Bak //. Not (inc.). Makokskraal. I have
Heinrich in Magogong and then who else: I can't recall.
00: 20: 58 #.
In: Temba. Okay: these people that you are referring to are

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they: what is their capacity in the business: what are they
doing? # 00: 21: 03 #

P: Some of the silo managers and some of them assistant.
And then it's just Bertus in the Ventersdorp CEO. If I have //.
He's longer than me: I mean he's long: about 30 years I think in
the silos: so I think you know if you are (inc.) such people then
your job gets easier and you require / you acquire more skill
when asking people. # 00: 21: 26 #

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I: Okay. So your networking that you are referring to: it's the
other silo managers that are giving you (inc.). # 00: 21: 35 #

P: Silo managers: assistant silo managers yes. # 00: 21: 37 #.

I: Okay. Okay: in your view what are the barriers or challenges
that prohibit the transfer of skills to yourself? What would you
say what are the challenges you have experienced?

00: 21: 55

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P: That's a difficult one because of, because of me and (###?):
I mean ##### and I: we don't have a problem like transferring
information if you need help. So: but there is / but in some silos
there is (inc.) but HERE (inc.). There's no one I can (inc.).
#####is (inc.) Because everything that Hardly knows until now

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Do you know that too? Yes: but from the / the one thing
that bogs me down that I would like to talk about: I don't know if it's
the right time to talk about it: is that you know: there is
something that I don't understand where they want to go

learner-ships and then there are people who are more skilful and then they need Matric obviously: we have to pull off Matric: but you give yourself an opportunity to someone who is outside instead to someone else who is already working for the company you under state? I have a guy here who has a potential but I don't know because for whatever reasons he can't you apply for
10

LEARNERSHIPS. So I feel that's where you know they are making a mistake also because of that guy is already working already inside you understand? He knows more than the person who is coming outside you understand? Why shouldn't they be given the same chances you know: the same person who is outside to also apply and then maybe you understand: they will make a better management too. Already they have come from you know: from the bottom I think. # 00: 23: 39 #

I: Okay: (inc.) # 00: 23: 39 #

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P: Yes: but (inc.) And ##### and them no: (inc.) What ### knows I know it. So: yes. # 00: 23: 45 #

I: Okay. It's interesting. Then I think we can just go back a bit.

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You said other: you know about other sites out there problems with the transport skills. # 00: 24: 03 #

P: Yes. # 00: 24: 05 #

I: Were you personally involved in that type of situation? # 00: 24: 09 #

P: No but you know: like I said when we are networking when you are at the (inc.) you know you will hear people talking and stuff and then you (inc.) that's unfortunate because of you
10

know: I don't experience you know: the same thing that you are experiencing but I can feel that you know: you are being / I don't know how to say it but you know it's demotivating and then you are being denied something that could actually help you and could actually help the company as well: so. # 00: 24: 36 #

I: Okay: I think that's important that you mention it. So what have you been //. The other information that you have been receiving from other people or other / I assume it's assistants. # 00: 24: 46 #

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P: Yes. # 00: 24: 47 #

I: What are they saying what is the problem there in their / in this / on there: because I will have to go and ask the other silos:

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so I want to know if I need to ask: probe around that type of issue. Can you tell me more or less what are they saying what is the problem? # 00: 25: 03 #

P: Yes. Like you know: some of the assistants you know won't know how to do banking you understand? And then the silo manager you know will refuse: he will deny you to do that because he will say you are not authorized to work with money you understand? # 00: 25: 22 #

10

I: Okay. # 00: 25: 21 #

P: But the one thing the managers don't understand is if you help that guy: he is not authorized but you are authorized and (inc.) supervisors and authorized person I think you know will be justified for that person to do it. It's just that sometimes there are (inc.) type of things. # 00: 25: 40 #

I: Okay. Yes. So you were just referring to some privileges or some things. # 00: 25: 45 #

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P: Yes: some (inc.) Yes. # 00: 25: 47 #

I: But now look: I think we must try and focus more on the silos. Look banking: anybody can do banking. # 00: 25: 54 #

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P: Yes. # 00: 25: 55 #

I: But if you look in the sense of the silo itself: running the silo: transfer of skills regarding the operation: silo operation: would you say that there is anything that other silo assistant managers are saying that they are not getting information that you are maybe getting? # 00: 26: 13 #

P: Yes: I think so but //. # 00: 26: 14 #

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In: Concerning operations now. # 00: 26: 14 #

P: Yes: regarding operations. There is but I can't think of anything right now because I know you can know: you won't be given a time to go and do a silo inspection yourself know: as an assistant manager at some silos you know: but I don't think it's an ongoing thing. I can't say you know you are denied completely go in you understand? # 00: 26: 37 #

I: Okay: no problem. In your opinion explain how the
20

organization is addressing the challenges that prohibit skills transfer. # 00: 26: 50 #

P: Just rephrase the question again. # 00: 26: 56 #

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I: Okay. In your opinion explain how the organization is addressing the challenges that prohibit skills. Okay: I think you said there was something that was stopping you: preventing skills from being transferred. What was that? # 00: 27: 08 "

P: Yes: I talked about the guy who is working on site who is //. # 00: 27: 13 #

I: Okay. # 00: 27: 13 #

10

P: I don't know if you guys (inc.). # 00: 27: 15 #

I: Yes: yes. Okay. # 00: 27: 19 #

P: Like I said if that person is being given an opportunity like I am said: an opportunity (inc.) you know: given the same opportunities (inc.) because they are denied to apply for learner-ships or whatever: so I think like yes: it would have been easier for them you know: acquire more skills. # 00: 27: 42 #

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I: Okay. Now if you say somebody else comes from outside and He also does not have that knowledge to learn what the other guy is that you said that //. # 00: 27: 56 #

P: Yes. # 00: 27: 57 #

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I: But does it give him the opportunity to learn the industry?

Let me put it that way. # 00: 28: 02 #

P: Yes but now you have someone already. I don't know. Maybe. I don't know: that's my opinion. You have someone already who is you know working at this you know: at this / at the silo for example. You know you have someone who knows me mean how to take care of gearboxes: how to operate a silo and then you bring someone else who doesn't know anything at all about the industry and then he comes in you understand? but

10

you denied this person who already knows something about you understand: the opportunity to do an application: not to give him but you know how to give him the same chances you know compete for the learner-ship you know as the person who does know anything. # 00: 28: 49 #

I: No: you are a hundred percent on that. # 00: 28: 50 #

P: Yes. # 00: 28: 51 #

20

I: Okay: describe what the silo managers are doing to transfer the skills to assistant silo managers. # 00: 28: 59 #

P: My manager is currently / I mean everything he learns you know: he makes sure I know it too. Yes: I think so.

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00: 29: 12

I: Okay. # 00: 29: 12 #

P: Yes: he makes sure that you know if there's anything that I do need to know you know: he will share it with me. # 00: 29: 19 #

I: Okay: how does he share it with you? # 00: 29: 21 #

P: If he went for //. Like when he went for this course and then
10

he told me about it briefly that you know: you need to go too for this course so that you can develop yourself (inc.).

00: 29: 34

I: Okay. And besides the course now is there anything else? The normal day-to-day functions: how does the interaction happen? # 00: 29: 46 #

P: Oh when I was / when I started (laughing). Just let me go back to when I started then. When I started you know: I mean
20

he told me how the silo operations work and then they go together and then you know: yes and then also there's this old one guy #####. So you know: how to spot a bin that's going to give us a problem. I think that's one of the skills that I acquired from him. Now I'm best at doing that: you know

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spotting a bin: if it's going to start a problem. # 00: 30: 15 #

I: Okay. Okay: in your opinion how does skill transfer influence your organization? How do you think it will influence this transfer of skills: will influence the organization?

00: 30: 27

P: Transfer of skills I mean / I mean the advantage of it being that you know people will work efficiently you understand? They will understand: the day-to-day work: it will be easier.

10

00: 30: 40

I: Yes: okay. # 00: 30: 40 #

P: Yes: that is why I was emphasizing that if you know (inc.) To be given the skill you know to be //. Yes: but this is what //.

Well: I'm doing it here: so I hope everyone is doing it (inc.)

silos yes. # 00: 30: 55 #

I: Okay. In your view how you have benefited from the transfer
20

of skills? # 00: 31: 02 #

P: It makes my work easier too because of if I taught people (inc.): if someone isn't there I don't have to go there and do it Myself: I have someone extra to do it. # 00: 31: 13 #

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I: Okay. Look: but just be careful: I want you as yourself your capacity as the assistant manager: how did you benefit what did your silo manager give you? # 00: 31: 26 #

P: Yes: I can run a silo myself because yes: I remember I went to the (inc.) # 00: 31: 34 #

I: Sorry can you just repeat that? Sorry for that. # 00: 31: 34 #

P: Yes: I mean it makes my job easier because remember I was 10

relieving at (inc.) for six months. Is it? No: five months. for five months yes. I managed to know: to run the silo myself. # 00: 31: 47 #

I: Okay. So do you feel you are adequately equipped to run a silo yourself? # 00:31:50

P: Yes. # 00: 31: 52 #

I: Okay. Okay: what recommendations can you make to the 20

organization in order to facilitate skills transfer? I'm talking specifically silo manager: assistant manager to facilitate. is there is something else that the organization needs to do for you and your silo manager to have more / basically to have //.

00: 32: 19

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P: Yes: interaction. # 00: 32: 21 #

I: Yes: or to have a transfer: a better transfer. # 00: 32: 23 #

P: Like I said that one was challenging (laughing) because like I say know: me and ####: we are an open book: so (laughter).

That's where I come to know you: I pinpoint you know: the challenge from there. Me and #####y: like he doesn't hide anything from me. Hardly doesn't hide anything from me: we just do things together. # 00: 32: 45 #

10

I: Okay. # 00: 32: 47 #

P: Honestly: we do thing together (inc.). # 00: 32: 48 #

I: Do you think your silo manager has sufficient / can transfer sufficient skills for you? Are you learning from him? Let me put it that way. # 00: 32: 56 #

P: Yes: definitely. # 00: 32: 59 #

20

I: Okay: so there's something to learn from / if I can put it: skills to learn from. # 00: 33: 03 #

P: Yes. One thing about ##### (inc.) (Laughter). # 00: 33: 07 #

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33

I: Is it? So: that's //. # 00: 33: 10 #

P: He will force you to (inc.) (Laughter). # 00: 33: 10 #

I: So: that's a good manager. # 00: 33: 11 #

P: Yes, he will force you to (inc.). # 00: 33: 12 #

In: (Laughter).

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P: You know you won't see it: but he forces (inc.) And yes: because if there is a problem you know: he will say he will sort it out you understand? I think it also gives you a motivation know as an individual when someone thinks you are capable of solving a problem. It gives you more (inc.) To do things you understand? And then it says you are also respected you understand: as an individual obviously you know: so yes: I think me and Hardly I can't //. This: I don't see any (laughter).

00: 33: 45

20

I: Yes: I understand. I understand. Okay. Is there any barriers //. Okay: I'm just coming back to the question that we skipped. # 00: 33: 53 #

P: Yes. # 00: 33: 53 #

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I: Are there any barriers to applying what you have learned at the training to your workplace? Any challenges you've learned / to apply at your training: at the training //. To your workplace.

00: 34: 06

P: No: I have tried to think of one: (inc.). Everything that I've (inc.) you understand? # 00: 34: 14 #

I: Okay. Yes: thank you. Is there anything else you would like to say that you think I have not asked about skills transfer

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from your manager to your assistant manager? # 00: 34: 24 #

P: I feel that you focus more on / you focus more on yours assistant managers and senior managers you understand? Yes: I think your questions are more focused on what you know: than the whole you know: for example a silo you know: how do you know: when you get someone from outside: when you hire someone and you say this is general worker: how do we you know: how do we work things there and you know what's the plan with that person you know in a few years and stuff: how do

20

we //. You understand? # 00: 35: 00 #

I: Yes. Look yes: the aim of: //. Because //. Okay: let me ask you this. Silo managers: do you think they are easy to replace? # 00: 35: 163 #

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35

P: With the right you know / with the right skills transfer like you said. I mean if you do it right //. If I teach my employees how to do something you know right: and then I don't you know: hold back anything: I think they will do it. # 00: 35: 37 #

I: Okay. No: I agree what you're saying. And yes: look: the focus is / I understand what you're saying now: it's something that came up now that is maybe a recommendation that can be made to management to say but look at your existing people and start giving them opportunities. # 00: 35: 52 #

10

P: Exactly. # 00: 35: 53 #

I: You understand? No: that I understand a hundred percent because now //. But I //. Yes: but basically when we're talking about yourself in your capacity as assistant manager and the capacity as a silo manager you are of the view that there is no problem: there's good communication between you and yours manager. # 00: 36: 13 #

20

P: Yes: I think #### is a good example of you know: how to transfer skills. # 00: 36: 21 #

I: Is it? # 00: 36: 22 #

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P: Yes. And I think he's a good example. # 00: 36: 24 #

I: Can you just maybe give me an indication of how / more or less how does he transfer his skills? # 010: 36: 29 #

P: Like to be honest with you Hardly you know: I can't say he's lazy but he doesn't want to do the work himself most of the time you understand? So he gives me more pressure to do more you under state? And then he gives me pressure to learn more about you understand: in less time you understand? # 00: 36: 52 #

10

I: Yes. # 00: 36: 52 #

P: So it gives //. That pressure that I'm getting you understand: either I enjoy it or you know: I give up and then if I enjoy it then it obviously you know: I think I'm going to be a good manager one day. # 00: 37: 07 #

I: Yes. # 00: 37: 08 #

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P: Yes. We have our disagreements and whatever but that does not matter. I mean the fact of the matter is I teach you know: from what he's giving me you understand? Yes.

00: 37: 17

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In: Okay: a hundred percent. **Sir:** thank you very much for your time: I really appreciate. I'm just going to go off record now.
(END OF INTERVIEW)

INTERVIEW 3

Interview_003

1

I: Okay thank you Sir. This is interview three. Thank you Sir for your //. Sorry yes: interview three. Thank you Sir for your time in conducting this interview with myself. First of all before we start I just want to confirm that we have agreed that I will be asking the questions in English and you are welcome to respond in Afrikaans. If there are any uncertainties you are welcome to ask me to ask the question in Afrikaans. Before we start I just want to confirm with yourself: I have //. Can you just confirm record that I have explained the consent form that //. You have signed the consent form and you are satisfied with the contents

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of the consent form? # 00: 00: 47 #

P: Yes: I'm satisfied. # 00: 00: 50 #

I: Okay: thank you. Thank you Sir. Before //. When we start the first question i would like to ask you is what is your gender?
00: 01: 00

P: My //. Male. # 01: 01: 01 #

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I: Gender. # 00: 01: 02 #

P: Male: I am. # 00: 01: 03 #

I: Okay. Can I ask you your age range: is it between 30: 31 to

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2

41: 42 to 50 or 60 and above? # 00: 01: 16 #

P: 52 two? Or 52? # 00: 01: 16 #

I: 42 to 50 or 60 and above? # 00: 01: 21 #

P: Between 50 and 60. # 00: 01: 22 #

I: Okay: between 50 and 60. That's fine. Okay, thank you. Okay Sir: can you tell me how long you have been working in
10

the organization? # 00: 01: 40 #

P: 30 Years. # 00: 01: 44 #

I: Okay. And what is your highest level of education?

00: 01: 47

P: Matric. # 00: 01: 49 #

I: What is your position in the organization? # 00: 01: 53 #
20

P: Silo driver. # 00: 01: 52 #

I: Please provide me with training programs that you have attended for the past three years. # 00: 01: 58 #

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3

P: MBP: Middle Management Program. Furthermore / most of it is but retraining: Fumigation: and then grading courses for the last three years now retrained: or again sharpened. # 00: 02: 18 #

I: Okay. Can you tell me what was the duration of the training: how long was the //. How long was the //. How long was the Training? # 00: 02: 28 #

P: That one on MBP was over a year period every month
10

two or three days we did the course over a one year period.

00: 02: 36

I: Okay. And was the training offsite or onsite? # 00: 02: 40 #

P: No: *offsite*. # 00: 02: 41 #

In: Offsite: okay. In your view explain whether the training that you received was sufficient for you to perform in your job related functions. # 00: 02: 52 #

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P: Yes: I think it was quite relevant. Of that good use from that side to the //. # 00 03: 00 #

I: Okay. Can you just give an indication of what / why you are saying

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that: why do you say //. What did you learn in that //. # 00: 03: 08 #

P: I think there were two things in particular. There was a PowerPoint / something they taught us a little about PowerPoint on the computers: to do it. And then I think where a what most people learned was that confidence in front of people to speak. I couldn't do it at all and the whole course: through we go from day one to the end self-confidence and then ease with people communicate. It was quite outstanding for me. # 00: 03: 38 #

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I: Okay. As I understand the training you had communication training? # 00: 03: 42 #

P: Yes: among other things yes. Communication: working relationships: a little finances. It was different //. I can all now

don't mention: but some of it was a PowerPoint and then communication with subordinates and even upwards.

00: 04: 02

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I: Okay. And then//. Tell me: this //. Concerning the operations of the silo: how you perform your operations: silo operations:

did you receive training on that too? # 00: 04: 13 #

P: Yes: yes. # 00: 04: 16 #

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I: Is it? # 00: 04: 16 #

P: Grain Silo Operations: but I did that 30 years ago. and I think the big thing is about a silo industry you have to have an interest in the practical side. You have to be practical be able to operate a silo. It doesn't help you sit in the office and you don't want to drive him out of the office: you're not going you should be involved. And even the subordinates must be involved and collaboration / otherwise you will not do not. # 00: 04: 40 #

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I: Okay. Are there any barriers to applying or problem area: any barriers of applying what you learned in training to your workplace? Is there//. I don't know how are you going to ask understand. Are there any obstacles to what you do during training learned to apply in your workplace? Any problem areas?

00: 05: 10

P: No: I don't really think so. What a guy learned to apply: no. I don't really think so. # 00: 05: 18 #

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I: Okay. This is just a follow up but I think you answered this one already. Did you learn anything important from the Training? # 00: 05: 28 #

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P: Yes. # 00: 05: 28 #

I: You said the communication. # 00: 05: 30 #

P: *Communication* was the outstanding one for me. I was a guy who couldn't communicate with people at all not: especially not in front of a group. One-on-one was still easy but in front of three people was a problem for me. Now it is not no longer a problem. # 00: 05: 43 #

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I: Okay. No: that's good. Okay: did you have knowledge or experience of what was covered before training? I assume //. Okay: did you have knowledge or experience of what was

covered before you received this training? # 00: 06: 00 #

P: Do you? # 00: 06: 01 #

I: Have knowledge or experience? # 00: 06: 03 #

P: No. # 00: 06: 03 #

20

I: Of what you received before the training. I think //.

00: 06: 08

P: Yes: partially old moss but background. Because a guy

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For years to come in the *trade* it is no longer a layman no. So there is background that a guy in years of experience and along with previous guys who worked now: and again: I'm coming years / a guy comes years into things: so it's not that he is completely as a layman entered the course: but certain things I did many: many benefited. # 00: 06: 31 #

I: Okay. No: it's //. That's good. In your opinion how best can one acquire skills in silo management? Can //. Should I put it in Ask for Afrikaans? How do you think you can get the best silo

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learn management skills? # 00: 06: 50 #

P: Meaning now for a subordinate? # 00: 06: 53 #

I: Yes. Mr. has been in the industry for a long time now. So you are long in the industry. Can you explain what you //. How would you think / because you've been in this field for such / quite a long time: anybody coming up: an up and coming person: how can they acquire skills in this type of industry or learn the skills?

00: 07: 17

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P: I think we are having a bit of a problem with younger ones guys today. The guys are no longer practically driven and I think the big thing: big thing is the guy MUST be here. He must do it WANT. Grain and silo are not / it's unique (..)

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section we are in if I can put it that way. I think a guy should want to be here: you have to be born to do that thing do. You must have half a farming background. If you do not have farm background doesn't have what are you looking for here anyway? Because we work directly with //. Our customers are farmers and you have to deal with can communicate with him. And then you work with his product of the instead of on. So: and if that guy is not that basic know how it works on a farm or in a farm system I don't think how are you going to get his interest cultivated? He has to show self-interest to really think I can

10

making progress in the profession. And that's one of our problems. one
Another problem I think that happened years is //. What call
they the age differences? The generation gaps. We sit
with large generation gaps: we have a large number of silos
drivers who have a few years and then we sit with younger
guys who are unwilling to work but we sit with a
generation gap that we didn't take people from: let's say
guys who are now 30 to 50. Those guys who had to 15 now
years and such service: have we not. THIS is the one of the
big problems getting that guy caught in a silo

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driver post because you sit with a guy who is eight years or ten years
service and now he needs a silo driver / because you haven't
others to replace you or then people to replace
and no one is irreplaceable but I think there is
quite a gap for it. # 00: 09: 22 #

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I: Okay. In your view what other barriers: challenges that
prohibit the transfer of skills to your assistant manager? I
think Sir has a little //. Sir: I think you touched on it.

00: 09: 36

P: Yes: just now. Yes. # 00: 09: 37 #

I: Yes. Are there any other challenges you think //. I can do it
only in #### //. In your opinion, which is the most pending
challenges that transfer skills to your assistant

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drivers except these that you now give us
has? # 00: 10: 00 #

P: No I can't / I can't do something else fast
don't think: I think it's about the interest of the
guy and the skill he has. He needs a little (inc.) And
then there are big gaps. Call it a generation gap: but
it might not be a generation gap: it might be a time gap: a
undervindingsgaping. But as far as my knowledge is concerned 30
year / to transfer it for a guy: to a guy who is 20 years or not
20

20 years not: 10 years of service: I think my knowledge is //.

00: 10: 25

I: Yes. # 00: 10: 25 #

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P: And I don't distinguish it: I was there too
but then you have to be prepared to walk the road together

and it's always a problem or sometimes it's a problem know how to work back to that guy and he'll look at you not really interested. He is here at the end of the month to get his money. Nothing against the guy: I'm //. It is a good guy: but generally speaking. # 00: 10: 50 #

I: I understand. # 00: 10: 50 #

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P: This is / is a bit of an *issue* for me . # 00: 10: 52 #

I: Okay. In your opinion explain how the organization is addressing these challenges that transfer prohibit skills.

This, what Mr. said now: do #####Anything

about it? Is there any way they approach it? # 00: 11: 12 #

P: It's like you said from the beginning: we have a lot of years not people and I think ##### is starting to realize this: you don't guys who have enough skill //. Again. We come again

20

back to that ten or 15 years of skill and knowledge. I think what #####//. I mean how many posts are advertised? How many people do they replace? He replaces a guy: he's two years / especially senior staff. THAT'S WHAT ME worry: especially senior staff and he's //. He works for

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a year or two: three: then he will not rise. On the guy at the end of the day he or she goes to look for other work for him because he does not come up with the mast: either he is disciplined because he does not have the right skill. To some or other reason goes wrong at his place and I see it as a skills shortage and that gap goes / I don't know how ##### does not close it or how is any corporation or grain going operating it cannot close. # 00: 12: 10 #

I: Okay. In your opinion how does skills transfer influence the 10

organization? # 00: 12: 19 #

P: The skills? # 00: 12: 20 #

In: In your opinion, how does transfer influence the organization? How do you think skills transfer affects the organization? # 00: 12: 34 #

P: Skills transfer? # 00: 12: 35 #

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I: Yes: the transfer of skill. How do you think which //. How will it have affected the organization: on the organization: on #####? # 00: 12: 44 #

P: I don't quite understand your question. # 00: 12: 48 #

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I:

Excuse me. Okay: (inc.). How do you think influence skills transfer the organization? If ##### now this skill: or as the orga //. If this transfer occurs how do you think this will benefit the organization? # 00: 13: 25 #

P: If it could convey positively what an old guys get that really willing to walk the road. That's the other thing we're up for have to say to each other: these guys work these days: work three: four: five year at a firm: then he goes to another firm or he goes to completely different things. You can't have that skill

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do not retain and it is / I think again a silo industry is a thing that built on knowledge over years. You can't be a guy for two years put in a place and be able to transfer that skill: if you do you can preserve yes: then we are right: but what usually happened the guys work four: five years at a firm: then he shifts. Four: five year at a firm: then he moves and it's probably completely different professions: so you lose that knowledge every time: the bit / or the / what you surrendered to him goes to another profession and you lose it. If you could keep that guy for 15 or 20 years like that our guys who have 30 or 35 to 40 years of service: then you go

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now see a huge difference to the industry. # 00: 14: 21 #

I: Definitely. Yes. Okay: what support are you receiving from your organization to transfer your skills to your assistant manager? # 00: 14: 37 #

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P: I think some training again. To transfer my knowledge carry to my bottom guys: it's just training like that course I did and again a guy can talk easier: you can easily convert your (..) words to what you post to the subordinate: or wants him to gain knowledge of. So I guess the courses we do also help us in the future guys a little too. # 00: 15: 06 #

I: Okay. I think it also affects //. This one just keeps coming up the//. That's a follow-up question. Can you please explain what the

10

organization is doing to enable you to transfer skills to your assistant manager? Can you explain: please explain what the organization is doing to enable you to transfer skills to your assistant manager. Is there //. Is there anything else they have do except what you do now //. Course? # 00: 15: 35 #

P: No I don't think so. No: I don't think there's anything otherwise. I think the guys above us make a lot are at our level and then down to transfer *skills* . # 00: 15: 45 #

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I: Okay. # 00: 15: 47 #

P: I can't say that because the guy is above us at least with the (inc.). Many of the guys don't come directly from

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silos down not what is in senior posts: which is not always necessarily the silo background does not have. # 00: 16: 02 #

I: Okay. # 00: 16: 02 #

P: If what we have, for example: what is in larger posts.

Okay: it goes with what he learned: not necessarily grain but he is in a post in which his qualifications fair to be in that post: but many times the guys not from the ground up: right through to the top: it's real
10

what I want to say. # 00: 16: 23 #

I: Yes. # 00: 16: 24 #

P: I think it's like a mechanic. You can't have a guy from the street even though he has the theoretical knowledge of a engine overhaul: you still can't get that guy off the street catch and say hear here: here's a John Deere tractor's engine: don't overdo it. Here's a Mercedes car engine for you and don't do gay. I think the guy should have the knowledge and
20

that's exactly what I just talked about: you need the knowledge have / or experience or experience of how engines work: how work: if I may now call it that: and I think is operating in the silo it's exactly the same story. # 00: 17: 06 #

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I:

Okay. What recommendations can you make to the organization in order to facilitate skills transfer? what recommendations you can make to the organization to facilitate skills transfer? # 00: 17: 20 #

P: You know we did a course: Grain Silo Operations: what taught you at the beginning when we were a student now how does a grain silo: what is a (inc.): what is certain machinery: what is the function of certain machinery: how do you look at the machinery and how to maintain and use the machinery
10

you *optimized* the machinery and DAAI stuff went away: that courses are no longer offered. And I think if we do to the younger guys can bring them back to a basic going to do business course: maybe it's a lot of guys

interest. It's out: it's not done anymore.

The guys //. This is no longer done. And again, that's it like a *mechanic* : you can give him the book and tell him to me the thing and he can put the thing on paper: a hundred percent: but when he gets to the engine he doesn't know what is not the engine: or he doesn't know how to put it together

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not whether he doesn't know the size of the bolt: if he does understand what i mean. # 00: 18: 28 #

I: Yes. # 00: 18: 29 #

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P: And I think it is: those basic things we have years back stopped. It is not //. It's not a thing five years or two years held back: that's what I think my time is for sure: let's say five more years what the guys did that course annually: which was actually an entire industry: operated a whole grain //. You you must have done that course in order to go up or to be able to climb the ladder further in the grain silo industry and those courses are totally gone. So what happens now is me tell the male to look at the gearbox oil for me soon: or go replace the gearbox oil for me: he doesn't know how. I

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must now show him again. Do we really have the time to do it? to do? I don't think we really have the time around the guy anymore to grasp and while he is there on the course know he is exactly a rat: and he writes exam and he goes this practically. It's almost like in a //. Again like a *mechanic* : he must go for *skills* and he must go for a practical exam take the qualification action as an electrician. Same: it comes //.

And DAAI part we lost: DAAI real practical training we lost. # 00: 19: 42 #

20

I: Okay. Tell me Sir: the: so at this point there is any institutions or places that provide training except *in-house training* ? Is there any other out-of-body one train to be a silo driver? # 00: 20: 02 #

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P: No: it's just that (inc.): That course we did what now, as for example, we have a finance department. We do //. See: we //. A silo manager is actually a financial manager: he's a staff driver: he's a grain driver: he's a declaration officer if you may put it this way: so we're actually covering a really wide field.

00: 20: 28

I: Okay. Yes. # 00: 20: 28 #

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P: (Inc.). Maybe the guys might not always get it too: you know: in the whole wide field (inc.). # 00: 20: 36 #

I: So you would say it's a complex industry to be a silo driver be? Is it difficult? # 00: 20: 41 #

P: I think quite so: I think quite so. Maybe not terrible//. The experience helps: the years of experience help that a guy can get stuff in place but I guess if you don't have it yes: I think it's quite complex because it's such a wide field
20

must cover. You have to have a very wide field to (...) a be a driver. Maybe I might not be a good one driver: but to be a good driver. You needs a tremendous: tremendous wide //. And then you still have to go into the process the client that you (inc.) you should be able to work with as well

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talk and you should be able to // him together. Of our nature work you should be able to communicate with him at his level as well. And then to the (inc.) side too: you should be able to at his level as well communicate as our grain //. So yes: it's quite complex I think.

00: 21: 35

I: Okay. So communication is an important factor? # 00: 21: 38 #

P: Yes. Yes. And then *handicaps* . I don't know: maybe I'm talking now a little outside. # 00: 21: 44 #

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I: No: no: (inc.) For us too. # 00: 21: 47 #

P: *Handicaps* for a silo driver: I think in the whole silo industry: admin section is a huge problem for us. here I put three: four: five hours and admin do where I actually do a lot important things should have done like grain management: fumigation: stuff that really touches the grain and THIS is a woman must//. No: no: I don't want to say because right now they say it's //. A woman can do it much better than a man can do: late
20

we just //. Understand what I mean? # 00: 22: 20 #

I: Yes. Yes. # 00: 22: 22 #

P: It's a big deal for us: I think big *handicap* as a silo

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manager. # 00: 22: 27 #

I: Sir: would you say that the fact that you have to do admin: does it have any impact on you transferring your skills?

00: 22: 38

P: Yes: yes. Yes. Because I have to tell the guy here: here's 15 lorries to be loaded: it's a young guy: that's how you do it the//. I MUST do the stuff because the stuff has *deadlines* : so here you go. He must have it within his framework or 10

within his capacity he must now decide for himself. So I can't really those *skills are* going //. Where the good with //. Would there be a woman been or has been anyone who did it: any person who should have done it: then I would have more freedom had to pay attention to the guy. If so:

Definitely: I think so. # 00: 23: 13 #

I: Okay: as it sounds to me //. If it sounds to me time the issue here: one of the issues is time. # 00: 23: 20 # 20

P: Yes. Yes. ##

I: Time for you to transfer. # 00: 23: 22 #

P: Sure. For sure. I think time to //. Yes - no: sure.

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20

00: 23: 27

I: Okay. Now Sir: did you ever inform the organization about this situation that you're spending too much time on admin: you're not getting time to //. # 00: 23: 38 #

P: Yes: I think it's quite a thing that comes out quite often: even at meetings. I just think the problem is that South West: let's just say South West is from the starting point let's rather keep the people we have than we have 10

now appoint people to run people again in two years. We understand that too many people are appointed or too many people in the thing. I think it is / It goes but also at the end of the day about a financial implication.

00: 24: 11

I: Okay. Okay: one hundred percent. But Sir there are any something else you want to add that I did not *address* : what I //. Is there anything else you would like to add about skills transfer that I have not addressed that you think is 20

important also for the organization to know about? # 00: 24: 27 #

P: Yes. No what: no: I don't think so. As I say I think the big thing is the time i have to spend on //. The porridge falls also on the ground because I don't have enough time together //.

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And it's telephones: and that's when you just have another person:
as a silo driver, you will be much more loose: a lot
be more comfortable teaching people. Or your *skills* : YOU
transfer knowledge to the younger guys. # 00: 24: 57 #

I: Okay. Now Sir: you said something about the younger one
generation not / or the younger / the assistant managers not
lasting, they intend to leave the organization. Do you perhaps
know what are the reasons for that: why are they leaving the
organization? # 00: 25: 14 #

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P: Most of the time money. And the guys come in with a
Agricultural diploma: I see they have done away with it a bit.
With an Agricultural Diploma. He comes in: he does his year: two years
experience. Now he has a background with experience: a
work experience background: so he goes to the next
to the company about money. I think it's a big: big: big
problem why the guys walk. And nothing against the
guys not because I mean every (inc.) his own pocket. But me
think that's one of the biggest things that guys (inc.),

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especially the younger guys. And okay: but it has to do with things
don't but we are rural driven now: and most
guys today are looking for the lights. # 00: 26: 01 #

I: Yes: I understand. Okay no: that's good. Sir: Is there still

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something? Are you satisfied? # 00: 26: 08 #

P: I'm happy. # 00: 26: 10 #

I: Okay thank you very much Sir for your time: I appreciate everything.
00: 26: 13

P: That aside. # 00: 26: 12 #

I: Let me stop the *recorder* . Thank you. # 00: 26: 17 #

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(END OF INTERVIEW)

INTERVIEW 4

Interview_004

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I: Thank you. Good say Sir. Thank you. Welcome to the
interview. I want to thank you for your time in conducting this
interview with me. First of all I would just like to confirm or I
just want you to confirm on record that I did explain the consent
form to you and that you agree to the contents of the consent
form. Are you happy with that sir? # 00: 00: 26 #

P: I'm happy. # 00: 00: 27 #

I: Okay. Sir: can I just ask you to please: if you can: because of

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the background noise and because we have to record: we have to type out all the answers: if you can maybe just raise your voice please. First of all Sir can you please tell us what is your gender? # 00: 00: 43 #

P: I'm a male. # 00: 00: 44 #

I: Okay. What is your age range: between 30: 31 to 41: 42 to 50 or 60 and above? # 00: 00: 55 #
20

P: 31 to 41. # 00: 00: 56 #

I: Okay. How long have you been working in the organization? # 00: 01: 01 #

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P: It's about seven years 10 months now. # 00: 01: 04 #

I: Okay. And what is your highest level of education? # 00: 01: 08 #

P: I have higher certificate in Agriculture and Fundamental Management Program that I did with North West University. # 00: 01: 17 #

I: Okay. Okay: is that also //. So both of them are certificates? 10

00: 01: 23

P: Yes. # 00: 00: 23 #

In: Diplomas or certificates? # 00: 00: 25 #

P: No: certificates. # 00: 01: 27 #

In: Certificates: okay. Okay: what is your position in the organization? # 00: 01: 29 #

20

P: I'm a senior grain grader. # 00: 01: 33 #

I: Okay. Is that an assistant silo manager? # 00: 01: 36 #

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P: Yes: it can be like an assistant because as a senior: before assistant silo manager: senior grain grader: then after that there's a certain qualification that you have to obtain like Fumigation and then you reach that level of assistant silo manager. # 00: 01: 52 #

I: Okay. But would you say you fall into this silo site? # 00: 01: 59 #

P: Yes. # 00: 01: 59 #

10

I: You're falling within the same range? # 00: 01: 59 #

P: Range: yes. # 00: 01: 59 #

I: Okay: as a silo //. # 00: 01: 200 #

P: Assistant. # 00: 02: 01 #

I: Assistant silo manager. # 00: 02: 01 #
20

P: Yes. # 00: 02: 01 #

I: Okay. Then I would just //. Can you please provide me with training programs that you have attended in the past three

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years? # 00: 02: 11 #

P: The past three years it's //. I think it's //. I did that Fumigation but unluckily I failed it. And then it's that Health and Safety and First Aid Course. # 00: 02: 29 #

I: Okay. # 00: 02: 29 #

P: Short courses. # 00: 02: 30 #

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I: Okay tell me which organization did you do this for? # 00: 02: 33 #

P: Lord in (###?). # 00: 02: 34 #

I: #####: okay. And what was the duration of that training?

How long was that training? # 00: 02: 42 #

P: The other one: Fumigation was / it was a week. And Health and Safety two days: and also First Aid two days. # 00: 02: 50 #
20

I: Okay. And this training: was it offsite or onsite? # 00: 02: 54 #

P: We attended the head office, Klerksdorp. # 00: 02: 57 #

I: Okay: so it was offsite right? # 00: 03: 03 #

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P: Yes. # 00: 03: 07 #

I: Okay. So: you weren't doing it at this site? # 00: 03: 07 #

P: No. # 00: 03: 07 #

I: Okay. Then tell me in your view explain whether the training that you received was sufficient for you to perform your job related functions as a silo manager? # 00: 03: 19 #

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P: Yes: it was enough because I did gain some experience how to perform duties as a Health and Safety rep at the site and also as a first aider at the site. Like maybe if something comes up: someone gets injured you know the first thing to do. # 00: 03: 41 #

I: Okay. Now tell me is that part of the function of a silo manager? # 00: 03: 45 #

P: Yes: it falls under the function of a silo manager and
20

assistant. You must know all those things in case of emergencies. 00: 03: 51 #

I: Okay. Can you just explain to me //. Sorry about that.

(Cellphone interference). Can you just explain to me what is

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the functions actually of a silo manager? If you can just give me a job description: a brief job description. # 00: 04: 02 #

P: Yes: it's a job to // . Eish: I don't have a // . What can I say? # 00: 04: 08 #

I: Just what you know. # 00: 04: 11 #

P: Yes. Manage personnel. So that Health and Safety you have to know it. First Aider and Financial Management and on 10

how to manage your stock: grain. You must know how to dry it and when receiving it. # 00: 04: 33 #

I: Okay. Are there any barriers to applying what you have learned at training for your workplace? # 00: 04: 43 #

P: Come again? # 00: 04: 43 #

I: Are there any barriers: any problems or any: we call it barriers: or applying what you have learned: or problems that you have 20

learned at training for your workplace? Are there any barriers of applying what you learned in training to yours workplace? # 00: 05: 01 #

P: Yes: I've applied them because I remember one of the guys

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get injured: then we know only because (inc.) when somebody is injured in the workplace. # 00: 05: 11 #

I: Okay. So it's basically a first aid like you say? # 00: 05: 16 #

P: Yes. # 00: 05: 15 #

I: Okay. And then anything else that you've learned at the training that you did? # 00: 05: 21 #

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P: And also that one of Fumigation. I know how to fumigate: when we fumigate our grain: those types of things: and I know the first thing to do and what to check. You must first make sure the bin is clean: you have to clean it and you have to spray it with something that kills insect. # 00: 05: 40 #

I: Yes: okay. Did you learn anything important from the training that you went through? # 00: 05: 48 #

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P: Yes: I learned a lot. # 00: 05: 50 #

I: Can you just give a / elaborate? # 00: 05: 53 #

P: Like that one of fumigation I know what type of insect: when

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you see them: the first thing how many days you must fumigate and after how many days you have to load that grain and again I've learned before you fumigate you have to inform your regional manager that there's a certain bin that I'm going to fumigate so that your clients can know too: because you can't just fumigate now: then you let your clients know that tomorrow I'm going to fumigate: so I won't be able to load. Even that one of first aid you must make sure. Let me take that one of Health and Safety. First thing you must do is make sure your personnel: they have all PPE you see? If someone gets

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injured the first person that they are going to ask is me (inc.).

00: 07: 01

I: Okay. What is PPE? # 00: 07: 01 #

P: Personal Protective Equipment. # 00: 07: 03 #

I: Okay. # 00: 07: 04 #

P: Yes. Because they are going to ask me as an assistant silo

20

manager why didn't you provide the PPE personnel protect themselves. Maybe someone gets injured they will ask you where is his helmet and then I'll just say no: I've issued to him: he has just signed here. So: I learned a lot from those type of things. # 00: 07: 26 #

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I: Okay. Did you have knowledge or experience of what was covered before training? # 00: 07: 32 #

P: No I didn't have knowledge before but after that training that I gained knowledge. # 00: 07: 38 #

I: Okay: so would you //. So would you say that the training assisted you? # 00: 07: 41 #

P: Assisted me a lot. # 00: 07: 43 #

10

I: In performing your job. # 00: 07: 44 #

P: In performing my duties yes. # 00: 07: 47 #

I: Okay. Sir: in your opinion how best one can acquire skills in silo management? What do you think? # 00: 07: 58 #

P: To acquire skills. # 00: 07: 58 #

20

I: To learn skills: what is the best way to learn the skills?

00: 08: 04

P: The best way you must know your silo and you must know your personnel and you must know how to manage grain

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because it does not help you are a silo manager but you do not know your silo. If a person comes and tells you that there is an emergency there: there is something that is broken off: a breakdown: you don't know your silo the first thing where to look: because they people they can see that okay: this person doesn't know his silo but he's a silo manager. # 00: 08: 36 #

I: Okay: when you say you must know your silo what do you do mean? Aren't all the silos the same? # 00: 08: 40 #

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P: It's the same but you must know how to operate: even if you are a silo manager. Because if you start this company you must learn how to run a silo: how to operate: all those things: and grain management. But if you just sit here and you don't know even a simple thing that no: this thing I can just fix it like this: then that means you have not gained any knowledge.

00: 09: 06

I: Okay. # 00: 09: 07 #

20

P: Yes. # 00: 09: 07 #

I: Okay: now when //. I just want to make a clarity. I'm going to ask that question again or know your silo. When you say that do you mean you must have experience of the silo? # 00: 09: 22 #

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P: Yes: you just have to learn how to operate it also you see? # 00: 09: 27 #

I: Okay. But are they not all operated / is not all operated the same: the silos? # 00: 09: 32 #

P: They are the same but let me say they take me from here: sorry: to #####. I know where to look and how to operate but the first thing I must know my grain and also the machinery: how to operate them. Even if they are the same:

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but there are some points where you won't know that one: the same as you know this one. So while you don't know that silo you have to learn it also you see? Because now they have put just new technology: it's no longer the old one of (#####?): it's this one of PLC: computerized you see? Then you have two know how to operate it here too where your mind will tell you that oh: this: there's something we call (inc.): this (inc.) somewhere in the silo and you know where it is. Even if you send someone: go and change this thing there: I know. Even if he doesn't know I'll just explain to him that this (inc.) is there

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at floor number what-what-what. Then he can know that too no: this person has knowledge of the silo management. that's what also the ask us when you are going to apply for another post from senior to assistant manager there's / they also ask those questions at the interview: if you will be able to silo or if

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you know: the silo manager is not //. Silo operator is not there you'd be able to run it alone for a day of which you can be able to say yes: you would be able to know or do something like //.#00:11"15#

I: Okay. In your view what are the barriers or challenges that prohibit the transfer of skills to yourself? What do you think is the big problem that you are not getting what you are supposed to to be getting: all the skills? # 00: 11: 16 #

10

P: I can just say time. Yes. There's not enough time because sometimes you have to study for his course Fumigation. we knock off //. I don't say no: I'm making our company's name //. # 00: 11: 49 #

I: No: no: no. You must speak as honestly //. # 00: 11: 51 #

P: Yes. We knock off at 20h00 in the evening off 06h00. I know: I've also studied: you have to make time for yourself study but sometimes it's not //. You don't get enough time to 20

study for that course. # 00: 12: 08 #

I: Okay: when you say //. # 00: 12: 08 #

P: Most of us fail: that course yes: because of that we

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don't get enough time to study. # 00: 12: 18 #

I: Okay. When you say you don't get enough time: you mean time off at work or what do you mean? # 00: 12: 22 #

P: Off at work. Sometimes we ask for a week to study: then yes: they do give you but sometimes it's not enough. # 00: 12: 28 #

I: Okay. Is that the only thing you think is (inc.)?

00: 12: 39

10

P: Yes: the other courses we missed to pass them but his one: eish: it's too much trouble if you don't have enough time study. I know they tell us ahead of time like I want to register it next year February: so from now I have to study but that means January and February I have to take annual leave to study for that course. # 00: 13: 00 #

I: Okay: what course is this now? # 00: 13: 01 #

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P: It's Fumigation. # 00: 13: 02 #

I: Okay. Now tell me Fumigation: is that the main thing in the silo? # 00: 13: 07 #

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P: Yes it's the main thing because you can't fumigate your grain without that knowledge of a silo manager because I don't have Fumigation but at least my manager has Fumigation: he's the one that can tell us how many pellets you have to use:

dosage: dosage per ton yes. # 00: 13: 27 #

I: Okay. In your opinion explain how the organization is addressing the challenge that prohibits the transfer of skills? I think you said the challenge was time. Is there anything in the organization doing (inc.)? # 00: 13: 40 #

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P: But sometimes they don't give us time to study. Like if I say I'm going to attend it next year February then they can just say okay: take a week to study for that for that course so that you can pass it. Because you must know it's theory, then it's practical and practical is alright. # 00: 14: 03 #

I: Yes: okay. So: do you //. Is the organization doing enough you think besides: because you're saying time is an issue: so is the organization not giving you enough time to study?

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00: 14: 17

P: They do: they do: but I'm saying sometimes they don't give us enough time yes. # 00: 14: 20 #

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I: Okay. Describe what the silo managers are doing to transfer their skills to assistant silo managers? # 00: 14: 32 #

P: They do teach us: sometimes like budget they do teach us on what to budget and also grain management and stock taking. They teach us how to manage grain and how to do yours budget because sometimes he's on leave: then you're alone: you have to know what things: how to plan your budget if they because that report from you. # 00: 14: 58 #

10

I: Okay: so would you say there is assistance from //. # 00: 15: 02 #

P: Yes: they do teach us a lot. # 00: 15: 05 #

I: Okay. When you say "they" you are talking about the silo manager or you're talking about the organization? # 00: 15: 10 #

P: The organization and the silo managers. # 00: 15: 12 #

I: Okay: so both of them. # 00: 15: 13 #

20

P: Both of them: yes. # 00: 15: 14 #

I: Okay. So are they //. So you would say that you are receiving support from the organization? # 00: 15: 20 #

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P: Yes. # 00: 15: 20 #

I: Thank you. Okay: in your opinion how does skill transfer influence your organization? How would you say it will influence? If this thing runs smoothly: skills transfer: how does it influence your organization? # 00: 15: 39 #

P: Yes: it would bring more people to the company. Like now like I've seen there's a lot of people coming to ours company. So: that means we gain a lot of knowledge and they

10
give us enough: a lot of skills. Because Other people: they leave their companies: they can / they come to #####: so that means from you as a person you can just see that no: that means there are enough skills that we will get from ##### as from other companies. # 00: 16: 09 #

I: Okay. So you would say that there are / they are transferring: are they assisting with the transfer of skills? # 00: 16: 13 #

P: Yes. # 00: 16: 13 #

20

I: So you're learning something? # 00: 16: 14 #

P: Something yes. # 00: 16: 15 #

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I: Okay. Okay if //. In your view how have you benefited from the transfer of skills? # 00: 16: 27 #

P: Benefited a lot since I came here as a junior grain grader. Then I ran a silo for three years alone: (inc.): Then I managed to get a hundred percent on Health and Safety inspections whereby I was alone there as a senior grain grader. Then I managed to pass that inspection: so that means the company have done a lot because the first time I thought I wouldn't be able to run that silo. Then something came up: my boss

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came: and then he told me that: "No: I'm giving you this task see that you have that ability to become a silo manager or assistant manager. Then I did that with no problems. Then I managed to run that silo. # 00: 17: 19 #

I: Okay. What recommendations can you make to the organization in order to facilitate a skills transfer? What can they do differently to allow this thing to run smoothly: a skills

transfer? # 00: 17: 38 #
20

P: I just want to say they just have to give us enough time as I did they give us time but //. And some knowledge. If we lack knowledge they must come and visit us and hear our problems. Sometimes I can just say no: I've studied: but I haven't got a training: maybe there is someone who knows calculations or

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something: then I'm not quite clear on all those things. Maybe if they can start before that course: they can just ask someone to come and visit each one of us who are attending that course to come and see how far we are with our studies on that course so that he can also know that no: this person is not clear on this one and this one. # 00: 18: 28 #

I: Okay. But isn't //. Doesn't the institution where you are studying: don't they help you with those things? # 00: 18: 35 #
10

P: No: that time when it comes we just inform you that no: you must go. Sometimes as colleagues we do arrange if we're meeting at head office: we send someone at head office: then we come together: they just come and check if you have studied yes: and we do understand how to (inc.). # 00: 18: 58 #

I: Okay but then why would you want to recommend that if they are already doing it? # 00: 19: 03 #

P: Sorry? # 00: 19: 04 #
20

I:
#####. I say why you want to do that recommendations if they are already doing it? # 00: 19: 10 #

P: Yes: it's been about two years I haven't had that. They used to do that. They sent someone. There's like another silo manager

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that knows this course quite clearly when I heard: he used to call us together before attending that course that we must come together: we are going to see if we will be able to pass it when we start with it. You write that exam first and then he asks us about the calculation: we understand yes: before attending that course. # 00: 19: 45 #

I: Okay. Now Sir: in your opinion what do you think academically: do you think to learn how to operate a silo on paper or to practically come and do the onsite training would be
10

best? # 00: 19: 59 #

P: Yes: you must know how to operate //. What was that question again? # 00: 20: 06 #

I: Yes: my question to you is what is better for you: what do you do think is better: for people to come and do on-the-job training or must academically: in other words you go to a university and you get books and you read books? # 00: 20: 22 #
20

P: No: it's right to go and study at a university and come and be a silo manager but my point is you must know your operational yes: because it doesn't help you say you're a mechanic books nè: but if I give you a car you won't be able to fix it. Same as being a silo manager, you must know your grain

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20

management on how to manage your grain: you must know how to manage your personnel and also how to run a silo yourself you see: because there are some challenges sometimes. you have an operator: then he says no: he does not know how to fix that thing. Then as a silo manager you would be able to show that person that oh: this thing you must do it like this and then like this. # 00: 21: 16 #

I: Okay. Would you say in your view is silo management complex: is it difficult? # 00: 21: 24 #

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P: No: it's not quite difficult. # 00: 21: 27 #

I: Okay: now why are they struggling to get people to fill the posts? # 00: 21: 32 #

P: Just that Fumigation course that most people don't have you see: because the main requirement is to be a silo manager and assistant manager is Fumigation. That's the main requirement. # 00: 21: 46 #

20

I: Okay. So you would say //. Would you say the skills are rare or it's full-up: silo management skills? # 00: 21: 53 #

P: Huh? # 00: 21: 54 #

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I: Silo management skills: is it rare or is it full-up: there's a lot or it? Is there a lot of people who can do it? # 00: 21: 59 #

P: To be a silo manager? # 00: 22: 00 #

I: Yes. # 00: 22: 01 #

P: Yes. Even myself: if I can get that Fumigation I will be able to apply for that silo manager in #####. # 00: 22: 10 #

10

I: Okay. # 00: 22: 10 #

P: Yes: there are lots of opportunities in this company to be a silo manager. # 00: 22: 14 #

I: Yes. Okay: and are you //. Do you know if there are any institutions that offer you that you can go to become a silo manager? Are there any places that's //. # 00: 22: 28 #

P: Yes: it's //. GTI is only offering courses like maize course: 20

sunflower course: short courses: those courses that we are taking but operationally like this: no. # 00: 22: 36 #

I: Is there no operation courses how to run the //. # 00: 22: 42 #

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P: I don't know if there is outside but I just know GTI offers courses already in management on how to create like that one of fumigation therefore. # 00: 22: 54 #

I: Yes. Okay: no problem. Anything else from your site that would you like to add sir? # 00: 22: 58 #

P: No. # 00: 22: 59 #

I: Okay. Sir: I would just like to thank you for your time and I 10

appreciate your time. # 00: 23: 04 #

P: Thank you Sir. # 00: 23: 04 #

I: Thank you. # 00: 23: 04 #

(END OF INTERVIEW)

INTERVIEW 5

Page 1

Interview_005

1

I: Sir is on record. Good day Sir: thank you for participating in this interview. First of all before we start I would just like to clarify or just get confirmation from yourself that I have discussed the consent form with you and I have also discuss the contents of the consent form and that you are satisfied with the contents and you do not have any problems proceeding with this interview. Is that correct? # 00: 00: 25 #

P: That's correct. # 00: 00: 26 #

10

I: Okay. Sir: you are welcome to answer: / I will ask you the questions in English but you are welcome to answer in Afrikaans. If there is //. If you want to answer in English that's fine with me too. Okay: first of all I just want to know what is your gender? # 00: 00: 43 #

P: I'm male. # 00: 00: 44 #

I: Okay. What is your age range: between 30: 31 to 41: 42 to 50 // . # 00: 00: 56 #
20
P: 42 to 50. # 00: 00: 55 #
I: Okay. How long have you been working in the organization?
00: 00: 58

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P: (Inc.) about three months but I'm in the grain industry 20 years. # 00: 01: 04 #
I: Okay. Tell me: have you been performing functions like the silo manager for 20 years? # 00: 01: 08 #
P: Yes. # 00: 01: 09 #
I: Okay. # 00: 01: 10 #
10
P: No: silo manager is approximately 15 years. # 00: 01: 12 #
I: 15 years: okay. What is your highest level of education?
00: 01: 17 #
P: Grade 12. # 00: 01: 18 #
I: Okay. What is your position // . Sorry. Okay: what is yours position in the organization? # 00: 01: 27 #
20
P: I'm a silo manager. ##
I: Okay. Is it a normal silo manager or senior silo manager?
00: 01: 32

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P: No: normal. # 00: 01: 33 #
I: Okay. Please provide me with the training programs that you have attended for the past three years. # 00: 00: 37 #
P: You need your // . What do you call it? Your rating certificates on your peanuts: on your corn: on your wheat: on all you grading cultivars you need to do renovations: you need your will do some renovation on your *Fumigation* . We are very much on the disciplinary: you know *attendance courses* put us off. So there
10
is / constantly there you know: new courses to add: but that's mainly what we normally attend. # 00: 02: 09 #
I: Okay. And have you attended these in the three years?
00: 02: 11 #
P: Yes. # 00: 02: 11 #
I: Okay. # 00: 02: 12 #
20
P: That's actually once a year we have to do that. # 00: 02: 16 #
I: Okay. What // . This programs that you are referring to:

what does it entail? If you can just give me //. # 00: 02: 23 #

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P: Disciplinary hearings is //. To do a disciplinary hearing: how to chair a disciplinary hearing: what's the right procedure for a disciplinary hearing. What are the steps to do in a disciplinary hearing. It's not necessarily discipline every single one.

Maybe there's a reason after doing this: so you must go and check and try to find out why this is happening. # 00: 02: 48 #

I: Okay. I understand that but is that just specifically with regards //. So you learn how to do disciplinary hearings and you said there were other stuff too, Fume //. I think you were

10

saying //. # 00: 02: 59 #

P: Grading. Grading courses. # 00: 02: 59 #

In: Grading. Yes. # 00: 03: 00 #

P: Refreshing grading courses just to be on top of your game for the season. If there are any changes in the grading course or in the grading regulations you will go on a course that tells you listen: there's just a new regulation: this is what we're looking for

20

now. # 00: 03: 18 #

I: Okay: I understand. When you say grading you are referring to grain: grading or grain? # 00: 03: 22 #

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P: Yes. # 00: 03: 24 #

I: Okay. What was the duration of this training: how long this training? # 00: 03: 30 #

P: Your disciplinary hearings are approximately three days and your refresher course is a day. # 00: 03: 35 #

I: Okay. And is this training: is it given to you offsite or onsite? # 00: 03: 37 #

10

P: Offsite. # 00: 03: 40 #

In: Offsite: okay. In your view explain whether the training that you received was sufficient for you to perform your job related functions. # 00: 03: 50 #

P: Yes. # 00: 30: 50 #

I: Okay. Is it just now for the disciplinary side or it? # 00: 03: 53 #

20

P: No: also for the grading because you need to be on top of the game and remember when you start grading the buyer as well as the seller must grade on the same regulations: so that's important to us to be on top: to know the newest regulations. .

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00: 04: 11

I: Okay: I understand yes. Are there any barriers to applying what you learned in your workplace training?

00: 04: 20

P: No. # 00: 04: 22 #

I: Do you learn anything important from training? # 00: 04: 27 #
10

P: Yes. Yes: you do. # 00: 04: 27 #

I: Can you: besides //. Look: I think what we must do if we are can focus more on the grain side of it: you know the silo ope //. Managing the grain. I understand the silo manager's work entails a lot of functions: you have a lot of fun //. # 00: 04: 44 #

P: Not. # 00: 04: 45 #

I: Can you just maybe just give me an indication of what functions
20

do you perform as a silo manager? # 00: 04: 51 #

P: Do you know what: my functions as a silo driver are around *obviously* to start is I have to manage the *budgets* . The *budget* is critically important. If a silo does not make money the

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shareholders not happy. So: you have to get optimal profits trying to make the silo. Second thing is you know we have to go look at our quality on our grain. You should go and see that grain that you took in is the same as you go out. I mean: just remember: to you from the street it looks like this grain inside a tube only: nothing happens to this stuff. I mean we can get insects: you can get condensations: your tubes can get hot. You know we now have new *challenges* in that we begin to receive our wetter grain: so you must / constantly you must blowing cold air. You can't blow hot air because

10

then you condense: you need cold air at a certain temperature: you have to blow through. So you have to look at that stuff: you have to go check your airflow ducts inside your tubes for the the moment you blow wind your wind has a certain channel that he follows: so you can't work with the same channel constantly because then you don't control what you have to control. So: you have to that//. We call it you have to break the channels. So: at least once a week you should circulate the tubes: then you should do quality tests: go see the stuff is still within *specs* :

it is not within *specs* you should start acting proactively. You have to
20

check out your *fumigation* . *Fumigation* is critical and that's one of our biggest expenses in an (inc.) *fumigation* . # 00: 06: 22 #

I: Okay. Now tell me this that you've just referred to: is this something you learn at an institution: academic institution

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or all this stuff //. # 00: 06: 29 #

P: Incorrect. Experience. # 00: 06: 33 #

I: So this is all from experience. # 00: 06: 35 #

P: Yes. # 00: 06: 23 #

I: Okay. # 00: 06: 38 #

10

P: And remember: you know what: it's difficult. I tell my guys every single day *i need to teach you what i know: i cant for you give a book and tell you don't be a silo driver. there no such book exists.* # 00: 06: 50 #

I: Okay. # 00: 06: 51 #

P: So: I need my knowledge that I have that I have accumulated over 20 years have: should i give you and i have in my 20 years i have everything inside the grain section. I have *non* -GMOs

20

handle: i have handled silos with *bunkers* : i have (inc.) silos

handle: I handled oil seeds: I got everything: everything inside

grain: I did. So I can tell you, you know: but that

work or it doesn't work: but that knowledge is important to transfer

but it's also important for a guy to understand why

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do. So: what I do many times is I will tell him to do

a thing for me and i'll stand back and go see what comes with it

he will come forward and I will talk to him accordingly

okay you know what: what did you do: those were the results: but

if you go that *way* it is and that and it the results you go

gain. Because if you call him every time / we call it: if you call him every times *table feed* //. # 00: 07: 46 #

I: Spoonfeed yes. ##

10

P: Spoonfeed: *Then they don't learn. Nobody teaches: so you have to release him that he is struggling and then you feed him.* # 00: 07: 55 #

I: Okay: I hear what you're saying. I just want to make sure we're up

record. Yes. Okay: did you have any knowledge or experience of

what was covered before the training? Before you had this

training did you have any knowledge of what you have learned

before? # 00: 08: 16 #

P: Now yes: when I started: no. # 00: 08: 19 #

20

I: Okay: can you just explain what you mean? # 00: 08: 21 #

P: When I started as an assistant: as a junior assistant at #####
) I know nothing. I didn't know anything: though I did

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10

(inc.) background came out with (inc.) experience: but i
knew nothing about ratings. But this stuff: you know
as your courses progress you have started to pick it up. # 00: 085: 36 #

In: Okay: one hundred percent. Okay: in your opinion how best to
one acquire skills in silo management? # 00: 08: 45 #

P: Training is important: it's very important to me. I try two
develop my guys as much as possible but they also learn that /
that you also know much by knowledge: by what you know the
10

training . # 00: 09: 05 #

I: Okay. When you say training you are talking about training
from your site to the / from the silo manager to the assistant
manager? # 00: 09: 11 #

P: Yes: and training courses too. # 00: 09: 14 #

I: Okay. In your view what are the barriers or challenges that
prohibit the transfer of skills to your assistant manager: what do you do?

20

you think is the problem area for you to transfer skills to yours
assistant manager? # 00: 09: 27 #

P: Listen: if you are in the industry that I am in you must have a
passion for your work: you don't do it for money: you do it for

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passion. So: if you don't have the passion: keep out of the
industry: you won't be happy because you're not going to get
rich: that I can promise you (laughter): but you must have a love
for what you do. # 00: 09: 53 #

I: And at this stage, that's a problem that people don't have
Passion? # 00: 10: 00 #

P: Yes: I think so yes. # 00: 10: 02 #

10

I: Okay: why do you say that? # 00: 10: 03 #

P: Because a lot of: and I //. And I really generalize when I do
tell you just a bunch of our new guys coming in
it does just that it's a job: he draws a salary. The guys want to
not go the extra mile for the *company* and the industry
and that's where the love for the industry comes in. I mean this
is not a seven to five job: although our working hours are *seven*
to five : but it's not. I think there are many evenings at eleven o'clock

I get a text message on my phone: listen here is something not right at silo
20

not: then I get into the bakkie: come and turn: come and get ready quickly:
climb back: drive back. That's where the *passion* comes in. # 00: 10: 41 #

I: Okay. Are there any other barriers besides the passion?

00: 10: 45

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P: No. # 00: 10: 46 #

I: Okay. Okay: in your opinion explain how the organization is
addressing these challenges that transfer prohibit skills. How I
addressing this issue? # 00: 11: 02

P: What they did to me now: you see: it was for me
been awesome when i started working with them now they have
had such a program that they evaluate you to see what's yours
strengths: what are your weaknesses you know: and what are the
10

requirements (inc.) at a certain silo. And this *awesome* work
because my strengths are the strengths they have at Vierfontein
sought and my weaknesses are coincidental with them too
marks. And my help silo driver complements me very nicely there
because my weaknesses are his strengths. # 00: 11: 35 #

I: Okay. # 00: 11: 36 #

P: And so *build* you a *team*. # 00: 11: 37 #
20

I: Okay. So: are they //. So: they get somebody that can
// place. That can assist you: that accommodates you: is that
what are you saying? # 00: 11: 45 #

P: Yes. # 00: 11: 48 #

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I: Okay. Is that all they are doing: it is //. # 00: 11: 50 #

P: Yes: and continuous courses. Look: we have an intranet: we
can: daily there are five: six courses going on: so we can pick
and choose whether: which course you want to go. If I see
that list: I need more skills in that direction: I can go and
click on the course: register and go for training. # 00: 12: 10 #

I: Okay. At the company's expense? # 00: 12: 10 #

10

P: Yes. # 00 "12: 10 #

I: Okay. Okay: in your opinion how does skill transfer influence
the organization? # 00: 12: 21 #

P: The meaning: just //. # 00: 12: 21 #

I: What do you think: if the organization can get the skills
transfer right how will it impact / not impact but how will it //.

What impact will it have on the organization? # 00: 12: 32 #
20

P: Listen: according to me I think the organization is doing what they can do the training courses but what I see: where I think there's a lack of experience. The experience side: there is not a lot of silo managers with a lot of years of experience and

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that's where we lacked because a guy: a silo manager with five years experience and a silo manager with 20 years experience aren't [sic] on the same level. # 00: 13: 03 #

I: Okay: yes. Okay now if that's //. But you have to: as I understand you have to work yourself up to become a silo manager. # 00: 13: 08 #

P: Yes. I think you must start small and work your way up to bigger silos. # 00: 13: 185 #
10

I: Okay. But now the experience problem that you are referring to to: because how long will it actually take you then to know the silos if //. Because anybody will think five years is a long time to at least get to know the silo: operations. # 00: 13: 37 #

P: Yes: maybe it can. It all differed on //. It all differs on your silo and it all differs on how busy you are and what challenges the silo gift you. So: it will really depend for you will //. You will for example sit with one guy in a small silo: in 10 years he
20

learned nothing and the next guy will learn what in three years the other guy will learn in 10 years. # 00: 14: 07 #

I: Okay. So: does it //. # 00: 14: 08 #

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P: It all depends on your site. # 00: 14: 11 #

I: On your sites? # 00: 14: 12 #

P: On your site. # 00: 14: 13 #

I: Okay. And on the person himself? # 00: 14: 16 #

P: Yes: he must be willing to adapt: that's important too.
00: 14: 19

10

In: Okay one hundred percent. # 00: 14: 22 #

P: Because every season is different. Every single season is different. # 00: 14: 26 #

I: When you say it's different what do you mean? # 00: 14: 30 #

P: Sometimes you get super grade: sometimes you just get maize that just make grade and you have to handle those things.
20

00: 14: 37

I: Okay I understand. Okay: what support are you receiving from your organization to transfer your skills to your assistant manager? # 00: 14: 48 #

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P: We have //. We have small groups of meetings that we meet with our workers like: you know what gives us important information and what we know: Report errors within your *site* . And they also give us: every month they give us *topics* about we're going to talk to these guys. You know: about your safety: about personal hygiene: you know about (inc.). You know: about all that class of good. And I mean: you try your people / like me previously also told you that you are trying to *train* your people . I say I always want to work with a *trained* team. So: the moment when I am see there's a course for a *loco* driver then i'll send a new one

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on a *loco* driver. You can never *train* enough . # 00: 15: 29 #

I: Yes: okay. # 00: 15: 31 #

P: I always tell my people I want to work with a smart team. How the smarter you are the better. # 00: 15: 38 #

I: I understand. Okay: and okay: can you please explain what the organization is doing to enable you to transfer your skills to your assistant manager? # 00: 15: 48 #

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P: They give me the opportunity and you know: on our evaluations which came when our post features / are also evaluated on / is how much exposure we-our assistant silo gives drivers because look: that's the thing they call it a *silo*

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manager of the future . So: I need my silo: my silo driver I must *actually* give access and allow you *actually* my work to do and that's what / that's where you *train* . So you start with a thing and then you call him in and say okay come: here's I'm busy: that's why I do it like that: that's where I end up. So tomorrow morning I release him: then I'll tell him okay: you do this: (inc.). Because whether the silo driver is here or not: the silo must go on. # 00: 16: 36 #

I: I understand yes. Okay: do you experience any challenges

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with that type of situation where: what you've just referred now: where you try and train your assistant manager but there problems there (inc.). # 00: 16: 49 #

P: No: it's actually very exciting. # 00: 16: 49 #

I: Okay. Is it //. # 00: 16: 51 #

P: But still you have to have the passion for the work. If you don't have the passion you struggle. # 00: 16: 57 #
20

I: Okay. What recommendations can you make to the organization in order to facilitate skills transfer? What must / what more must be done: if you had a say what would you do or a final: a big say in this type of situation? # 00: 17: 11 #

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P: I will say (inc.) After education. Listen: Matric really is important but besides that I will focus more on passion than education. # 00: 17: 24 #

I: Okay. When you say education you are referring to assistant managers coming with education here or //. # 00: 17: 29 #

P: Yes: like a grade or something you understand? # 00: 17: 32 #

I: Yes: yes. # 00: 17: 33 #

10

P: Agricultural grade means nothing in our opinion business. # 00: 17: 40 #

I: Okay. # 00: 17: 40 #

P: So I will: if I have a choice I would rather work with someone that has Matric: Grade 12: but a passion for the work than someone who has an agricultural degree but no passion. # 00: 17: 51 #

20

I: Okay. So: is that your problems you're experiencing: people coming with degrees but not having passion for the work? # 00: 17: 59 #

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P: Yes. # 00: 17: 59 #

I: And how long do they usually last: are they //. Do they last this organization? # 00: 18: 04 #

P: It depends. It all depends. # 00: 18: 06 #

I: And is there anything that //. Let's say how long do they: in average according to your knowledge what the time periods are that: or the years: the number of years that a silo mana //:

10

assistant manager will stay with the organization? In other words is a bigger turnover where people leave work for something else? # 00: 18: 30 #

P: No: not for something else. Maybe for another company: for agricultural: but not for something else. # 00: 18: 38 #

I: Okay and what is the cause: why would people leave?

organization like #####? # 00: 18: 40 #
20

P: Money. Money. (Laughing). That. # 00: 18: 46 #

I: When you say money you are talking about your competitors that's paying more? # 00: 18: 49 #

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20

P: Yes. # 00: 18: 51 #

I: Okay. # 00: 18: 51 #

P: And remember if an organization is in trouble, if they need to the skills they will pay to get the skills. # 00: 19: 00 #

I: Okay. And this issue was never //. was it ever raised with management: senior management? # 00: 19: 04 #

10

P: Yes: it's a constant issue. # 00: 19: 05 #

I: Is it? # 00: 19: 06 #

P: Yes: it's a constant issue. # 00: 19: 07 #

I: And what's management's attitude towards this? If people are leaving this organization for //. # 00: 19: 14 #

P: There I would rather not comment. # 00: 19: 15 #

20

I: Is it? Okay: no problem. Okay. Sir: is there anything else that you would like to add that I have not //. # 00: 19: 21 #

P: No. What is actually for me: for me as a silo manager very

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exciting is the young okay that's coming in and it really doesn't matter for me color: size: shape or anything: I purely go for passion. If you have a passion for your work I will train you. For example I have one of my guys who is a general worker and I nominate him for grading courses and remember that's a BIG thing for a general worker. But I saw passion in him. Work hours does not matter to him. Yes: we get paid overtime but if I tell him listen five o'clock: listen you need to help me through to nine o'clock he always agrees with a smile: "Yes Sir: we can carry on. "So that's what we need: don't listen it's ten to five:

10

take my stuff and go home because we have clients to service: we have farmers to service. I think farmers are the most difficult clients you can ever work with: they're never satisfied with nothing. # 00: 20: 29 #

I: I understand. (Laughing). # 00: 20: 29 #

P: Because we work directly with their money. If I give them a bad grade I take money from him. # 00: 20: 39 #

20

I: Yes. No: I understand. # 00: 20: 39 #

P: So: that's the difficult part: but you have to be confident enough to explain yourself to the farmer and explain why you do that. # 00: 20: 48 #

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I: Yes: yes. Okay Sir: I //. Why do you think there's a problem with silo managers being: or short //. Because the orga //. I received information that it is difficult to replace silo managers. # 00: 21: 02 #

P: Very. # 00: 21: 03 #

I: Why do you //. # 00: 21: 04 #

P: Experienced silo managers. # 00: 21: 06 #

10

I: Okay: but why is that? Why do you think? # 00: 21: 09 #

P: Passion. # 00: 21: 10 #

I: Okay. # 00: 21: 12 #

P: That's purely passion. Because remember: we're talking about //. I started in 1995: I started at ##### as a young guy out of school but I have a love for the work. I didn't go: come to 20

just for money: I come to #####for the //. I come to ##### for my future: I want to build a future. And once you learn you can take the experience that you built on and the training courses you built on: it's all international courses: so I can work in America and Canada: Australia: anywhere I can

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work with my qualifications. So: that's really nice: it's not right of course they send you: they're building on your future. And the guys must see that in that direction. # 00: 21: 57 #

I: I understand. Now Sir: last question. Is there any institutions where you can go //. Me: let's tell me that has no experience in any / or has nothing / knows nothing about silos: can i go to any institution to try and learn to become a silo manager? # 00: 22: 18 #

10

P: Yes: you can. Yes: you can. ##### has a graduate programs where you apply for and you submit your resume and everything and they have interviews and then they / according to how you work and what your direction is: then they will place you either in silos: either in financial or marketing or whatever. I'm very excited about that program but the only thing I see what I will do different: I will take the graduates out of the office and into the industry. # 00: 22: 50 #

I: Okay. # 00: 22: 50 #
20

P: And give them, for example, a silo for a month or two months and ask the silo manager to give feedback. # 00: 22: 59 #

I: Okay. # 00: 23: 01 #

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P: Remember: you can't //. You can't expect a graduate to do that everything is correct but you can pick up in one or two days list: is this guy willing or is he not willing to work. # 00: 23: 13 #

I: Yes: yes okay. And then //. # 00: 23: 17 #

P: And they have to start from the bottom. # 00: 23: 19 #

I: Yes: just a follow up on that. So there is a program or there is a course that can teach you how to become a silo
10

manager? # 00: 23: 28 #

P: Yes. # 00: 23: 31 #

I: Because that //. Because when I spoke to top management they told me there is no such course. # 00: 23: 37 #

P: It's a graduate program. It's not actually about learning to be a silo manager: you learn to be a grader and from the grader you learn upwards: so what we actually do is the assistant silo
20

manager teaches the grader his way. # 00: 23: 53 #

I: Okay. # 00: 23: 54 #

P: And the silo manager teaches the assistant silo manager his

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way. # 00: 23: 58 #

I: Okay. Okay now: I see. But then I would say then it's sections of the work: so in general a silo manager performing all your functions: is there a course that teaches you finance and Fumigation? # 00: 24: 13 #

P: Yes: fumigation yes. # 00: 24: 13 #

I: No: I mean all those things together or is it separate?
10

00: 24: 17

P: Separate courses. # 00: 24: 17 #

In: Separate courses okay. # 00: 24: 18 #

P: So it's a long thing. You're not a silo manager in two years. If you push hard and you train hard you can become a silo manager in five years and you can be very successful if you have a passion but if you don't have a passion I can promise
20

you: you won't be successful because I have to learn my general

workers: my assistant and even my silo: my assistant silo
manager: I must show them where they didn't do their work
right: I must explain to them why because I must have the
knowledge of their work. # 00: 24: 57 #

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I: Okay now: I understand. # 00: 24: 57 #

P: So that's important to start from the bottom and work your way
way up from a general worker: control board: fumigation and
grader: senior grader: assistant silo manager: silo manager.
00: 25: 14

I: Okay. Is that how you did your //. # 00: 25: 13 #

P: Yes. # 00: 25: 16 #

10

I: So: you started from the bottom Sir. # 00: 25: 17 #

P: Yes. # 00: 25: 17 #

I: Okay no: that's very interesting. # 00: 25: 18 #

P: Until I die I build my career: until I die. # 00: 25: 22 #

I: No: that's good. Thank you very much Sir for your time.

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00: 25: 24

P: I appreciate it. # 00: 25: 25 #

I: Let me just stop the recordings. # 00: 25: 30 #

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(END OF INTERVIEW)

INTERVIEW 6 & 7

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Interview_006-ab

1

I: Besides. Okay. Good day Sir. Thank you for having this
interview with me. First of all I just wanted //. (Cell-phone
ringing). # 00: 00: 13 #

(Recording machine is switched off.)

I:

Sir: can you just explain to me what your gender is.

00: 00: 15

P: I'm male. # 00: 00: 17 #

10

I: Okay. And what is your age range: between 30: 30 to 40 //.

Sorry: 31 to 41: 42 to 50: 50 to 60 or 60 and above? # 00: 00: 28 #

P: 31 to 41. # 00: 00: 28 #

I: Okay. How long have you been working in the organization?

00: 00: 31

P: In (#####?) I've been working now for three months.

00: 00: 36

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I: Okay. What is your highest level of education? # 00: 00: 38 #

P: I've got a //. I got a diploma from Kovsies. # 00: 00: 44 #

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Interview_006-ab

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I: Okay. What type of diploma is that? # 00: 00: 48 #

P: It was a Managerial Development. # 00: 55: 50 #

I: Okay. What is your position in the organization? # 00: 00: 57 #

P: I'm a (cluster technician?). # 00: 00: 58 #

I: Okay. Please provide me with the training programs that you've attended in the past three years. # 00: 01: 01 #

10

P: Past three years I did a / I did a management development programs: I did a management //. I did an NNP and a BOP done: Management Development Program. And yes: and I have A People Dynamics Program also done. # 00: 01: 20 #

I: Okay. What was the duration of the training? How long was the training? # 00: 00: 26 #

P: The first one was a year. The second was also a year. The 20

third one is still ongoing at the moment: I think it's going to be two months. # 00: 01: 32 #

I: Okay. And tell me: the training: was it offsite or onsite Training? # 00: 01: 36 #

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P: Some of the offsite: the two big ones: the two year ones were offsite and the next one was onsite. # 00: 01: 43 #

I: Okay. And then in your view you can explain whether the training that you received was sufficient for you to perform in your job related functions? # 00: 01: 50 #

P: Yes: yes: it was sufficient. # 00: 01: 50 #

I: Okay: and you can be specific: what training are you 10

referring two? # 00: 01: 55 #

P: The NNP and the BOP. # 00: 01: 56 #

I: Okay: the BOP is the Business Management Development Programs? # 00: 02: 03 #

P: That's it yes. # 00: 02: 04 #

I: Okay. Are there any barriers to applying what you have 20

learned at training for your workplace? Do you think there's any problems with it? # 00: 02: 13 #

P: Yes: I think the only barrier will probably be //. It's a cultural one barrier yes. # 00: 02: 18 #

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I: Okay? # 00: 02: 18 #

P: Yes. We've got a lot of white people working in the higher positions and then a lot of our learners and assistant managers and stuff like that is black people: so there's that cultural barrier: so getting across the information. # 00: 02: 32 #

I: Okay: I see. Okay. Is there any reason why you're having more black people under you? # 00: 02: 41 #

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P: I think the most probable reason is because like I'm talking now it's difficult for an African person to //. If I can teach someone in Afrikaans it's easy but if I have to teach them English it's harder for me and for someone that's speaking Sotho to also learn in English is harder for him. So I could have brought over my skills: insert it to that person: it would have leg much harder (inc.). (Cell-phone interference) # 00: 03: 07 #

I: Okay. # 00: 03: 07 #

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P: So I think the //. You've got two languages and the language that has to meet in the middle is not one of the (inc.) people's language of choice. So it makes it harder for both sides: harder for the side that has to teach and harder for the side that has to learn. # 00: 03: 25 #

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I: Okay. So you would say it's in the language barrier?

00: 03: 26

P: I think it's more a language barrier yes. # 00: 03: 30 #

I: Okay. Did you learn anything important from the training that you received? # 00: 03: 35 #

P: Yes: I did. I'm a big introvert and I've always had this / my whole career: my whole development I had this attitude of you 10

know it's my way or the highway: and that courses they helped me develop that skills to say alright: listening a bit more and being more compassionate and stuff like that. # 00: 03: 56 #

I: Okay: okay. And then did you have any knowledge or experience of what was covered before the training? # 00: 04: 05 #

P: Yes: I will say practical knowledge yes: but not physical / not book knowledge. # 00: 04: 09 #

20

I: Okay: academic. So: aca //. So: you've done some thing in Academics? (Inc.) # 00: 04: 15 #

P: Yes: I didn't study anything yes. It was skills that was transferred from my previous manager. So that helped me: it

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laid the foundation for what I was going to do. # 00: 04: 26 #

I: Okay. Tell me: you say you've been here for three months. # 00: 04: 28 #

P: Yes. # 00: 04: 28 #

I: Where were you before? # 00: 04: 29 #

P: Before this I was at BKB for nine years. 00: 04: 33 ##

10

I: Okay. Which is also in the silo //. # 00: 04: 34 #

P: It's also in the silo industry yes. I was there: I was also a silo manager at BKB yes. # 00: 04: 40 #

I: Okay. And your experience: your general experience in silo management: how long have you been in the industry?

00: 04: 44

20

P: In the whole industry I've been here: I've been in the industry / just let me know / 17 years. # 00: 04: 50 #

I: Okay. In your opinion how best can one acquire skills in silo management? # 00: 04: 56 #

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P: Silo management is very hands-on. You have to //. You can teach someone on paper and make them write exams. If you don't physically show someone in the silo how to manage it and how to transfer those skills you're never going to get it across. It's a very practical environment. # 00: 05: 13 #

I: Okay. In your view what other barriers: challenges that prohibit the transfer of skills to your assistant manager?

00: 05: 19

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P: Like I said: the language barrier. # 00: 05: 21 #

I: Okay. Is that the only thing? # 00: 05: 22 #

P: That's the biggest one. That's the biggest one. # 00: 05: 27 #

I: Okay: what is the //. You can just maybe give me a //.

00: 05: 28

P: Yes like I said the cultural one is also the reason: the (inc.)

20

of cultural differences: but I must: I must say that it is not something that we can't overcome: we overcome that one easy:

it's just the language barrier. # 00: 05: 43 #

I: Okay. Do you want to answer? # 00: 05: 45 #

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P: No, no. I'm just listening when they call me. # 00: 05: 47 #

I: Okay no problem. In your opinion explain how the organization is addressing these challenges that prohibit skills transfer. How is the orga //. # 00: 05: 59 #

P: They //. # 00: 05: 59 #

In: Cultural. # 00: 06: 00 #

10

P: Yes: they've got a lot of programs running at the moment: especially for the assistant managers and lower people up and coming to / I will almost say to enable those people more to help themselves. So it won't be a question of the more they do these programs and better skilled they are the more literate and better speaking English and all that things are bringing us closer together so that they can be quicker: that //. They can quickly take over the knowledge we have for the men are doing it / they are training and they are learning well as *time management* and they understand all the stuff. So: the blow as you

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if they start talking about it then it is good that he is a did theoretical retrenchment: he understands what you tell him and well. You don't have to teach him the whole principle: you can only show him the practical application for what he finished have learned. So it makes it easier to teach him something

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he had done it in theory. And (####?) Is real / them put a lot of effort into learning the theory for the men. If I go for your the //. I can open the intranet for you and show you how many programs are there for you today enter: so the driver has that confidence. You can go on watch your intranet and see here's a computer program skills: here's a program for (inc.): here's a program for communication: here's a program //. You can deal with every staff member what you have you can say okay here is a / here is me obstacles with the man: he can not work with the computer

10

no. Then you see okay: but here's a course on and him can send to work at this * inc: then he can get the basic add principles and then I can teach him / the rest.

So: they have many such programs that make the process easier make. # 00: 07: 39 #

I: Okay. In your opinion how does skills transfer influence the organization? # 00: 07: 52 #

P: It's very important. At this stage ##### has really got a 20

problem with a lot of silo managers (inc.) managers. I saw that the first time I came here. They've got a big problem: they're going to have a couple of guys about five: six years' time: a lot of people are going to go on retirement and they need to get those people //. The next level assistant managers must be read

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to take on the position of managers when those people are gone: so it plays an important role. # 00: 08: 20 #

I: Okay. So: do you think #####is ready for that change-over? # 00: 08: 24 #

P: If it should happen right now: no. But they're on their way. They are making corrective actions. If they're going to //. If it happens in five: six years' time yes: they will be ready.

00: 08: 33

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I: Okay. And what support are you receiving from / and I think you answered this but you can just: if you want to carry on answered. What support are you receiving from your organization to transfer your skills to your assistant managers?

00: 08: 43

P: Yes: like I said they rolled out all these programs that you can put your people through and it makes it easier for you to teach them. # 00: 08: 52 #

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I: Okay. Then can you please explain what the organization is doing to enable you to transfer your skills to your assistant manager? I think you've addressed that too. # 00: 08: 59 #

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P: Yes. # 00: 09: 01 #

I: Okay. And then what recommendations can you make to the organization in order to facilitate skills transfer? # 00: 09: 07 #

P: Yes. I think that's a difficult one there. # 00: 09: 12 #

I: If you weren't top management what would you change if you could make the decisions? # 00: 09: 20 #

10

P: I think they're on the right road. There's really not a lot I do would change actually: I would //. A lot of people will say we //. Someone goes back to you know: good to say but you have cultural groups and you have a group of those people and a group

of those people but it's not about race or cultures. it
go on if you have a lot of Afrikaners: you have an Afrikaner who
they learn: teach them easier. # 00: 09: 45 #

I: Yes. # 00: 09: 45 #

20

P: And I don't think we have the men in the black group who are the
have knowledge of the skills that the silo managers have:
but I think that's what they're doing now: is around that
to get men at that level. # 00: 09: 58 #

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I: Okay. # 00: 09: 57 #

P: So that's why I tell you I think they're right
road: I won't do much else: because in five: six years
are you going to have black skills and black people who
have management skills that they may not have now: then
they pass it on to their next person. So: let's say
tomorrow: the day after tomorrow, everyone may no longer be here and (#####?)
now a silo driver here at Kroonstad: then he will be the
can transfer skills to his assistant more easily than I would

10

could over because they are the same culture and speak the same language:
all that good. But ##### is doing it: so I guess
skills will come through. # 00: 10: 27 #

I: Okay: so you think this: it's good that this cultural change is happening
addressed or this cultural issue then addressed as now?

00: 10: 37

P: Yes: it's difficult. A guy needs a uniform / you need a uniform
line to say but you know what: the two cultures must be able to

20

working together because it's always going to be a *hiccup* : there's always the
line that separates you know: it's hard: it. I already have a lot of it
seen and many times we will now / let's say we talk now
Afrikaans. When ##### left, he did not get all the knowledge
what he needs: or not all the information: and if he does now

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again with me (inc.) I also only catch pieces: I don't catch everything
what I need to get from him. So: that line you know: and it's easy
to say let's all speak English: but for me it's hard
to speak English: for him it is difficult to speak English:
for him it is difficult to understand English and then the
half of information still (inc.). So that's the case of you
know: I don't know how a guy is going to fix it: at that
get a uniform line to say no what: we can transfer the knowledge:

we can talk to each other: we understand exactly what we want.
But I have to say, and what I still have to say is like ###

10

who was here before me: because they worked together for years
have: come over that time: break those lines already: for he and
understood each other. You know: ##### has
also you know: it's also //. It's the same as us: it's an Afrikaans
man and a Sotho man and they could talk to each other about the
get away: or not get away: I think they could //. they
understood exactly what the other one wanted: because
they worked with each other for a long time. So: it only takes time
that / say you know: I understand how the guy does his stuff
do: I understand why he does it this way and not so: end it

20

Take time: because once you are there, the language is no longer so
not bad. But I mean at that point you still know: you can
many times see the language thing become an issue because we already have
Both sides try: we have already *Ge try* : we speak
Afrikaans: then we *try* : then we speak in English: then we speak

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in Sotho: and I must tell you, there is none of the three languages
which we always say okay this one doesn't work best for us
because you get in all three: you get those gaps that a guy doesn't understand
what you tell him. # 00: 12: 27 #

I: Yes. Okay. And then tell me //. So: you said you were a
cluster manager. # 00: 12: 33 #

P: Yes. # 00: 12: 33 #

10

I: Okay: so I assume you have a few other silos that you are
controlling.? # 00: 12: 36 #

P: Yes: yes: two other silos underneath me: so I've got three
silos that I'm responsible for (inc.). # 00: 12: 44 #

I: Okay. # 00: 12: 47 #

P: Yes: I've got ## silos that I'm responsible for: it's
and (#####?) # 00: 12: 54

20

I: Okay: and each of those silos also have their own managers?
00: 12: 58

P: They have their own managers and it's people that's all got a

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lot of experience in the industry. So: transferring skills from me
to them is very easy: that goes on quickly and that takes about:
say 10 minutes I think. I climb in the bakkie: I drive there: I

transfer skills and they apply it immediately and they understand what I'm saying. # 00: 13: 16 #

I: Okay: so there are no barriers. # 00: 13: 17 #

P: There are no barriers. # 00: 13: 19 #

10

I: Or minimal barriers between you and the silo manager.

00: 13: 21

P: Yes. # 00: 13: 22 #

I: Okay. # 00: 13: 23 #

P: So that goes easy: that works. Like I said we're getting there. I must say it's been a short time now: it's been three months and I can honestly tell you in the three months that me
20

and #####have been working together we've already started to understand each other and see this is how this guy works: this is how you talk to this guy: that's how he likes the stuff to be done and it's already started to get better. # 00: 13: 48 #

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I: Okay. Tell me your silo operations: is it something that you can go and learn at a university or //. # 00: 13: 57 #

P: No. Like I said it's a very practical thing. You can go to a university and there was a course many years ago that you could have done at Technikon Pretoria: lots of years ago: I don't think they present it anymore but where you did actually go and did a / you did a *Grain Industry* where you could have learned the stuff but there's nothing like the practical because in the *Grain Business course* they taught you this is how you work: this is how
10

grain flows: this is what the machines do: this is what you need to look out for but nothing prepares you for the first time that you work in a silo and something goes wrong: one of the machines break down or grain is coming out somewhere and it doesn't / shouldn't be coming out: or you're pulling grain that should not be there. There's nothing that gives you that practical experience in the Technikon: so when you come to the silo and I've seen this a lot of times: when you put a new one operator in the silo and you say to him alright: this is how it is works: the first couple of weeks you work with him everything
20

goes fine: here and there is a hiccup: then you quickly show him this is what you do with the hiccup: this is how you solve it and then you leave him. The first time that you are not there and that same hiccup comes up the stress or the //. You're scared. They get frightened because of the situation and they start to do

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basically things / basic things wrong because they're not //. Because the silo is a fast-moving industry: everything is moving fast: trucks and are in and out: trailer trucks in and out: bells in the silos are moving fast. So: you have split seconds to make Decisions. If you're saying alright: I'm going to shut this down machine and I'm going to mess (inc.) maize there: but for the sake of not ruining this machine I have to do that. So that split second decision is not something you can learn in books: you have to do it practically. # 00: 15: 49 #

10

I: Okay. Now what is the reason for //. You might know why there are no institutions that teach people in silo management? # 00: 15: 56 #

P: I think it's a question of like: say you have a motorcycle: it's easy to teach someone how to ride a motorcycle. If you have a motorcycle: you get a person there: you say right: climb on: sit here: let me show you. But there's no institution that's going to go and say like alright: I have a silo: come to my silo: I'm going to show you how it works and you ride my silo and when you are 20

done I can give you certificates and you know how a silo works. So: I think it's too big to be compacted and say right: we can present it at a university or at the Technikon or any place like it that. So the only place where you're actually going to get those skills are in the practical field. # 00: 16: 33 #

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I: Okay. As is now on the site here at ##### that's how you learn the silos? # 00: 16: 40 #

P: That's how we all learned: most of us: we started off as a grain operator in the silo: so the first thing you get to do is to learn how the silo works. You work with the grain physically and the bells and everything. Once you have mastered the silo you are moved up to the office: then you started doing the grading of the grain: so you know how your silo works: you know how to grade your grain: so you now have the next step and the first 10

step you need to know is the silo: now you can go and grade. After you've mastered the grading of the grain then you can go and say alright: now I can start doing the silo admin. # 00: 17: 16 #

I: I see. # 00: 17: 19 #

P: Once you have done the admin of the silo then you can start and say now I can get involved in financial budgets and everything like that because it takes a lot of your time. When 20

you're doing that like a silo manager you don't have time for basic stuff like doing the silo: that's why you've got operators in the silo. # 00: 17: 35 #
I: Okay. # 00: 17: 35 #

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P: But you can't be a nice // . I feel strongly about this: you can't be a silo manager if you've ever gone through the ranks. If you've never worked inside the silo you can't work in the silo office. I feel strongly about that because you sit in it the office can't tell that guy alright: you have to load trucks in 10 minutes but you've never worked in a silo so that you can physically know it's impossible to do that. So you know the limits of a silo: you know the limits of whatever you have to do inside the silo: so you can // . The // . The commands you passing on is relevant you know: you are not giving commands through what the guy
10

cannot execute: because you know what the restrictions are in the silo. So you will never / I say it to this day: it happens in the operate that you get guys who become silo drivers who never have worked in a silo and you can see when you get to that place there are shortcomings in the silo. That's because the guys at a silo may have something here and there that they do not know how to and the silo driver doesn't know how to do it either and then it is something that is left behind: it is left behind: nobody pay attention to it because no one knows how to do it
no. # 00: 18: 47 #

20

I: Okay. # 00: 18: 47 #

P: So // . # 00: 18: 50 #

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20

I: So: take somebody out of Matric and put him in a silo management: assistant management post is // . # 00: 18: 57 #

P: Yes: definitely. # 00: 18: 58 #

I: Okay. # 00: 18: 59 #

P: He's not going to cope: you first have to (inc.). It's not like I am say he has to do it for 20 years. He can go through the ranks quick. If he's a fast learner he can learn it: pick it up quick and
10

he can go through the ranks quick: but he has to go through that to know what each part of the silo does: what the silo does: what the grading office does: what the admin department does and then what the silo manager does. # 00: 19: 22 #

I: Okay: how long would you say on average does it take a

person to gain good knowledge of running a silo? # 00: 19: 29 #

P: No: that's dependent on each person: you have quick learners: you have slow learners. I have had people that //. I
20

had one guy that took me eight years just to get him so I did
can take him out of the silo and put him in the grading office
because it took me eight years to fully understand him
the silo. Then I had one guy who was at my previous silo: hey
was a young guy: he just finished Matric: he came there: he had

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a big heart this guy and was full of energy and he wanted to
learn. I'll say about: Within six months I would feel comfortable
to take a month's leave and leave this guy at the silo alone.
That's how quick he learned. So: that depends on person to
person. # 00: 20: 10 #

I: Okay. Is there anything else you would like to add Sir of what
I've not addressed? # 00: 20: 15 #

P: No. # 00: 20: 16 #

10

In: Okay sir. No thank you: I think I've got a lot of information
from you. Thank you very much hey. Thank you for your time.
00: 20: 21

Page 1

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1

I: So: we're going on record again. That was interview number
six continued. I'm sorry Sir: you said about the silo industry
that's very unique. # 00: 00: 10 #

P: I think the silo industry is very unique in the sense that in
any other industry you might become a manager and you
can learn the skills and the techniques afterwards. So you can
implement your book knowledge and everything without knowing
what your product and service is. # 00: 00: 26 #

10

I: Yes. # 00: 00: 26 #

P: You can learn those types of (inc.) But if you're in the silo
industry you can't do that: you first have to understand what's
going on in the silo: what is the purpose of the silo: how grading
works: all that stuff and then you can start with //. Because if
you don't know the fundamentals you can't manage the silo. If
you don't know the difference between a grade one and a grade
two grain you won't know that you can't load the grade 2 or
grade 1: you will do whatever you want and you will have
20

returns and you will have customer complaints and in a silo //.

any other industry it will be easy to say alright: this guy is ordering books and I've got pens here: you can't (inc.) that's obvious: but when you walk in a silo and you say alright: this guy is buying white maize and you open up a bill and that's

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flow on the belt and you say yes: it's white maize here: but you don't know the fundamentals of this is not grade one white maize: this is grade two or grade three white maize: but you load that maize out to that guy and you don't know the importance of grading it and checking it and dispatching it correct then you're going to have returns. So there's no way you can be a silo manager without going through the ranks: but you can perhaps climb in any other industry on top of the ladder and if you're working / if you're doing your job learning the stuff: learning it //. You learn it by: but when you're in the silo

10

industry is: you can't come in time and say now I'm a silo manager: now I don't want to learn the stuff: it's too late: you can do not do. # 00: 01: 59 #

I: Yes: yes: okay. # 00: 02: 00 #

P: So: you have to learn it before you apply it. # 00: 02: 02 #

I: Okay no: thank you very much Sir: I really appreciate your time and I appreciate all the information. We're going off

20

record. # 00: 02: 09 #

(END OF INTERVIEW)

INTERVIEW 8

Interview_008-ab

1

I: Thank you very much Sir for joining me today. This is an interview between myself and yourself. I just wanted to: before I / we continue with the questions I just want to make sure or just want you to confirm on record that you did sign the consent form and that you are happy to proceed with the interview. is that correct sir? # 00: 00: 20 #

P: Yes that's correct. # 00: 00: 21 #

I: Okay. Sir: I'm just going to ask you just to speak up so we

10

can just get the recording. You will see I've put the recorder close to you so we don't miss any information. Okay Sir: the first question to you is what is your gender? # 00: 00: 36 #

P: Male. # 00: 00: 37 #

I: Okay. And your age range: is it between 30 to 41 or 42 to 50:

50 to 60 or 60 and above? # 00: 00: 48 #

P: 50 to 60. # 00: 00: 49 #

20

I: Okay. How long have you been working in the organization?

00: 55: 54

P: 39 years. # 00: 00: 58 #

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I: Yes! Okay. # 00: 01: 01 #

P: Four months. # 00: 01: 01 #

I: What is your highest level of education? # 00: 01: 06 #

P: It's Grade 9. # 00: 01: 09 #

I: Okay. And you don't have any other qualifications on top of that your Grade 9? # 00: 01: 14 #

10

P: I've done my LDT with the University of North West and Fundamental Management Program. # 00: 01: 25 #

I: Okay. Is that a certificate of diploma or a degree?

00: 01: 32

P: It's a diploma certificate. # 00: 01: 32 #

In: Diploma: okay. # 00: 01: 34 #

20

P: Yes. # 00: 01: 34 #

I: Okay. Sir: what is your position in the organization?

00: 01: 42

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P: I'm an assistant manager. # 00: 01: 43 #

I: Okay. And how long have you been an assistant manager?

00: 01: 48

P: Assistant manager since / I recall: it's from 2008. # 00: 01: 57 #

I: Okay. So that's about 11 years. # 00: 01: 59 #

P: 11 years. # 00: 02: 01 #

10

I: Okay. And then please provide me with the training programs that you've attended in the past three years.

00: 02: 07

P: In the past three years (...) it was / the last one was Management (Timing?) At (####?) Head office. There are lots but I can't remember them all. # 00: 02: 32 #

In: Okay: one hundred percent. Okay tell me how long was that

20

training that you had: what was the duration of that training?

00: 02: 38

P: One day. # 00: 02: 39 #

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I: One day? # 00: 02: 39 #

P: Yes. # 00: 02: 40 #

I: And this training that you received: let's talk about all the trainings: was it onsite or offsite? Was it here at the silo or was it somewhere else? # 00: 02: 51 #

P: No: that was at head office. # 00: 02: 54 #

10

I: Okay: and the other programs that you are referring to: it was on //. The other training you had: was it onsite or also at head office? # 00: 03: 02 #

P: At head office. # 00: 03: 03 #

In: Head office: okay. Okay: in your view explain whether the training that you received was sufficient for you to perform your job related function? # 00: 03: 12 #

20

P: Very good. This last one: very good. # 00: 03: 14 #

I: Which one was that? # 00: 03: 15 #

P: It was Management: Time Management. Time Management.

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Time Management. # 00: 03: 23 #

I: Okay. Is that all: is it just the time management part?

00: 03: 27

P: Yes. # 00: 03: 29 #

I: And are you saying this helped you perform your work?

00: 03: 31

10

P: To perform my work. # 00: 03: 33 #

I: Okay. Tell me: is there any barriers of applying what you have learned in training for your workplace? I'm talking about for the past three years: is there any problems from what you have learned at the training: at all your trainings: to use it here at the workplace? # 00: 03: 46 #

P: No. It's very easy. # 00: 03: 48 #

20

I: Okay. # 00: 03: 48 #

P: It's very easy. # 00: 03: 49 #

I: Okay. Then you learned something important from the

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Training? I'm talking about all the training: not just the time

management. # 00: 03: 56 #

P: Yes. # 00: 03: 59 #

I: Okay. What did you learn: what was important from the training if you can //. # 00: 04: 03 #

P: From Time Management (..) I learned that you can't always push people: you must pull them as a management. The other 10

one was disciplinary hearing. # 00: 04: 23 #

I: Yes. # 00: 04: 23 #

P: Yes. Where they were teaching us about disciplinary grievance forms and all those things. I've learned a lot there.

00: 04: 33

I: Okay. Tell me Sir: your //. As a silo: assistant silo manager what are your functions: what functions / can you just list or tell 20

me the functions that you are doing in this organization?

00: 04: 45

P: Admin: silo job: there are people under me: I'm under (inc.) (Radio interference). I really can do anything because of the

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experience I have. # 00: 05: 12 #

I: Okay. # 00: 05: 11 #

P: I can run the silo: I can run the office when the management is here. I'm also managing for the time: being that time.

00: 05: 22

I: Okay. # 00: 05: 22 #

10

P: I can manage the place: I can run the silo: I can rate it: I can take a sample: I can grade: I can dispatch: I also (inc.).

00: 05: 38

I: Okay. Okay: did you have any knowledge or experience of what was covered before the training: before you received all this training did you already have that knowledge? # 00: 05: 55 #

P: No. Really no. Most of the things I've learned there: they tried to make me a better manager: they pushed me to that.

20

When you come back you are a different person. # 00: 06: 11 #

I: Okay: so you felt that the organization contributed to you: your person? # 00: 06: 17 #

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P: Very much. # 00: 06: 17 #

I: Okay. (Inc.). In your opinion how best one can acquire skills a silo management? How can a person learn what you are

doing? What is the best way to do it would you say?

00: 06: 40

P: The best way for me is to learn it from someone and you have to go step by step: you can't miss one. You can't miss one step: you have to take a grain grader: a senior grain grader:

10

(Inc.). Then you've learned what's down when you're up here. axis you don't know what's going on down: then you won't know what's going on at the top. # 00: 07: 18 #

I: So: somebody coming from Matric into this as an assistant manager: do you think he will cope? If I / let's say for example I don't have any experience: I come into the / into this: I come: I work for ##### and I'm an assistant: they make me assistant manager and I don't / I never ever deal with a silo: do you think Will I be able to learn? # 00: 07: 42 #

20

P: No. If //. You have to learn from someone from a long time you've come: if you come that way. # 00: 07: 51 #

I: Tell me: is there no institution like the university that can

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do you teach how to become a silo manager? Are you aware of any such? # 00: 08: 02 #

P: They are busy: (#####?) Is busy with that.

00: 08: 07

I: Who is that? # 00: 08: 07 #

P: #####. # 00: 08: 10 #

10

I: Okay? # 00: 08: 12 #

P: Yes: they are busy with that. They put everything on paper from the taking sample: grading it and how to weigh for the coming people who does not know the formation of silos. They are busy with that. # 00: 08: 40 #

I: Okay: are they //. # 00: 08: 43 #

P: It will be in a year's time: it will be easy for anyone but you

20 will have to read to go forward. # 00: 05: 54 #

I: Okay. Are they //. These people that you are referring to: who are they: what are they doing? # 00: 09: 01 #

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10

P: ##### is working inside. There's a #####: he's at the head office in #####. # 00: 09: 08 #

I: Okay. Are they silo managers? Were they silo managers?

00: 09: 12

P: No. ##### is working at the head office. ##### is working as an accountant. # 00: 09: 22 #
I: Okay. # 00: 09: 22 #
10
P: Yes. # 00: 09: 22 #
I: But were they in this field that they can write about it you do think? # 00: 09: 30 #
P: Yes. #####one is in this field for 40 years.
00: 09: 31 #
I: Okay: so they are quite senior people in the silo industry?
20
00: 09: 34 #
P: Yes: yes. # 00: 09: 35 #
I: So: it's not somebody //. # 00: 09: 38 #

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P: Outside: no. # 00: 09: 38 #
I: Or somebody that's //. Yes: that has no experience.
00: 09: 41 #
P: Yes: but before we started that program there were seven guys from Johannesburg University. It's them who started that programs. # 00: 09: 54 #
I: Okay. Tell me in your view what are the barriers or
10
challenges that prohibit the transfer of skills to yourself? is there is anything that you feel that's stopping you from receiving information from your fellow managers? # 00: 10: 11 #
P: Someone else: no. # 00: 10: 13 #
I: From your silo manager. # 00: 10: 14 #
P: It's very easy. It's very easy. For me it's very easy. I've changed lots of managers: over 100 yes: in my time. # 00: 10: 26 #
20
I: Yes. # 00: 10: 27 #
P: It's very easy. What changes is an attitude when the manager is / comes in. The work does not change: you have to go

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with that person's attitude: then everything's fine. # 00: 10: 41 #
I: Okay: that's interesting. Yes: because if you look at your age and your / not your age but your experience: your level of experience compared to your silo manager you actually have more as I understand: more experience than your silo manager: is that not the case: in this field? # 00: 11: 03 #
P: Yes. # 00: 11: 08 #
10
I: Now the reason I'm asking that is because / yes: because of

the //. It's supposed to be the other way around now as I am under position. Yes. Okay: in your opinion explain how the organization is addressing the challenges that prohibit skills transfer. Is there anything that the organization is doing that / to allow the skills to transfer? # 00: 11: 39 #

P: Yes. # 00: 11: 42 #

I: Yes. What are they doing? # 00: 11: 40 #
20

P: When they see you are fine to go to the other level they just do that because they have training: yes training: ##### is very good at training because every person who enters the office will start from FQ1 to 5: there's lots of experience there. # 00: 12: 17 #

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I: I see. Okay: describe what the silo managers are doing to transfer their skills to assistant silo managers: what is your silo manager doing to transfer his skills to you? # 00: 12: 29 #

P: We talk a lot: we talk a lot: every morning we talk a lot. It is not easy if the manager is someone who is not listening.
00: 12: 45

I: Isn't it? # 00: 12: 47 #
10

P: Not listening. # 00: 12: 47 #

I: Okay. # 00: 12: 47 #

P: Yes: yes: who will just take a phone and phone while you are talking about work. # 00: 12: 54 #

I: Yes. # 00: 12: 55 #

P: Yes. # 00: 12: 56 #
20

I: Okay. So //. # 00: 12: 56 #

P: But if you just know his attitude then everything is fine.
00: 13: 05

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14

I: Okay: so you say communication is very important?
00: 13: 06

P: It's very important: It's very: very important. # 00: 13: 09 #

I: If I understand you're talking about communication.
00: 13: 09

P: Yes It's very: very important. # 00: 13: 12 #
10

I: Okay: and if you don't communicate well what do you think will happen? # 00: 13: 17 #

P: It's only the work that will suffer. # 00: 13: 21 #

I: Okay. # 00: 13: 23 #

P: The production of the day will suffer. # 00: 13: 23 #
I: Okay. In your opinion how does skills transfer influence you
20
organization? If there is a skills transfer taking place how will it
influence #####? How do you think it will influence it?
00: 13: 34 #
P: #####? # 00: 13: 35 #

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15
I: Yes. # 00: 13: 35 #
P: Really I can't lie to you. # 00: 13: 39 #
I: Hey? # 00: 13: 39 #
P: I can't lie to you. # 00: 13: 42 #
I: Yes. No: my question is how: how will it influence? What do
you think will happen: what will it do to the organization if there
10
is skills? # 00: 13: 49 #
P: Oh: what will it do to the organization? # 00: 13: 50 #
I: Yes. # 00: 13: 51 #
P: Yes: you will have more production. We will do more for the
day. # 00: 13: 58 #
In: Okay: good. In our opinion //. Okay: in your view how to have
20
you benefited from the transfer of skills? # 00: 14: 08 #
P: A lot. A lot: because the manager I have now: if you come
up with a plan he will act on it. He doesn't just say no, he just does
look at your plan: just add it and he'll put it in place.

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16
00: 14: 31 #
I:
Okay. What recommendations can you make to the
organization in order to facilitate skills transfer? Is there any
recommendations that you can make that can increase or that
can help? # 00: 14: 44 #
P: Yes. # 00: 14: 45 #
I: What would you say the //. # 00: 14: 47 #
10
P: There is another course: few of them that are not taking
place at this moment. I remember just one: Productivity
Awareness Program was teaching people how to do their job
that you pay yourself: it's not ##### that is paying me. If you
do good for a day: if you go the extra mile in #####. I can say
they must bring back Productivity Awareness Program
because it was teaching people from the ground up to

assistant manager. It was teaching them what: exactly what is the company. # 00: 15: 38 #

20

I: Okay. # 00: 15: 38 #

P: Yes. The company has to make money to pay people. People have to do a job for the company to make money. that

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17

Productivity Awareness Program: I can say bring it back.

00: 15: 52

I: Okay. Now you say you have to pay yourself. Are you talking about getting incentives from the organization: from ##### or how do you mean you pay yourself? # 00: 16: 03 #

P: You have to work for you to get paid. If you don't work how will they pay you: because there is no production. # 00: 16: 15 #

10

I: I understand. # 00: 16: 15 #

P: Maybe how //. How are they going to lift you a little because you do nothing today. # 00: 16: 26 #

I: Okay: I see. Okay: and anything else besides that?

00: 16: 30

P: No: nothing. # 00: 16: 35 #

20

I: Okay. Would you think: tell me what your opinion is about ##### training more people? Instead of having one assistant manager: maybe have two assistant managers: what is yours opinion of that? # 00: 16: 48 #

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18

P: Two assistant managers // .. # 00: 16: 51 #

I: Won't it work or what do you think? # 00: 16: 51 #

P: It won't work. It won't: it really won't work: two assistant managers in one place: it really won't work. # 00: 17: 02 #

I: Okay. And then tell me the lifespan of assistant managers: are they lasting would you say? I don't know if you are aware of it 10

other silo sites. Do assistant managers //. Look: you're more senior Sir: You've been in the industry for quite some time. Now I don't know before your time the assistant managers that were here: how long did they usually last? Do they come and go or most of the guys: they stay //. # 00: 17: 25 #

P: Let me tell you the truth. Most of the managers that we will meet in #####: they are above 20 years in #####.

00: 17: 40

20

I: Okay. # 00: 17: 39 #

P: Yes: they don't just come and go. Those who come and go is these young boys, (Mabonvries?). Sometimes //. # 00: 17: 50 #

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I: The? # 00: 17: 50 #

P: Mabon freezer. # 00: 17: 51 #

I: Okay. (Laughing) # 00: 17: 51 #

P: They just come. (Laughing). Sometimes they just come and go go but those people: no. # 00: 17: 59 #

I: Okay. # 00: 17: 59 #

10

P: Yes. # 00: 18: 01 #

I: Okay. No: thank you very much Sir. Is there anything else you would like to add that I did not cover what you think is important? # 00: 18: 05 #

P: No sir. # 00: 18: 07 #

I: Okay. Thank you very much Sir: I appreciate your assistance

20

and I appreciate your honesty. # 00: 18: 13 #

P: Thank you. # 00: 18: 13 #

I: I just want //. # 00: 18: 13 #

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(END OF INTERVIEW)

INTERVIEW 9

Interview_009-ab

1

In: Good morning Sir. I would just like to thank you for your time in conducting this interview with myself. Before we go on record //. Before //. Sorry: before we continue with the questions I just want you to confirm that I have read the consent form to you and that you are satisfied with the content of the consent form. Is that true? # 00: 00: 20 #

P: That's true. # 00: 00: 20 #

I: Okay. Sir: I'm just going to ask you a few questions

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, concerning //. # 00: 00: 30 #

P: Can I get the phone there soon? # 00: 00: 31 #

I: Okay. Sir: can you tell me what is your gender? # 00: 00: 34 #

P: Mine? # 00: 00: 35 #

I: What is your gender? # 00: 00: 36 #

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P: Male. # 00: 00: 36 #

I: Okay. What is your age range: is it between 30 to 40: 31 to 41: 42 to 50 or 50 to 60 or 60 and above? # 00: 00: 52 #

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P: 30. # 00: 00: 53 #

I: Okay. How long have you been working in the organization? # 00: 00: 56 #

P: With (####?) Five years and five months now. # 00: 00: 59 #

I: Okay. And what is your highest level of education? # 00: 01: 05 #

10

P: My highest level of education: sjo. I've got a lot of qualifications in ####: Grading: Fumigation: Qualified Meat Technician. Jis: there's a lot of things. Let's say everything in ####. # 00: 01: 16 #

I: Okay. But school-wise: Grade 12? # 00: 01: 21 #

P: Grade 12: yes. # 00: 01: 22 #

I: Okay: and then any tertiary education? University or 20

colleges? # 00: 01: 27 #

P: No. Next year. # 00: 01: 28 #

I: Okay. And Sir: these qualifications or these qualifications

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that you are talking about that you obtained from ####: what type of qualifications are they: are they diplomas or certificates? # 00: 01: 41 #

P: It's certificates for Grain Grading and Fumigation. # 00: 01: 43 #

I: Okay. Sir: what is your position in the organization? # 00: 01: 51 #

P: Now it's assistant silo manager. # 00: 01: 52 #

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I: Okay. And how long have you been an assistant silo manager? # 00: 01: 56 #

P: At #### it's now plus minus two years. # 00: 01: 59 #

I: Okay. And were you a silo manager: *ag* : assistant manager before? # 00: 02: 04 #

P: No: as a relief assistant silo manager section two and 20

section three. # 00: 02: 10 #

I: Okay where: at ####? # 00: 02: 11 #

P: At ####. # 00: 02: 12 #

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I: Okay. Then please provide me with the training programs that you've attended in the past three years. What training programs have you attended? # 00: 02: 22 #

P: Conflict Management: Disciplinary Hearings: Chairperson. Negotiator: Fumigation. That's that. # 00: 02: 28 #

I: Okay. And then tell me what was the duration of the training? How long was this training? # 00: 02: 27 #

10

P: Fumigation is two weeks. Conflict management is three days. The Disciplinary Hearing and Chairperson is about three days. # 00: 02: 45 #

I: Okay. And this training you received: was it offsite or onsite training? # 00: 02: 49 #

P: It was at head office. The other was offsite *in Pretoria* . # 00: 02: 53 #

20

I: Okay: what was offsite: what offsite training did you receive? # 00: 02: 55 #

P: Grain Training Institute: Fumigation. # 00: 02: 58 #

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I: Okay. And that was in Pretoria? # 00: 03: 00 #

P: Pretoria. # 00: 03: 01 #

I: Is it a university or where do you (inc.)? # 00: 03: 05 #

P: It's Pretoria North: GTI: Grain Training Institute. # 00: 03: 08 #

I: Okay. In your view explain whether the training that you received was sufficient for you to perform in your job related

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functions. # 00: 03: 18 #

P: That's true. You need the necessary training to complete your daily tasks: it's very important. # 00: 03: 24 #

I: Okay: but the training you received: do you think it was enough for you to do what you have to do as an assistant silo manager? # 00: 03: 32 #

P: That's correct. # 00: 03: 33 #

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I: Okay. Are there any barriers to applying what you have learned at training for your workplace? Would you say there's any problems with what you've learned at your work //. At the training: is there any problems to apply: to use it at the

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workplace? # 00: 03: 49 #

P: I don't think there are any problems but if you apply for a Health and Safety regulation it's on standard degree. # 00: 03: 56 #

I: Sorry? # 00: 03: 59 #

P: It will be on standard degree: Health and Safety. It's very important to improvise [sic] it at your workplace. # 00: 04: 05 #
10

I: Okay. Do you //. But you //. Are there any problems that you have to apply what you've learned? # 00: 04: 17 #

P: No: no problems. # 00: 04: 17 #

I: Okay. Did you learn anything important from training?
00: 04: 23

P: Yes. # 00: 04: 23 #
20

I: Can you just tell me what: more or less what do you have learned? # 00: 04: 27 #

P: The important thing is to place yourself and everyone above you and first thing is first: health and safety. Safety come first.

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It is your responsibility to take care of your own safety and the other people's safety in the workplace. # 00: 04: 41 #

I: Okay. Is that specifically with regards to safety? # 00: 04: 44 #

P: Safety and fumigation: everything. # 00: 04: 45 #

I: Okay. # 00: 04: 45 #

P: Like we're currently busy now with. # 00: 04: 49 #
10

I: Okay. Did you have any knowledge or experience of what was covered before training? # 00: 04: 58 #

P: Yes. # 00: 04: 59 #

I: Okay. So the //. Can you just //. What you've learned at the training: did you already know that information or was it new information that you received? # 00: 05: 10 #
20

P: It was basically the same before you studied: it's basic the same things. # 00: 05: 15 #

I: Sorry. Can you just elaborate what you mean? # 00: 05: 17 #

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P: It means it's the same thing we studied before going for exams. It's the same knowledge: everything: there is nothing that changed: only two: every two years something new change and you go for an update on the training course. ##

I: Okay. In your opinion how best can one acquire skills in silo management? # 00: 05: 43 #

P: I think it's about a range of zero to 10: I'll say about eight or nine: depending on how long you take to study: 10

determination: so it's seven until eight. # 00: 05: 56 #

I: It's seven? # 00: 05: 57 #

P: A scale of seven to eight. # 00: 06: 00 #

I: Okay. I think what the question is basically you know: to learn what you have learned: what is the best way to learn become a silo manager in your opinion? # 00: 06: 13 #

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P: The best way to become a silo manager is to perform all these daily tasks to do it yourself: ask questions: preparation: start Studying. If you don't know ask questions: Sir: how do you do this: please help me. That's the best way to train. # 00: 06: 29 #

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I: Okay. And is that how you are learning to do your work? # 00: 06: 37 #

P: That's how I started learning yes. # 00: 06: 39 #

I: Okay. Now is //. Will you say according to your experience: will you say that you can go and just learn this work from reading books and stuff like that: academics? # 00: 06: 48 #

P: No. # 00: 06: 51 #

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I: Okay. Why do you say that? # 00: 06: 54 #

P: Academics maybe 40% but practical 60% plus. You must do it physically. # 00: 07: 00 #

I: Okay. When you say physically how do you mean it must be Physically? # 00: 07: 03 #

P: As an example you must work in the silo: if something breaks 20

the book won't tell you how to fix it: you must improvise how to fix a problem at the same time. Use resources. # 00: 07: 13 #

I: Okay. So: would you say it's best to learn offsite or onsite? # 00: 07: 19 #

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P: I would say it's best to learn onsite. # 00: 07: 22 #

I: Okay. Why do you say that: why do you say it's better to learn onsite? # 00: 07: 28 #

P: It's better to get a bigger picture: maybe say first year work in a silo: study the silo: know what problems you will get. When you know your silo and then you can go study physically your books: everything and get more experience faster. # 00: 07: 42 #

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I: Okay. In your view what are the barriers or challenges that prohibit the transfer of skills to yourself? What would you say is something that is stopping // . Are there any barriers that you feel like you are not learning everything? # 00: 08: 00 #

P: I don't think there are any barriers stopping me for the next one step of silo manager. # 00: 08: 04 #

I: Okay. Do you have any challenges would you say?

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00: 08: 08

P: Yes: I've got a lot of challenges at that silo. # 00: 08: 11 #

I: What challenges? # 00: 08: 12 #

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P: Let's say the silo improvising maximum speed: maximum time management: everything: loading and dispatching at a very fast speed. # 00: 08: 24 #

I: Okay: is that your challenges? # 00: 08: 25 #

P: That's my challenge so far. # 00: 08: 25 #

I: Okay. But are there any other challenges? Look: the question or basically it's from your silo manager to you. # 00: 08: 37 #

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P: Yes. # 00: 08: 37 #

I: Do you think there's anything that's // . You're not learning everything from your silo manager. Is there anything that's stopping you from learning? # 00: 08: 43 #

P: I don't think there's anything stopping me: because for the time being I'm studying my manager now. # 00: 08: 47 #

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I: You study? # 00: 08: 49 #

P: I'm learning HIM the system: everything now. # 00: 08: 54 #

I: Is it? # 00: 08: 54 #

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P: Yes. # 00: 08: 55 #

I: Oh: you're teaching him that? # 00: 08: 57 #

P: Yes: I'm teaching him everything: the system: how the system works: everything: how the silo operates: everything. He's got three months now: so I'm teaching him. # 00: 09: 02 #

I: Okay: so you have a lot of knowledge? # 00: 09: 06 #

10

P: Experience yes. # 00: 09: 06 #

I: And then experience: okay. Just an interesting question: before you were silo: assistant silo manager what work were you doing? # 00: 09: 17 #

P: I was working a relief assistant silo manager at #####
It's ##### site: Bloemfontein: #####. Then I
came back this page: ### site. So I was relief
assistant silo manager. Before I was coming here a lot of silos:
20
different silos: everything. # 00: 09: 36 #
I: Okay: now in general how long would you say your experience
is a silo: operating an silo? How long: or being in this
industry: how long are you in the silo industry now? # 00: 09: 44 #

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P: In the silo industry it's been going for almost 11 years now.
00: 09: 50

I: Okay. And was it also with this organization? # 00: 09: 53 #

P: No. It was: before I started when I was a learner it was South
Western Agriculture. Then I went to GWK: then I came back to
#####. So: I travelled a lot. # 00: 10: 04 #

I: Okay. In your opinion explain how the organization //. okay:
10

first of all do you think there are challenges in this silo industry /
00: 10: 17

P: I think there are challenges. If there is no challenge how are
are you going to test yourself to perform? # 00: 10: 22 #

I: Okay. And would //. Especially with the transfer skills there
a challenge between you receiving skills from your silo
manager? # 00: 10: 32 #

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P: I don't think it's a challenge. I think it's more about you
understand your manager: you train with him: you must be on
the same page. If you are not on the same page how are you
going to study from him? Because you must respect him.
00: 10: 45

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I: Okay. And in your opinion explain how the organization is
addressing the challenges that prohibit skill transfer.
00: 10: 54

P: At the same time: I think the new system is called SDI. It
determines what skills do you have: lack of skills: how to
perform your skills: how to increase your skills. It's a system:
every two //. Twice a year you do an analyst [sic] and say what
is the task you have been given for a year: have you completed
it: why is there a lack of knowledge: maybe we should send you
10

for training: everything. # 00: 11: 16 #

I: Okay. This SDI: what is that? # 00: 11: 18 #
P: That's //. We do it twice a year. ##
I: Okay. # 00: 11: 21 #
P: It's: maybe say a system manager //. Let's say assistant silo manager: what is my daily tasks: do i complete my tasks. Let's 20
say example any client complains against me: is everybody Happy. When I dispatch or I intake grain is there any complaints: is everything on standard: do I complete health and safety hazard. A lot of different tasks you need to complete.
00: 11: 51

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I: Okay. Do you know what it stands for: the SDI? # 00: 11: 54 #
P: System //. Not the name: it's not (inc.). I know it's Performance Management Skill Development Program.
00: 12: 10 #
I: Okay. So what you are saying is that this thing is assessment your performance? # 00: 12: 16 #
P: Yes: it's assessing the performance. # 00: 12: 19 #
10
I: Okay. # 00: 12: 19 #
P: You need more than 75% average to qualify to say you have completed your test: if it's less than 75% what was the problem: what was the lack of (inc.) skill: didn't have enough time: didn't have enough knowledge: maybe we must send you a recap: refreshment course or something. # 00: 12: 39 #
I: Okay. Now describe what the silo managers are doing 20
transfer their skills to assistant silo managers. I'm talking now specifically your silo manager: what is he doing to transfer his skills to you? # 00: 12: 59 #
P: Transfer skills. We work together: example if there's a

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problem I go first: analyse the problem and tell him Sir: this is what I think the problem is: how do you think I should address the problem. If I don't get a problem correct I will ask him Sir: I'm struggling: can you please help me. Working together: studying together: taking notes: that's the best way to acknowledge. # 00: 13: 26 #
I: Okay. And would you say that you are receiving his attention: your silo manager's attention? # 00: 13: 31 #
10
P: Yes: I'm receiving his attention daily. # 00: 13: 31 #

I: Okay. In your opinion how does skill transfer influence you organization: how do you think it will influence the organization if they make sure that skills are being transferred? # 00: 13: 44 #

P: I think it will implicate [sic] the company very well because why I say, because let's say if you have a junior: if the senior can teach the junior to be on standard terms like example can he does my work: then you know you associate your name with 20

that candidate. If he can do well at his task then the system will see or the company will see you are a good teacher or a Lector: You give him positive readings like example you teach him: you give him a lot of attention: you prepare that guy to go to the next step. If he's compactible [sic] for the next step you

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KNOW he will be the next generation or assistant manager or silo manager. Good training: good exercise: everything: you prepare the very good. # 00: 14: 32 #

I: Okay. In your view how have you benefited from transfer of skills? # 00: 14: 43 #

P: I would say very good. I've learned a lot of knowledges from a lots of different silo managers because I travelled a lot. not everyone uses the same technique but basic principle: 10

everything is the same: but not the same way they do conflict management or solving problems. It is good to study everyone. # 00: 15: 05 #

I: Okay. So: you were satisfied with what information you have RECEIVED? # 00: 15: 10 #

P: I've studied yes: I'm satisfied. # 00: 158: 13 #

I: Okay. Or what you've learned from your silo managers. 20

00: 15: 15

P: Yes: that's correct. # 00: 15: 16 #

I: Okay. Okay: what recommendations can you make to the

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organization? This is now #####. In order to facilitate skills transfer? # 00: 15: 25 #

P: I'll say they must make, let's say: on a daily basis: say every six months send a person for a crash course and say this is your crash course: this is your task: go theory: practical. If you complete both you know you're on the basic standard. Send people more for training. It does not matter what training it is: send them for all the training. If it's Time Management: Conflict

Management. You know: if you've got all the training
10

information you're already prepared for the next level.

00: 15: 56

I: Okay: but isn't #####doing that at this stage? # 0016: 01 #

P: They are doing it. They sent us a lot of times for studying.

00: 16: 05

I: Okay. But then look: if they are doing it then there is something different that you think they should do besides: because they're already doing it: they're already sending or
20

giving you training programs. Is there anything else that they can you besides that do you think? # 00: 16: 20 #

P: Besides that I don't think so. I think they have already given you have a lot of opportunities to prove yourself by going and

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studying everything. # 00: 16: 30 #

I: Okay. Okay: so you are satisfied with //. # 00: 16: 32 #

P: I'm satisfied with the system. # 00: 16: 35 #

I: With the system: okay: that's good. Is there anything else you would like to add that you think will be important too allowing skills transfer between management or between yours silo manager and yourself: anything you can think of
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you think that can be done better by the organization?

00: 16: 55

P: I think that before we go to the assistants and the manager I think both parties: like assistant and silo manager both must work together: not against each other: to study together and say this is the problem: I think you must do this problem: solve the problem: give me solutions. If you can't provide solutions how do you study? # 00: 17: 13 #

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I: Yes. 00: 17: 14 ##

P: Because you must first struggle. When you struggle you think clearly. Then you'll know this is the solution: this is what I am think to complete the task or the problem. If it's not correct at

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at least you can just show your manager Sir: I've struggled: this is my solution: this is what i think: this is what i want to do. If it doesn't work you've proven yourself: acknowledge and say I've tried: I've struggled but at the end nobody can say I didn't struggle: I didn't try. # 00: 17: 45 #

I: Yes: okay. And if you do so //. Were you in a situation //. Are you in a situation where your silo manager or you feel that not enough is being done by any of your silo managers to train you or to give you that skill: the silo management skill? .

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00: 18: 07

P: I would say I think the silo managers must give more tasks on a daily basis to assist managers to prove to themselves that they are liable or worthy to be a manager of the next generation.

Like example: here's the silo: run the silo: let's say example for one week. In that one week the manager is just observing and saying here's the silo: run it for me: complete this task to show you're worthy to be the next generation. # 00: 18: 31 #

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I: Okay. # 00: 18: 34 #

P: The more you do it the more comfortable you get: the more experience you're learning. # 00: 18: 39 #

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I: Is that what's happening to you or (inc.). # 00: 18: 42 #

P: That's what's happening to me. I'm running the whole silo now: yes. # 00: 18: 44 #

I: Okay. So: from your side enough is being done for you gain that experience? # 00: 18: 51 #

P: That's correct. # 00: 18: 52 #

10

I: Okay. And there's nothing else the organization can do to take it further: to assist you further? # 00: 18: 57 #

P: To assist me further I would say book me next year for the Advanced Management *course* . I think it's part business: (inc.): Next year MPB or MBA for the yes. # 00: 19: 12 #

I: Okay. Is that what the organization is: what you are going to do or is that //. # 00: 19: 17 #

20

P: Yes: that's what the organization must send me next year to go study to be the next manager of the youth. # 00: 19: 24 #

I: Okay now tell me: is that coming from your side? Did you ask for it or did the orga //. Did ##### come and say you must do

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it? # 00: 19: 19 #

P: ##### told me I'm going for it. That's my next step. # 00: 19: 32 #

I: Okay. Okay. So: they are support //. # 00: 19: 36 #

P: They are supporting me for everything for the next level.

00: 19: 38

10

In: Okay: one hundred percent. Okay Sir: is there anything else you would like to say Sir? # 00: 19: 42 #

P: No. I'm fine thank you. # 00: 19: 44 #

I: Okay. (Laughing). Thank you very much for your time Sir: I will be going off record now. # 00: 19: 47 #

P: Thank you. # 00: 19: 47 #

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(END OF INTERVIEW)

**APPENDIX C:
INTERVIEW CONSENT FORMS**

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
E-mail: Christoff.Botha@nwu.ac.za

Informed Consent Form

Information and Purpose:

The interview for which you are being asked to participate in, is part of a research study that is focused on examining the transfer of skills between management in order to increase operations efficiency and productivity. The purpose of this study is to identify the unique challenges regarding the transfer of skills between managers and assistant managers in an agricultural sector. The study also focuses on skills shortage, skills scarcity and or skill losses in the silo sector.

Your Participation:

Your participation in this study will consist of an interview lasting approximately one hour. You will be asked a series of questions about your experience. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the researcher that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation.

Benefits and Risks:

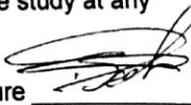
The benefit of your participation is to assist in providing information about possible problems and solutions that are prohibiting the transfer of skills between managers and assistant managers. This will also assist in the outcomes of this research to formulate recommendations and proposals that can be implemented by your organisation to retain the skills within the organisation. This in turn will also increase productivity within in your organisation. There are no risks associated with participating in the study.

Confidentiality:

The interview will be tape recorded; however, your name will not be recorded on the tape. Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact the researcher Oswald Brandt or his supervisor Prof Christoff Botha.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Full Name Eniel Botha Signature 
Date 3/10/2019

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
E-mail: Christoff.Botha@nwu.ac.za

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If you have any questions or concerns, please contact the researcher Oswald Brandt or his supervisor Prof Christoff Botha.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Full Name Art Sauer. Signature 
Date 03/10/2019.

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
E-mail: Christoff.Botha@nwu.ac.za

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Your Participation:

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Confidentiality:

The interview will be tape recorded; however, your name will not be recorded on the tape. Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact the researcher Oswald Brandt or his supervisor Prof Christoff Botha.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Full Name THABES THABO Signature [Signature]
Date 3/10/19

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
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Your participation in this study will consist of an interview lasting approximately one hour. You will be asked a series of questions about your experience. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the researcher that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation.

Benefits and Risks:

The benefit of your participation is to assist in providing information about possible problems and solutions that are prohibiting the transfer of skills between managers and assistant managers. This will also assist in the outcomes of this research to formulate recommendations and proposals that can be implemented by your organisation to retain the skills within the organisation. This in turn will also increase productivity within in your organisation. There are no risks associated with participating in the study.

Confidentiality:

The interview will be tape recorded; however, your name will not be recorded on the tape. Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact the researcher Oswald Brandt or his supervisor Prof Christoff Botha.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Full Name J.G. Lochenberg Signature 
Date 01.10.2019

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
E-mail: Christoff.Botha@nwu.ac.za

Informed Consent Form

Information and Purpose:

The interview for which you are being asked to participate in, is part of a research study that is focused on examining the transfer of skills between management in order to increase operations efficiency and productivity. The purpose of this study is to identify the unique challenges regarding the transfer of skills between managers and assistant managers in an agricultural sector. The study also focuses on skills shortage, skills scarcity and or skill losses in the silo sector.

Your Participation:

Your participation in this study will consist of an interview lasting approximately one hour. You will be asked a series of questions about your experience. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the researcher that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation.

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Full Name
Date

Pasuk Makopane
2019/10/25/19

Signature

[Handwritten Signature]

Researcher: OB Brandt
Institution: North West University- Potchefstroom
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Full Name

Otilokeng Gradwell

Signature



Date

01/10/2019

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
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Full Name Pieter
Date 8/10/2019

Signature 

Researcher: OB Brandt
Institution: North West University- Potchefstroom
Contact number: 073 142 3620
E-mail: oswald@lblegal.co.za
Supervisor: Prof. Christoff J. BOTHA
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Full Name Sybrand Jacobus Schreiner v. Sijter Signature 
Date 1-10-2019

**APPENDIX D:
LANGUAGE EDITING CERTIFICATE**



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Friday, 22 November 2019

CERTIFICATE OF ENGLISH EDITING

To whom it may concern

This is to certify that the dissertation with the title **Transfer of Skills Between Management at a Listed Agricultural Organisation: A Focus on the Silos Sector**, to be submitted by OB Brandt (13098489) to the North-West University has been edited for language by ABC Solutions, a division of Cal Link Investments. Neither the research content nor the author's intentions were altered in any way during the editing process.

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