

**The implementation of the Compulsory Induction Programme on
the socialisation of public servants**

by

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JUNE 2022

DECLARATION

I, Leigh Anne Naicker (Student Number: 27106897), declare that this thesis titled *The implementation of the Compulsory Induction Programme on the socialisation of public servants*, which I hereby submit for the degree Philosophiae Doctor in Education Management and Policy Studies at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.



.....

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13 June 2022

ETHICAL CLEARANCE CERTIFICATE



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PhD

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public servants

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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ETHICS STATEMENT

I, Leigh Anne Naicker, obtained ethical approval for the investigation into “The implementation of the Compulsory Induction Programme on the socialisation of public servants”. I declare that I observed the ethical standards and policy guidelines for responsible research in the code of ethics for researchers prescribed by the University of Pretoria.

DEDICATION

I dedicate this research to all those who lost their lives to Covid-19. May God give their friends and families the strength to continue till they meet again.

ACKNOWLEDGEMENTS

My Lord Ganesha provided me with the strength, knowledge and perseverance to complete this study and removed all the obstacles that stood in my path. In You, I take refuge.

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ABSTRACT

Empirical evidence suggests that induction training in the public service is a significant precondition for public servants to understand their role as enablers of effective and efficient service delivery. Despite governments' efforts to professionalise the public service through training and development, customer-centric engagement from public servants remains a global challenge. Governments continue to receive backlash from the public for the appointment of underqualified, lazy and unethical public servants. Since the study of induction training and the socialisation of newly appointed public servants are under-researched areas in South Africa, this thesis explores the socialisation experiences of newcomers who have attended the Compulsory Induction Programme (CIP). The thesis draws strongly on the work of Feldman whose Contingency Theory of Socialisation provides insights on the phases of socialisation, and the resolution of variables in each phase to achieve the outcomes of socialisation. The data for this qualitative study was collected from 18 newly appointed public servants through virtual in-depth interviews. The study found that whilst newly appointed public servants were clear about the tenets of service delivery and ethical and professional conduct, they still experienced low levels of public service motivation and commitment in their first year of employment. The findings in this study have also shown that when newcomers experience increased levels of job autonomy and mutual influence, they are more likely to be satisfied with their role as public servants. This study proposes an alternative model for the implementation of the CIP that can facilitate newly appointed public servants' socialisation and understanding of their role as service delivery agents. Further quantitative studies to explore the socialisation experiences of newly appointed public servants could be conducted on a more substantial sample for the generalisability of the findings. (286 words)

Key Words: Compulsory Induction Programme, induction, socialisation, public service, public servant

LIST OF ABBREVIATIONS

APS	Australian Public Service
CIP	Compulsory Induction Programme
CMC	Core Management Criteria
CSC	Civil Service College
CSI	Civil Service Institute
CTS	Contingency Theory of Socialisation
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service Administration
EDD	Economic Development Department
EIP	Executive Induction Programme
FSDMP	Frontline Service Delivery Monitoring Programme
GPNEPNPS	Green Paper on a New Employment Policy for a New Public Service
GTI	Global Trust Index
HRD	Human Resource Development
NSG	National School of Government
PALAMA	Public Administration Leadership and Management Academy
PMDS	Performance Management Development System
PSA	Public Service Act
PSC	Public Service Commission
PSI	Public Service Induction
PSM	Public Service Motivation
PSTI	Public Service Training Institute
RSA	Republic of South Africa
SAMDI	South African Management Development Institute
SAQA	South African Qualifications Authority
SIT	Social Identity Theory
SET	Social Exchange Theory
SMS	Senior Management Service
SPC	Singapore Public Service
TPSC	Tanzania Public Service College

the dti	Department of Trade and Industry
the dtic	Department of Trade, Industry and Competition
URT	Uncertainty Reduction Theory
WHO	World Health Organisation
WPHRMPS	White Paper on Human Resource Management in the Public Service
WPPSTE	White Paper on Public Service Training and Education
WPTPS	White Paper on the Transformation of the Public Service
WTPSD	White Paper on Transforming Public Service Delivery
WPPSTE	White Paper on Public Service Training and Education

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CHAPTER ONE

INTRODUCTION AND GENERAL ORIENTATION OF THE STUDY

1.1 Introduction

The best way to serve others is to do so efficiently, honestly, with accountability and humility. This study explores the socialisation experiences of newly appointed public servants through the lens of induction training. This chapter contextualises the study as it presents the background to the problem. Outlined herein is the problem statement, the research questions that govern the study, the study's aim, rationale and significance, as well as its relevance and potential contribution to the field of socialisation, particularly of public servants. This chapter also outlines the theoretical framework chosen for this study; hence, the Contingency Theory of Socialisation (CTS) is briefly introduced. Finally, the researcher concludes the chapter by providing details on the study's research design and data collection, an outline of the thesis and a summary of the chapter.

Disgruntled citizens worldwide have taken to the streets to demonstrate their frustrations over poor government service delivery. In the Middle East and North Africa and Asia, the Arab Spring and Hong Kong protests (Umbrella Revolution) saw protestors take to the streets to demand political, economic and governance reform and social change from their governments (Dunne, 2020; Lee et al., 2019:1). According to Municipal IQ (Heese, 2021), service delivery protests in South Africa tend to surpass average years, especially during the years when provincial and national elections are held. Furthermore, Fourie and Poggenpoel (2017: 170) observe that African governments are still largely unsuccessful when attempting to address service delivery challenges, and this is largely due to the widespread allegations of corruption and governments' lack of attention to education, health and infrastructure issues, which have fuelled citizens' frustrations and resentment (OECD, 2020: 11). The inability of governments to respond to the needs of its citizenry has led to a radical decline of trust in government. According to the Edelman Trust Barometer Global Report (2021), the current Global Trust Index (GTI) reveals an increase in misinformation and widespread mistrust of societal

institutions and leaders around the world. The domino-effect of this lack of trust means that more countries are vulnerable to citizens losing faith in their government institutions and leaders. The GTI's cataclysmic findings translate into an urgent need for governments to reinvent their image; after all, governments' successes are dependent on obtaining and retaining the public's confidence (Northcote & Trevelyan, 1854: 5).

Likewise, it is worrisome that with the scourge of crime and corruption in the public service and the flagrant misuse of public funds by officials, South Africa received a score of 44 and was placed 70th out of 180 countries on Transparency International's Corruption Perception Index (OECD, 2020: 30). Even though state corruption is not uncommon in South Africa (Patel & Govindasamy, 2021: 4) and certainly not unique to Africa (Imiera, 2020: 77; Wright et al., 2016: 647), the South African Government still grapples with restoring public faith in its administration. As corruption and deceit in the upper echelons of the public service are reported more frequently (UNODC, 2018: 14; Hoogvelt 1976: 130 in Lewis, 2017), the case of an unprofessional and unethical public service is strengthened. Imiera (2020: 78) states that corruption in South Africa is so varied that it extends beyond gross financial maladministration, fraud, and political interference in the recruitment of officials to the falsifying of qualifications by executive members, procurement irregularities and bribery. It is therefore understandable that there would be a decline in public trust. Bhorat et al. (2017: 2) and the Public Protector (2016) assert that the radical erosion of public faith and credence in the South African Government might be due to incidents such as the Marikana Massacre in August 2012, and the attempted sale of the National Treasury to the shadow state in late 2015. In addition, the lack of oversight of governance and finance processes in the awarding of government tenders has contributed to mounting public mistrust (Corruption Watch, 2015: 2). During the initial outbreak of Covid-19 in 2020, the scandal involving the fraudulent award of personal protective equipment (PPE) tenders dominated the headlines (SIU, 2021; AGSA, 2020). These incidents may likely have contributed to the statistics, which indicate that only 34 per cent of South Africans currently affirm their trust in the government (Eldelman Trust, 2021: 44).

One avenue to restore the public's faith and trust is to ensure that the state professionalises the public service by training and developing committed public servants who are devoted to the welfare of the people they serve. Former Minister of Public Service and Administration, Senzo Mchunu (DPSA, 2020), asserts that such professionalisation is possible by placing greater emphasis on a high standard of professional ethics. Mchunu's sentiments are consistent with those of both local and international literature (Soopal, 2021; DPME, 2020; OECD, 2019: 2), which states that the professionalisation of the public service is essential if the government wants to follow through on its mandate of service delivery. Gerton and Mitchell (2019) argue that the professional development of public servants can help the nation address the protection and advancement of democracy to improve citizen satisfaction but that in order to see the turnaround, professional development needs to be deep-seated in public servants.

Globally, governments are beginning to realise that the professional development of their public servants should speak to national priorities, and thus have made the decision to establish schools of government that see to those very training needs (OECD, 2017: 3). India, for example, is committed through the Union Public Service Commission and its National Training Policy of 1996 to enhance the professional development of its public servants via training interventions that will develop a non-partisan citizen centric civil service (Aslam & Syed, 2017: 25). Likewise, in China, the Chinese Academy of Governance undertakes the mandate to offer standardised training to civil servants at provincial, ministerial and department levels (Dahar & Zhangquan, 2021). In sub-Saharan Africa, Botswana established the Botswana Public Service College (BPSC) to advance the professionalisation of its public service. The BPSC is dedicated to improving senior public officials' performance, administration and leadership skills through continual assessment and development capacity building (Molokwane, 2019: 56; BPSC, 2020).

Consistent with this thinking, the South African public service mandated the National School of Government (NSG) to train and develop public servants. The NSG directive falls within the portfolio of the Department of Public Service and Administration (DPSA), which legislates professional development for all public servants. The state envisages that the primary purpose of the NSG is to build a

professional and capable cadre of public servants by providing relevant training opportunities. In terms of training opportunities for newly appointed public servants, the Directive for the Implementation of the Massified Induction Programme in the Public Service (DPSA, 2008) exposes them to key government policies and programmes and the ethos of Batho Pele (a phrase from SeSotho that means “people first”). The Directive (2008) encourages continuous professional development in the public service that is characterised by the ongoing development of policy-relevant knowledge of public servants through their own human resources development processes (NSG, 2016: 4). In addition, it is consistent with the human resources development policy framework for the public service, which is guided by the Public Service Act (PSA) (1994), the Constitution (1996), the White Paper on Human Resource Management in the Public Service (1997), and the White Paper on Public Service Training and Education (1997).

Currently, the NSG delivers three induction programmes, namely Breaking Barriers to Entry in the Public Service, the Wamkelekile Induction Programme, and the Compulsory Induction Programme (CIP). Only the Wamkelekile Induction Programme and the CIP are mandatory for newly appointed public servants. The Breaking Barriers to Entry in the Public Service programme is offered as an elective to unemployed graduates and interns who envision becoming public servants. The Wamkelekile Induction Programme and the CIP address areas of development for newly appointed public servants, such as service delivery, financial management, people empowerment and development, programme and project management, and governance and accountability (NSG, 2016: 5).

The Wamkelekile Induction Programme has been developed specifically for the Senior Management Service (SMS) (salary level 13 and upward), while the CIP caters for newly appointed non-senior managers on salary levels 1 to 12 (NSG, 2016). Being a former public servant who was in a non-senior management role in the training and development directorate, the researcher is aware of the vast attention given to the professional development of senior managers and the subsequent lack of focus on non-senior managers who do not have strategic and decision-making responsibilities. The belief that the professional development

experiences of newly appointed public servants did not garner enough attention motivated the researcher to focus her study on this marginalised group.

The CIP has been designed to orientate and acquaint newly appointed public servants with the principles, values, norms and belief-sets in terms of government policies (Malatjie, 2021: 112) and in this study, the researcher will investigate how the CIP contributes to the socialisation experiences of newly appointed public servants to understand their role in terms of service delivery in South Africa.

1.2. Problem statement

The Mo Ibrahim Foundation (2018: 63) claims that one of the impediments to the effective performance of the public service is its inability to institute effective recruitment. Since the public service's optimal functioning depends on its ability to fulfil its citizens' expectations, it is essential that institutional capacity be built by employing individuals with a mindset of service delivery excellence. This, however, becomes problematic when one considers who would have such a mindset. While recruiters can evaluate applicants' qualifications and curriculum vitae, errors in judgement are still possible. It should, therefore, not be assumed that individuals with the required academic education would equate to efficient public servants (Sekgala & Holtzhausen, 2016: 56).

Apart from the required qualifications of public servants, the DPSA, heeding the call to professionalise the public service, issued a directive in 2008 to implement the Massified Induction Programme in the public service. The Directive for the Implementation of the Massified Induction Programme in the Public Service (DPSA, 2008) was furnished to all government departments in accordance with a 2004 Cabinet decision to expose all new public servants to key government policies and programmes. Cabinet mandated that the induction programme be compulsory for all newly appointed, promoted and transferred public servants across the public service (Malatjie, 2021: 112; Sekgala & Holtzhausen, 2016: 45) and it was aptly named the CIP. However, despite mandatory induction training interventions such as the CIP and Wamkelekile Induction Programme, corruption and unethical

conduct are still rampant among public officials, diluting the objectives of induction programmes.

1.3. Aims of the research

Despite the virtuous intentions of government-led training initiatives such as the CIP and the Wamkelekile Induction Programme, it seems that corruption and poor service delivery are still prevalent among public servants in South Africa. Consequently, the quality of service delivery has slackened, and public satisfaction levels have plummeted to all-time lows (Eldelman Trust, 2021: 44). The need for this study thus arose as it sought to understand how an induction programme socialises newly appointed employees to understand their roles as public servants. In this study, the newly appointed public servants are specifically defined as employees who are in non-senior management positions in the public service. The researcher's decision to focus on non-senior managers was informed by a Price Waterhouse Coopers Report (2018), which found that junior and middle managers were more likely to have a deeper insight into the weaknesses of an organisation's systems because they were primarily responsible for executing operational and management tasks. In addition, the Department of Planning, Monitoring and Evaluation (DPME) (2020) asserts that service delivery is likely to improve if non-senior managers who are on the frontlines of service delivery identify challenges and develop plans for corrective action. Therefore, this study has the potential to make a significant academic contribution by theorising on the understanding to develop an induction model for the public service.

1.4. Purpose of the research

This project was conceived during the researcher's time working for the public service, and even though the researcher is a former public servant, she still remains passionate about serving her country. Fundamentally, the current study resonates with the researcher because it seeks to explore perspectives that could contribute to building a more capable and professional cadre of public servants. The study argues that successful induction and socialisation experiences of newly appointed public servants could in turn ameliorate service delivery. Being personally motivated and invested in this study has contributed to the researcher taking the necessary

steps to make this doctoral journey a success. Embarking on this journey has also allowed the researcher to go beyond and deeper into the focus area of her master's dissertation, which investigated the implementation of the Batho Pele principles in the service delivery strategy of a national government department.

The focus of this study is to investigate the implementation of the CIP with the intention of ascertaining whether it contributes to the socialisation experiences of newly appointed non-senior managers in the South African public service. The main goal of the present study was to use the data obtained through rich semi-structured interviews to solve the research problem, postulate recommendations for good practice, and present an induction model that could improve the induction and socialisation experiences of newly appointed public servants.

While this study has been a personally empowering journey, it also casts a professionally empowering light on the professionalisation of the public service. The research generates new knowledge that may empower public servants to voice their professional development concerns about what they are expected to learn versus what is taught in induction training.

1.5. Research questions under investigation

The study was designed to respond to the following main research question and subsidiary questions:

Main research question

How does a compulsory induction training programme socialise newly appointed employees to understand their role as public servants in a national government department in South Africa?

Subsidiary research questions

- 1: What are the anticipatory socialisation experiences of newly appointed public servants in the South African public service?
- 2: How do newly appointed public servants experience the Compulsory Induction Programme?

- 3: What are the socialisation experiences of newly appointed public servants in their role?
- 4: How does the Compulsory Induction Programme initiate public servants to task?
- 5: What factors influence the socialisation of newly appointed public servants?

1.6. Key theoretical concepts

In describing this study, the researcher has drawn on various literature sources to guide the clarification of key concepts that will be utilised throughout. These key concepts are briefly discussed in the section that follows. Insight and understanding of key concepts are further unpacked and explored in section 2.3 of Chapter Two.

1.6.1. Induction

For an organisation to maintain its competitive edge, it is necessary that it have satisfactorily trained and experienced employees who are dutiful and attentive. According to Hashem and Adam (2019), this is achievable through continuous improvement and workplace education. One such workplace education training programme is induction, which welcomes new employees when they join an organisation. Induction provides new recruits with the critical information they require to be homed and adjust in the organisation (Armstrong, 2017).

As an introductory outline to new employees about their jobs, colleagues and culture of the organisation (Rozner, 2013; Stewart & Brown, 2019), induction is one of the most critical aspects of the new employee socialisation process (Mchete & Shayo, 2020: 286). Induction training gives new employees essential information about the organisation and their role within it (Lin & Hsu, 2017). For employees to derive maximum benefit from induction, Yilma (2015: 13) states that it should consist of an introduction to the working environment, employee relations, contractual details about employment, statutory, regulatory and organisational requirements, and occupational health and safety matters. However, the efficacy of induction training depends on different factors, one of them being the critical role of the immediate line manager or supervisor, who is responsible for relaying information

on job-specific requirements to the employee (Zafar & Zafar, 2019). Other factors that determine the efficacy of an induction programme include the necessity for it to be structured and tailored to the organisation's specific needs. While the components of induction programmes may vary according to the needs of specific organisations, some elements remain constant throughout the literature, and these are discussed in specific relation to the public service in the section that follows.

1.6.2 Induction in the public service

Literature highlights that there is a difference between the objectives of employee induction in the public and private sectors. The induction of employees in the public sector is aimed at improving service delivery within the context of nation-building (Potgieter & Greyling, 2015: 608; Sekgala & Holtzhausen, 2016: 48, 56), while induction in the private sector is concerned with corporate competitiveness, which is linked to economic benefit (Vargas-Hernández, 2016: 109). This implies that public sector employees need to be motivated by factors other than monetary gain, and should rather be attracted by the prospect of working toward the greater good of the country and improving the lives of citizens.

The OECD (2017: 61) observes the following trends regarding induction programmes in the public service: (i) training for new public servants is mandatory because it is an important part of the induction process; (ii) annual training for public servants is a key requirement for performing their duties; (iii) it is mandatory for managers from the ranks of middle and senior management to receive training; and (iv) in about half the countries surveyed, it is mandatory for all new recruits to be trained upon entry to the public service. Therefore, the researcher deduces that these trends allude to a growing interest in the public service training space and that governments are realising the value in the professional development of their public servants.

1.6.3. Public servant

Slack et al. (2020: 632) assert that the concept of “the public servant” is universal and can be likened to the concept of “servant leadership”, which is premised on the notion that leaders in public organisations have stronger intentions to serve. Slack

et al. (2020) state that in Chinese public administrative agencies, the principle of “serving the people with a full heart” is current practice, and public servants are expected to prioritise the interests of those they serve ahead of their own while serving them in accordance with the relevant regulations and law. The South African perspective on the concept of “the public servant” is not different. According to the South African Public Service Regulations (1999), a public servant is an employee of the state who in his or her relationship with the public “promotes the unity and well-being of the South African nation in performing his or her official duties and serves the public in an unbiased and impartial manner...” In addition, Malatjie (2021: 117) asserts that public servants are individuals who, through appropriate training, possess the relevant knowledge to critically analyse, reflect and solve problems to respond to the needs and demands that meet them in their line of duty. Public servants are employees of the state who can enact and uphold the ethos and values espoused in the Constitution (1996), the White Paper on Transforming Public Service Delivery (Batho Pele) (1997), and the Public Service Charter (PSCBC, 2013). Consistent with these values, a public servant is mandated to be the deliverer of essential services to the nation as part of every citizen’s socio-economic right (DPME, 2014: 4). Given the scourge of corruption discussed in the problem statement, former minister of public service and administration Senzo Mchunu (DPSA, 2020) describes public servants as being empowered with the capacity to stop, uncover, fight and probe corruption. This reiterates government’s belief that public servants must present themselves as ethical, responsible and accountable employees who act in accordance with Constitutional values and principles (NSG, 2020).

1.6.4 Socialisation

Brim (1965: 3) provides one of the earliest and widely referenced definitions of socialisation. He states that socialisation is the process whereby persons acquire the understanding, experience, skills and character traits that make them influential members of their society. Whilst Brim’s work (1965) lays the foundation for further research on socialisation (Feldman, 1976; Jablin, 1987, 2001; Porter et al., 1975), it is Van Maanen and Schein (1979: 216) who highlight that socialisation theorists should investigate beyond individual characteristics, specific organisations or

particular occupations. The focus should instead be on how specific induction experiences contribute to the generalisability of findings in a wide sector of employees (Kramer & Miller, 1999: 362).

Contemporary definitions for socialisation describe the event as when a new employee feels accepted by the organisation and begins to understand the organisation's culture, goals, values and norms (Hall & Paul, 2020). Sollova (2019: 27) adds that socialisation is relevant for all employees, even existing employees who transition into new positions within the organisation. Mchete and Shayo (2020: 287), however, describe socialisation as the total sum of actions taken by an organisation to equip new employees to adjust into the organisation. For purposes of this study, socialisation is defined as the outcome achieved because of successful induction processes. Hence, the researcher describes socialisation as being successful when employees simply integrate into a new organisation or position because they understand the nature of their tasks, the function of their role in relation to the wider organisation, and the performance management requirements associated with the role.

The researcher chose Feldman's CTS (1976) to describe the socialisation approach and anchor her study. Feldman's theory (1976) proposes three distinct phases of socialisation, namely anticipatory socialisation, accommodation and role management. These phases will be discussed at length in Chapter Three. Given the above discussion of socialisation, the researcher will utilise the concept in this study to refer to the process that newly appointed public servants undergo to better understand their roles as public servants.

As previously stated, a more detailed analysis of these critical concepts is elaborated upon in section 2.3. of Chapter Two.

1.7. Value of the research

1.7.1. Academic

The CIP is an induction programme designed for newly appointed public servants and, as an educational process with a learning methodology that focuses on

blended learning techniques (NSG, 2016), understanding the implementation of this programme may contribute to a stronger understanding of learning and professional development in the public service for the academic community. Given that there is a paucity of literature on induction programmes in the public service, the researcher identified a gap in the literature concerning the professional development of new entrants to the public service who are not in senior management roles. Previous studies have reported mainly on senior managers (Larat & Chauvigne, 2017; Larat, 2017; Pacheco & Franzese, 2017). This study addresses the gap found in the literature by focusing on newly appointed public servants in non-senior management roles in the South African public service. Since the SMS Handbook (DPSA, 2003: 274) defines a senior manager as an employee of the state on salary level 13 and higher, this study focuses on public servants who are below salary level 13. In addition, “because it cannot be generally assumed that the new entrants into the public service are ready to perform based only on their academic education” (Sekgala & Holtzhausen, 2016: 56), research needs to be conducted on induction programmes that aim to close the identified skills and knowledge gaps in newly appointed public servants. This is congruent with an international study conducted by the Public Policy Forum Canada in 2017, where the research findings indicated that the area of early career public servants, particularly newly appointed public servants, is under-researched.

While conceptual research on socialisation has been widely conducted (Van Maanen & Schein; 1979; Hawse & Wood, 2018; Šaras & Perez-Felkner, 2018; Van Kleef et al., 2019; Mchete & Shayo, 2020), empirical research on socialisation in the organisational context of developing countries (Uddin & Ahmed, 2016: 247) is limited. By studying the induction practices and socialisation of newly appointed public servants in South Africa, this study will contribute toward knowledge production and dissemination in professional development for the public service in a developing country.

1.7.2. Public service

The value of this study can be found in investigating why the professional development of public servants is not leading to the envisaged outcomes of building

a capable, ethical and developmental state, and the professionalisation of the public service (NSG, 2020). The public service value of this study is in line with the World Bank's observation (2016: 5) that the impact of public service training is still limited and should be a key focus going forward if states are expected to improve their service delivery. Furthermore, Siedel et al. (2016: 604) highlight the importance of assessing the impact of training interventions in the public service as a view to improve the design and delivery of programmes that are aimed at a customer-centric ethos.

The body of literature available on the CIP points to anecdotal evidence from workshops, presentations and reports at a conceptual level (NSG, 2015a; PALAMA, 2012; NSG, 2015b; PALAMA, 2013; NSG, 2014; NSG, 2017). This study attempts to make a shift from the anecdotal evidence to provide empirical evidence on the implementation of the CIP and the socialisation of newly appointed public servants.

This study contributes to the body of knowledge on cultivating human potential through career development practices, which is aligned with the mandate of the NSG (NSG, 2020:9). The study, therefore, supports the NSG's research and knowledge-management support services as it will contribute to the ongoing development of policy-relevant knowledge that delves deeper into the learning and development processes of public servant training.

1.8. Overview of research design and methodology

This part of the chapter focuses on the approach the researcher followed in terms of the research design, target population and sampling, data collection and data analysis methods. These aspects are briefly introduced below.

1.8.1. Research design

The research design is a single case study of the Department of Trade, Industry and Competition (the dtic) located in Pretoria, Gauteng, South Africa. The decision to utilise a single case study is ratified by Gustafasson (2017: 3), who states that it is a sound choice to utilise a single case study when the study will focus on an

individual item i (such as, one person from a specific group) or an individual group (such as, a group of people within a context).

1.8.2. Target population and sampling

The target population was identified through convenience sampling, as newly appointed non-senior managers from the dtic. The non-senior managers attended the CIP programme (modules 1-5) during a five-year period from January 2016 to December 2020. The sampling frame for this study is 18 participants who were recruited during the five-year period.

The small sample size of 18 participants is in accordance with Thambekwayo (2012: 121), who asserts that when utilising the interpretivist approach, it is best to focus on a small sample so that each participant's response can be carefully considered by the researcher. The process whereby the researcher applied for and was granted such approval is detailed in section 4.5 in Chapter Four.

1.8.3. Data collection

Semi-structured interviews was selected to collect the data because it not only allowed for flexibility in terms of how and when questions were posed to the participants, but also for the researcher to probe the participants for answers, opening a dialogue between the two parties. Owing to the nature of semi-structured interviews, it is described as an enriching experience for participants that has profound and potentially life-changing effects, which is not always fully understood by the researcher (Husband, 2020:1). The researcher conducted in-depth virtual interviews utilising videoconferencing software since many public service departments opted to work from home, remotely or on a rotational basis because of the Covid-19 pandemic.

1.8.4. Data analysis

In qualitative research, validity interrogates whether the study's research questions, methodology, design, sampling technique and data-analysis methods proposed by the researcher were appropriate for the desired outcome (Leung, 2015: 325). Consistent with this understanding, the researcher was able to prove through

triangulation that the methods proposed for this study were appropriate. The trustworthiness of this study is elaborated on in section 4.8 in Chapter Four.

1.9 Ethical considerations

Considering that the study aimed to explore the socialisation experiences of newly appointed public servants, the ethics procedures and protocols of the University of Pretoria and the dtic were observed. The purpose of this was to guarantee compliance with the ethical requirements of the participating institutions. In addition, the researcher had to undergo vetting and a security clearance before being allowed access to the dtic database; the process is detailed in Chapter Four of this thesis.

1.10. Structure of the thesis

This thesis comprises seven chapters, an overview of which is provided below.

Chapter One serves to introduce the study and to provide the background for South African public service induction programmes. It highlights the research problem and the aim, purpose and significance of the study. The researcher also describes the research design, target population and sampling, data collection and data analysis methods utilised in the current study.

Chapter Two provides an overview of the South African Government landscape to situate the study. Further, the researcher embarks on the clarification of key concepts such as the public service, public servant, public service delivery, public service motivation, induction and socialisation, which are utilised throughout the study. Local and international trends in public service induction, which illustrates governments' intention to professionalise the sector are also discussed in this chapter. Lastly, the concept of socialisation as it relates to the learning of one's role in an organisation is briefly explored to situate the use of Feldman's CTS (1976).

Chapter Three is based on the claim that induction programmes socialise employees to understand their roles. The chapter also discusses why Feldman's CTS (1976) is the most suitable theory to underpin this study. Herein, the researcher also provides an explanation of the phases of socialisation that form the core of the

theoretical framework. A brief discussion is then presented on subsequent research that utilised Feldman's CTS (1976) as its basis.

Chapter Four details the methodology and design used in this study. Herein the researcher justifies why this study is a qualitative study and describes the best suited research design to conduct the research. The researcher provides a summary of the study participants and presents the ethical considerations adhered to during the study.

Chapter Five presents the findings of the study and begins with a discussion of participants' biographies so that the reader has a clear understanding of the sample under investigation. Feldman's CTS (1976) anchors this study and therefore the reporting of findings is done with the guidance of the research questions formulated, and incorporates the concepts emanating from the theory.

Chapter Six discusses the research findings in which a link to literature is made. This chapter also presents the new knowledge that has emerged from the study.

Chapter Seven concludes the thesis by summarising the research findings, and presenting the conclusion and recommendations for policy, practice and further research on newly appointed public servants.

1.11. Summary of the chapter

Chapter one introduced the study, the researcher provided the background and located the study within the available literature on induction, public servants and socialisation. The research problem was presented, and the gap in literature as it related to the socialisation experiences of newly appointed public servants was identified. In addition, the researcher discussed the value of the theoretical framework. An overview of the research design and methodology comprising a brief discussion of the research design, target population, and sampling and data collection methods was also provided. Lastly, the outline of the study was presented and a summary of the chapter was provided. Chapter Two will review the literature on induction programmes in the public service domain, and will discuss local and

international trends in induction as it leads to the socialisation of employees in understanding their roles in an organisation.

CHAPTER TWO

LITERATURE REVIEW ON INDUCTION PROGRAMMES AND THE SOCIALISATION OF PUBLIC SERVANTS

2.1 Introduction

In Chapter One, the background to the study was presented, the research problem, rationale, objectives, research questions, an overview of the research design and data collection methodology was provided, and the study was outlined. In this chapter, the researcher provides an overview of the South African Government landscape to situate the study. Further, the researcher clarifies key concepts such as the public service, public servant, public service delivery, public service motivation, induction and socialisation, which are utilised throughout the study. The researcher also discusses local and international trends in public service induction, which illustrates governments' intention to improve service delivery through the professional development of public servants. Chapter Two also discusses the focus of this study, the CIP. The chapter concludes with an introduction of the concept of socialisation. In the following section, the researcher begins unpacking this chapter with a discussion of the structure of the South African Government.

2.2 The South African Government

The South African public service has an extensive legislative framework that governs its professional development, and a review of the legislative framework that provides for that professional development follows in this section. By doing this, the researcher endeavours to make a research-based contribution to the body of knowledge that is Education Policy studies.

The first democratically elected government became the heir to a fragmented bureaucracy that mirrored the inequality and pervasive injustices of apartheid (Muthien, 2014). This beckoned the new Mandela-led government in 1994 to thoroughly re-evaluate the role of the state and the public service to effectively address the service delivery inadequacies of the past. There was a humanitarian

need for policy reform to immediately confront the previous discriminatory and exclusionary policies that stifled the majority's development.

The apartheid bureaucracy was characterised by tardiness, incompetence and public servants who were merely waiting to retire, and this contributed to the overall failure to respond to the service delivery needs of the people of South Africa (Ntliziywana, 2017: 2). The pre-1994 public service cadre was characterised by inefficiency and dysfunctionality which was unable to meet the needs of majority of the South African population and, ultimately, this translated into its incapability of sustaining the apartheid regime (Fernandez, 2019). The post-1994 administration acknowledged that it was incumbent on them to embark on institutional transformation and reform to address the imbalances fostered by their predecessors. The change was inevitable, and this came in the form of comprehensive policy initiatives which were underpinned by pro-developmental legislative alternatives (White Paper on Human Resource Management in the Public Service, 1997: 2). The PSA (DPSA, 1994) was the first piece of legislation promulgated to integrate "the fragmented system of state administrations inherited from the apartheid era into a unified national public service" (White Paper on the Transformation of the Public Service, 1995: 3). Other key legislation, including the Constitution of South Africa (1996), the White Paper on Human Resource Management in the Public Service (WPHRMPS) (DPSA, 1997) and the White Paper on Transforming Public Service Delivery (WTPSD) (DPSA, 1997), followed shortly thereafter with the same transformation intent.

To clearly understand the transformation intent of the Mandela-led government, it is necessary to draw a distinction between the PSA (DPSA, 1994), the WPHRMPS (DPSA, 1997) and the White Paper on Transforming Public Service Delivery (WTPSD) (DPSA, 1997). The aim of the PSA (DPSA, 1994: 1) is "to provide for the organisation and administration of the public service of the Republic, the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members". The WPHRMPS (DPSA, 1997: 2), on the other hand, aims to facilitate the ideological move away from employee administration to managing human resources. Section 3 of the WPHRMPS (1997: 9) recognises that human resources are the public sector's most valuable asset, and strategic and effective management of employees must therefore be the foundation of the broader

transformation of the sector. This is consistent with Fahim (2018:20), who states that human resource management practices are an essential strategic tool for the retention of public servants. Lastly, the WPTPSD (DPSA, 1997) is concerned with the long-term administrative reform of Government through impartial delivery of services, transparency with the public, and development-oriented public administration (Rakate, 2006: 59). Notably, the WPTPSD (DPSA, 1997) is also known as the Batho Pele White Paper because of the eight Batho Pele principles enshrined therein that promote quality service delivery.

Even though the South African public service has been on a strict path of transformation and reformation, it admittedly has not had much research to guide its journey. Robson (2006: 59) stated that the responsibility of governments for the execution and delivery of public services is an under-researched or largely unresearched phenomenon and, as such, literature on the topic is scarce. This, however, did not deter the new democratically elected government from forging a new public service that reflected its core values and principles as immortalised in the Constitution (1996).

Current governmental component of the state is a giant institution (Robson, 2006: 61) which comprises of the national, provincial and local spheres of government. To fully understand and appreciate the organisational structure of the South African Government, it is necessary to briefly describe the previous apartheid structure. According to Du Toit and Van de Waldt (1999: 196), the apartheid government structure comprised three levels of government (central, provincial and local), the six self-governing territories, and the states of Transkei, Bophuthatswana, Venda and Ciskei. The current dispensation, however, opted for spheres rather than levels of government, most likely owing to the word “level” carrying connotations of superordination or subordination (Robson, 2006: 74). This is evident in the Constitution (1996), which uses the phrase “spheres of government”. South Africa is said to have three spheres of government, namely national, provincial and local. According to section 44 of the Constitution (1996), the national sphere of government’s legislative authority is vested in Parliament. Similarly, the provincial sphere’s legislative authority is vested in the provincial legislatures, as established

in section 104 of the Constitution (1996), while the local sphere is vested in the municipal councils, as dictated by section 156 of the Constitution (1996).

According to the country's official Government website (2021), the South African system of government comprises the executive (the president and Cabinet), the legislative (Parliament, which consists of the National Assembly and National Council of Provinces), and an independent judiciary (courts). Further, Chapter Four of the Constitution (1996) governs the mandate and responsibilities of each of these constituencies, which represent different audiences.

As the legislative authority of South Africa, Parliament's core mandate includes law-making, oversight of the executive and state institutions, public participation, international participation and cooperative governance. The primary focus of the National Assembly should be to represent the people, while the focus of the National Council of Provinces is to ensure that provincial interests are considered during deliberations of the national sphere of government (South African Government, 2021).

Furthermore, according to the Department of Government Communication and Information System (GCIS) (2021: 4), the government is divided into seven clusters that aim to facilitate an inclusive approach to governance at national and provincial levels: Infrastructure development; economic sectors and employment; governance and administration; human development; social protection and community development; international cooperation, trade and security; and justice, crime prevention and security. In addition to these clusters, government is divided into 45 national government departments, namely Agriculture; Land Reform and Rural Development; Basic Education; Communications and Digital Technologies; Cooperative Governance; Correctional Services; Defence, Employment and Labour; Environment, Forestry and Fisheries; Government Communication and Information System; Government Pensions Administration Agency; Government Printing Works; Health; Higher Education and Training; Home Affairs; Human Settlements; Independent Police Investigative Directorate; International Relations and Cooperation; Justice and Constitutional Development; Military Veterans; Mineral Resources and Energy; National School of Government; National Treasury;

Planning, Monitoring and Evaluation; Presidency; Public Enterprises; Public Service and Administration; Public Works and Infrastructure; Rural Development and Land Reform; Science and Innovation; Small Business Development; Social Development; South African Police Service; South African Revenue Service; Sport and Recreation South Africa; Sport, Arts and Culture; State Security; Statistics South Africa; Telecommunications and Postal Services; Tourism; Trade, Industry and Competition; Traditional Affairs; Transport; Water and Sanitation; and Women, Youth and Persons with Disabilities.

At the provincial level, each of the nine provinces has its own legislature, the members of which elect premiers to head the executive councils. Steeped in deep African traditionalism and heritage, the South African Government further caters for the establishment of the National House of Traditional Leaders to promote the role of traditional leadership, enhance unity and understanding among traditional communities, and advise the national government (GCIS, 2021: 4).

The third and final sphere of government, namely local government, represents the people of South Africa. Local government is recognised in accordance with the Constitution (1996) and the Organised Local Government Act (1997). More so, the Organised Local Government Act (1997) determines the procedures by which local governments may consult with the national and provincial governments. This domain of government comprises of municipalities, which are presided over by Municipal Councils (Republic of South Africa, 1996).

The professional development of public servants in national government defines the scope of this study, and as such the following section will discuss the organisational structure in national government departments in South Africa. This section is relevant because the research design identified for this study is a single national government department case study. Drawing on a range of sources, this section sets out to describe the organisational structure of a national government department to situate the study.

Each of the 45 national government departments discussed previously has a Ministry that consists of a Minister, Deputy Minister (the Executive) and advisors.

The Ministry and the department are headed by an Accounting Officer, the Director-General (PMG, 2022). Typically, the Director-General is supported by Deputy Directors-General, who in turn are supported by Chief Directors and Directors, who are all referred to as the SMS (DPSA, 2003). The SMS are described as being on salary level 13 and higher (DPSA, 2003: 274). According to Motene (2017), the executive and SMS are responsible for policy planning and development.

All public servants below salary level 13 are non-senior management service, which comprises middle and junior managers, operational employees, interns and mentors (Motene, 2017: 37). Middle managers (salary levels 11 and 12) are responsible for supervising employees tasked with operational duties (junior managers on salary levels 9 and 10), while operational employees, interns and mentors (employees on salary levels 1 to 8) are responsible for administration and logistics. This study focuses on newly appointed public servants in non-senior management positions, that is employees on salary levels 1 to 12.

2.3 Discussion of the concepts that frame this study

The concepts selected for clarification in this study were deemed important because they contribute to the discipline, theory development and understanding of the focal phenomenon (Morse, 2016; Jaakkola, 2020), which is induction programmes in the public sector. Six central concepts frame this study, namely public service, public servant, public service delivery, public service motivation, induction and socialisation, and these will be discussed in the section that immediately follows.

2.3.1. Public service

According to the DPSA (2020: 2), the terms “public service”, “public sector” and “public administration” may be used interchangeably, but must be understood in the context of the Constitution (1996) when defining public administration and organs of state. This South African conceptualisation is contrary to what the Government of Malta proposes. Malta decrees that the term “public service” is not interchangeable with the term “public sector” (Government of Malta, 2022). This is because the term “public sector” encompasses all governmental institutions inclusive of their employees, while the public service comprises of the ministries and departments

within government. Adding to the debate, Rao (2013: 1) states that the civil service is made up of government ministries, departments and agencies, including ministerial advisors who are responsible for the development and implementation of government policies and programmes and the management of day-to-day ministerial activities. Fortunately, for the purposes of this study, the Governance and Social Development Resource Centre (2022) asserts that there is no universal definition for the civil service or public service; therefore, the collective noun “public service” will be used subsequently to describe all employees working for the state.

According to the Constitution (1996), the public service is an all-embracing body which makes multiple provisions for institutions which comprise of the Public Service and other related constituencies. In South Africa, public service functions are in accordance with Chapter 10 of the Constitution (1996) and as such they are mandated to loyally execute and implement the policies of the government in power. Chapter 10 of the Constitution (1996: 65) is concerned with the basic values and principles which govern public administration, and calls on the public service to conduct itself in a manner that reflects ethical and professional conduct and prioritises the state-of-being and social security of citizens. The WPTPS (1995: 6) was drafted in this spirit, reiterating the Government of National Unity’s vision to create a citizen-centric and development-driven public service characterised by equity, quality, timeousness and a strong code of ethics. Chapter III, section 8(1) of the PSA (RSA, 1994: 20) describes the public service as comprising individuals permanently or temporarily employed in a full-time or part-time capacity in posts on the establishment of departments or additional to the establishment of departments. To give the reader an idea of the expanse of the South African public service as a collective noun, Potgieter and Greyling (2015: 600) contextualised the sector in terms of numbers, with an annual intake estimated at 3 100 new entrants per month from a potential target population of national, provincial and local government. According to the StatsSA (2020), as the largest employer in the country, government’s compensation of its employees accounted for R694 billion or 41.9% of its overall expenses in 2018/19.

As a process and activity, Malawi (2018: 6) sees public service as the protection of public’s welfare and the efficient and effective delivery of services to the public.

Further, Malawi (2028: 6) believes that government's delivery of services maintains people's faith in the government.. In South Africa, Chapter 10 of the Constitution (1996) provides for the ideals of public service, which upholds the democratic values of participation, ethical and moral behaviour, consultation and transparency. Thomas (2015: 20) concurs with this provision and asserts that employees of the state are expected to espouse values such as adherence to political and judicial supremacy, public accountability, honesty, justice and rationality. In South Africa, the activity of delivering public services is governed by the Batho Pele principles (WPTPSD, 1997), which require that "citizens be told how national and provincial departments are run, how much they cost and who is in charge". This is discussed further in the section on public service delivery (see section 2.3.3).

Public service is also used as a countable noun in this study, and is used to describe the services that governments have a public responsibility to provide (Martin, 2004: 2). Spicker (2009: 1) provides further clarity by stating that public services include education, health, policing and defence, as well as social housing, income maintenance, community and family services. The Government of the United Kingdom, also known as Her Majesty's Government (HM Government), advises that public services refer to the activities executed by government officials in the public domain, such as policing and public health; activities from which citizens derive benefit, such as public service broadcasting or waste removal; and social services namely health care, human settlements, education and social welfare and development (HM Government, 2007). With this understanding, this study utilises the term "public service" to mean the services that governments are responsible for providing to their citizens through the employment of public servants.

2.3.2. Public servant

Throughout this thesis, the term "public servant" will refer to an individual who is employed by the South African government to work in the public service . Using the "public servant" in this thesis is consistent with the research published by the Government of Ireland (Citizens Information, 2022), which established that the term "public servant" is not interchangeable with the term "civil servant". In Ireland, civil servants are those employees who work directly for the government in government

departments or state agencies and carry out functions on behalf of the state. In addition, whilst all civil servants in Ireland are public servants, public servants are not civil servants because they are professionals paid by the government. These professionals include teachers, doctors, nurses, the police force and employees of other agencies that provide state services to the public (Citizens Information, 2022). The Irish distinction between civil servants and public servants is very different from the South African understanding, which recognises all employees of the state as public servants (RSA, 1996). Drawing on the brief discussion of the public service, a description follows of the individual who operates in this environment, viz. the public servant.

A study undertaken in China by Liu et al. (2015: 29) asserts that the concept of the “public servant” is universal and can be likened to “servant leadership”, which prioritises the concerns of subordinates. Liu et al. (2015) states that the principle of selfless service is current practice in China’s public administrative agencies, and employees in the public service are encouraged to put the interests of citizens ahead of their own while serving in accordance with the relevant regulations and legislation. The African view of the concept of “public servant” is not different. The expectation of African public servants is that they display attributes of the democratic values of accountability, transparency, excellence, objectivity, impartiality, integrity, loyalty, social justice, professionalism, and selflessness (Republic of Malawi, 2018: 18). To understand the South African conceptualisation of a public servant, Vil-Nkomo (2015: 422) asserts that if excellent service delivery is to prevail, public servants are those individuals who must adhere to and uphold the ethos and values espoused in the Constitution (1996), the WPTPSD (Batho Pele) (1997) and the Public Service Charter (PSCBC, 2013). Consistent with these values, a public servant is responsible for facilitating the provision of essential basic services to the nation because it is every citizen’s indelible socio-economic right (DPME, 2014: 4). To further clarify the role of a public servant, the Code of Conduct for the Public Service (PSC, 1997) dictates that public servants’ own interests should always be placed behind that of the public.

Of relevance to this study is also the discussion of newly appointed South African public servants and, moreover, their recruitment in the public service. When the new

government took the helm from its apartheid predecessor in 1994, it realised that it needed to garner the support and commitment from most of its public services (DPSA, 1995: 18), so in 1995 it drafted the WPTPS. The WPTPS (DPSA, 1995) was the preamble to the WPTPSD (DPSA, 1997) and served as the broad framework of government policy that sought to address the process of transforming and reforming the public service of the new democratic dispensation. The WPTPSD (DPSA, 1997) took the transformation agenda one step further by promulgating the Batho Pele principles, which every public servant in South Africa must espouse. In accordance with the PSA (1994: 8), which seeks to improve the delivery and quality of public services, this section endeavours to clarify the term “public service delivery” as it relates to the mandate of public servants.

2.3.3. Public service delivery

From the description of the public service extends the definition of “public service delivery”, which in this thesis, is described as the output of public service employees provided to citizens. From this understanding then, all citizens have the right to access timely, impartial service of a high standard from public servants toward their development and upliftment (PSC, 1997). In South Africa, the DPSA is central to government and plays a key policy role in ensuring the compliance and functioning of the public service. In addition, the DPSA is responsible for the development of institutional and governance initiatives that respond to citizens’ needs (RSA, 2021).

As a follow-up to the imperatives encompassed in the WPTPS (DPSA, 1995), the DPSA drafted the WPTPSD (DPSA, 1997). The 1997 White Paper built upon the eight transformation priorities in the 1995 White Paper by introducing the Batho Pele principles to provide a policy framework and an adaptable strategy for citizen-centric service delivery (DPSA, 1997: 3). The WPTPSD (DPSA, 1997: 4) acknowledges that the provision of services to the public is “not a privilege in a civilised and democratic society”, but a legitimate right to which every South African citizen is entitled. This critical piece of legislation is not concerned with what public services are provided, but rather how these are delivered. The WPTPSD (DPSA, 1997: 5) called on public servants to consider themselves servants of the people with the primary goal of managing service to the country’s citizens.

The eight Batho Pele principles as enshrined in the WPTPSD (DPSA, 1997) were introduced to help public servants understand their obligations to the citizens of South Africa. The Batho Pele principles declare that citizens should: (1) be permitted consultation about the quality of services they receive; (2) be made aware of the service standards they can expect; (3) have equal access to services; (4) be treated with courtesy; (5) be provided with access to accurate information about the services to which they are entitled; (6) be afforded openness and transparency, particularly with regard to how departments are run and the associated costs; (7) be provided with appropriate redress should a promised service standard not be met; and (8) receive services in an economical and efficient manner that ensures value for money (DPSA, 1997: 8-9).

Further to the Batho Pele principles, it is obligatory for the state as the employer and public servants as its employees to be compliant of the commitments and objectives outlined in the Code of Conduct for Public Servants (PSC, 1997) and Public Service Charter (PSCBC, 2013). The Code of Conduct for Public Servants (PSC, 1997) describes the ethical expectations of public servants in terms of their personal conduct and how they relate to citizens, while the Charter (PSCBC, 2013: 5) prioritises the unbiased and impartial provision of quality service delivery. South Africa's move to ensure its public servants adhere to a charter that defines service provision and standards is consistent with international best practice. Countries such as Australia (Service Charter, 1997), Belgium (Public Service Users' Charter 1992), Canada (Service Standards Initiative, 1995), India (Citizens' Charter, 1997), Malaysia (Client Charter, 1993) and Spain (the Quality Observatory, 1992) have all implemented variations of programmes that essentially intend to empower citizens about the level of services they should expect from public servants.

2.3.4. Public service motivation

Since access to efficient, effective and accountable public services is dependent on the ability and motivation of the public servants who are entrusted to provide and have oversight of the delivery of services (Schiavo-Campo & Sundaram, 2001), it is paramount to clarify public service motivation (PSM) in this section.

The concept of PSM was first coined by Rainey (1982), who alluded that being a public servant was about more than just a job; it was about heeding to a calling or fulfilment that is characterised by “the act of doing something valuable or worthwhile for society” (Brewer & Selden, 1998: 417). Perry (1996) goes on to assert that PSM refers to a public servant’s altruistic motivation in a move toward pro-social behaviour. Pro-social behaviour benefits others because it encompasses helping, sharing, caring and comforting between individuals and groups, which essentially benefits society at large (Laguna et al., 2021).

Vandenabeele (2008) asserts that public servants who experience elevated levels of PSM are more likely to be attracted to government organisations whose core mandate is welfare, education and culture because of the importance they attach to the mission, practices and reputation associated with that mandate. Being an individual construct (Brewer & Selden, 1998), PSM is characterised by intrinsic rewards, serving in the best interests of the public (Brewer & Selden 1998) and selflessness (Houston, 2006).

The discussion of PSM is important in this study because of its link to the increase in organisational performance and greater job satisfaction (Wright & Pandey, 2008) experienced by public servants.

2.3.5. Induction

Starting a new job usually means embarking on a new chapter in your career with the hopes of professional development and exposure, and even the promise of greater earning potential. These hopes, however, can quickly become dampened when one acknowledges that they are “the new kid on the block”. Induction training is critical because the personal anxiety of starting afresh in a new setting can be daunting for a new employee. When induction programmes are conducted properly, however, they can be effective in alleviating anxiety in new recruits (CIPD, 2016).

According to Iguodala-Cole et al. (2020: 84), the nature of induction programmes is not prescriptive and can take different forms such as conventional meetings,

lectures, visual aids, publications and reading matter and virtual orientations. To illustrate how induction activities may be formally and informally structured, the example of induction programmes for teachers is shared in this section. Induction activities may take the form of formally structured programmes such as when new teachers are regularly supervised by senior teachers, are given reduced teaching loads, and are formally mentored by master teachers (OECD, 2018: 48). Likewise, induction activities may take on an informal approach such as arranging separate activities in the form of informal peer work with senior teachers to support new teachers, or a welcome handbook. In this study, the terms “induction” and “onboarding” are used interchangeably because they share the same characteristics in the literature reviewed. Both concepts afford new employees the opportunity to understand the goals, duties and legal implications of their specific roles within the context of the organisation, and to optimise the effect of the new appointment on business outcomes (Meyer & Bartels, 2017, in West, 2018: 2; Karade et al., 2015: 197).

Since induction seeks to drive new employees’ understanding of their organisation, role and associated responsibilities, the following section will discuss the multiple benefits and outcomes of this professional development initiative.

2.3.5.1. Benefits of induction

With the growing interest in the implications of induction, the argument for organisational induction can be found for virtually every discipline in professional development and every sector of the economy. Literature on induction can be found in various sectors of employment, including education (Mchete & Shayo, 2020; Kearney, 2019; Mkhize, 2019; Nghaamwa, 2017; Akech, J., 2016), engineering (Bharthvajan & Kavitha, 2019; Hawse & Wood, 2018), information communication technology (Geraghty, 2017) and petroleum, oil and gas (Abdiwali & Musa, 2019). According to Masoud and Tariq (2020: 5025), effective employee induction increases the motivation of new employees to the extent that they begin to feel a part of the organisation. This implies that there is relevance and necessity in conducting further studies in induction practices and theory. A review of the current

literature on workplace induction confirms Masoud and Tariq's (2020) assertion and leads the discussion that follows on the benefits of induction.

According to Noe et al. (2017), induction is a form of training offered by organisations that eases their new, transferred, re-categorised and promoted employees into their new roles. Furthermore, induction provides new employees with the necessary clarity of role expectations, which is supposed to lead to increased efficiency and productivity in the new job (Masoud & Tariq, 2020: 5028).

Mchete and Shayo (2020: 285) conclude that induction training holds immense value because it relays to new recruits critical information that could affect their working environment, such as employment, legal, social and economic aspects. Mkhize (2019: 91) makes a further case for induction programmes, particularly in higher education, stating that university induction programmes are essential to the skills development of academic staff as they contribute to the effectiveness of professional development, which enhances employee performance.

According to Balci et al. (2016), a well-delivered induction assists the process of "role sending", which is when the organisation communicates messages of appropriate work-related behaviours and performance requirements to the new employee. Reddy et al. (2016: 1825) state that while induction may support employees who are expected to engage immediately, additional ongoing support could be offered in the form of continuous development programmes. If properly executed, induction can support employees' understanding of their contribution to the mandate and overall organisational success of their new employer (Ayana et al., 2020: 16). Vargas-Hernández (2016: 109) state that when considering corporate competitiveness, which is concerned with economic benefit, it is necessary for companies to impart quickly and effectively what is required of new employees so that they can start to contribute to the company's growth and productivity. For this purpose, an appropriately designed and implemented induction programme becomes essential (Vargas-Hernández, 2016: 109). A well-delivered induction programme can, therefore, potentially reduce staff turnover (Vargas-Hernández, 2016: 110), improve employee retention (Ronfeldt & McQueen, 2017) and even contribute to overall staff morale, which may positively affect productivity (Ayana et

al., 2020: 3). Further to this, Bharthvajan and Kavitha (2019) assert that an interrelationship exists between employees who successfully undergo induction and job satisfaction, this is because employees are more aware of management practices, the organisation's positive ethos, and their career prospects. Recent developments in the field of induction show that a well-delivered induction not only benefits the employee, but also the organisation. Vargas-Hernández (2016: 111) states that the induction process not only fortifies the employee's education and path toward professional growth and performance excellence (Mchete & Shayo, 2020: 285), but also results in the company benefitting by becoming more qualified and productive.

2.3.5.2. The outcomes of effective and ineffective induction

While the argument for induction is evident in the literature, Geraghty (2017: 15) claims that the drawbacks of induction must also receive due attention. A case for the variables of effective and ineffective induction is presented in the following section.

Effective induction illustrates the importance of ensuring that the employer integrates well with the working environment of its employees (Nghaamw, 2017: 12), thereby positively impacting the organisation. According to the CIPD (2016) in Geraghty (2017), the advantages of effective induction include increased motivation among new employees, improved job satisfaction, and reduced employee absenteeism and staff turnover. In addition, effective induction practices are evident in the reduced feelings of stress and social and emotional vulnerability that are characteristically experienced by new employees (Samosamo, 2015: 19). Viljanen (2018: 10) states that successful induction motivates and builds the self-esteem and morale not only of new recruits, but also of current employees who participate in the process, thereby positively impacting on staff retention. Bharthvajan and Kavitha (2019) found that effective induction training was responsible for increasing employee awareness about building and growing their careers in an organisation, thereby possibly contributing to improved levels of employee retention. Increased levels of staff retention and subsequent staff turnover are in the best financial interest of an organisation. For this reason, the findings of Ahmed's 2018 study are

pertinent in this discussion. Ahmed (2018: 48) asserts that there is a strong interdependence between an induction programme's efficacy and employee performance. When employees are said to derive benefit from an induction programme, their performance notably increases.

Further, Mchete and Shayo (2020) observed a cause-effect relationship between induction training and employee commitment towards an organisation. They found that there was a correlation between the level of commitment displayed by an employee and their performance level. In an investigation of Macedonian recruitment practices, the UNECE (2013) found that strong recruitment, induction and professional development policies assist in the retention of a younger workforce. In addition to the advantages, Abdiwali and Musa (2019: 51) and Iguodala-Cole et al. (2020: 92) found that induction training influences and improves workforce performance, and assert that induction training is in fact one of the determinants for positively influencing workforce performance. This is probably because induction imparts to new employees critical information such as role clarity, company policies and procedures.

In contrast, an organisation can experience negative outcomes because of poorly managed or ineffective induction training. Such induction is characterised by inadequate participation of top management (Mchete & Shayo, 2020: 285), which discourages other employees from wholly participating or taking the training seriously. Induction is one of the first professional development initiatives a new employee is likely to attend upon joining an organisation, and it is therefore imperative that it is well presented and of a high standard with visible top management buy-in. Induction training that is not well managed contributes to the development of negative perceptions about the organisation, and may enhance negative connections between the employee and the organisation (Samosamo, 2015: 15). Poorly managed induction training not only affects the employee, but also the organisation; productivity will most likely suffer, as in the Kenyan case study of a bank (Maruhi, 2018). Maruhi (2018:39) found that poorly designed and implemented induction programmes were responsible for role confusion among new employees, which ultimately resulted in poor cohesion between employees, low employee morale, low performance and higher levels of employee turnover, and

negatively impacted productivity. The UNECE (2013: 237) asserts that when induction processes for new employees are not well documented, the organisation's vulnerability is exacerbated because fewer individuals are able to perform critical tasks.

2.3.5.3. Role clarification of stakeholders within the induction process

The effectiveness of an induction programme is dependent on the participation and buy-in from the organisation's top management (Coleman, 2013). This ensures that all stakeholders view the process as beneficial to employees and employers alike. Considering that there is a substantial amount of literature on the individual roles played by the employer and employee in the workplace, the immediate sections discuss the responsibilities associated with the employer and the employee.

The employer

It is the employer's responsibility to appoint the person accountable for the induction process that will help new recruits to adapt to the organisation and acquaint them with how processes will unfold on the first day of induction (Viljanen, 2018: 11). As the first point of contact between the employer and employee, the human resource manager, as the HR expert, interacts with the new employees and is responsible for ensuring that they understand the organisation and the organisational culture through the development and maintenance of follow-up induction programmes (Arotiba, 2018: 110). In addition, the Ngqushwa Local Municipality (2017) allots immense responsibility to the HR manager to sufficiently prepare the logistics for the new employee's arrival. This entails all aspects, from ensuring the new employee receives an engagement pack before the commencement of duties to preparing their workspace and tools of trade. Next, the new employee's line manager is regarded as the most pivotal person in the induction process. This is probably because the line manager is the individual to whom the new employee will report. Line managers are responsible for informing employees of the specific requirements of the job (Samosamo, 2015: 25) because they are also responsible for conducting the performance appraisal process. Akech (2016: 22) adds that all public servants who have supervisory responsibilities (line managers) have an obligation to develop junior public servants through capacity-building interventions.

Consequently, there is significant reliance on line managers to effectively induct their subordinates to understand the departmental requirements of the role as well as the objectives, expectations and factors that contribute to performance success (Robson, 2013, in Maruhi, 2018: 18). Nyakale (2016) corroborates this and states that managers are responsible for emphasising employees' specific roles and responsibilities within their new units by explaining work processes and resources. Therefore, it is important that the employee receives a holistic picture of the new team and what their specific space within that team looks like. Karade et al. (2015: 201) add that employers can make induction more effective through customisation, thereby increasing how employees determine their contribution to the new organisation.

The employee

Despite the focus of this study being on the role of an induction programme on the socialisation of employees, employees also bear some responsibility for the success and efficacy of induction training. This section, therefore, describes the roles and responsibilities of the employee as the end-user of induction training. At the onset of Nyakale's study (2016: 1, 10), he clearly states that once the objectives of a role have been explained to new employees, the onus is on them to facilitate their own onboarding. This reinforces the assertions of Meyer and Bartels (2017), as cited in West (2018: 2) and Karade et al. (2015: 197), who state that induction is an opportunity for employees to understand the goals, duties and legal implications of their new roles as they relate to the organisation and business outcomes.

2.3.5.4. Induction in the public service

From the literature that the researcher consulted, it becomes evident that there is a difference between the objectives of induction of employees in the public and private sectors. In the public sector, induction is aimed at improving service delivery within the context of nation-building (Potgieter & Greyling, 2015: 608; Sekgala & Holtzhausen, 2016: 48, 56), while in the private sector it is concerned with corporate competitiveness, which is linked to economic benefit (Vargas-Hernández, 2016: 109). Induction is also seen as a mechanism to increase professionalism and assist the public sector to retain newly appointed public servants because of its usefulness

especially to those joining from the private sector and young people in their first job (Äijälä, 2001: 24).

When considering the definition of public service delivery, as cited earlier in this chapter, and the view that induction in the public service is linked to improving service delivery, it is important to discuss international and local trends in public service induction. In a systematic literature review such as this – which is embarked upon to confirm or refute that current practice evidence based, “to establish the quality of that evidence, and to address any uncertainty or variation in practice that may be occurring” – it becomes necessary to uncover international evidence and confirm current practices (Munn et al., 2018). Examples explored in subsequent sections will be from both international and local contexts.

2.3.5.5. International trends in induction training in the public service

Induction programmes are increasingly being recognised for their impacts on employee effectiveness because of their ability to contribute to an understanding of roles and responsibilities (CIPD, 2016). As a result of the increased popularity, the OECD report (2017: 61), *National Schools of Government: Building Civil Service Capacity*, observed the following trends regarding induction programmes in the public service: (i) training for new public servants was deemed mandatory because it was seen as an essential part of the induction process; (ii) annual training for public servants was viewed as a key requirement for the performance of duties; (iii) it was mandatory for managers from the ranks of middle and senior management to receive training; and (iv) in about half the countries surveyed, it was mandatory for all new recruits to be trained upon entry to the civil service. Therefore, it can be deduced that the existence of these trends alludes to growing interest in the training space for the public service. Governments are realising the value of training their public servants.

This section presents an overview of induction training in three different countries. The examples of the United Republic of Tanzania, Singapore and Australia were reviewed. The researcher chose to present Tanzania in this section because it is an example of an African developmental state (Kinyondo, 2020). Singapore, being the

highest-ranking country for public services in Asia (Global Economy, 2021), was selected above others. Finally, the example of Australia was chosen for discussion because its public service academy, the Australian Public Service Academy, was only recently established in 2021 (APSC, 2020) and may still be considered a “fledgling” when compared to other public service colleges globally. The examples that follow illustrate the country’s commitment to improving public service delivery by utilising induction to facilitate the mindset change public servants need to be effective and efficient in their duties.

United Republic of Tanzania

Since the beginning of 1993, the journey toward civil service reform in the United Republic of Tanzania (Tanzania) has been long and arduous (McCourt & Sola, 1999). While the current phase of reform began in 2000 (Morgan & Baser, 2007), it was not until 2011 that Tanzania decided to tackle head-on its issues of poor performance, an inflated public service, and the early exit of new public servants. The country began to focus on building capacity and performance initiatives for public servants, and passed legislation to make induction training mandatory for every new employee in the public service. The Public Service Standing Orders (URT, 2009) gave rise to circular number 5 of 2011, which sought to address the challenges of performance and retention. Akech (2016: 22) states that the Public Service Standing Orders (URT, 2009) clearly articulate that every employer is responsible for planning and conducting induction and orientation programmes, which in turn must provide newly appointed public servants with the knowledge, basic concepts and legislations pertaining to public service and work management that would enable them to adapt to their new job requirements. Marijani et al. (2018: 116) add that the challenges faced by the Tanzanian public service correlate with the fact that most individuals who become public servants do not actually participate in induction training.

The Public Service Standing Orders (URT, 2009) through the Tanzania Public Service College (TPSC), ensure that new employees complete induction training within six months of their appointment. To ease into the public service environment, newly appointed public servants are armed with the knowledge of legislation and

basic concepts pertaining to public service. According to Marijani et al. (2018: 120), the TPSC intends to achieve the following behavioural changes in newly appointed public servants through its public service induction training programme. Illustration 1 depicts the TPSC public service induction training programme and highlights the behavioural changes it envisages for Tanzanian public servants.



Illustration 1: The TPSC public service induction training programme

An evaluation of the TPSC's induction programme, through illustration 1, shows that it shares similarities with the South African CIP. The CIP is described in greater detail in section 2.4.2. that follows in this chapter. Literature on newly appointed public servants in induction programmes shows that they felt free in their new environment as opposed to their counterparts who did not participate in induction programmes (Akech, 2016: 65). The feeling of freedom was in turn associated with a smoother transition into the new work environment, greater levels of work enjoyment, increased confidence in their new profession, increased achievement of targeted objectives, decreased levels of animosity between co-workers, and better collegial engagements between experienced and newly appointed employees (Akech, 2016: 65-69). The latter finding, namely better collegial engagements between experienced and newly appointed employees, is of particular interest because the Public Service Standing Orders (URT, 2009) recommend that the responsibility of training and developing entry-level employees rest with senior staff employed in a supervisory capacity.

Even though Tanzania has a supportive context for public service reform (Morgan & Baser, 2007), studies indicate that the public service induction programme should be redesigned to include the features of an ideal induction programme (Marijani et al., 2018: 130), be subjected to rigorous evaluation (Kakolaki, 2013), and be realistic and practical (Rutaihwa, 2013). Therefore, the more established case study of the Singaporean Civil Service is explored further in the next section.

Singapore

In 1954, in the throes of political emancipation from Britain's colonial rule, the Singapore Public Service (SPC) realised that it was critical to centralise induction and vocational training for public servants. In response, the Staff Training School was established in 1971 to achieve this objective (Government of Singapore, 2022). In 1979, the school became known as the Civil Service Institute (CSI) and, most recently, the Civil Service College (CSC). Initially, the CSI concentrated on management and language training, but as Singapore's economy began to thrive in the 1980s and 1990s, the need to rethink the professional development of public officials became more pressing. Singapore's public service took the decision to highlight its core values of integrity, service and excellence through its Code of Conduct and other regulations. These core values are the predominant aspect of the induction and other milestone programmes, which guide the work of Singaporean public servants. To fully understand the success of Singapore's public service, it is important to understand what is meant by "government effectiveness". According to Kaufmann et al. (2004: 3), the World Bank defines "government effectiveness" as "the quality of public service provision, the quality of the bureaucracy, the competence of civil servants, the independence of the civil service from political pressures, and the credibility of the government's commitment to policies". Owing to its competent cadre of public servants, Singapore has dominated the number one spot for the most effective government globally from 2013 to 2018 (World Bank, 2021). Singapore's success as the global leader in government effectiveness, by World Bank standards, is attributed to its largely compliance-based approach to ethics management, which guides the conduct of civil servants and establishes internal control procedures on finance, procurement, human resources,

asset management and other matters (CSC, 2021). Singapore places immense emphasis on meritocracy and training in its public bureaucracy, and this has yielded high levels of competence of its public servants and how they implement service delivery policies (Jones, 2016).

According to Bhatta (2000), there are two main types of training programmes in the SPC, namely domestic and international. The domestic training programmes are categorised as induction training, basic training, advanced training, extended training, and continuing training. Of relevance to this discussion is the induction training that public servants undergo upon first entering the SPC. The induction training for newly appointed public servants in Singapore is a rigorous two-month foundation course. Its key components include team building and leadership training modules, as well as reinforcing the values of performing honest duty without fear or favour, going the extra mile for fellow citizens, and embodiment of being the public servant one can be (Thangaraju & Tan, 2014).

Australia

The Australian Public Service (APS) accords the responsibility of learning and development of public servants to the APS Academy (the Academy), which was established in 2021 (APSC, 2020). The Academy is entrusted to promote the following capabilities in the public service: Integrity; working in government; engagement and partnership; implementation and services; strategy, policy and evaluation; and leadership and management (Commonwealth of Australia, 2021). The Academy was born out of the need to enhance the public service's competitiveness as the public employer of choice (OECD, 2000), and swiftly addressed the earlier identified calls for flexible salary scales; improved performance and human resource management; implementation of reforms including legislated values and Code of Conduct; and enhanced attention to training and development (Äijälä, 2001).

The need to enhance training and development in the APS, particularly induction and ongoing development, was critical at a time when 28 per cent of external recruits were leaving the public service within two years of joining (Commonwealth of

Australia, 2019a). The APS bolstered efforts to revitalise the induction of public servants by including the basics of public administration, as well as the roles and responsibilities of the APS in its induction programmes. The APS's values of impartiality, commitment to service, accountability, respectfulness and ethical conduct also underpin the APS induction programme. Briefly, the APS induction programme comprises 12 eLearning modules that aim to improve the induction experience for newly appointed public servants (APSC, 2020).

As the newly established Academy continues to overhaul its induction training to reflect best practice that supports the delivery of essential whole-of-service induction for new recruits (Commonwealth of Australia, 2019b), the example of Australia will remain “the one to watch” against the backdrop of what other public service colleges are doing.

2.4. Local trends in induction training in the public service: South Africa

South Africa's transition from an apartheid state characterised by corruption and nepotism to a democratic state that sought to promote quality service delivery and reform was not easy (Franks, 2015: 1). It was a mammoth task that required the overhaul and transformation of a public service that comprised a cadre of public servants who had a particular way of thinking and doing things.

When the new democratic government came into power in 1994 it inherited the Public Service Training Institute (PSTI), which was responsible for providing in-service training to the public service. Owing to its inability to “embrace the new challenges of the democratic state, or its ability to resolve the new challenges of the new form of government and the new public service” (Sisulu, 2013), the PSTI was replaced by the South African Management Development Institute (SAMDI) in 1996. The SAMDI functioned as an independent institution for a decade until November 2006, when it was reconstituted and in 2008 formally launched as the Public Administration Leadership and Management Academy (PALAMA) (Ts'osane, 2020: 5).

PALAMA was, however, criticised for not being well poised to respond to the crisis of holistic skills deficit in the public sector, and in 2013 was reconstituted to establish the NSG (DPME, 2014: 22). The rationale behind the establishment of a national training academy was that it would address the professional development needs of the public service by focusing on training that was consistent with key government and ministerial frameworks and directives (PALAMA, 2013: 8).

As the sole public provider of education and training programmes to the public service, the NSG's legislative mandate is derived from Section 4 of the PSA (2014), which states that "a training institution listed as a national department" should be established to provide for training or facilitate the procurement of training that justifies the appointment or transfer of persons to the public service (RSA, 2014: 16). Once promulgated as an Act, the Public Administration Bill, which was passed in Parliament in March 2014, will direct the mandate of the NSG. Currently, the school relies on its partnerships with other departments and statutory bodies to realise the fulfilment of its responsibilities and mandate.

In South Africa, induction in the public service is driven by the education and training space in accordance with the White Paper on Public Service Training and Education (WPPSTE) (2007). The WPPSTE's primary objective within the legislative framework is to ensure that public service education and training are strategically linked to government's mandate to provide excellent service delivery, but will also empower its employees (Mehlape, 2017: 110).

Complementing the WPPSTE (1997), the following legislation supports the imperatives of education and training in the public sector:

- Basic Conditions of Employment Act 75 of 1997
- Broad-Based Black Economic Empowerment Act 53 of 2003
- Employment Equity Act 55 of 1998
- Labour Relations Act 66 of 1995
- National Qualifications Framework Act 67 of 2008 (and its related sub-frameworks)
- Preferential Procurement Policy Framework Act 97 of 2000

- Promotion of Access to Information Act 95 of 2000
- Public Finance Management Act 1 of 1999
- Skills Development Act 97 of 1998 as amended in 2008
- Other relevant Treasury, Presidency and DPSA guidelines

Further to this framework, the Department of Higher Education and Training (DHET) in collaboration with the DPSA developed the SETA Guidelines on the Public Service as a Training Space (2013), which provided the fiscal support for the public service's training budget. The guidelines state that government departments are required to budget at least 1% of its payroll for the human resources development of its employees to further the pursuit of the workplace as a training space. Sekgala and Holtzhausen (2016: 45) state that this was government's attempt to develop public servants' esprit de corps and ultimately improve their ability to efficiently render quality services to the public.

2.4.1. National School of Government's induction training offerings

To complement its suite of generic and customised programmes for the South African public service, the NSG offers four categories of induction programmes that cater to the specific needs of targeted groups. The first induction programme, Breaking Barriers to Entry in the Public Service, targets graduates with post National Senior Certificate qualifications and newly appointed interns. The Breaking Barriers programme is marketed as a "pre-service learning and development programme" (NSG, 2016: 5) and aims to orientate learners to the public service, how it is organised and functions (NSG, 2016). The Wamkelekile Induction Programme aims to welcome new SMS to state employment on salary level 13 (Directors) and salary level 14 (Chief Directors) (NSG, 2013). The rationale for introducing the Wamkelekile Programme is found in the Public Service Commission's (PSC) report (2008: ii), which determined that there was a dearth of management skills in the public service despite senior managers having high academic qualifications. The PSC (2008) asserts that the lack of management skills in senior managers is responsible for the low levels of service delivery. The third programme in the NSG course directory is the Executive Induction Programme (EIP), which targets Deputy Directors-General and Directors-General employed on salary levels 15 and 16 respectively. The logic behind the EIP's development is to provide a "comprehensive

understanding of the state machinery and policies supporting the developmental agenda” (Letsatsi-Duba, 2017). The final induction programme, the CIP, aims to professionalise the public service through the induction of newly appointed public servants on salary levels 1 to 12. The CIP aims to build a public service cadre that reflects the developmental values, knowledge, skills and commitment that is necessary to serve the people of South Africa (NSG, 2016). The CIP is discussed in detail in the section that follows.

The suite of induction programmes that is available to the public service is congruent with Marijani et al. (2018), who state that extensive induction programmes for new and in-service public servants are necessary to ensure exposure to relevant procedures pertaining to the duties of a public servant, as well as the appropriate application of prescribed guidelines and procedures.

2.4.2. Compulsory Induction Programme

In 2008, the DPSA issued a Directive for the Implementation of the Massified Induction Programme in the Public Service, which was in accordance with the 2004 Cabinet decision to expose all new public servants to key government policies and programmes, and the ethos of Batho Pele. The Directive mandated that the induction programme was applicable to all government departments and would be compulsory for all newly appointed public servants. The CIP would replace the previous two-day Public Service Induction (PSI) for all promoted and transferred employees across the public service (Sekgala & Holtzhausen, 2016: 45).

Cabinet’s decision to make attendance and completion of the programme compulsory was based on the public service need for a cadre of employees who aligned themselves with the government programme of action to improve service delivery. This is consistent with Potgieter and Greyling (2015: 600), who reiterate the importance of induction in the public service as familiarising newly appointed public servants with the values, principles and ethics associated with the public service, its customers and the citizens. The fact that the CIP is mandatory for all newly appointed public servants is consistent with international best practice. In fact, the majority of global public service legislation mandates training attendance as

obligatory for civil servants. In Germany, specific regulations for in-service training dictate that public servants who work in inland revenue, tax and excise administration, labour administration or social security administration are obliged to undergo a two-year training cycle following their recruitment (Gebhardt, 2016). Likewise, all new employees entering the German public service must complete a six- to eight-week training programme in general administration.

Delivery of the CIP utilises a blended learning approach that encompasses classroom contact sessions, workplace-based learning and online learning with support from NSG e-learning facilitators (Potgieter & Greyling, 2015: 609). According to the NSG’s Course Directory (NSG, 2016), the programme comprises five five-day modules on a block-release basis, with one day set aside for orientation. The programme’s modular format is consistent with other international public service training academy offerings such as the Lal Bahadur Shastri National Academy of Administration (LBSNAA) in India (Maritz, 2018: 109).

The CIP is aimed at newly appointed public servants on salary levels 1 to 12 and covers the following categories of employment: First-time employment in the public service, and re-appointment into the public service following resignation. The programme is the first formal step towards employment in the public service, and should be understood as a process that orients and introduces newly appointed public servants to the public service. The CIP is accredited by the South African Qualifications Authority (SAQA) and organised into five modules that are thematically structured.

Compulsory Induction Programme				
Module 1	Module 2	Module 3	Module 4	Module 5
Understanding your Constitution and your Government Mandate	Working the Service Delivery System and Public Administration Process	Being an Ethical, Honest and Considerate Public Servant	Building Good People Relationships	Understanding the Financial Process of Government

Illustration 2: The thematic module structure of the CIP (NSG, 2016)

Module 1 is the newly appointed employee's orientation into the public service. It aims to facilitate the employee's understanding of the Constitution and government's mandate. The module builds on the application of the constitutional values and reiterates the Batho Pele principles for service delivery (North-West Provincial Government, 2015: 3). The DPSA (2013: 18) further asserts that the purpose of module 1 is to orientate new recruits into the public service by socialising and acculturating them to become effective and efficient public administrators who use state resources to serve the citizens of South Africa. Mchete and Shayo (2020: 295) state that orientation in general facilitates easier socialisation and integration into the workplace for new employees, and may have positive spin-offs such as creating a sense of belonging. In addition, Maruhi (2018: 3) asserts that orientation exposes new employees to the organisational culture and reveals the interconnectedness of employees within the organisation. Khumalo (2016: 31) contends that orientation should focus on information that is of personal benefit and concern to the new employee to promote employee longevity in the organisation (West, 2018: 44). This is consistent with the aims of the module, which are to link government, departmental and individual mandates, and understand the terms and conditions of being in the public service (NSG, 2016).

The practical application of module 1 in the workplace entails newly appointed public servants understanding their department's mandate as well as their individual role in achieving that mandate (NSG, 2016:12). Upon completion of module 1, which comprises an individual assignment, an in-class group project and workplace assignment, public servants are eligible for confirmation of probation for permanent appointment. Final confirmation of probation for permanent appointment is, however, dependent on the employee's successful performance assessment in accordance with the department's Performance Management Development System (PMDS), personal suitability checks, and the Public Service Code of Conduct vis-à-vis the Public Service Regulations (DPSA, 1999: 5).

Module 2 focuses on how service delivery works in relation to the operation of government and democracy. The objective of this module is to ready employees for service delivery through the dissemination of knowledge, skills and values relevant

to cooperative government, policies, and programme and project management principles. The objectives of module 2 are consistent with the WPTPS (1995: 7), which states that all stakeholders need to be fully involved in the system of governance so that they are equipped to reshape service delivery and transform the public service. The understanding here is that it is imperative for public servants to learn how they can implement and administer service programmes and projects within regulatory prescripts. The practical application of module 2 in the workplace is achieved when newly appointed public servants understand their department's services and what their role is in delivering those services (NSG, 2016: 12).

Module 3 highlights the moral imperatives of being a public servant in South Africa, with emphasis on employees performing their duties in an ethical and professional manner that is in accordance with the Public Service Code of Conduct (1997) and Batho Pele principles (1997). Module 3 is founded on the basic values and principles governing public administration as enshrined in the Constitution of the RSA (1996). Chapter 10 of the Constitution (1996) upholds that “a high standard of professional ethics must be promoted and maintained” by all public servants. This module reinforces the notion that employees’ norms, values and attitudes must be aligned with government’s imperative of having a professional, honest, equitable and considerate cadre of employees. The composition of this module is consistent with the analysis conducted by Fourie and Poggenpoel (2017: 173), which found that professional ethics was the fifth-most recurring theme in 25 reports by the Auditor-General of South Africa and the Public Service Commission from 2004 to 2014. The aspects of administrative justice, understanding corruption and enforcing anti-corruption measures are especially relevant when one considers Mle’s recent article (2020: 28), which states that bribery, conflict of interest and the misuse of inside knowledge epitomises the South African public service. Evidence that module 3 can be practically applied in the workplace is noted when newly appointed public servants can understand their department’s professional requirements and discern the benefits of working professionally, ethically and honestly (NSG, 2016:13).

Module 4 focuses on establishing and maintaining good working relationships in the public service. It emphasises the importance of understanding how newly appointed public servants should manage themselves and others to perform well and meet

expectations. The objectives of this module include understanding the career development process and the importance of continuous development. The module also promotes understanding of labour relations, grievance and disciplinary procedures in the public service. From an organisational perspective, module 4 equips newly appointed employees with an understanding of how to work with colleagues and citizens to ensure effective service delivery. Module 4 has international relevance because it echoes the sentiments of Tanzania's Public Service Induction Programme, which also requires public servants to understand their role in building a customer-centric public service that espouses the values and principles of a service charter (Marijani et al., 2018: 120). The practical application of module 4 in the workplace promotes newly appointed public servants' understanding of human resources policies, processes and management systems, and how these affect their development and career pathing in the public service (NSG, 2016: 13).

Module 5 is the last module in the programme and aims to equip newly appointed employees with a basic understanding of public finance principles, practices and supply chain processes vis-à-vis the Public Finance Management Act (1999). According to Kamakia et al. (2017), such a module holds personal relevance for public servants because they tend to spend more than they earn and do not have sound budgeting practices. Kamakia et al. (2017) postulate that if public servants could have the necessary tools to manage their own finances, they would possess the necessary skills and knowledge to manage public funds. The practical application of module 5 in the workplace encourages newly appointed public servants' understanding of financial and supply chain management processes in their department and how it affects their daily work (NSG, 2016:13). While newly appointed public servants acquire theoretical and practical knowledge through the CIP, they are also expected to engage with colleagues and interact with their new environment. It is hoped that the outcome of engagement and interaction in the new workplace will be integration through socialisation. For the purposes of concept clarification, socialisation is briefly discussed in the next section. It will, however, be examined in greater length in Chapter Three.

2.5. Socialisation

The discussion of socialisation in this section is preceded by its introduction in the previous chapter. Contemporary definitions for socialisation describe it as the process of how employees acquire the knowledge, skills and disposition to gain professional recognition (Hawse & Wood, 2018). Regarding socialisation in the public service, Gerbhardt (2016) argues that in the German public service it is important because it facilitates the organisational fit of legally qualified and bureaucratically socialised public servants into the established legalistic culture of that country's public administration.

Multiple benefits are associated with socialisation when properly facilitated. Mchete and Shayo (2020: 295) assert that socialised employees can easily work in teams, are more engaged with their job, are more motivated, can work in teams for problem-solving tasks, display good communication skills, are less likely to resign due to their strengthened work commitment, and have a strong sense of belonging in the organisation. Achieving socialisation is important because it contributes to the development of desired attitudes and behaviours in new employees (Perrot et al., 2012).

Of relevance to the discussion of the socialisation of new employees is the concept of socialisation tactics. Van Maanen and Schein (1979) assert that organisations can consciously or unconsciously teach and assimilate newcomers by employing socialisation tactics to structure how they learn about the organisation and particular roles (Wang et al., 2019: 197). According to Van Maanen and Schein's classic work (1979), socialisation tactics exist along six dimensions, namely collective vs individual; formal vs informal; sequential vs random; fixed vs variable; serial vs disjunctive; and investiture vs divestiture. Kim and Moon's study (2021) reveals that the extent to which socialisation tactics are institutionalised positively affects new employees' psychological contract with the organisation. This in turn facilitates a swifter and more successful adjustment.

The first socialisation tactic, collective socialisation, is described as introducing new members to an organisation as a group or cohort, while individual socialisation

refers to individualised training where newcomers are isolated from other newcomers for participation in activities such as on-the-job training (Tausczik et al., 2018). The second tactic of formal versus informal socialisation involves new employees being separated from their peers so that they can become immersed in experiences or activities specific to them. These activities are usually classroom based and supported by a curriculum or educational activities (Crisogen, 2015: 333). The third tactic, sequential versus random socialisation, occurs when new employees are required to complete defined steps towards mastering target roles, as opposed to learning in a random sequence (Jones, 1986; Perrot et al., 2012). The fourth tactic, fixed versus variable socialisation, involves the new employee completing an assigned task within a predefined time. In the fifth tactic of serial versus disjunctive socialisation, serial socialisation is the process whereby new employees are socialised into the workforce by an experienced colleague rather than disjunctive socialisation where the role model or mentor is unavailable (Saks & Ashforth, 2002). The sixth and final tactic is investiture versus divestiture socialisation. Investiture socialisation is concerned with the organisation affirming and ratifying new employees' personal identity and characteristics, while divestiture refers to negative social interactions between new employees and their new colleagues (Simosi, 2010).

In Van Maanen and Schein's (1979) identification of socialisation tactics, Jones (1986) groups the collective, formal, sequential, fixed, serial and investiture socialisation tactics under the term "institutionalised socialisation", and the individual, informal, random, variable, disjunctive and divestiture socialisation tactics under the term "individualised socialisation". In the debate of institutionalised socialisation over individualised socialisation, Bagues and Valiorgue (2019) state that newcomers are not passive agents of socialisation, but instead play an active role in maintaining organisational roles. The literature implies that newcomers are capable of thinking for themselves and acting in ways that shape their experience trajectories in the organisations they join. Uddin and Ahmed (2016: 246), however, argue that while institutionalised socialisation can reduce new employees' uncertainty and anxiety in the workplace, it also has the potential to impede the socialisation process. Since newcomers no longer proactively seek new information from colleagues, the possibility of forging of new relationships is stunted.

This section demonstrates that socialisation is an important vehicle in facilitating the understanding of how and why newly appointed employees need to learn and comply with the various processes and procedures in the organisations they join. More specifically, discussing socialisation highlights the consequences of these employees failing to comply with institutionalised norms, practices or behaviours, and they are more likely to experience conflicts that cause them to resign sooner than anticipated.

According to Tiantian (2019: 505), the process of organising socialisation is when new employees from outside the organisation are transformed into internal personnel of the organisation. The process of transformation is best understood by dividing socialisation into different phases, and it was for that reason that Feldman's three phase model (1976) was chosen as the theoretical framework for this study.

2.6. Summary of the chapter

This chapter discussed the various definitions of the term "induction" in general and in relation to the public service. It also contextualised the types of induction programmes directed at new entrants in the public service, and highlighted the objectives and benefits of the programmes. The legislative framework that supports and guides the education and training space in the South African public service was also outlined. From the literature reviewed, the researcher established that the experiences of newly appointed public servants of how the programme contributed to their understanding of their role as public servants has not been investigated. In the next chapter, the researcher discusses why Feldman's CTS (1976) is the most suitable theoretical framework to explore the socialisation of public servants in South Africa, explains the phases of socialisation that form the core of Feldman's CTS (1976), and discusses other studies that used the framework to guide their work.

CHAPTER THREE

FELDMAN'S CONTINGENCY THEORY OF SOCIALISATION AND OTHER SOCIALISATION THEORIES RELATING TO INDUCTION OF PUBLIC SERVANTS IN SOUTH AFRICA

3.1. Introduction

Chapter Two reviewed the literature on induction and was presented in parts with the goal to inform the reader of international and local trends in induction training programmes in public service. Chapter Two also reviewed three international examples of public service induction training programmes and finally nestled itself within the South African context. The researcher also discussed the CIP, the induction programme under investigation in this study. The five modules that make up the CIP was also discussed at length. The chapter concluded with a discussion of socialisation as it relates to the learning of one's role in a particular environment. This was done to situate the use of Feldman's CTS (1976) for this study.

In this chapter, the researcher discusses Feldman's CTS as the most suitable theoretical framework to explore the socialisation of public servants in South Africa. This is achieved through an explanation of the phases of socialisation that form the core of Feldman's theory (1976). A brief discussion is then presented on other studies that used Feldman's CTS (1976) as a framework to guide their work, thereby giving rise to new developments in socialisation. In this chapter, the researcher discusses relevant theories of socialisation that impact on the experiences of new employees in an organisation. In particular, the uncertainty reduction, need to belong, social exchange and social identity theories are discussed. The chapter concludes with a summary.

The researcher starts this chapter by drawing on the academic understanding of a theoretical framework and how that understanding underpins the choice of Feldman's CTS (1976) as the chosen theoretical framework.

3.2. Theoretical framework

Upon embarking on this study, it was incumbent on the researcher to develop a 'blueprint' or guide for the course of the research. It was therefore critical to identify an existing theory that reflected the hypothesis of the study and with which the research could optimally engage. It was important, however, to first understand the difference between a conceptual and theoretical framework because, as Tamene (2016: 50) states, these two terms are different and not interchangeable. According to Tamene (2016: 51), drawing from the description of a 'concept', which is not a standalone item but rather a convergence of concepts related to other concepts, a conceptual framework is a connection between related or interlinked concepts that creates a 'framework'.

The researcher found further clarity in Adom et al. (2018: 438), who posit that a theoretical framework is often 'borrowed' by researchers to build the foundation upon which their research is constructed, and provides for further philosophical, epistemological, methodological and analytical structure. Identifying the appropriate theoretical framework for social research serves as the glue to research design (Ngulube, 2018). In summary, a theoretical framework is a guide for research that determines what needs to be measured and what statistical relationships emerge from those measurements so that a researcher can propose an explanation of an event or research problem.

The eventual differentiation of these often-misunderstood terms gave rise to the researcher choosing a theoretical framework to situate and contextualise this study. The researcher drew the theoretical framework for this study from Feldman's CTS (1976). The choice of the CTS for this study is founded on Kivunja and Kyini's (2017) statement that a theoretical framework is not a summary of the researcher's thoughts about their research, but rather a fusion of the thoughts of giants in the chosen field of research as they relate to the proposed research, how the researcher understands the theory, and how the researcher will use the theory to understand the data. The CTS will be discussed in further detail in the following section.

3.3. Feldman's Contingency Theory of Socialisation (1976)

As a phenomenon that appeals to scholars across the social science disciplines including education, socialisation is the process through which individuals exchange, adapt to and internalise the norms, beliefs, behaviours and values of a shared social group over the life course (Šaras & Perez-Felkner, 2018: 1). Understanding and exploring socialisation is critical to this study because it is “a particular part of learning” through which individuals acquire “the requisite orientations for satisfactory functioning in a role” (Parsons, 1951: 211). It is worthwhile noting that Van Kleef et al. (2019: 82) define formal socialisation as training programmes and selection procedures, and informal socialisation as spontaneous and uncontrolled by management, and separate from the organisation. Despite its characteristics, informal socialisation impacts the behaviour of employees as much as formal socialisation. This description is congruent with the researcher's objective to understand the formal and informal socialisation processes that influence newly appointed public servants to understand their role.

Furthermore, the relevance of the CTS to support this study has its basis in the fact that it is a process theory, which means it focuses on sequences of activities, their durations, and the intervals between them as they lead to specific outcomes (Niederman et al., 2018: 6). As a theory of contingency, the CTS is based on the premise that employees' socialisation outcomes are dependent or contingent upon the organisation's situational factors, such as clientele, environment, technology and size (Mendy, 2020: 3). Furthermore, Feldman's CTS (1976) is consistent with the definition of contingency theory proposed by Bratton (2015: 84) as the success of a particular strategy, structure or managerial style that is dependent upon the presence or absence of other factors or forces.

In the context of this study, successful socialisation is contingent upon employees resolving conflicts in each phase of the socialisation model. Complete socialisation is contingent upon employees achieving the outcomes after the final phase of socialisation. Understanding the nature of contingency in the process of socialisation is important for this study because it guided the researcher to ascertain

whether the CIP, which is delivered in the accommodation phase of the socialisation process, influences newly appointed public servants to understand their role.

In the CTS, Feldman (1976: 434) describes the process of socialisation as occurring in three phases, namely anticipatory socialisation, accommodation, and role management. Further to the three distinct phases, Feldman (1976: 436) describes variables that need to be resolved to have a successful socialisation experience. He also describes the outcomes that employees experience as a result of complete socialisation.

Illustration 3 below describes the socialisation process, with a clear indication of the three phases, variables within each phase, and the outcomes of socialisation.

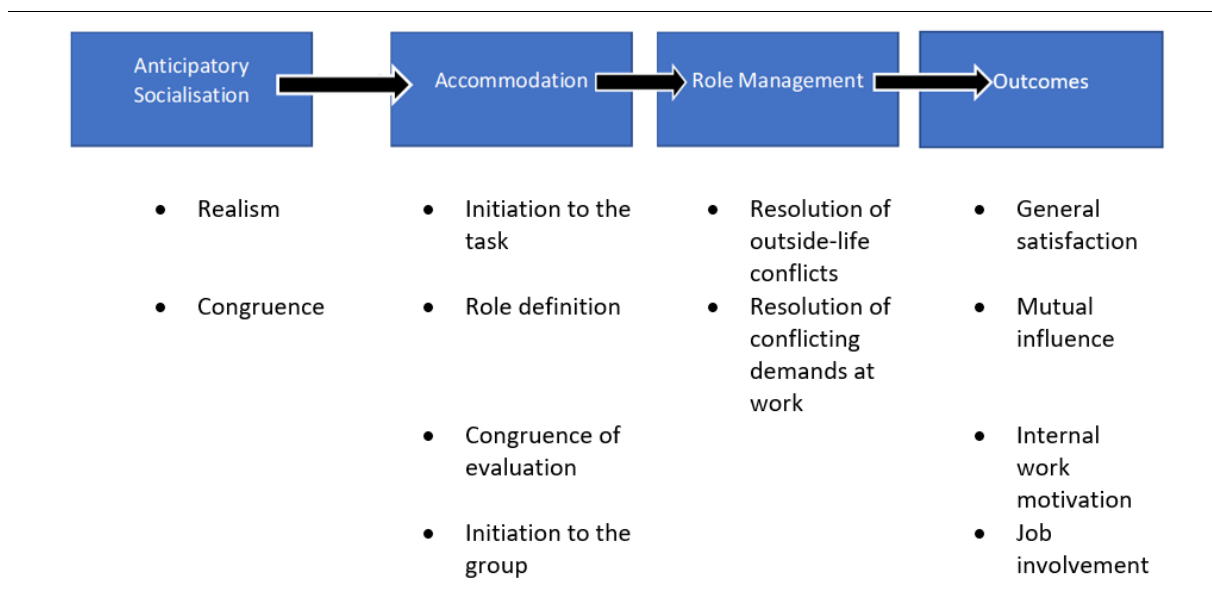


Illustration 3: Feldman’s CTS model (1976)

To give the reader a clear understanding of Feldman’s CTS (1976), the researcher describes each of the three phases of the model in detail in the section that follows.

3.3.1. Phase one: Anticipatory socialisation

The anticipatory socialisation or ‘pre-arrival’ phase is where employees learn about their new employer prior to formally joining the organisation (Colakoglu & Gokus: 2015: 2). Employees learn and obtain information about their future employer

through organisational literature, interactions with organisational members, recruitment efforts or the organisation's reputation (Cranmer, 2015). Pitney (2002) asserts that anticipatory socialisation is critical to one's professional attitude because in this phase employees learn how to internalise unique professional traits in their chosen profession.

The first variable within the anticipatory phase is realism, which Feldman (1976: 434) describes as the extent to which individual newcomers have accurate knowledge about life in the organisation before they join. Further to this, Njegovan et al. (2017: 170) acknowledges the process of acquiring organisational knowledge and skills to enable effective functioning within an organisation as organisational socialisation. The second variable in the anticipatory phase is congruence and this refers to the mutually satisfying relationship between the individual's needs and skills and the organisation's resources (Feldman, 1981: 310). Congruence serves as an indication of whether the employee's decision to join the organisation was successful. Of particular interest to this discussion on congruence is the study by Liang et al. (2021: 2), which found that an individual's desire to join an organisation is based on their initial understanding of the organisation's values. It is possible that as employees progress through their tenure at an organisation, they may discover a disjuncture between what they value as individuals and what the organisation appreciates. When individual and organisational values are incongruent (Titov et al., 2018.), this gives rise to internal conflict within the employee and is likely to negatively influence their socialisation experience.

3.3.2. Phase two: Accommodation

The second phase of the socialisation process is accommodation or encounter, where employees attempt to become a participant of the organisation by learning, making sense and adjusting to the new environment (Yu, 2020: 2). According to Feldman (1976: 435), new employees engage in four main activities in the accommodation phase, namely learning new tasks, establishing new interpersonal relationships with co-workers, clarifying individual roles within the organisation, and self-evaluation of progress in the organisation (Balci et al., 2016).

Learning new tasks is important for new employees because it satisfies their basic needs to feel competent and effective in their roles (Chong, 2020: 71). The activity of forging new interpersonal relationships has many benefits for new employees, including soliciting co-workers' support to carry out work-related duties (Susskind et al., 2003); receiving encouragement and support when completing tasks (Zhou & George, 2001); receiving emotional support (Pennaforte, 2016), which can lead to goal accomplishments and general well-being in the work context (Judge & Zapata, 2015); creating interpersonal links, which leads to open and free communication; and receiving constructive criticism from co-workers on task-related issues. In terms of role clarity, Fang et al. (2011: 140) assert that as an activity it is critical for new employees to receive clear information about expectations and role requirements because it reduces inherent uncertainty and allows them to actively make sense of their new surroundings. The fourth activity in which new employees engage is the self-evaluation of their progress, and this involves the fundamental appraisal of their own self-worth, competence and capabilities in a new role (Song & Kim, 2015). The importance of newcomer self-evaluations is explored in the Core Self-Evaluation theory (Judge et al., 1997), which posits that there is a link between self-evaluation and task performance as goal-setting motivation. Concluding the discussion on the activities in the accommodation phase, Sollova (2019: 5) adds that it is critical for organisations to create a conducive environment for the accommodation of new employees if they are expected to effectively serve and benefit the employer.

Within the accommodation phase, Feldman (1976: 435) identified four process variables, namely initiation to task, initiation to group, role definition, and congruence of evaluation. The first variable of initiation to task measures a new employee's level of success at learning new tasks of the new job. A discussion of Argyris and Kaplan's (1994) six assumptions that underpin the way in which adults learn is critical to the discussion on initiation to task because it explains how adults gain new knowledge after attending employee learning programmes. Argyris and Kaplan's (1994) first assumption is that adults are driven to learn by their need to know why they should learn something new; the second assumption is that learning should be self-directed. The third assumption is that adults need the quality of their experience to be acknowledged because of the vast experience they possess in comparison with their younger counterparts. This is followed by the fourth assumption that adults are

driven to learn when they understand the benefits new learning will yield. The fifth assumption centres on the fact that adults are more likely to be driven to learn when they are convinced it will solve real-life experiences. Lastly, the sixth assumption is that adults are intrinsically and extrinsically motivated to learn new knowledge and skills. The study argues that it is important to firstly understand the fundamentals of adult learning, that is, how and why adults learn, to understand why initiation to task is more easily achieved by some employees than others. According to Feldman (1976: 435), the second variable of initiation to group measures the degree to which managers and co-workers have accepted new employees. Feelings of acceptance and belonging are important for new employees, especially when one considers the findings of Carr et al. (2019), which show that when employees experience belonging, their performance increases by 56%, and absenteeism and turnover risks decrease by 75% and 50% respectively.

The third variable of role definition is concerned with new employees' ability to perform tasks in the new organisation. It also referred to as performance proficiency or task performance. (Sollova, 2019: 10). Ergun (2021: 4) states that supervisors should promote task performance by encouraging employees to observe their peers as it would set clear and reasonable expectations regarding their job. In addition, Ergun (2021) states that the provision of implicit and non-technical knowledge about the organisation and emotional support from supervisors are critical to facilitating task performance.

The final variable of congruence of evaluation refers to the performance evaluation or appraisal of new employees by both themselves and their managers. This is an important variable because it is the organisation's attempt to improve its performance and success by aligning its own goals with those of its employees by evaluating them against the work they carry out (Rony et al., 2020: 2073). Yu (2020: 2) states that all the learning acquired from the accommodation phase describes the results achieved in the role management phase, which is discussed in the next section.

3.3.3. Phase three: Role management

According to Feldman (1976: 435), the third phase of the socialisation process is role management or metamorphosis, which occurs when new employees must assume the roles for which they were employed. Yu (2020: ii) describes role management as occurring six months after starting in a new work role. Resolution of outside-life conflicts and conflicting demands are the two process variables associated with this phase (Feldman, 1976: 435). The resolution of outside-life conflicts refers to the newcomer's ability to successfully negotiate between conflicts in their personal and work life (Colakoglu & Gokus, 2015: 10), while resolution of conflicting demands refers to the extent to which employees can manage office politics or conflict in the group dynamic in the organisation (Feldman, 1976: 435). Kahn et al. (1964) and Greenhaus and Beutell (1985) in Kossek et al. (2020) state that role conflict occurs when an individual experiences internal conflict due to time constraints, strain or behaviour-based demands between work and non-work roles, thus impacting on work-family role relationships. The concept of role conflict is pertinent to this study considering the impact of Covid-19 on organisational dynamics since the outbreak in 2019. As Covid-19 continues to wreak havoc on economies throughout the world, employees are finding it increasingly difficult to achieve a work-life balance (Wolor et al., 2020), thus exacerbating role conflict. One of the ways in which organisations can encourage employees to achieve a balance between their professional and personal lives is to offer work flexibility, which leads to greater job satisfaction, higher performance and an overall improvement of the organisation (Davidescu et al., 2020: 2). Owing to the global impact of the pandemic, many organisations, including the public sector, have increased work flexibility by offering remote working arrangements for employees, however, this has inadvertently increased the likelihood of role conflict. Conflicts faced by public servants during the pandemic were highlighted upon commencing with data collection for this study, and the researcher will elaborate thereon in Chapter Four, which discusses the research methodology.

Closely linked to the concept of role management is that of role acquisition. In their model of role acquisition, Thornton and Nardi (1975: 872) describe four stages that see incumbents becoming more active when accepting their roles. They do this by

engaging in and shaping their roles. The first stage of role acquisition shares the same definition of anticipatory socialisation, which is when potential new employees learn about a role prior to joining the organisation. Thornton and Nardi (1975: 874) state that new employees generally obtain information about their new roles through generalised sources such as mass media, which provides them with knowledge of what the organisation's expectations may be. The next stage is the formal stage where employees learn about the formalised expectations of their role usually through handbooks, manuals, legislation and even codes of conduct (Thornton & Nardi, 1975: 876). In the third or informal stage, employees acquire knowledge about their role through unofficial or informal methods, such as interactions with co-workers. The proponents of the model assert that this method of acquiring new information about roles has the most profound effect on employees' attitudes towards their role performance and enactment (Thornton & Nardi, 1975: 879). The final stage is aptly named the personal stage since individuals bring to their new roles their prejudices, personality characteristics and pre-existing understanding of how things would be.

3.3.4. Outcomes

Feldman (1976: 436) posits that socialisation is complete when new employees successfully go through all three phases of the socialisation process and favourably conclude the activities in the role management phase. Saks and Ashforth (1997), Ashforth et al. (2007), Bauer et al. (2007) and Wanberg (2012) in Van Kleef et al. (2019) demonstrated that when an individual has been successfully socialised, they can contribute to the organisation's continuity and performance because they have internalised the organisation's values, mission and vision. Pradhan and Misal (2020) add that when organisational socialisation is successful, the outcomes are the speedy and effective adjustment of the newcomer to new tasks, roles, and organisational values and norms. Complete socialisation is achieved when the individual is said to experience general satisfaction, mutual influence, internal work motivation and job involvement.

From the above analysis, it became evident to the researcher that the process of socialisation is complex and involves multidimensional variables and dynamics that

at times necessitates new employees to resolve conflicts within the various phases. This adds merit to the current study, and further emphasises the need to analyse and explore how newly appointed public servants experience the socialisation process through the CIP. To fully understand and ground Feldman's CTS (1976) in this study, it is key to engage with literature that explicitly criticises the phase-stage model. The researcher, however, was unable to find explicit criticism of the CTS; it was easier though to locate criticism on the socialisation process itself. The section that follows therefore briefly discusses the criticism of socialisation to locate this study in the development of new knowledge on socialisation experiences in the public service.

3.4. Criticism of socialisation

Kramer and Miller (1999: 358) propose that alternative models of socialisation need to be considered because the current phase models and conceptualisation of socialisation are constraining and limiting; they also add that alternative perspectives that value individuals instead of organisations are necessary. In terms of the current study, this is valuable because the focus is on the individual perspectives of newly appointed public servants, and not the public service. Of further pertinence to this study is Saks and Ashford's (1997: 244) assertion that while it is recognised that training plays a major role in socialisation, research in each area in isolation tends to overlook the other. The current study finds its relevance in this because the researcher intends to jointly investigate these two research areas, socialisation and training.

Adding to the debate on the gaps within the investigation of socialisation, Taormina (2009: 650) acknowledges that while there is a link between individuals and the organisations they join, there is insufficient data that explores the link between the two variables. The current study addresses this gap in that it seeks to explore socialisation experiences of newly appointed public servants and how it is influenced by the organisational variable of mandatory training to understand their role. In Chapter Five, which discusses the findings, variables such as organisational mandate, management and peer influence are further discussed and analysed as contributors to the socialisation experiences of newly appointed public servants.

Chao et al. (1994) observe that while socialisation as a process unfolds over time, socialisation theories do not clearly specify or guide the timelines for change to occur, and it therefore becomes difficult for researchers to gauge when data should be gathered to assess socialisation processes and outcomes. The current study collects data from a sample that began employment within a specified five-year time frame at a public institution. Furthermore, in viewing socialisation as a linear process, socialisation theories lend themselves to wider criticism for their failure to acknowledge that the socialisation process occurs throughout the working life (Sandor, 2014: 15) and not only when an individual joins an organisation for the first time. This is true for the current study and has been identified as a limitation by the researcher.

Saks and Ashforth (1997: 235) expressed concern over the fact that most literature on socialisation is “mostly descriptive, lacks empirical testing, is methodologically weak and inadequate, and lacks theoretical and operational rigor to the point that it is poorly understood”. The next section, which discusses how Feldman’s CTS (1976) contributes to advancing the scholarly discourse on socialisation, allays Saks and Ashforth’s (1997, 235) concerns by illustrating how the CTS has addressed socialisation variables that have emerged over time.

While the researcher was unsuccessful in locating precise criticism of the CTS, further developments in the study of socialisation as influenced by CTS are discussed in the following section. The researcher found that recent studies in socialisation theory used the CTS as the foundation to address other variables not previously identified by Feldman to drive their investigations within each of the three phases. These latest developments are discussed in the following section with a view to justify the choice of Feldman’s CTS (1976) for this study.

3.5. Feldman’s Contingency Theory of Socialisation (1976) as the foundation for further research in socialisation

Circling backing to the earlier description by Adom et al. (2018: 438) of a theoretical framework that is often ‘borrowed’ by researchers to build the foundation for their research, this section discusses recent empirical contributions that built onto the

philosophical, epistemological, methodological and analytical structure of socialisation.

While the concept of the organisation is well-researched, organisational socialisation, which explains how newcomers transition from being non-members to becoming participatory and valuable insiders, is a relatively new discussion of little more than 50 years introduced by American scholar Schein in 1968 (Tiantian, 2019: 504). Following Schein's assertions on organisational socialisation, scholars began to divide the process of socialisation into different phases to understand it better. In this regard, Tiantian (2019: 505) observes that researchers tend to pay more attention to Feldman's three-stage model (1976) to describe the phenomenon of socialisation. This assertion springboards the researcher to briefly discuss how recent studies have utilised the CTS to ground their research. The CTS has been widely referenced in recent empirical studies in South African and regional (LeBaron & Kelley, 2021; Nomlala, 2021; Mwangi et al., 2019) and international contexts (Lu & Saori, 2021; Nylund et al., 2020; Lee et al., 2018). Despite this, Feldman's theory, as with most theories and conceptual underpinnings, necessitates research that evolves with time and technological advancements.

Feldman clearly distinguishes the three phases of socialisation, making it less complex for scholars to direct research into specific areas within each stage. Regarding the anticipatory socialisation phase, recent studies have shown that researchers are now concerned with previously unidentified variables that inform this stage. One such study is that of Aley and Levine (2020), which investigates the use of the internet as a source to search for career information in the hopes of securing employment. Jablin (1985, 2001) coined the process of searching for career information as vocational anticipatory socialisation, and proposed the model by identifying five sources of information (family, schools, peers, part-time jobs, and the media) available to individuals prior to entering the workplace. Aley and Levine (2020) successfully argue for the addition of a sixth source, namely the internet, owing to its capacity to meet a variety of needs encountered in the search for career information. Drawing on how this is relevant to this study, it is currently likely that job seekers interested in joining the public service would use an internet search engine to find information about the departments to which they have applied. The

information that they find could either negatively or positively affect their perception of the public service and being a public servant. It is worth noting that the work of both Aley and Levine (2020) and Jablin (1985, 2001) are premised on Feldman's research.

Another study of interest is that of Njegovan et al. (2017), which focuses on job interviews as the initial step of organisational socialisation and the first necessary step towards possible employment. The study found that potential employees assign great importance to the job interview, which requires immense emotional and cognitive effort owing to the many preliminary activities that precede the interview, such as research and investigation of the organisation. Once again, the current study finds relevance in the research of Njegovan et al. (2017) due to the considerable time the public service invests in the interview process of individuals with aspirations of joining the public sector (Kahn & Motsoeneng, 2014: 7).

Stroup's study (2019), which investigates the decisions affecting the socialisation of doctoral students in Kosovo, was deliberately chosen for this section because of its contribution to the discussion of scholarly advancement in socialisation and its congruence with the researcher's own doctoral journey. This study, like the former two studies, investigates the gathering of information prior to an event leading to socialisation, but in this instance it is concerned with the pursuance of a doctoral degree. Stroup (2019: 196) found that anticipatory socialisation for doctoral students meant that whilst they had a notional understanding of the programme, they also had idealistic perceptions of the programme. This meant that they did not embark on their doctoral journey with a well-informed departure. Doctoral students' expectations of what the programme would be like for them did not match their lived experiences, and this negatively affected their motivation and academic performance. The researcher likened these findings to her own journey, which was not what she had idealised or expected. There is often great academic prestige associated with obtaining a PhD, however, the true trials and tribulations experienced during the arduous journey are not often documented in detail. It is the researcher's belief that it is only when doctoral students embark on the PhD journey that they truly understand what it means to pursue the degree.

Since the method of exploring existing literature that has its grounding in Feldman's three-stage CTS has proven to be effective and enlightening in the initial portion of this discussion, the researcher chose to continue with the same approach for the remaining phases, namely the accommodation and role management phases.

Recent studies focusing on the accommodation phase of the socialisation process include Kondakçı and Haser (2019), Shahr et al. (2019), Yu (2020) and Qadeer et al. (2020). The first of the chosen studies to elaborate on the accommodation phase is that of Kondakçı and Haser (2019), which focuses on the socialisation of new faculty members at public universities in Turkey. Findings from this study report that while new academics can initiate to task, understand their work setting, develop a clear understanding of job performance criteria, and develop an objective perspective of organisational culture, this is somewhat thwarted by organisational power dynamics, role models, organisational trust, and trust in top management. This resonates with what is currently happening in the public service (Honig, 2021; Sun, 2021; Miao et al., 2018) and with the findings of this study, which are discussed in Chapter Five.

According to the seminal work of Wright (1951: 756), a profession exists where there is a moral duty to serve the client without cause or explanation and an unselfish effort in the interests of society. By this definition, being a public servant is a profession, thus the researcher found it pertinent to briefly discuss the work of Shahr et al. (2019) as it relates to professional socialisation. Shahr et al. (2019) assert that professional socialisation is achieved when a person becomes a legitimate member of a professional society by internalising its specific culture, and this in turn impacts on that person's professional conduct and morality. Shahr et al. (2019) state that to internalise the professional culture, one must understand and accept the hierarchy and power structure, responsibilities, expectations, values, beliefs, customs, traditions and unwritten rules of the profession. This corresponds with Feldman's assertion (1976) that employees engage in four main activities in the accommodation stage, namely learning new tasks, fostering interpersonal relationships with new co-workers, role clarification, and progress evaluation.

Further to Feldman's (1976) description of the accommodation phase, which is when new recruits enter the organisation and begin to interact with existing employees, Yu (2020: 30) states that the element of diversity climate plays an active role in this stage. Diversity climate is understood to be the degree to which the organisation embraces inclusiveness and displays an openness towards the appreciation of individual differences (Hofhuis et al., 2016). This is a valuable contribution to understanding the accommodation phase because it illustrates its link with role definition, job satisfaction, organisational and individual performance, and motivation (Gan et al., 2020; Hidayati & Sunaryo, 2019; Aldoghan et al., 2019; Putranto et al., 2018). Many of the variables highlighted in the literature emerged in the findings and are discussed in the data analysis section of Chapter Five.

This section on accommodation concludes with a discussion of the study conducted by Qadeer et al. (2020), which investigates the relationship between perceived organisational support (POS) and commitment as a workplace outcome. Qadeer et al. (2020: 1) define POS as the contribution that socialisation makes to building employees' perceptions that they are supported by their organisation. The study focuses on the socialisation tactics that occur during the accommodation phase to understand the socialisation process of newcomers. The study found that employees who felt cared for and supported by their organisation displayed greater commitment to the organisation through their behaviour in the workplace. The work of Qadeer et al. (2020) is significant to the current study because it can be generalised to PSM, which positively correlates with increased levels of job satisfaction, organisational commitment and organisational citizenship behaviour (Sun, 2021: 3).

The third and final phase in this discussion of finding common ground between current literature and the CTS is the role management phase. Feldman (1976: 435) affirms that role management is evident when new employees assume the roles for which they are employed. This stage is characterised by conflict, where conflict arises as new employees work in groups such as family and friends. In each of the groups, employees are required to mediate conflict when demands are placed on them. In the section that follows, the researcher focuses on a study by Harth and

Mitte (2020) because of its comprehensive discussion of role conflict and role demands in contributing to work-life balance.

Role management is typically categorised by conflict, specifically the resolution of outside-life conflicts and conflicting demands (Feldman, 1976: 434). As the Covid-19 pandemic forces more employers to consider working-from-home arrangements, outside-life conflicts and conflicting demands begin to preoccupy home-based employees. This is especially difficult for home-based employees who have to manage multiple roles, such as home-schooling of children and executing regular household responsibilities (Harth & Mitte, 2020: 2). This stressful situation is exacerbated by the resolution of conflicting demands (Feldman, 197: 446) where parents must juggle their responsibilities as employees and parents. Additional conflict arises when the conventional roles of men and women come under the spotlight. According to the social role theory (Eagly & Wood, 2012), traditionally men and women have been stereotyped and socialised into specific roles, with men recognised as the breadwinners and women as the carers of the household and children. The pandemic has disrupted this way of thinking by introducing a new dynamic with the emergence of new role conflicts as fathers assume more care-taking roles while their partners, who in the past assumed the custodial role, now work from home. This trend was also observed by the researcher when securing interviews for this study and will be discussed further in the data collection section of Chapter Four.

3.6. Types of socialisation theories

There are many socialisation theories, including uncertainty reduction, need to belong, social exchange, and social identity. These theories are often presented as the theoretical foundations for organisational socialisation (Chao, 2012). Against this background, this section discusses these theories and their basic components of processes, content and outcomes. The researcher will show that even though there is a proliferation of socialisation theories in literature, there is still no single all-encompassing theory that considers all the variables and possible outcomes of socialisation. Consequently, in most cases, scholars tend to utilise a combination of theories comprising of a multitude of factors to work towards achieving individual

and organisational objectives. This is evident in the previous section, which discusses studies that contribute to understanding the individual phases of the CTS. The researcher discusses the uncertainty reduction, need to belong, social exchange and social identity theories to situate this study. Furthermore, the implications of situating this study in relation to these theories follows.

3.6.1. Uncertainty Reduction Theory

The Uncertainty Reduction Theory (URT) was propagated by Berger and Calabrese (1975), who observe that in initial interaction, strangers communicate to reduce uncertainty of one another and develop interpersonal relationships. The decision to discuss the URT is relevant to this study because it relates to the uncertainty new employees may experience about their roles, role clarity, job performance, organisational standard practices, culture and interdependent relationships (Morrison, 1995). The URT consists of the three developmental stages of entry, personal and exit (Grace & Tham, 2021). According to Shi (2020), uncertainty in the entry stage refers to an individual's predictions of future behaviour as well as alternative explanations of past behaviour. The aptness of this element lends itself to the uncertainty an individual may experience at the prospect of joining the public service, especially when one considers the talk around imminent reduction of the public service wage bill and the impact on wage cuts or reducing the number of public servants (Mbaleki, 2021: 5). Additionally, the poor reputation the public service has crafted for itself over the years (Masuku & Jili, 2019; Fourie & Poggenpoel, 2017; Ramgoolam, 2016) may contribute to new employees' uncertainty of joining the public service.

The second or personal stage refers to when individuals communicate with one another about what they are thinking and feeling, and how it affects their state of mind or disposition, their personal problems and basic values (Berger & Calabrese, 1975). This may be likened to when a newly appointed public servant starts engaging with a colleague who has been in the public service for a while. Each of them may start engaging by sharing their attitudes and perceptions of the public service and their roles, thereby subconsciously affecting one another's state of mind, either positively or negatively depending on the interaction.

According to Shi (2020), the final stage is the exit stage, which is concerned with the decision for future interaction between the individuals. In this stage, either individual may make the decision on whether to pursue any further interaction with the other. The researcher likens this stage to when the newly appointed public servant makes the decision to continue with their tenure of being a public servant or to exit the public service by seeking employment in the private sector.

3.6.2. The Need to Belong

In the study of human motivation, the need to belong is relevant for all academic disciplines concerned with human behaviour (Allen et al., 2021), such as socialisation and learning in the discipline of education. In their seminal paper, Baumeister and Leary (1995: 497) propose that “human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships”. Baumeister (2012) also states that the motivation to belong and form social connections is the driver for human emotion, cognition and behaviour. It is, therefore, not surprising when public servants are motivated by sense of belonging; they tend to display greater levels of citizen centricity and are more active in citizen affairs thus building more social capital in society (Brewer, 2003: 5).

3.6.3. Social Exchange Theory

The Social Exchange Theory (SET) is premised on the quid-pro-quo interaction between individuals, that is the action by one individual party is reciprocated in a similar manner by the other individual (Homans, 1958). According to Jahan and Kim (2021: 87), the SET posits that individuals interact with one another on a cost-and-benefit assessment of interactions. Hence, the literature confirms that individuals constantly analyse how they will derive maximum benefit from interacting and exchanging resources with others. Owing to the employee-organisation relationship being an exchange relationship (Wang et al., 2019: 149), it is understandable that employees who perceive a strong sense of social exchange of benefits and support from their employer are inclined to exceed the minimum requirements for employment (Andersen et al., 2020: 2). The understanding is, therefore, that

employee performance is likely to increase if there is positive social exchange between the employee and the organisation (Zhong et al., 2016).

In addition, employees who believe they serve ethical, honest, respectful and altruistic leadership are more likely to participate in mutually beneficial social transactions with their organisation and remain in the employ of such organisation because they experience greater job satisfaction (Mitonga-Monga, 2020: 486). The converse is termed resigned satisfaction, when employees experience low levels of job satisfaction and reduce their levels of aspiration, commitment and effort to cope with the negative aspects of their job (Kumar, 2021: 38). Kumar (2021) states that the phenomenon of resigned satisfaction has garnered increased interest recently, due to its supposed negative impact on public servants, PSM, and productivity.

Further relevance of the SET to the current study is evidenced by Somoye and Eyupoglu (2020), who assert that organisational commitment is positively influenced when public servants enjoy greater mutually beneficial social transactions, such as when they are rewarded for their performance and desired behaviours.

3.6.4. Social Identity Theory

The Social Identity Theory (SIT) posits that individuals derive part of their identity from the social groups to which they belong, which means that as much as individuals are part of social groups so too are the social groups part of the individuals that claim membership (Scheepers & Ellemers, 2019: 3). The SIT, which originates from studies by Tajfel et al. (1971), demonstrates that individuals have a desire to experience positive feelings of self-esteem and self-concept from others in a group dynamic. The SIT has been successful in explaining organisational identification and how belonging to a group contributes to reducing uncertainty, identifying drivers that motivate an individual to 'move' from one group to another, and dissecting why marginalised groups may compete against one another instead of a more dominant group (Harwood, 2020).

The SIT situates itself in the current study when the researcher considers the observations of Scott (2019), who found that the behaviour of leaders in New

Zealand's public service departments changed toward greater cooperation when they identified more strongly with their organisation rather than the wider public service. This observation surmises that when public servants identify as members of a group other than the public service, which in general has a poor reputation, they tend to engage in mutual altruism and peer-monitored behavioural correction, honour commitments, and influence more cooperative behaviour among peers (Scott, 2019).

The SIT also plays an important role in explaining why job satisfaction and employee retention statistics are low in the public service (Mohajane, 2017). Owing to the link between SIT and self-esteem, which relates to lack of career advancement and promotion, unsatisfactory salary and working conditions as well as work stress, public servants tend to leave the sector when their job satisfaction is low or threatened (Başar & Basim, 2015; Ogony & Majola, 2018).

In conclusion, this section focused on the four most discussed socialisation theories in current literature, namely the uncertainty reduction, need to belong, social exchange and social identity theories, with a view to enrich the discussion on the socialisation processes of public servants.

3.7. Summary of the chapter

This chapter introduced and outlined the rationale for selecting Feldman's CTS (1976) as the framework of this study. From these discussions, it is evident that the CTS has an extensive and varied history, and the resilience to carry current research in the advancement of socialisation. Although research in socialisation is constantly evolving to accommodate the latest technological and generational advancements, the three-phase CTS remains the foundation upon which recent studies are built. This was evident from the discussion of eight recent and relevant studies that advanced the understanding of each of the three phases of the CTS. This chapter concluded with a discussion of the four most-researched socialisation theories and illustrated the relevance of those theories to the socialisation of public servants. Chapter Four is dedicated to discussing the research methodology chosen to guide this study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1. Introduction

In the previous chapter, the researcher presented the theoretical framework that underpins this study, Feldman's CTS (1976). She also discussed the academic contributions the CTS has made to the study of socialisation in the various disciplines and further examined four other theories of socialisation that influence the experiences of new employees in an organisation.

The focus of this chapter is to discuss the methodology selected by the researcher for this study. Upon embarking on this study, the researcher was preoccupied with the all-important question of "Where do I start?" It was, therefore, reassuring to find Melnikovas (2018) echoing a similar sentiment that students and scholars are often conflicted about where to begin when writing a thesis or dissertation, but that the methodology is one of the most vital aspects and should be addressed first. As such, the research design, how the sample was selected from the defined population, the data collection and data analysis methods will be presented in this chapter. The researcher begins this chapter with a discussion of the research paradigm within which this study falls.

4.2. Research paradigm

This study follows the interpretivist philosophy because it drives qualitative research (Dawadi et al., 2020: 26). Followers of interpretivism accept that ontology of reality, being socially constructed and constantly changing, develops subjective meaning of knowledge and facts (Creswell, 2013: 24). The goal of research that follows the interpretivist paradigm relies heavily on participants' views of a situation, how they experience a particular phenomenon, and how they perceive and create meaning of their world (Creswell, 2013; Murangi, 2017: 17). Following the interpretivist philosophy means that the epistemological stance of the researcher in this study is that the knowledge of the experiences of newly appointed employees regarding socialisation during CIP is created by the lived experiences of the participants.

By drawing on participants' personal realities, the researcher must make sense and meaning of participants' subjective experiences to understand their views on socialisation. Since the epistemological position of interpretivism is subjectivism (Scotland, 2012), the current study situated this research within inductive reasoning.

Park et al. (2020: 10) assert that research that uses inductive reasoning is concerned with obtaining knowledge, understanding phenomena by carrying out qualitative data collection and analysis, and developing a new theory or model as new knowledge based on the new understanding. With this understanding then, the current study could not be situated within the parameters of deductive reasoning. Park et al. (2020: 2) further argue that output that is based on numerical evidence, such as in the case of quantitative research, lacks applicability of findings.

4.3. Research approach

Research approaches are classified as either qualitative, quantitative or mixed method (Eyisi, 2016: 92). Of these, the qualitative or naturalistic approach was chosen for this study because it values people and their experiences. The qualitative approach is understood as "a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting" (Ahmad et al., 2019: 2828). The qualitative approach is reliant on the researcher to interpret the personal realities of human beings in their everyday lives and the meanings they attach to those experiences (Denzin & Lincoln, 2005), and thus was deemed most appropriate for this study. In contrast to the non-human instruments used for data collection in the quantitative approach, the qualitative approach opts for humans to collect data because of the greater responsiveness and insightfulness they inherently possess (Hameed, 2020: 12). Unlike the qualitative approach, the quantitative approach is a scientific model or positivist-rationalistic research approach (Hameed, 2020: 11) that utilises non-human instruments for data collection to promote objectivity, reduce cost and un-complicate data analysis. The mixed-method approach is recognised as the principled complementary research method that involves collecting, analysing, interpreting, and reporting both

qualitative and quantitative data to address research questions (Dawadi et al., 2021: 26).

To reiterate the researcher's decision to utilise the qualitative approach, the following section discusses the characteristics of the approach and how they are relevant to the present study. Qualitative research emphasises the collection of semantic data and seeks participants' perspectives considering a particular area; it further requires the researcher to understand, interpret and give meaning to those lingual responses (Alamri, 2019: 65). For this reason, the researcher uses the qualitative approach. The final written report thus contains the voices of participants, the researcher's self-reflection, a complex description and interpretation of the problem, its contribution to literature and proving various theories, advancing knowledge and a call for change (Kang & Hwang, 2021: 9; Creswell, 2013: 44).

The greatest strength of the qualitative research approach lies in its ability to generate rich descriptions from participants' thought processes and focus on 'why' a phenomenon has occurred (Creswell, 2003). The generation of rich descriptions from participants was important for this study because it paved the way for the researcher to probe participants for their personal socialisation experiences as newly appointed public servants.

While there are obvious merits to qualitative research, Ahmad et al. (2019: 2831) argued that it does not always adequately provide the most accurate results to big questions because data analysis can be difficult when participants describe their points of view in different ways and veer off topic at times. The researcher addressed these limitations in two ways, by utilising thematic analysis to analyse the data, and developing an interview schedule that allowed the researcher to keenly follow the discussions.

The qualitative approach is consistent with Feldman's CTS (1976), which is discussed in Chapter Three, because of its emphasis on understanding socialisation as a process theory that is contingent on the experiences of employees in an organisational setting. In the current study, the researcher investigated the socialisation experiences of public servants through semi-structured interviews via

synchronous videoconferencing software. Dawadi et al. (2021: 26) stated that researchers who search for the subjective meaning of social action through interviews to understand a situation follow interpretivism as a research paradigm. The interpretivist paradigm will be discussed in greater detail in the section titled research methodology.

According to Creswell et al. (2007: 237), narrative research, case studies, grounded theory, phenomenology, and participatory action research are the five research designs most widely associated with qualitative research. For the purposes of this study, only case studies will be discussed. The researcher therefore describes the current study as a case study, and this along with the interpretivism paradigm will be discussed in the research methodology section.

4.4. Research design

As the backbone of a research study, the research design provides the plan of how the researcher will collect the relevant data and outlines the technique that will be used to yield the best quality information to allow the researcher to answer the research questions or test a hypothesis (Pawar, 2020: 42). The main function of the research design is to “answer the initial question as unambiguously as possible” and indicate the kind of evidence required to answer the research questions (Jacobs, 2020: 94). Casula et al. (2021) identify three basic types of research purposes, namely explanation, description and exploration, and went further to explain that explanatory research answers the ‘why’ question and descriptive research the ‘what’ question, while exploratory research is concerned with uncovering something new to innovatively solve unexpected problems. The explanation of exploratory research is consistent with the aims of this study, which is to explore the socialisation experiences of newly appointed public servants to address the problem statement described in Chapter One. This reiterates the point made by Casula et al. (2021) that exploratory research can be ideal for addressing immediate practical problems faced by policymakers.

Saunders et al. (2007) and Kivunja and Kyini (2017) identify that qualitative research may adopt several designs such as experiment, survey, archival research, case

study, ethnography, action research, grounded theory, narrative inquiry, phenomenology and grounded theory. The researcher chose the case study to underpin the current study.

The researcher chose the single case study design because it grants in-depth, multi-faceted explorations of complex issues in real-life settings (Crowe et al., 2011). In addition, the single case study design seeks to understand the complexities of institutions, practices, processes and relations that can be applied across many disciplines (Harrison et al., 2017). A single case study provides a nuanced, empirically rich, holistic account of a specific phenomenon (socialisation) because it is an intensive study of a single unit (newly appointed public servants) observed at a single point in time or over some delimited period (during the probation period) (Willis, 2014). The researcher reflects that one advantage of using the case study methodology was that it allowed for the collection and organisation of the experiences of newly appointed public servants in non-senior management positions that could otherwise have been lost or overlooked. By allowing the participants to candidly recount and relive their socialisation experiences as public servants, the researcher was able to gain a deeper understanding of the emotions they experienced when they joined the public service. Willis (2014: 5) points out that one of the biggest criticisms of the single case study is generalisability, which occurs when the researcher strategically selects cases using representative or random sampling that is indicative of quantitative research. The researcher utilised convenience sampling in this study, which is consistent with transferability and qualitative research.

Regarding time horizons for the study, Saunders et al. (2019) advises that if the researcher determines that the study will address a 'snapshot' taken at a particular time, it would suggest a cross-sectional study. However, if the researcher decides to address the study through a series of 'snapshots', it would imply the study is a longitudinal study. A cross-sectional design was decided upon for this study because of the associated advantages of simplicity, cost-effectiveness, short data-collection period, and minimal participant burden (Taris et al., 2021). Taris et al. (2021) asserts that a cross-sectional design is appropriate for testing assumptions about relationships while providing a distinct picture of the situation in an

organisation or among employees at a given point in time. As such, the cross-sectional design is well suited to the current study because its sub-focus is on the relationships that newly appointed public servants forge with their managers and colleagues when they enter the public service (a particular point in time) (Setia, 2016) and how this contributes to their socialisation.

4.5. Site and sample

4.5.1. Site

The current study focuses on the socialisation experiences of newly appointed public servants in a single-site case study. For the reader to have a good understanding of the research context and a better appreciation of the socialisation experiences of newly appointed public servants, the next section describes the research site as fully as possible.

The research site for this study is the Department of Trade, Industry and Competition (the dtic) based in Pretoria, South Africa. The dtic is one of the 45 national departments in the South African government and is responsible for driving the country's industrial policy implementation through trade and investment, international trade development, industry development and special economic zones, among other programmes (the dtic, 2021). The department employs 1 153 employees (the dtic, 2021: 92). The distribution of employees according to the programmes in the dtic and vacancy rate is illustrated in Table 1: Employment and vacancies by programme as on 31 March 2020. This gives the reader an impression of unfilled posts in the dtic.

Table 1: Employment and vacancies by programme as on 31 March 2020

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy rate
Administration	424	398	6%
Special Economic Zones and Transformation	114	104	9%
Consumer and Corporate Regulation	70	61	13%
Incentive Development and Administration	193	185	4%
Industrial Development	132	124	6%
International Trade and Economic Development	95	90	5%
Trade and Investment South Africa	140	134	4%
Investment South Africa	60	57	5%
Total	1228	1153	6%

The breakdown of employees (the dtic, 2021: 93) is illustrated in Table 2 below, which reflects the department's employment strategy in accordance with critical occupations required to execute its mandate. This shares with the reader the number of posted filled in the dtic according to salary bands (levels).

Table 2: Employment and vacancies by salary band as on 31 March 2020

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Lower skilled (levels 1-2)	1	1	0%	0
Skilled (levels 3-5)	59	58	2%	48
Highly skilled production (levels 6-8)	369	353	4%	1
Highly skilled supervision (levels 9-12)	569	540	5%	3
Senior management (levels 13-16)	230	201	13%	5
Total	1228	1153	6%	57

The researcher obtained the sampling frame from the Human Resources Operations (HR Ops) unit, which maintains the records for the professional development attendance of all public servants employed at the dtic. The sampling frame is defined as the set of elements from which the researcher selects a sample of the target population of interest (Coetzee et al., 2014: 44).

4.5.2. Sample

This section discusses the sample and sampling frame techniques used in this study. The dtic as the research site was identified through convenience sampling since access to the department's employees was convenient for the researcher (Andrade, 2021). This is because the researcher is a former employee of the dtic and still maintains a good relationship with senior managers, who were aware of her work ethic while in the department's employ.

The sampling frame for this study was determined through purposive sampling because the participants' characteristics are defined for a purpose that is relevant to the study (Andrade, 2021). According to records from the HR Ops unit at the dtic, 55 new employees joined the dtic as non-managers during the period 2016 to 2020 and subsequently completed the CIP. These participants were targeted because completion of the CIP is mandatory for all new employees in the public service for their probation to be confirmed, which leads to their permanent employment. The purposive sampling technique was identified as fit for purpose of the current study because the researcher aimed to generalise the findings beyond the sample.

The researcher contacted all 55 employees via email to request their participation in the study, however, only 21 responded positively. Five potential participants declined to participate, while the remaining 29 did not respond at all. The researcher confirmed 21 interviews with potential participants, but three did not honour their commitment and thus the sample size for this study was 18. The small sample size of 18 participants is in accordance with Thambekwayo (2012: 121), who asserts that when utilising the interpretivist approach, it is best to focus on a small sample so that the researcher can carefully consider the responses of each participant. Addressing the concerns of saturation in this study was found in Marshall et al. (2013), who state that the core of qualitative research is deep, rich data analysis, and that too much data can be detrimental to the process.

To ensure that the sampling frame was accurate, the author sought approval from the dtic's Accounting Officer to access the department's professional development database. The list of eligible employees fitting the criteria was provided by the dtic's

HR Ops unit. The participants were selected based on the dtic's willingness to participate in the study. The dtic was not opposed to participating in the study, and required that the researcher sign a declaration of secrecy and undergo security clearance with the dtic's Vetting unit before being granted access to the information of potential participants on their database. This is consistent with the Protection of Personal Information (POPI) Act (RSA, 2013), which states that individuals must be protected from harm by protecting their personal information. In addition, the dtic allowed the researcher to disclose that the department was utilised as the research site on condition that the researcher submit a copy of the final research report to its knowledge repository. This is reflected in the approval letter to conduct research at the dtic.

4.6. Data collection and method

Busetto et al. (2020) suggest that the most utilised methods of data collection in qualitative research are document study, (non-)participant observations, semi-structured interviews and focus groups. The researcher acknowledges that differing views of the same phenomenon are likely (Creswell, 2013) and drawing from this likelihood utilised more than one data collection tool to understand situations and explain the findings (Dawadi et al., 2020: 26). The researcher chose to conduct a document analysis in addition to semi-structured interviews with participants. When commencing with data analysis, audio recordings were transcribed into protocols and transcripts that were then coded (Busetto et al., 2020).

4.6.1. Document analysis

Document analysis (also called document review) refers to the written documents the researcher analysed to add context and depth to the study. According to Dalgish et al. (2020: 1424), research is practically impossible to conduct without document analysis. Busetto et al. (2020) state that document analysis may include the review and analysis of personal and non-personal documents such as archives, annual reports, guidelines, policy documents, diaries and letters. The value of utilising this method was found in Bardach and Patashnik (2015), who suggest that it is important to alternate between documents and interviews as sources of information because one tends to lead to the other. For this study, the researcher reviewed guidelines

and policy documents applicable to the directive on the implementation of the CIP in the South African public service. In addition, professional development and skills development policies relevant to the South African public service were reviewed. Dalgish et al. (2020: 1425) add that the evaluation of policies contributes to the understanding of the policy's content across time and geographies. This is important for the current study as it is critical to understand how South Africa's public service training regulations and policies are enacted in practice. The dtic's 2020/21 Annual Report was also reviewed and referenced to add to the description and contextualisation of the research site.

4.6.2. Semi-structured interviews

The researcher decided to conduct semi-structured interviews because, according to Busetto et al. (2020), they can be utilised to gain insight into a person's subjective experiences, opinions and motivations as opposed to facts or behaviours. This is consistent with the interpretivist paradigm described in the research design section. De Jonckheere and Vaughn (2019) describe semi-structured interviews as a dialogue between the researcher and the participant that is guided by a flexible interview protocol and supplemented with follow-up questions, probes and comments. This method was deemed the most appropriate since it allowed the researcher to collect open-ended data that explored participants' thoughts, feelings and beliefs about their socialisation experiences. It allowed the researcher to delve deeply into participants' personal understanding of what being a public servant means to them. There is also considerable flexibility associated with semi-structured interviews because the researcher has the liberty to adjust and change the direction of the questions as the need arises (Alamri, 2019: 66), allowing for a richer line of questioning.

Despite there being distinct advantages to semi-structured interviews, there are also limitations such as the researcher not being able to redirect the interview if it goes off topic (Payne-Gifford et al., 2021: 36) and the ethical responsibility of researchers acknowledging that they may elicit deeper responses from participants through their questioning style than initially anticipated (Husband, 2020: 7). The in-depth virtual interviews utilised videoconferencing software to allow for synchronous video

exchanges (Roberts et al., 2021) and thus encouraged the establishment of a rapport between the interviewer and the participant, which was beneficial for the study. Synchronous video exchanges also encouraged the practice of social distancing during the Covid-19 pandemic, which was critical at that point because the vaccine rollout was ongoing in South Africa when the interviews were conducted.

4.6.2.1. Pre-interview logistics

The logistics of establishing contact and setting up interviews included sending personalised emails to each potential participant identified by the dtic's HR Ops unit as meeting the study criteria. Follow-up emails were sent twice within the space of two weeks. Unfortunately, the researcher could not follow up with the participants via telephone because the dtic advised this was against departmental policy and it was protecting the privacy of its employees in accordance with the POPI Act (RSA, 2013). The emails sent to each potential participant included the purpose of the study, an explanation of what to expect in terms of the length of time of the interview, why they had been selected, confidentiality concerns and arrangements, and who would be present in the interview. In addition, participants were informed that they could decline to answer questions or withdraw from participating at any time. Letters of consent and consent forms, as well as the letter of approval from the dtic granting permission to conduct the study utilising the department as the research site, were emailed to all 55 potential participants identified by dtic's HR Ops unit.

4.6.2.2. Interview schedule

The researcher developed an interview schedule, advised by the literature and research questions to guide the semi-structured interviews. The semi-structured interview schedule consisted of key questions that helped to define the areas explored in the study (Alamri, 2019: 65). Post the interviews, the researcher reflected that the interview schedule was not perfect, and some questions could have been rephrased, but overall the flexibility of the semi-structured format facilitated follow-ups, and elicited detailed and meaningful responses from the participants. During some interviews, it became apparent that the researcher could not adhere to the strict order of the questions of the interview schedule because some participants provided information on questions before being prompted as the

dialogue moved in that direction. In such instances, the researcher did not pose the question that had been pre-empted. In addition, where participants stated that they were unsure of what the question required of them, the researcher rephrased the question to provide clarity. It is worthwhile noting that experiencing problems during the interview process is true for both experienced and novice interviewers (De Jonckheere & Vaughn, 2019).

4.6.2.3. Audio recording and transcription

All participants were informed that the interviews would be recorded. Participants' consent to participate was solicited at the onset of the interview session. The researcher only proceeded with the interview once the participants had indicated they were willing to participate and agreed to the interview being recorded. The researcher opted to have all the interviews transcribed verbatim from the audio recording because it is the precise capture of the participants' exact words during the analysis. Audio recording as opposed to extensive notetaking throughout the interview allowed the researcher to immerse herself in the interview experience and assisted her in building a rapport with the participants. At times, some participants shared personal information that seemed to be an attempt to establish common ground (Bell et al., 2014) with the researcher and this encouraged both parties to build a rapport. At the time of data collection, the researcher was a full-time employee who had recently started a new job and was committed to meeting work obligations, and as a result employed the services of a professional transcriber. Within three weeks of the transcriber's appointment, the transcriber tested positive for Covid-19, was admitted to hospital and could not continue with the transcription. At the time of her hospitalisation, the transcriber had completed three verbatim transcriptions; thereafter, the researcher continued with the transcribing. This negatively impacted on the time frame for the researcher to commence with the data analysis.

4.6.2.4. Conducting the interviews

The researcher contacted all 55 employees via email to request their participation in the study, but only 21 responded positively. Five potential participants declined to participate, while the remaining 29 did not respond at all. The researcher confirmed

21 interviews with potential participants, however, 3 did not honour their commitment and thus the study's sample size was 18. The small sample size and subsequent low participation rate for this study is understood in the context of the stress placed on private circumstances, such as poor internet connection, home-schooling, and the lack of adequate home-office arrangements associated with the unprecedented Covid-19 pandemic (Almendingen et al., 13: 2021). As alluded to in Chapter Three in the section discussing role management and specifically the social role theory (Eagly & Wood, 2012), the low participation rate is also appreciated under the lens that working-from-home arrangements have strained the availability of participants in studies such as this.

Due to the prevalence of Covid-19 and the surge in reported cases during the data collection process in October 2021, the researcher had to conduct the interviews virtually using MS Teams and Zoom. This posed a challenge for the researcher because visual and non-verbal cues (facial expressions, gestures and body language) that would have helped contextualise the interview in a face-to-face scenario were absent in this instance (O'Connor et al., 2008). Most of the participants preferred to have their cameras switched off because using the video function requires extra bandwidth, which increases data costs. In addition, the use of videoconferencing software such as MS Teams and Zoom instead of other virtual techniques such as Messenger or chat tools, audio-only exchanges or calls, or email, was negatively affected when poor connectivity or 'dropped' calls were experienced (Seitz, 2019). Despite the limitations associated with the use of videoconferencing software to conduct interviews, there were distinct advantages such as not having to contend with travel time and geographical challenges associated with participants' availability, and the only time commitment for the researcher and the participant was the interview itself (Mirick & Wladkowski, 2019: 3066).

All participants were interviewed at their convenience, in accordance with their availability and at a time that suited their work and personal commitments. As a result, three interviews were conducted after hours. The researcher sought advice from her supervisor for one interview session where two participants who agreed to being interviewed were married and wanted to be interviewed jointly in one session

to save time. The session was scheduled as requested by the participants and despite the participants being interviewed together, which may have posed a challenge, the interview proceeded smoothly with the husband and wife respectfully taking turns to respond. All the interviews were conducted in English and most lasted between 40 and 50 minutes, except for four that exceeded 50 minutes. In two of the four instances, the interviews exceeded 40 minutes because the participants gave very detailed but relevant accounts of their experiences. The fourth interview ran beyond 40 minutes due to the participant's poor internet connectivity, fetching children from school and the home alarm system going off, which resulted in the call being dropped several times. On the insistence of that participant, however, the researcher proceeded with the interview and the call reconnected many times.

Data was collected in October 2021 and the researcher used pseudonyms to identify each participant in the data analysis process to respect their rights to confidentiality and privacy.

4.7. Data analysis

According to Creswell (2013: 22), data analysis involves the researcher following a path of analysing the data to develop increasingly detailed knowledge of the topic under study. For the purposes of this study, the researcher utilised Braun and Clarke's (2006) six-phase qualitative analytic method of thematic analysis. Kiger and Varpio (2020: 1) assert that thematic analysis is the flexible method for analysing qualitative data and understanding experiences, thoughts or behaviours across a data set. Thematic analysis involves the construction of patterns or meanings from a data set that answers research questions (Maguire & Delahunt, 2017: 3351). Since themes can be generated either inductively or deductively, this method is consistent with the current study, which utilises inductive reasoning. The illustration below depicts the six phases of thematic analysis, which guided the researcher in this study.

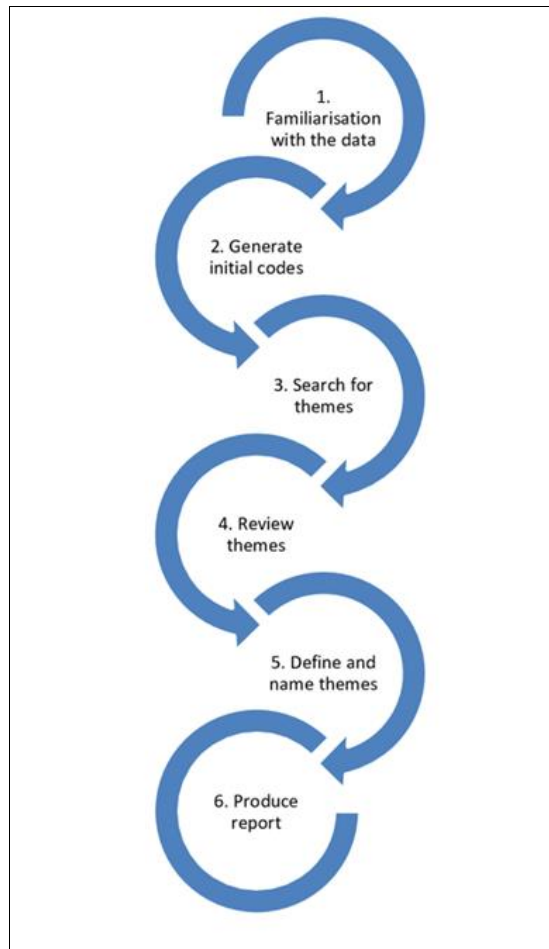


Illustration 4: Six-phase approach to thematic analysis (Braun & Clarke, 2006)

Phase 1 of thematic analysis involved the researcher familiarising herself with the data, and this was achieved by gaining an overview of all data before analysing the individual semi-structured interviews. The researcher transcribed most of the audio and, therefore, was able to read through the text, which she was already familiar with and proceeded to make initial notes.

Highlighting certain phrases and sentences in the transcriptions and attaching shorthand labels or codes to describe the data enabled the researcher to proceed to phase 2, which was coding. The researcher went through each transcript of every semi-structured interview and highlighted everything that initially seemed relevant to analysing the raw data. The researcher added new codes when new phrases and sentences of interest emerged while going through the text.

Phase 3 involved the researcher going through the codes created and identifying patterns to generate themes. Since themes are characterised by their significance (Maguire, 2017: 3356), the researcher was able to combine several codes into a single theme. Codes that were too vague or not relevant to the study were discarded from the discussion of the findings, while strong codes that emerged became themes that stood on their own.

When the researcher proceeded to review the themes, she entered phase 4. This meant that the researcher had to ensure that the identified themes could be utilised as accurate representations of the data, and to code any data that may have been overlooked in the initial coding (Braun & Clarke, 2006: 21).

Phase 5 of the thematic analysis process immersed the researcher in defining and assigning names to each of the emergent themes. The researcher was able to achieve this by succinctly naming the themes according to the understanding and meaning derived from the data.

The sixth and final phase of thematic analysis saw the researcher writing up the analysis of the data. This phase is included in this study as Chapter Five and addresses each theme that emerged from the data. In Chapter Five, the researcher describes how often themes surfaced from the data and what they mean. The researcher also illustrated evidence of the emerging themes by citing participants' quotes from the data. The researcher concluded the findings by explaining how the analysis answered the research questions.

4.8. Trustworthiness

The final aspects that will be discussed in the techniques and procedures section of this chapter relate to the confidence and applicability of research results. Nowell et al. (2017) state that for research results to be accepted with confidence, "qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent and exhaustive manner through recording, systematising and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible". Adding clarity to this assertion, Hameed (2020: 10)

states that confidence can be achieved by demonstrating the study's trustworthiness through credibility, confirmability, transferability and dependability. Trustworthiness supports the argument that the study's findings are "worth paying attention to" (Lincoln & Guba, 1985, in Elo et al., 2014).

4.8.1. Credibility

According to Tobin and Begley (2004), the credibility of a study is determined when there is a 'fit' between participants' views and how the researcher represents them in the research report. To operationalise the credibility of the current study, the researcher set out to make the research more authentic by establishing stronger plausibility of the findings. For this purpose, the researcher utilised peer review (peer debriefing). Peer review involves peers who are competent in qualitative research procedures to review, analyse and explore various aspects of the inquiry (Anney, 2014). The researcher asked a colleague familiar with the research of induction training programmes in public education to review her interpretations. The researcher provided the colleague with a recapitulation of the present study inclusive of its purpose, the research questions, data and preliminary data analysis and findings, recordings and transcripts. The researcher encouraged the colleague to critique her questions, provide feedback, and offer suggestions regarding any additional ideas to enhance the study. The researcher's colleague mirrored her thinking, indicating that the study was important to the professional development of public servants, especially from an induction-training perspective. The researcher and her colleague had a shared understanding of the implications of the study for the South African public service and thus were in full agreement of the implications. The process of peer debriefing added to the credibility of this study because it helped to detect bias, inappropriate subjectivity, competing explanations, and appropriateness and completeness of theme detection and conceptualisation (Janesick, 2007).

To further entrench the credibility of the study, the researcher triangulated her findings. Robson et al. (2020: 1) state that adherence to triangulation is sound research practice when utilising the case study methodology because it provides validity through the convergence of findings, sources or methodologies. In this

study, document analysis was used to triangulate the semi-structured interviews because Dalgish et al. (2020: 1425) state that this can add to understanding how information and ideas can be formally presented to frame issues.

Another triangulation technique that adds credibility to qualitative research is member checking, which involves soliciting participants' reaction and comment on the initial interpretations of the data (Candela, 2019: 619). The researcher utilised member checking in this study to gauge whether she misinterpreted any of the participant's experiences or inaccurately captured the thoughts, ideas and perspectives they wanted to express. The researcher emailed the verbatim transcripts to all 18 participants to request their feedback and consensus on what was captured, however, only six participants responded with feedback. The feedback received agreed with what the researcher had originally captured through the semi-structured interviews. Follow-up emails were sent to the remaining participants to solicit their feedback, but this proved futile as they did not respond.

4.8.2. Confirmability

According to Forero et al. (2018), the confirmability of a study refers to the confidence held by other researchers because the research can be confirmed or corroborated. Forero et al. (2018) further assert that reflexivity and triangulation can be utilised to achieve the confirmability of a study. For the purposes of reflexivity in this study, the researcher developed personal response documents. Korstjens and Moser (2018:121) describe reflexivity as the "process of critical self-reflection about oneself as the researcher and the research relationship (relationship to the participant and how the relationship affects participant's answers to questions)". The personal response documents therefore detailed the researcher's thought processes and demonstrated her self-awareness during the study. In terms of triangulation, the researcher utilised the document analysis and member-checking techniques, as discussed in the previous section.

4.8.3. Transferability

Korstjens and Moserb (2018: 121) define transferability as "the degree to which the results of qualitative research can be transferred to other contexts or settings"

with other participants. Drawing on this understanding, the current study utilised thick description to facilitate transferability judgement. Tenny et al. (2021) state that thick description is a strength of qualitative research because it involves rich descriptions of the setting. This is evidenced by the description of the research site in this chapter. In addition, thick descriptions include a detailed explanation of how the study was carried out, which has also been described in this chapter. Tenny et al. (2021) assert that thick descriptions that are detail laden allow the reader to draw conclusions and interpret the data themselves, which aids transferability and replicability. Adding to the transferability of this study, and as elaborated in the discussion of the research strategy earlier in this chapter, the researcher utilised convenience sampling, which is consistent with transferability of qualitative research.

4.8.4. Dependability

According to Tobin and Begley (2004), dependability is determined when the researcher can demonstrate how conclusions and interpretations of findings were reached. Koch (1994) and Korstjens and Moser (2018: 121) therefore recommend that researchers are transparent with their theoretical, methodological and analytical choices throughout the entire study. In the current study, the researcher ensured that the research process was logically presented, trackable and verifiable through a well-documented audit trail of the study. Earnest (2020) asserts that an audit trail may consist of contextual documents that contain excerpts from field notes of observation and interviewing; descriptions of the setting, people and location; methodological documents; analytic documents; and personal response documents.

4.9. Ethical considerations

4.9.1. Research ethics

Research ethics refers to the adherence of the concepts and principles of right conduct in research (Thakur & Lahiry, 2019: 351). Drawing on this understanding, researchers must make a conscious effort to not deliberately harm others.

Researchers should therefore always be concerned with the well-being of human participants.

4.9.2. Ethics approval and clearance

Before commencing with the data collection, the researcher ensured that she obtained all the necessary permissions from the Ethics Committee, Faculty of Education, University of Pretoria (Ref EM18/08/01). In addition, permission was obtained from the dtic to use the department as a research site. The researcher had to undergo security clearance (vetting) and comply with internal procedures before allowed access to the professional development records database and employee records.

4.9.3. Permissions obtained to access participants

To access the research site, the researcher sought written approval from the dtic's Accounting Officer to access the department's professional development database. Employees' eligibility to participate in the current study was verified by the HR Ops unit at the dtic. The participants were selected based on the dtic's willingness to participate in the study. The dtic was not opposed to participating in the study, and required that the researcher sign a declaration of secrecy and undergo security clearance with the dtic's Vetting unit before being granted access to the information of potential participants on their database. In addition, the dtic allowed the researcher to disclose that it was utilised as the research site on condition that the researcher submits a copy of the final research report to its knowledge repository.

4.9.4. Access to participants

In accordance with Thakur and Lahiry (2019: 352), who state that participation in a study is at the sole discretion of participants, the researcher ensured that she obtained the informed consent of all participants in the current study. To uphold informed consent, the researcher presented the participants with letters of consent and consent forms prior to their recruitment. In this way, the participants had the freedom of choice to decide whether they were willing to contribute to the study without feeling as though they were being pressured to participate by the researcher. The participants were fully informed of the nature of the study and the

purpose for which it was conducted, which was to contribute to the body of knowledge on the socialisation experiences of public servants and induction training in the South African public service. Consent to participate in the study was received from participants through the completion of the consent forms and prior to the interviews taking place where consent was requested. The response of every participant was recorded and transcribed verbatim for recordkeeping purposes.

Further, to uphold confidentiality and privacy, the researcher assured participants that confidentiality and anonymity would be maintained as their names would not be used in the study or be identifiable in any reporting (Ngozwana, 2019). Participants were informed that pseudonyms would be used to identify them in the study. Participants were informed that no parties other than the researcher and her supervisor would have access to the tape recordings and/or transcripts. The researcher prioritised confidentiality and privacy of the participants and the data by securing all research records with the use of protected files and passwords and Google DropBox, to which only the researcher and her supervisor had access.

Adhering to the principle of beneficence implies acting in ways in which others benefit because their safety and welfare are promoted (Pieper & Thomson, 2016). In this qualitative study, the researcher committed to protecting the participants from psychological harm. The researcher respected the participants' autonomy and upheld their wellbeing by respecting and valuing their views and not passing judgement during the interviews. By doing this, the researcher was able to promote a safe space where participants felt comfortable to share their experiences without fear of discrimination or victimisation. In addition, the researcher avoided posing discriminatory questions to the participants.

At the time of establishing contact with the potential participants and the onset of the semi-structured interviews, the researcher disclosed that the interviews were being conducted for research purposes, thus negating the element of deception. Participants were made fully aware that the researcher was a PhD candidate at the University of Pretoria and was interested in investigating the socialisation experiences of newly appointed public servants. Upholding honesty and integrity in the study will be further evidenced when the researcher presents the research

findings in Chapter Five. The researcher will achieve this by indicating, in Chapter Five, whether further research is required on the socialisation experiences of newly appointed public servants.

Adhering to the above ethical behaviours not only helped the researcher to obtain extensive information, but also avoided ethical dilemmas that are common in conducting qualitative research (Ngozwana, 2018). The process the researcher followed to adhere to the ethical conducts of upholding informed consent (voluntariness, subject competency and adequate information) and confidentiality and privacy, adhering to the principle of beneficence, and practising honesty and integrity is consistent Kang and Hwang (2021: 5) and Thakur and Lahiry (2019: 352)

4.9.5. Minimising risk of bias in the study

Since this study focuses on the collection of descriptive data, interviewer bias had to be controlled to reflect the diversity of the participants' experiences (Elo et al., 2014). The researcher addressed the element of potential interviewer bias by transcribing all the semi-structured interviews verbatim. In addition, the same questions were posed to all participants, further, they were not provided with any information regarding the state of public service delivery or the role of public servants prior to the interviews. To reduce recruitment bias, all participants were interviewed at their convenience, where they indicated a suitable time for their interview. To increase flexibility arrangements, the researcher gave participants the options of conducting the interview after hours and on weekends.

4.10. Summary of the chapter

In this chapter, the researcher discussed the research paradigm, research approach, research design, site and sample, and data collection methods that were chosen for this study. The researcher also elaborated on the six phases of thematic analysis that were applied to analyse the data, and presented the criteria used to promote the trustworthiness of the study. In addition, the researcher elaborated on the ethical conducts that were upheld and respected throughout the study. In the next chapter, the researcher presents the findings and interpretation of the study from the data collected from the semi-structured interviews and document analysis.

CHAPTER FIVE

RESEARCH FINDINGS AND DISCUSSION

5.1. Introduction

The previous chapter discussed the research methodology utilised for this study. The researcher examined the choices she made pertaining to the research paradigm, approach, design, site and sample, data collection method and data analysis in the study. In drawing the chapter to a conclusion, the researcher finally discussed how the choices she made affected the trustworthiness and ethical considerations of the study.

This chapter will present the empirical findings from the data collected and analysed from the semi-structured interviews and document analysis of relevant public service HRD policies and regulations. The data were coded and categorised, and sub-themes and themes developed. The sub-themes and themes are connected to the research questions and include participants' verbatim responses. The following section provides the reader with the biographical information of the participants.

5.2. Participants' biographical information

The key below describes the symbols utilised in the table.

Key:	PS – Public Servant
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Participants	Gender	Age bracket	Years of experience in public service	Qualification	Attendance of public service induction training prior to CIP
PS1	Male	20-30	2	Degree	No
PS2	Male	20-30	2	Degree	No
PS3	Male	20-30	5	Postgraduate Diploma	No
PS4	Male	20-30	5	Degree	No
PS5	Female	20-30	3	Degree	No
PS6	Male	41-50	15	Degree	No
PS7	Female	31-40	19	Degree	Yes
PS8	Male	31-40	8	Degree	No
PS9	Female	31-40	8	Degree	No

Participants	Gender	Age bracket	Years of experience in public service	Qualification	Attendance of public service induction training prior to CIP
PS10	Male	31-40	9	Degree	No
PS11	Female	20-30	2	National Diploma	No
PS12	Male	41-50	12	Postgraduate Diploma	No
PS13	Female	41-50	21	Honours degree	Yes
PS14	Male	31-40	17	Honours degree	Yes
PS15	Male	31-40	11	Degree	Yes
PS16	Male	41-50	23	Honours degree	Yes
PS17	Female	41-50	10	Degree	No
PS18	Female	41-50	23	Advanced Diploma in Management	Yes

Table 3. Biographical information of the participants

According to the biographical data obtained, the majority of participants in the study are male, and there is an even distribution of six participants across each of the three age groups of 20 to 30, 31 to 40, and 41 to 50. Most of the participants hold a bachelor's degree. Furthermore, in terms of years of experience in the public service, there was an even representation of nine participants with less than 10 years' experience and nine with more than 10 years' experience. All the participants are in non-senior management positions at the dtic, which means they are all on salary levels 1 to 12. All the participants have completed at least module one of the CIP, which means that their probation has been confirmed and they are either employed on a permanent or fixed-term contract.

Only one participant had experience of working in a national government department before joining the dtic, whilst the remaining 17 participants were from either local or provincial government, or the private sector. Even though the majority of the participants had some work experience in the public service before joining the

dtic, it is still compulsory for public servants to complete the CIP, even if they move from one sphere of government to another.

5.3. Research questions

The central thesis of this study is that the socialisation experiences of newly appointed public servants influence their understanding of their role, which may affect service delivery. The following interview questions as they relate to the research questions were posed to the participants.

Research questions	Interview questions
Q1: What are the anticipatory socialisation experiences of newly appointed public servants in the South African public service?	1. What were your thoughts about the South African public service and public servants before you joined the public service and became a public servant?
Q2: How do newly appointed public servants experience the Compulsory Induction Programme?	2. Describe your experience of attending the Compulsory Induction Programme when you joined the public service. 3. Has the CIP changed any perceptions you may have had about the public service or being a public servant? Please elaborate. 4. Once newly appointed public servants complete module 1 of the CIP, they are eligible for their probation to be confirmed and then can become permanent employees who may qualify for further salary progression. <ul style="list-style-type: none"> • How has this affected your commitment to complete the CIP? • Please elaborate on whether you have completed the entire programme or just module 1.

Research questions	Interview questions
<p>Q3: What are the socialisation experiences of newly appointed public servants in their role?</p>	<ol style="list-style-type: none"> 5. Describe your experience as a newly appointed public servant (at least within your first year of employment)? 6. How different was the role you applied for from the role for which you were employed? 7. How would you describe your understanding of your role as a public servant in the South African public service now? 8. Considering your understanding of your role as a public servant, reflect on any conflicts this has created in your personal life. Did the people in your life see you differently after you became a public servant? 9. Aside from the CIP, how did you learn about what was required of you as a public servant?
<p>Q4: How does the Compulsory Induction Programme initiate public servants to task?</p>	<ol style="list-style-type: none"> 10. How instrumental was the CIP in teaching you about your role as a newly appointed public servant? 11. How did you learn about the tasks and associated priorities you needed to perform as a public servant? Who told you what to do? 12. How were you made aware of your strengths and weaknesses as a public servant?

Research questions	Interview questions
<p>Q5: What factors influence the socialisation of newly appointed public servants?</p>	<p>13. How has the CIP affected your understanding of an ethical public servant?</p> <p>14. How would you describe your current level of satisfaction/happiness with being a public servant?</p> <p>15. Describe the extent to which you feel some control or power over the way your work is carried out in your role.</p> <p>16. How would you describe your current self-motivation to execute your role as a public servant?</p> <p>17. How would you describe your current personal commitment to being a public servant?</p>
<p>Is there anything else you would like to add or share with me about your socialisation experience or the Compulsory Induction Programme?</p>	

5.4. Research questions, themes and sub-themes

Five main theme and 13 sub-themes were identified from the data in this study. The table below presents the research questions, themes and sub-themes derived through thematic analysis of the participants' responses.

Research questions	Themes and sub-themes
<p>Q1: What are the anticipatory socialisation experiences of newly appointed public servants in the South African</p>	<p>Theme one: The anticipatory socialisation experiences of newly appointed public servants</p>

Research questions	Themes and sub-themes
public service?	<p>Sub-theme 1: Newly appointed public servants' anticipatory socialisation experiences</p> <ul style="list-style-type: none"> • Category 1: Factors external to the public service that influenced participants' anticipatory socialisation experiences • Category 2: Factors internal to the public service that influenced participants' anticipatory socialisation experiences • Category 3: Factors that influenced newly appointed public servants to join the public service <p>Sub-theme 2: The anticipatory socialisation experiences of newly appointed public services versus the reality of joining the public service</p> <ul style="list-style-type: none"> • Category 1: Expectation versus reality: What newly appointed public servants thought the public service would be like versus what it was really like
Q2: How do newly appointed public servants experience the CIP?	<p>Theme two Newly appointed public servants' experiences of the CIP</p> <p>Sub-theme 1: Experience of attending the CIP</p> <ul style="list-style-type: none"> • Exposure to new information • The value of attending the CIP <p>Sub-theme 2: Newly appointed public servants' motivation to complete</p>

Research questions	Themes and sub-themes
	<p>the CIP</p> <ul style="list-style-type: none"> • Motivation for completing the CIP • The CIP and the continuing development of public servants
<p>Q3: What are the socialisation experiences of newly appointed public servants in their role?</p>	<p>Theme three</p> <p>Newly appointed public servants' socialisation experiences in understanding their role</p> <p>Sub-theme 1: Socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Socialisation experiences of newly appointed public servants upon joining the public service <p>Sub-theme 2: Influence of role definition on the socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Newly appointed public servants' understanding of their role in the public service • Role for which newly appointed public servants were employed versus the role they are executing <p>Sub-theme 3: The influence of work-life conflict on the socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Reaction from friends and family after joining public service

Research questions	Themes and sub-themes
	<p>Sub-theme 4: The influence of role management on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • Factors that contribute to public servants learning about their role
<p>Q4: How does the CIP initiate public servants to task?</p>	<p>Theme four How CIP facilitates newly appointed public servants' understanding of performance management</p> <p>Sub-theme 1: Learning about performance management in the public service from the CIP</p> <ul style="list-style-type: none"> • Understanding performance management in the public service • Communication between managers and newly appointed public servants to improve performance management
<p>Q5: What factors influence the socialisation of newly appointed public servants?</p>	<p>Theme five The factors influencing the socialisation of newly appointed public servants</p> <p>Sub-theme 1: The influence of internal and personal factors on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • The socialisation of newly appointed public servants in terms of ethical and professional conduct • The socialisation of newly appointed public servants in terms of job satisfaction

Research questions	Themes and sub-themes
	<ul style="list-style-type: none"> • The socialisation of newly appointed public servants in terms of public service motivation • The socialisation of newly appointed public servants in terms of personal commitment to remain a public servant <p>Sub-theme 2: The influence of external factors on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • The socialisation of newly appointed public servants in terms of job autonomy • The socialisation of newly appointed public servants in terms of mutual influence

5.4.1. Theme one: The anticipatory socialisation experiences of newly appointed public servants

The focus of this theme is on the anticipatory socialisation experiences of newly appointed employees. Two sub-themes and four categories emerged within this theme.

5.4.1.1. Sub-theme 1: Newly appointed public servants' anticipatory socialisation experiences

This sub-theme uncovered three categories of thoughts; the three categories are discussed in the following paragraphs.

Category one: Factors external to the public service that influenced participants' anticipatory socialisation experiences

This category revealed that newly appointed public servants' perceptions of the public service and public servants were predominantly influenced by the media. To the participants, the media was responsible for negatively shaping their perceptions and this was indicated in the responses below:

"I would say I feel that I worked in the media ... From the field that I came from, shaped that because, I mean, it was always negative reporting about it. I mean, I don't remember anything much positive being said." (PS17)

"I don't think you think about being a public servant. I suppose most of us are taken up by what's going on in the news, especially when it comes to the err... public service ... there isn't a good perception. (PS4)

"You know, there's a notion that, public servants are lazy, they drag their feet, they are ineffective, inefficient or whatever the terms are used. I just, you know ... I did not really think of it in a good way because of the things that are usually in the media" (PS5)

"Government doesn't have a good reputation, so it was always what is out there in the news ... what you always see in the news so before I got there that was my whole perception of the government ... is that in government people are lazy, people are dragging their feet, people are corrupt, that is what is put out there" (PS1)

The above quotations suggest that the media perpetuated a negative image of the public service by continually reporting on its inefficacies. By doing this, the media implied that the public service was a questionable choice of employer. Furthermore, the responses from the participants implied the belief that the media's negative reporting and frequent focus on poor service delivery contributed to their negative anticipatory socialisation experiences.

It seems that the media attracts more attention from its target markets when the news they report on is on negativity in the public service. This suggests that the picture painted by the media may not be a true reflection of the public service, yet it affects the morale of the employees in the public service. From the quotations above, it seems that the impartiality of the media is questionable as the perceptions of the participants in this study point to a negative perception of the work and identity of a public service employee.

The finding of this sub-theme also suggests that newly appointed public servants are susceptible to what the media reports and that they may lack the ability to make objective judgements. Participants were likely unable to make their own judgements of what is reported in the media because they do not have adequate exposure to both sides of the story. The lack of exposure to both sides of the story suggests that the government is not responding to media reports and by doing so perpetuating its own poor image. In addition, government's lack of response to the media's allegations denies the public the opportunity to objectively discern their understanding of situations. This finding contradicts the expectations of public service departments found in the Government Communication Policy (GCIS, 2018). The GCIS (2018) states that all departments are expected to communicate effectively with the public and other stakeholders by monitoring and responding to negative engagement. From this policy (GCIS, 2018: 7), the government recognises that effective communication with the public and stakeholders can build public trust and confidence in the integrity of government. From the document analysis and interview findings, in this paper the researcher argues that if government improves its communication with the public around the negative media attention and reporting, it would be able to effectively challenge the negative perceptions that exist in the public domain.

Category two: Factors internal to the public service that influenced participants' anticipatory socialisation experiences

According to the findings in this category, participants responded that their impressions of the public service and its employees were shaped through their own observations and negative personal experiences as recipients of frontline services

at government departments. The following quotations lead the discussion in this category:

“I did not really think of it in a good way because of things we see, that we experience when we go to get public services, when you go to the clinic; when you go to Home Affairs; SARS or whatever the case maybe ... there's always lines, you know.” (PS5)

So, even if when you walk into the walk-in centre of the government institutions and you see people telling you that “I'm going for coffee”, but the client is there. You will never do that within the private sector. So, you get the mentality of a relaxed environment.” (PS6)

“In my opinion, I was like, okay, these people know what they're supposed to do, but they don't want to do it because they know they won't be fired for not doing it. So that that was my understanding of public servants that they don't care about the public, they're just like as long as ‘I'm getting paid’.” (PS9)

“I thought at first government these are the people who were letting the country down. They are very lazy in their own doing because they do nothing. We see they just go to the office. They have coffee and tea and then they come back” (PS10)

Through the above quotations, the researcher found that participants blamed public servants for their poor perception of the public service. Participants asserted that public servants seemed to be lazy and slow to respond to the needs of citizens. It seems that this understanding led participants to believe that the public service environment was laid back and relaxed.

The participants' responses in this theme suggest the tenet that public servants are apathetic to the needs of the public and do not have a customer-centric attitude. This finding also suggests that participants hold public servants accountable for the public's poor perception of the public service because they do not attend to customers in a timely manner, resulting in longer waiting times in receiving services.

This also suggests that there is a lack of supervision at the frontline where services are offered, which may give rise to demotivated employees who cannot serve citizens effectively and efficiently. The lack of supervision at the frontline where public services are offered to citizenry contradicts the objectives of the Frontline Service Delivery Monitoring Programme (FSDMP) (DPME, 2011). The FSDMP aims to ensure that the quality of the services provided to citizens at the institutional and facility level is regularly monitored by the government. Participants' negative perceptions about the public service and its employees were perpetuated by public servants themselves, and this implies the belief that customer service training is inadequate. Furthermore, it also implies that public servants who have attended customer service training may not know how to apply that knowledge in the workplace. This also means that there is a lack of accountability and follow-up from line managers with employees after training. According to the document analysis of the WPHRMPS (DPSA, 1997), line managers forfeit their responsibilities towards the professional development training of their employees. The WPHRMPS (1997: 6) states that line managers are responsible for supporting and encouraging the professional development and training of employees because of the career management implications with which it is associated.

Category 3: Factors that influenced newly appointed public servants to join the public service

The third category within this sub-theme discusses the factors that influenced participants to join the public service. The quotations below lead the discussion of the findings in this category:

“Previously I'd been in the private sector and then and I've moved into NGO sector. And actually, I was being retrenched and I was approached through an agency and that's how I ended up in the [public service]” (PS17)

“The security for me that if I go to government then at least I will secure my job for until my retirement ... working for government that was approach number one for me. I've always in a way in my career knew that I wanted to

go retire in government. It's been part of the plan that I want to retire in government, and lucky yes, I did get that opportunity.” (PS12)

“And I served as an intern for about a year and after that I was taken as a contractor within the dti and I've been serving as a contractor since 2018 until date.” (PS3)

From the responses above, the participants revealed that they did not join the public service to further the public good or serve the underserved, instead they joined the public service for reasons such as changes in their employment status and job security. This implies that the participants' reasons for joining the public service were personally motivated, and that they were not motivated by giving service to the public.

The participants' responses in this category infer that being a public servant is a “means to an end”, because it is not a career that they personally value. The responses imply that being a public servant is a means to achieve the aim of being employed and receiving a salary. For participants who were facing retrenchment, an offer of employment from the public service was welcomed because it meant they did not have to join the country's unemployment line. In addition, interns who concluded their internship period at the dtic were absorbed as contract employees immediately thereafter. This suggests that they did not have the opportunity to benchmark against other employment sectors to ascertain whether the public sector was a good fit for them.

The responses below suggest that newly appointed public servants joined the public service because they were looking for opportunities for personal growth and the fact that the opportunity was available in the public service did not make any difference to them. This implies that participants for were looking for career advancement opportunities and the public service was a convenient option at the time and not a deliberate choice they made. This suggests that being a public servant was not necessarily the participants' first career choice.

“I was coming from private sector. And for me at that stage when I joined the department it was a matter of growth and looking at growth you don’t cherry pick terms of the industry or the environment that you will want to join. And at that time the position within the dti was available.” (PS6)

“I don't think you think about being a public servant. If you asked me maybe two years or three years before I joined the public service, I would have told you I really did not want to be in government {laughing}.” (PS4)

The responses also indicate that despite participants currently being public servants, it was not a profession that they would have actively pursued if they had a choice. By participants not actively taking the decision to become public servants, it suggests that there was an element of reluctance to join the public service and possibly to perform the duties associated with their role. To the researcher, this implies that newly appointed public servants lack the passion necessary to thrive in their role of being a public service employee.

5.4.1.2 Sub-theme 2: The anticipatory socialisation experiences of newly appointed public services versus the reality of joining the public service

In this sub-theme, the researcher presents how participants’ anticipatory socialisation experiences compared to the reality of experiences after joining the public service. One category emerged within this sub-theme, and this is discussed further in the following paragraphs.

Category 1: Expectation versus reality: What newly appointed public servants thought the public service would be like versus what it was really like

Participants’ responses in this category revealed that the perception they had about the public service was that its employees were not committed to their jobs, instead they were in the public service because of the perks associated with working for the government. Through the participants’ responses it also emerged that they thought

they would encounter public servants who did not demonstrate ethical conduct and who “cut corners” when it came to their work. This reiterates the implication that public servants are lazy and corrupt, as also found earlier in sub-theme 1, category 1. The participants said:

“My feeling was that it was ... I couldn't understand why anybody would work in the public service. Because well, you know, you always told stories of how people just go there to collect their pension and, you know, they the work ethic is perhaps not what it is elsewhere.” (PS15)

“You know government, if it is well known for it being slack you know, there's no ethics you know, there are people are not ethically inclined, you know, yeah, you know, they were known for even cutting corners on a lot of things.” (PS18)

“I mean when you haven't been in the public sector before, the word out there is firstly, not much is being done in terms of the employees doing their job. So that was the perception before I went there, that people don't really put as much effort into their work. That was the perception, but me joining the public sector I saw the total opposite of that.” (PS2)

From the above quotations, it seems that the beliefs that participants held before joining the public service changed when they joined the public service. The findings from participants' responses in this regard revealed that there were reasons for the perceived slow turnaround times and inefficiencies in the public service. The data implies that the protocol and bureaucracy that public servants must follow and abide by are responsible for the perceived lethargy of the public service. From the quotations below, the researcher found that the decisions and processes in the public service were affected by ‘sign-off’ or approvals that took time by virtue of the number of signatories that were required.

“There are certain requirements ... somebody cannot just say today that they want this book, and it happens today. There is this procurement that needs to happen, after procurement somebody must sign it off. Somebody must edit

it. But when you're outside, think that somebody can just write it within 20 minutes and then two hours it will be printed, and you must have it within a day. It doesn't work like that.” (PS10)

“So, generally people think government is horrible, which I also thought it was until I actually got into government and that you now turned to change to realise that they are steps to follow and sometimes that's the reason why things take a bit longer than what people want.” (PS5)

“Yeah, the stuff that stops progress. The bureaucracy. That's it ... the big B. Exactly. {laughing} Red tape, and all those kinds of beautiful things, that is what is frustrating for me.” (PS13)

The findings in this category also suggest that participants believe that the negative image of the public service is perpetuated by people outside the public service, and that once you join the public service, you begin to understand the reasons behind why processes take longer than expected. These findings further imply the belief that participants understand how protocol and bureaucracy work in government.

The researcher found that the expectations that participants had of the public service prior to becoming public servants did not match the reality of what they found when they became public servants. Participants' responses indicate that they expected to find a work environment where people did not really work or put much effort into their tasks; instead, they found that public servants were indeed working, but protocol and bureaucracy were inhibiting the potential for them to be perceived as highly functional and efficient by the public. This finding is consistent with the Delegation of Authority in terms Section 38 of the PSA (RSA, 1994), which outlines the delegation of powers and duties vested to public servants by virtue of the public service hierarchy. Section 38 of the PSA (RSA, 1994) delegates financial, human resource and public administration decision-making powers to certain public servants, and thereby perpetuates the bureaucracy and red-tape associated with approvals of procurement, appointments and other operational activities.

5.4.13 Summary of theme one

The participants' responses in this theme suggest that their anticipatory socialisation experiences were influenced by the media and their own personal experiences in accessing public services. Further to this, the findings indicate that the anticipatory socialisation experiences of participants were also influenced by factors internal to the public service, such as apathetic and lazy public servants who did not appear to be customer centric. The responses of participants, however, also revealed that the inefficiencies of the public service were being largely perpetuated by individuals who were outside of the public service and ignorant of its operational procedures. Participants revealed that once they began working for the public service, they realised that the perceived slowness of government was actually a response to protocol, processes and policies. The gap identified here is the lack of sharing of the procedures with the public so that they know and understand the protocols, processes and procedures in the public service that must be observed to ensure they are served.

5.4.2. Theme two: Newly appointed public servants' experiences of the CIP

The focus of theme two is on newly appointed public servants' experiences of the CIP. Two sub-themes emerged within this theme, with two categories being distinguished in each sub-theme.

5.4.2.1. Sub-theme 1: Experience of attending the CIP

Within sub-theme 1 of this theme, the first category to be distinguished was concerned with the new information to which participants were exposed.

Category one: Exposure to new information

From the responses below, the researcher found that attending the CIP was beneficial for newly appointed public servants because it exposed them to new information about the public service. From document analysis of the CIP (NSG, 2016), this finding is consistent with the purpose of the programme, which is to challenge newly appointed public servants to embrace the values and mandate of

the democratic South Africa. The finding shows that the participants would not have had exposure to that new information when they were employed in the private sector. The participants said the following:

“This the CIP programme, it's good in terms of assisting, as in understanding the policies and procedures processes of government.” (PS18)

“When you're a public servant, it's not just about you and your team and you are not working in a closed box. No, you need to understand how other departments work, to compile a travel submission or submission to procure something you need to liaise with the Supply Chain department, you need to liaise with the Finance department, so you need to understand those steps within the department.” (PS3)

“The Batho Pele principles which spoke to accountability, responsibility, and all of those, so I had a glimpse of that how a public servant is supposed to carry themselves. How they're supposed to offer the service to the public.” (PS2)

According to the findings, participants found the CIP beneficial because it exposed them to information on technical administrative issues, such as compiling submissions and procurement processes, which they otherwise would not have known so early in their public service career. Participants also highlighted that the CIP covers the ethical and customer service principles required of public servants. This implies that the CIP is beneficial to newly appointed public servants, especially when they do not have any prior experience in the public sector. The findings also suggest that the CIP is an appropriate tool to learn about what is required of public servants in their role. The findings further imply that the information that participants were exposed to in the CIP prepared them for what to expect in their role as a public servant.

Category two: The value of attending the CIP

The second category discussed in this sub-theme is concerned with the value the participants believed they derived from attending the CIP. From the participants' responses, the researcher found that participants derived value from the CIP because it facilitated their understanding of the processes and procedures within the public service. This finding is congruent with module 2 of the CIP (NSG, 2016: 12), which is titled "Working the Service Delivery System and Public Administration Process" and is aimed at facilitating a better understanding of the functioning of government and its obligations to its citizens. The following quotations indicated the value that participants believed they derived from the CIP:

"I hadn't been exposed to the public service that much, so it was purely a learning stage for me. I got to see how things are done in the public sector, what language is used, how the hierarchy is defined. While you're in the private sector they speak of a director it does not mean the same thing as in the public sector." (PS2)

"It's very informative. It touches on government policies, the processes of government services and procedures and stuff like that. So, it's very helpful. Yeah. Especially for somebody who has never worked for the government. It can assist them very well if they undertake their programme." (PS18)

"It's a valuable tool or a valuable programme. It detailed everything for you and to understand what government is, how it operates and how I fit into government. That was the interlink I was looking for..." (PS12)

From the above quotations, the researcher found that the CIP provided participants with a better understanding of how the public service operated. It seems that the CIP was particularly beneficial to participants who came from the private sector because they did not have any prior knowledge of the work culture of the public sector. This implies that the CIP is beneficial for former private-sector employees because the public sector is not like the private sector. From the quotations, participants also suggested that the terminology used in the private sector had

different connotations in the public sector, and that it was beneficial for them to know the difference. This implies that the public sector and private sector operate differently and that it may be challenging for former private-sector employees to adjust accordingly. This is suggestive of the need for public sector induction training to consider the behavioural and knowledge adjustment needs of employees coming from the private sector.

From the quotations below, the researcher found that the participants understood that as public servants they would be contributing to fulfilling government's mandate to deliver services to the public. It was clear from the participants' responses that they were aware of the mandate of government and their role in terms of that mandate – to serve the public.

“...after attending the CIP, I got to understand that it's not just maximising the profit, but it's more about contributing to the South African Government's mandate of which is to serve the public and know the term Batho Pele principles and to serve the bigger vision not just to maximise profit, if I may say so.” (PS3)

“I wanted to see how my role fits into the broader role of government, and it did exactly that. It's not only about those who go outside and do service delivery, it's about everyone who's the employee of government. It was an enabler to me to understand how government operated, it also set my own role, and how to support government to deliver what it is mandated to do so.” (PS12)

“And that the work that we do is not really about is us, it's about the citizens of this country. And about serving the citizens of the country and so that what we do is not for our own personal benefit.” (PS13)

The quotations above suggest that the CIP contributed to participants' understanding that there was a distinct difference between working for the private sector (which was driven by profit) and working for the public sector (which was driven by service delivery). The quotations suggest that participants are aware that

being a public servant means that one does not place their needs before that of citizens. This finding is in accordance with the WPTPSD (DPSA, 1997), which outlines the eight Batho Pele principles for service delivery that are responsible for improving the standards of service offered to all citizens. The Batho Pele principles have the specific policy goal of putting the people of South Africa first, which means they are entitled to receive the highest level and quality of service from public servants (DPSA, 1997: 7).

The following quotations further suggest that the CIP provided much-needed clarity to participants on the policies and legislation in the public service. The participants expressed that the CIP was able to package the information in a way that made it easier for them to understand. This implies that the CIP is packaged in a way that adequately addresses the needs of newly appointed public servants and facilitates their better understanding of its content.

“We are guided by a lot of different principles, Batho Pele principles is one of them. You know, the PFMA being one of them, because we constantly need to remind ourselves that whatever we do, especially when dealing with, you know, public finance, we need to remember that it's their money that we are using, and we need to use it in a very effective and efficient manner.” (PS5)

“It doesn't only introduce you to the government structures but the key policies that are there that you need to adhere to. I mean reading a hundred and something pager document versus sitting in front of someone breaking down to you and picking up those components that are really key that you will need to look up for. So, from that point of view, it really helped me a lot. It's not only with PFMA, it's your PAIA your PAJA.” (PS6)

The quotations also imply that newly appointed public servants have a need to acquaint themselves with the plethora of policies and legislation that govern the public service, but they desire for the information to be relatable and easy to understand.

The participants' answers in this theme imply the belief that the CIP was able to impart valuable knowledge about the public sector and the mandate of government. It appears from the findings that participants were satisfied that the CIP gave them insights into how government operated, the hierarchy in the public service, and the relevant processes and legislation applicable to the role of a public servant.

5.4.2.2. Sub-theme 2: Newly appointed public servants' motivation to complete the CIP

The second sub-theme within theme 2 is concerned with the motivation of newly appointed employees to complete the CIP. Two categories emerged within this sub-theme, and these will be discussed separately below.

Category one: Motivation for completing the CIP

The first category discussed in this sub-theme is concerned with participants' motivation to complete the CIP. The following quotations revealed the motivating factors that led newly appointed public servants to complete the CIP.

"It's always at the back of your mind when you're doing it ... it pushed me to do it ... just because I need to get out of the probation stage. It just reminded me the importance of it." (PS2)

"Hm, yes, it did affect my attendance for the fact that I wanted my internship to be renewed. I wouldn't do anything that would jeopardise that opportunity. I made sure that I attended because I knew that if I don't attend, that I wouldn't get that opportunity to be a public servant." (PS1)

"I think it just brought the seriousness to the process because you know that my job is dependent to this thing so if I don't complete this programme I cannot be confirmed. So, I think it put that pressure to say that you need to do this regardless of what period they give to you." (PS12)

From the above quotations, the researcher found that participants' motivation to complete the CIP was linked to the benefits associated with its completion. In their responses, participants expressed that they were motivated to complete the CIP because it was linked to two factors: Getting their probation confirmed so that they could be offered a contract of employment in the public service; and qualifying for salary progressions once they had a contract of employment. This implies that participants were not motivated to complete the CIP because they wanted to learn more about government and their role; instead, their motive was self-serving. This further implies that the knowledge and skills imparted through the CIP may not hold much value for the participants because they were not truly invested in completing the CIP. It is therefore likely that the knowledge and skills from the CIP may not be utilised with certainty in the workplace by participants.

The responses also suggest that the participants completed the CIP because they wanted to comply with the requirements of having their probation confirmed. This finding is not in line with the aim of the CIP (NSG, 2016), which is to develop work-related knowledge and skills for newly appointed public servants. Completion of the CIP as a compliance measure suggests that the participants may not assign value to the knowledge and skills the programme can impart in enabling them to do their work effectively and efficiently.

In addition to the participants expressing that their motivation to complete the CIP was for self-gain, participants indicated that there was no pressure from their line managers to complete the CIP. This is evidenced in the quotations below:

“No, there was no pressure at all, they’ve got different schedules you just choose which one you want. They don’t give you any pressure. You choose for yourself; you feel it within in yourself that I want to have this information. They don’t put you under any pressure.” (PS10)

“It was no pressure from my supervisor as I said earlier on, so I use that as an opportunity for me to just do this and finish it. Yes, they give plenty of time to finish the programme, but I just decided that let me just finish.” (PS12)

The fact that the onus to complete the CIP was left to participants suggests that line managers are not involved in the training process, and do not motivate their subordinates to complete the training. This also implies that managers do not appreciate the value of such training. The finding also suggests that line managers have a relaxed approach to employees completing the CIP, and it is likely that they are not reiterating the importance of such training programmes to the employees. This is contradictory to the generic Core Management Criteria (CMC), specifically number 10, which is communications, as contained in the SMS Handbook (DPSA, 2003). Line managers who are not effectively reiterating the importance of such training programmes are renegeing on their responsibility to exchange valuable information and ideas that could influence employees to achieve the desired outcomes in the workplace. The data has shown that line managers tend to disregard or not reiterate the importance of the CIP to their employees, and this is likely to negatively influence employees' motivation to complete the programme and implement in their daily practice what they have learned during training.

Category two: The CIP and the continuing development of public servants

The second category discussed under this sub-theme is participants' understanding of continuing development in the public service. From the participants' responses below, the researcher found that there is a strong culture of learning at the dtic.

"I've done a course called Advanced Management Development Programme, which is actually a management course earmarked for public service managers. The content covers your day-to-day stuff on a management level. And I also done another course on customer excellence." (PS14)

"I respect the engagement around me, the people around me are always studying, they're always trying to improve the system. They're always trying to improve the government in terms of how we deliver things to the public. It was encouraging because people there they are always willing to learning. They are always learning here in government." (PS10)

“I attended a programme with Department of International Relations. It focused on protocol and etiquette as a public servant, so I think that’s the one that played you know, a very big role in teaching me how to behave in a public servant and what to do as a public servant.” (PS5)

“I’m currently studying. The reason why I had done it initially it was so that after getting my masters, I could start applying to also become an academic.” (PS8)

According to the participants’ responses above, the researcher found that public servants are committed to learning and furthering their studies. The findings suggest that new employees are committed to growing their knowledge of the public service because they understand the implications it has for their continuous development. From the responses, it seems that participants in the current study understand that engaging in continuous development leads to a better understanding of processes and procedures. Since participants have also attended advanced management programmes, this is suggestive of their aspirations to be promoted to senior managers within the public service.

5.4.2.3 Summary of theme two

Findings in theme two indicate that the participants in this study found the CIP to be beneficial because it exposed them to new information. In addition, the participants revealed that they found the CIP to be valuable because it facilitated their understanding of processes and procedures in the public service. The findings in this theme also indicated that participants were motivated to complete the CIP because it was linked to the confirmation of their probation, which made them eligible for a contract of employment and salary progression. Participants’ responses also indicated that there was a strong culture of learning at the dtic, and this contributed to their own commitment for continuous professional development.

5.4.3. Theme three: The socialisation experiences of newly appointed public servants in their role

Theme three is concerned with the socialisation experiences of newly appointed public servants in their role. Four sub-themes and six categories emerged within theme three and these will be discussed in the paragraphs that follow.

5.4.3.1 Sub-theme 1: Socialisation experiences of newly appointed public servants

This sub-theme is concerned with the socialisation experiences of newly appointed public servants. One category emerged within this sub-theme, and it is discussed below.

Category one: Socialisation experiences of newly appointed public servants upon joining the public service

This category explores the socialisation experiences upon joining the public service. From the quotations below, the researcher found that the first year of employment in the public service for participants was challenging because it was frustrating and fraught with uncertainty.

“Sho! It was a frustrating experience because in the private sector you must always be on top of your game then you come to a government institution, the environment it's more laid back if I can call it that way. So, if have an audit finding, you need to close it within three years but it's actually something that you can close within three months.” (PS6)

“When I started, I asked questions, but I didn't get the answers that I was looking for. Also, not having direct line management ... so there was nobody who could tell me the publications we produce every year. I didn't get any of that kind of things. So, I just had to figure it out. Asking as many people as I could and try to like to put a list together.” (PS17)

“I had a lot of questions. I suppose some of those questions were as a result of not having access to institutional memory. And uhm ... most of the time it wasn't explained to me why things were being done the way they were being done, why there were certain organisational policies...” (PS4)

The findings from the responses above suggest that when employees come from the private sector, it is difficult for them to adjust to the laid-back approach of the public service. The participants' responses reveal that there seems to be no urgency to finalise matters, and this contributed to the frustration experienced by the newly appointed public servants. It seems likely that former private-sector employees find it more difficult to adjust to the public sector because the private sector is characterised by meeting deadlines and targets that are rigid and linked to increasing profit margins, whereas in the public sector there is an absence of target-driven tasks to be accomplished. It is likely that there is a greater sense of urgency in the private sector to get things done than in the public sector, where the work climate and culture seems relaxed.

The quotations from the participants in this section indicate that newly appointed public servants required a lot of clarity about their new role and new environment, and how the public service operated. The participants' responses, however, indicated that they were not provided with that information and had to source the information they required for themselves. The fact that new employees had to locate and organise information about their roles themselves is indicative of poor induction practices at the department. These findings imply the belief that the state of uncertainty in which participants found themselves was attributed to the department's lack of planning and preparation to onboard new employees when they arrived at the workplace. It seems that if new employees were provided with a 'welcome pack' with relevant information, their transition into the new environment would not have been as frustrating or challenging. Since the findings indicate that the dtic was not adequately prepared to receive newly appointed public servants, it means it has contravened the directives presented in the WPHRMPS (1997). The WPHRMPS (1997: 25) states that new employees should undergo an orientation programme where they are provided with the basic information that will enable them to function optimally in the public service. The WPHRMS (1997) goes on to further

state that the employee should receive this basic information as quickly as possible so that they are able to contribute and become productive in their new workplace.

The fact that participants also did not have people that they could immediately turn to when looking for information indicates a lack of mentorship capabilities in the department. It seems that the presence of mentors could have alleviated the stress experienced by the new employees, and would have provided them with the information they needed about their new environment. The presence of mentors in the workplace implies that they would have been able to guide new employees through their first few weeks in their new environment as well as point them in the right direction for locating beneficial resources. In addition, the presence of mentors in the workplace suggests they could impart valuable information to newly appointed public service to improve their individual job performance, which could positively influence workplace performance. This is in line with the WPHRMPS (1997: 25), which states that the performance excellence of newly appointed public servants is reliant on the provision of counselling and evaluation by line managers throughout the probationary period so that potential issues can be resolved when they arise.

The findings imply that when newly appointed public servants experience such challenges within their first year of employment, they may feel that the public service is not organised and ready to receive new employees. The implication of this could be that participants may choose to leave the public service. The premature exit of newly appointed public servants suggests that there may be financial implications for the public service, such as recruitment and retraining costs, loss of productivity, and disruption of services.

In the instances where there were no line managers, it seems that the department would have been well-advised to explore alternate reporting lines to receive new employees. Instead, the findings suggest that the department assumed that newly appointed public servants would know what to do and find their way around on their own when they arrived at their new workplace. This is indicative of weak management practices at the dtic because line managers assumed that new employees would manage themselves and learn about the tasks they had to perform on their own. In addition, the lack of standard operating procedures for the effective

induction of newly appointed public servants for line managers or mentors may influence the initiation of an organisational culture that lacks accountability, has no insistence on achieving objectives and does not value citizen-centric service delivery.

5.4.3.2. Sub-theme 2: Influence of role definition on the socialisation experiences of newly appointed public servants

This sub-theme is concerned with how role definition influenced the socialisation experiences of newly appointed public servants. Herein this sub-theme, two categories were uncovered, and they are discussed in the following paragraphs.

Category one: Newly appointed public servants' understanding of their roles in the public service

This category discusses how newly appointed public servants' understand their roles in the public service. The quotations below lead the discussion:

"I do my work diligently to serve the people instead of serving myself. We have ethics, you have to follow that as public servants. We have to make sure that we offer services instead of offering them for ourselves. We have to avoid doing things just for ourselves because we are in public service, we have to serve people and make sure that you deliver." (PS11)

"My understanding is that of service, not self-serving, but servant of the people. And you are constantly reminded of that in the tasks and work that we do, and in the strategic sessions that we have, that we are doing this for 50 million South Africans and our individual role has a massive impact in that." (PS8).

"I think my understanding is that ... we are serving the people. That's what we do. Our duty is to serve the people. We are guided by a lot of different principles, Batho Pele principles in one of them. So, I think Batho Pele just puts you in front and to just serve them with integrity and honour." (PS5)

“It has been instilled in me that being a public servant is about serving your community, serving your citizens. Every person is important. You must not treat one better than the other one just by looking at them. It is not right to think that some are more important than others. You can’t treat people who come from villages differently and think the ones from the towns are more important and give them better service.” (PS7)

From the quotations above, the researcher found that participants have a clear understanding of their role in the public service. According to the participants, they understand their role to be servants of the people who work in accordance with the Batho Pele principles. This implies that public servants understand that upholding the Batho Pele principles means they must have a customer-centric focus in delivering services. This finding is in accordance with the Code of Conduct for Public Servants as contained in the PSA (1994). The Code of Conduct for Public Servants (RSA, 1994) states that public servants as employees of the state must promote the unity and well-being of all citizens through service par excellence that drives development and upliftment. In addition, it is likely that participants understand that public servants must act altruistically in their duties and place the needs of the citizens before their own. From the quotations above, the researcher found that there is no ambiguity in participants’ understanding of the Batho Pele principles and how it should be applied, that is without favour and across the diverse range of citizens in South Africa. Participants’ responses in this regard seem to suggest that they acknowledge that every citizen has the right to access public services in South Africa. This is consistent with the WPTPSD (1997: 19), which states that it is the responsibility of all public servants to consider the needs of citizens who have been previously denied access to services, and those who are not able to speak up for themselves.

The findings in this section indicate that there is a gap that requires further scrutiny of the factors that limit public servants’ ability to perform their role effectively and efficiently. It is therefore necessary to uncover why the negative perceptions of public service persist in society.

From the quotations below, the researcher found that a sense of belonging began to emerge in the participants, and they began to see themselves as part of a collective that is working towards the common goal of being service delivery agents. The participants said the following:

“You need to conduct yourself as a public servant, there are values you need to carry as a public servant, how you need to present yourself because you are not only representing yourself as an individual. I am not representing myself as (PS2) if I’m working for a public organisation. I am representing the organisation as a whole.” (PS2)

“Economic growth is one of the most important things that I would like to contribute towards. Knowing that the Department of Trade and Industry is the one that serves this economic growth, and I am part of the dti, it makes me feel that I serve or makes me contribute to the positive economic growth of the country.” (PS3)

“I understand you have to follow protocol ... you know ... to not jump over people's heads. If I have issues, I either have to reach my manager instead of going to the HR department, whoever I need to go to before I go to my manager.” (PS11)

From the above quotations, it is likely that public servants see themselves as part of a collective that has the duty to act in accordance with what is expected of them as public servants. It seems that those participants believe that when they perform their duties as public servants, they contribute to the mandate of the public service, which is to serve the needs of citizens. The responses above also revealed that participants understood that they were no longer representing just themselves, but also the public service, which is mandated to deliver services to the people of this country. It is likely that because public servants see themselves as representatives of the public service, they will have a greater moral obligation to perform their duties more effectively. The analysis of the SMS Handbook (DPSA, 2003: 137) revealed that, in accordance with CMC number one: Strategic Capability and Leadership, line managers are responsible for positively influencing team morale, cultivating a sense

of belonging, and fostering participation among their employees. The data from this study implies that line managers have a significant role to play when it comes to employees' understanding that they are part of a collective that contributes to a bigger mandate and vision.

From the responses above, the researcher also found that participants understood that being a public servant meant they had to follow protocol and respect hierarchy in the public service. This implies the belief that newly appointed public servants acknowledge the typical description of the public service as bureaucratic by nature, with a clearly defined hierarchy that values and prioritises protocol. This implication further embeds the finding that newly appointed public servants see themselves as part of a collective, which in this case is a bureaucracy. It is likely from the participants' responses that newly appointed public servants will demonstrate an appreciation for the behaviours and practices of the public service, of which they have now become a part. This is consistent with the intention of the Code of Conduct for the Public Service (1997) to act as a guideline to all public servants on what is expected of them in terms of their individual conduct and interaction with others.

Category two: Role for which newly appointed public servants were employed versus the role they are executing

The second category in this sub-theme shifts from participants' understanding of the role as a public servant to participants' understanding of the specific role for which they were employed, and how it compared to the role they are executing.

The quotations below lead the discussion in this category:

"It actually isn't what I applied for. Being an executive PA I understand is like being someone's PA. So, in relation to my previous post, because I was the office manager in the DDG's office, it's the same level, the same salary level but looking at the tasks, here I do less than what I actually did in the North-West." (PS7)

“I think I can say it’s {laughing} 100% different. The change of technology has moved us from where we used to be to be where we are. When I got into the dti I was a web developer now, I am more of a project manager. I manage the web because if you look at technology now, it’s like you don’t need to develop. You don’t need to code anything. The environment itself moved me from being a developer to being now a content management manager more than I develop.” (PS10)

“Except extremely different {laughing} extremely different. Previously, when I started in the public service, the work I was doing was quite administrative. And it was an international trade environment. So, I’m now in an environment that is zero admin, and I’m dealing with skills for the economy, so it’s quite different in terms of the works itself.” (PS8)

“When I started, the post that I’d applied for was editor, but I ended up doing other things which weren’t part of the actual role. My role is to edit all the content that goes through the department, but I started doing internal comms. I tended to take more of that role because we didn’t have a director. I took on a lot of those things. I was actually heading up internal comms as well as doing the editing side. They’re actually two roles that need two people, not one.” (PS17)

From the above quotations, the researcher found that participants were not executing the roles for which they were initially employed. Participants cited technological advancements in their fields, understaffing, and duties not being accurately described in job advertisements as the reasons for this anomaly. It is likely that when employees are expected to execute roles for which they did not apply, they would be less content in their jobs. This is because their expectations of a job do not match their lived reality. Such an imbalance is likely to result in low levels of job motivation, satisfaction and commitment in employees, which is likely to negatively influence productivity.

From the quotations, participants revealed that they were performing the roles of more than one employee at a time; this implies that the department is not regularly

updating its organograms to know where the staffing gaps are. It also suggests that the department's recruitment and hiring efforts are slow and ineffective because they are unable to fill vacant posts in a timely manner so that it doesn't impact the workflow. This goes against the directive of the WPHRMPS (1997: 5), which states that high-priority positions that are critical to organisational efficacy may be filled through placement strategies that are aligned to the department's human resource plan and recruitment policy. It seems that in this instance, the dtic did not heed the provisions laid down for placement in the WPHRMPS (1997).

In instances where employees were expected to execute the roles of more than one employee at a time, it is likely that employee burnout, fatigue and mismanaged employee wellness can be reported as consequences. This is likely to have a negative impact on the department's reputation because these cases can be escalated as complaints and grievances to Employees Relations and public service unions. Given that the public service is a highly unionised environment, this is a plausible outcome. This is congruent with the decisions ratified in the Green Paper on a New Employment Policy for a New Public Service (GPNEPNPS) (DPSA, 1997), where a succession of broad consultations was initiated to involve all stakeholders in the unification of the public service. The promulgation of the GPNEPNPS (DPSA, 1997) meant that the public service environment would become more unionised because public service unions were considered as part of the Public Service Bargaining Chamber.

From this finding, it is also likely that when employees are expected to execute roles for which they do not have the requisite skills and experience, it is possible that tasks can be performed incorrectly. This can result in the loss and waste of financial and human resources and time. From the participants' responses, it would also appear that the department's expectation of its employees to execute roles for which they were not employed is not rewarded with extra remuneration. This is indicative of questionable labour practices by the department, and suggests that it may find itself in a situation where it would have to deliberate with Employees Relations and public service unions to arrive at a resolution. It also seems likely that public servants' lack of prerequisite skills and experiences may have contributed to their inability to

provide service delivery, which gives rise to the negative perceptions about the public service that are perpetuated by mass media.

5.4.3.3. Sub-theme 3: The influence of work-life conflict on the socialisation experiences of newly appointed public servants

The third sub-theme within this theme is concerned with the influence of role conflict on the socialisation of newly appointed public servants. One category emerged in this sub-theme, and it will be discussed in the paragraphs that follow.

Category one: Reaction from friends and family after joining the public service

In this theme, the researcher found that participants expressed that they experienced conflict within their inner circle when it became known that they worked for government. From the document analysis of the dtic's 2020/21 Annual Report (the dtic, 2021: 23), the researcher found that the department has 17 agencies that fall within its ambit. It is therefore likely that citizens may tend to view the dtic and its agencies as one organisation. Consequently, conflict may arise when citizens are not able to differentiate where the dtic ends and where an agency begins. For that reason, participants were bombarded with requests from friends and family to assist in matters handled by the dtic's agencies and not the dtic itself.

The following quotations from participants support the discussion that ensues:

“So, any person that hears that I work for the dtic, asks me about CIPC papers. ‘Get me registered because those consultants that register companies charge so much; can you help me because you are within the environment?’ They don't understand that I don't go to work and sit register companies. So, it really affected me.” (PS6)

“Initially, people thought, the dtic is, like CIPC. So, people would normally ask, can you assist us with company registrations? And then you would be like, but I don't work with that. Turning them down, seems like you're not being nice, you have to explain to them that CIPC is a totally different

organisation. It's part of the dtic but it's different. So, I can't assist with that."
(PS9)

"Most members of the general public have a negative reaction to the public service and public servants. You know, and it's based on obviously, the experiences going to government offices and the likes ... My friends don't quite understand. Overall, it's not a positive reception." (PS15)

"Most people don't see you in a positive light. They actually think that you're going to chill off within government. And they're like, 'You do the public service, we get it, we're going to do the private sector where things are really happening'. So, it's not seen in a very positive light. I still get those comments from people, and I say you know what 'I'm a public servant that works'."
(PS13)

From the above quotations, the participants explained that when they attempted to explain to people that they were unable to assist them, they were perceived as being rude and unhelpful. The public's misconception about where the participants worked and the duties for which they were responsible created feelings of discontent and unhappiness for participants, and this negatively impacted their outlook as being employees of the department. This implies the belief that public servants need to feel proud about where they work, and when there are misconceptions they begin to feel distressed.

The researcher also found that participants' friends and family did not hold working for the public service in high regard. Internal conflict within the participants arose when those closest to them expressed that they believed that public servants do not really do any work in government. They also believed that public servants were lazy and that the private sector was actually where things get done. Expressions such as these are suggestive of participants' families and friends' disapproval of working for government and the work ethic of public servants. This is likely to negatively influence participants' careers as they may be forced to question whether they made the right choice by becoming public servants. In addition, it is likely that if participants were to defend government or their choice to become public servants, it may lead

to animosity between the participants and their inner circles, and possibly even the breaking down of relationships. Due to the participants' families and friends having bad experiences with public servants and poor service delivery, it is possible that they could misdirect their feelings of being disgruntled and frustrated onto the participants. This suggests that participants may be on the receiving end of misplaced frustrations, and this may influence the emergence of feelings of regret for joining the public service.

5.4.3.4. Sub-theme 4: The influence of role management on the socialisation of newly appointed public servants

The fourth sub-theme that emerged within theme 3 is concerned with the influence of role management on the socialisation experiences of newly appointed public servants. Herein this this sub-theme, one category was uncovered and this is discussed in the following paragraphs.

Category one: Factors that contribute to public servants learning about their role

The responses of the participants, as quoted below, show that newly appointed public servants are dependent on mentors, role models and colleagues to learn how to manage their roles. The findings also indicate that participants relied on their mentors and role models to provide guidance and encouragement on how to be a public servant. It is worthwhile noting that the mentors and role models referred to in this finding were not formally appointed by the department to the participants. Upon analysis of the WPHRMPS (DPSA, 1997: 25), the researcher found that the responses of the participants were inconsistent with the policy's assertions that departments' human resource units are responsible for providing professional advice, support and guidance opportunities for new employees. The WPHRMPS (DPSA, 1997) asserts that employees are entitled to appropriate training, instruction, orientation, guidance, evaluation and counselling, which must be led by departments' human resource units. The following quotations are indicative of how participants experienced role management in the public service and leads the discussion that develops:

“Once I got into the public sector, I got to meet people that are very dedicated to their work and most especially my mentor. From him, I got to learn. Also, from other colleagues. They taught me so much.” (PS1)

“I was fortunate that people who mentored me when I started off within the public service were people who were passionate about being public servants.” (PS7)

“I think if my senior is able to explain the expectations to me at the beginning then it becomes easier for me to understand what my role in government is. And then what is the role of government, linking to my role to government. I think my supervisor was at liberty to explain much easier to me what is expected. Though I understand I had the job description that I saw before I applied for the position but [my manager] added in terms of giving practicality.” (PS12)

“I think more of the learning came sort of on the job from my manager and from colleagues and basically, from day-to-day operations. You sort of learn what is required of you, what to do more job role specifically. In the communication role, you know, you learn on the job.” (PS15)

“There have been some people who have had positive influence in my life like those people that I looked up to throughout my career in government, people in high positions that I will sometimes get contact with if do not understand something, they assist me with information. Looking up to people who are at high positions who are more knowledgeable about how the government works, procedures, processes it has helped me a lot.” (PS18)

This finding suggests that having mentors and role models in the public service is beneficial for newly appointed public servants understanding role management. The relationship between mentors, role and participants is suggestive of an influential relationship premised on trust and admiration. From the participants’ responses, it seems that there are not enough sources of support and encouragement in the

public service for newly appointed public servants, and they look to mentors, role models and colleagues to fill the void. This also implies that HR is not directly involved in supporting and disseminating relevant role management information to participants, and that the department is instead relying on mentors and role models to perform that function.

The participants' responses also revealed that they utilise role models against which to benchmark and model their own behaviour. Participants' responses also suggest that they utilise role models to measure their own ability to provide service delivery and be good public servants. This suggests that participants who imitate the behaviour of their role models must be assured that their role models are exemplary to follow. The potential risk in this arrangement is that the role models that participants look up to may not be good public servants. Bad role models can transfer poor skills and bad habits to newly appointed public servants. This is suggestive of the need for HR to be involved in the allocation of role models in the workplace. Upon analysis of the Public Service Mentorship Programme (DPSA, 2006), it seems the dtic is not making use of the existing guidelines for mentorship in the public service. The Public Service Mentorship Programme is a step-by-step guide for all public service departments to utilise in a bid to improve capacity in the public sector (DPSA, 2006: 5). In addition, since role models and mentors seem to set the gold standard for how things should be done in the workplace, this suggests that HR and line managers do not play a visible role in communicating the standard for quality work.

In this sub-theme, the researcher also found that in the absence of role models and mentors, participants relied on observation. The participants would observe what their colleagues were doing in the hopes of getting the clarity they desired on their roles. This suggests that participants are in danger of observing the wrong practices, which may negatively influence the standard and quality of their own work.

"I think it was our DDG through our strategic sessions at the time, she as the head of the division would give us motivation and encouragement and the speeches we would have. She did it quite well within the confines of the work we do as a division." (PS8)

“There's a lot of things that you don't understand and not everyone has an open-door policy that you can go and ask. Eventually, I got a hold of things of how this unit operates. Eventually you learn how things work whether it's through being told or observation, you get to understand. For me it was it was a bit frustrating in the beginning but as time went on, it got a lot easier.” (PS5)

“People who are doing their work, I saw what they were doing and how I could actually somehow mimic their ways. So that is how I got to learn how to be a good public servant.” (PS1)

From the above responses, it would seem that newly appointed public servants do not receive adequate support and encouragement in their new workplace, hence their feelings of frustration. This suggests that there is a lack of employee wellness programmes for newly appointed public servants in the public service. While newly appointed public servants do receive some motivation and encouragement in their work, employee wellness programmes can consistently provide them with strategies on how to cope with issues of frustration and the lack of encouragement and support in the workplace.

5.4.3.4 Summary of theme three

In this theme, the findings revealed that participants had poor socialisation experiences upon joining the public service. Participants' poor socialisation experiences were categorised by frustration and uncertainty, which stemmed from not being given adequate support and guidance from management. The findings also revealed that participants chose to mitigate these feelings by finding out information about their role and responsibilities on their own. In addition, participants relied on mentors, role models and observation for role definition. This study's participants also indicated that they understood the role of public servants meant that they needed to implement the Batho Pele principles when interacting with the public. Owing to participants identifying as public servants, the researcher found that they acknowledged that they were part of a collective and were representing the public service at large. The findings in this theme also indicated that the role for

which participants were employed was not the role they were performing in reality in the workplace. The findings also revealed that participants experienced work-life conflict, particularly with friends and family who openly disagreed with the ways in which the public service and its employees operated. Regarding role management, participants in this study revealed that they learned about their role through mentors, role models and observation. Participants relied on these strategies in the absence of support, advice and guidance from their managers or the HR unit.

5.4.4. Theme four: How CIP facilitates newly appointed public servants' understanding of performance management

Theme four is concerned with how the CIP facilitates newly appointed public servants' understanding of performance management in the workplace. One sub-theme and two categories emerged within this theme.

5.4.4.1 Sub-theme 1: Learning about performance management in the public service from the CIP

The first sub-theme that emerged from the findings is concerned with how the CIP contributed to newly appointed public servants' understanding of their performance in the workplace. Two categories emerged herein.

Category one: Understanding performance management in the public service

This category revealed participants' understanding of performance management in the public service through the CIP. The following responses from participants lead the discussion of this category:

“So, there is a HR process that is being looked after the unit called the performance management so there is that whole structure of let's do the performance-based contract based on what you need to deliver. There is a biannual process where they review whether you have delivered against those outputs. There is a score allocated to your performance.” (PS6)

“The performance management system we have within the department is structured in such a way that everything that is required of you is called generic gaps. And so, through that, you are able to see where you're strong. So, but it wasn't a particular individual. I would say it is the performance management system at the department.” (PS8)

“We are guided by a performance agreement. This is what I must do, things on my job description, the APP, the strategy. We are guided by the annual performance plan where my performance agreement will reflect activities that must link to that. Basically, my performance agreement is where I get to know the things that I need to achieve. It's something that been put in place to ensure that, what do you set out to do it's been done.” (PS14)

From the participants' responses above, the researcher found that employees were knowledgeable about how the PMDS works in the public service. This means that the objective of the Employee Performance Management Development System (EPMDS) (DPSA, 2006), which is to communicate to employees that performance management is pivotal for enhancing citizen-centric engagement, was successful.

This finding also suggests that newly appointed public servants are aware of how their performance is measured and feeds into the performance of the department. It seems, however, that participants are not aware of two other consequences: The reputational damage their non-performance can have on the department; and the impact their non-performance can have on service delivery for citizens. It seems that participants are au-fait with the assessment criteria because it is linked to their individual performance, by which they are personally affected. They are not personally affected by the department's performance.

Participants were made aware of the PMDS through the department's Performance Management unit and the performance agreement drafted by that unit for the department to use. This implies that the CIP was not primarily responsible for the participants' understanding of the PMDS, and the department was credited for facilitating that understanding. The fact that participants do not mention that CIP was responsible for them understanding the PMDS is suggestive of the possibility

that module 4 of the CIP (NSG, 2016), which covers the performance and expectations of newly appointed public servants, is not effective in this area. From the document analysis of module 4 of the CIP (NSG, 2016: 13), the researcher found that the participants' knowledge of the PMDS was rooted in the module's content, which entails understanding the performance and expectations of employees in the public service.

Category two: Communication between managers and newly appointed public servants to improve performance management

The following quotations reveal that the participants are aware of the performance assessment process as well as the role of their line manager:

"It's not substantial. It's a box ticking exercise as far as I'm concerned. We don't engage in feedback. I mean, we've had this pandemic now and we've not adjusted anything about the way we work. There's no formal mechanism for feedback." (PS15)

"Every quarter, you sit down with your supervisor to assess your progress, the work that you have done. You sit together and assess the work, that's how you know whether you are on track, doing well or not doing well." (PS18)

"But to think of it. I haven't really gotten feedback from my manager, in terms of how I'm doing. I don't think anyone has told me, but I don't really get instant feedback. When I will submit something, I don't even get the feedback, so I don't know if I'm doing it the right way. I don't get that. I just submit and maybe they'll see whether it's worthy or not?" (PS11)

"Well ... I suppose the only feedback that you get is from the paper trail from the manager, whether they are they satisfied with the work or they think you've performed or not. That's the formal feedback that I get but besides the performance management part there isn't any other way you can get proper feedback. Also, given that we're working remotely now, you hardly see your

team. So, it's difficult to gauge whether they are satisfied with the work you put in.” (PS4)

From the participants' responses above, it is likely that to improve individual performance and subsequent departmental performance, line managers must be more involved in the performance management process whereby they offer constructive feedback to newly appointed public servants at the end of the assessment. It is likely that participants will not be able to improve or build on their capabilities since they are not aware of their strengths and weaknesses. From the responses, it would also seem that line managers are not using the opportunity to engage with their subordinates and give feedback. By not fulfilling this obligation to their subordinates, line managers are in contravention of the CMC number eight as contained in the SMS Handbook (DPSA, 2003). The CMC of People Management and Empowerment states that line managers are deemed 'fully effective' when “they are able to recognise individuals and teams and provide developmental feedback in accordance with performance management principles” (DPSA, 2003: 55)

In addition, since line managers are not utilising the opportunity to effectively engage with their subordinates in the one-on-one-sessions, they are perpetuating poor channels of communication. This could lead to a breakdown of the relationship between the two parties, which could make for an uncomfortable working environment. Adding to the discussion, the fact that (PS15) states that performance evaluations are “a box ticking exercise” is indicative that participants think that their managers view it as an activity of compliance. This could be a possible reason why the managers are not keen to provide feedback after the assessment. Furthermore, the finding implies that employees' expectations and needs for feedback are not communicated or taken up by the managers. This devalues the objectives of the PMDS and is likely to negatively influence the morale of employees who seek to grow professionally and derive benefit from the process. Further, this finding contradicts the WPHRMPS (1997: 9), which seeks to recognise human resources as the public sector's most valuable asset through strategic and effective performance management. In failing to provide feedback to employees for performance improvement, managers are not contributing to the broader transformation of the sector.

In addition, since managers are not utilising the opportunity to provide constructive feedback to participants about their performance, they are also missing out on the opportunity to discuss professional development and training interventions that may assist to close performance gaps. There is also a possibility that the managers are not skilled in providing constructive feedback to employees; this gives rise to supposing that the opportunity to upskill managers in this area is non-existent. It is likely that managers are unable to give constructive feedback to employees because they do not know how to do it. In addition, managers are being held responsible for not innovating the ways of working and facilitating feedback to employees during the pandemic. It is likely, however, that since the pandemic is unprecedented managers do not know how to innovate the performance management practices. It therefore seems that the pandemic has provided the public service the opportunity to explore innovation in PMDS.

While some participants desired constructive feedback about their performance from their managers, others indicated that they enjoyed good communication with their managers. The converse of the previous discussion on poor communication between managers and public servants on performance management is presented in the quotations below:

“OK, I had the opportunity of getting people that were actually are patient with me about performance, we rated my performance and then discussed it with my mentors. They gave pointers on where I need to improve on and how, to achieve a higher score and improve my work performance next time. In the performance checks, he’d give me a point for ‘you are doing good here, but here you are lacking here’.” (PS1)

“Normally my immediate supervisor is the one that will communicate such issues during the day. On a monthly basis or a quarterly basis, she’s the one that will always give me that kind of relay. Yes, it has happened recently that even her supervisor was able to also give me some feedback in terms of things that I’ve done so far.” (PS12)

“My line manager is the one that comments on things that it is being reported back to me. Apart from the biannual report, we have a weekly basis reporting mechanism that use to report on our stuff. It either can be in writing or in conversations that we're having. In a meeting, feedback is provided to you. The corrections that you will receive on the work comes with a bit of comment.” (PS14)

The implication from the above quotations is that newly appointed public servants value the following characteristics in managers when it comes to issues of their performance: Good lines of communication, regular engagement, utilising different methods of communication channels (written and verbal), patience when engaging with subordinates, and constructive criticism on how to achieve better results. From these findings, it seems that participants have a good idea of how their managers can contribute to improving the PMDS in the public service. It also seems that participants assign a lot of responsibility to managers for their performance development; it is likely that participants see their performance development as dependent on the role of the manager. It also seems that participants value constructive feedback on their performance because they know it will contribute to their development. The findings in this section are congruent with the researcher's analysis of CMC eight, People Management and Empowerment, and CMC 10, Communication (DPSA, 2003). CMC eight states that line managers must recognise their subordinates by providing them with developmental feedback in accordance with performance management principles (DPSA, 2003: 139). In addition, CMC 10 states that line managers must be able to communicate sensitive information and feedback to employees in a tactful and respectful manner (DPSA, 2003: 140). For the current study, this means that line managers have a tremendous obligation to their employees to ensure that they effectively manage the communication around their performance.

5.4.4.2 Summary of theme four

In this theme, the findings revealed that newly appointed public servants had a solid understanding of the PMDS in the public service. Participants revealed that their understanding of the PMDS was because of processes within the department and

not from attending the CIP. The researcher also found that employees were unable to reflect on their strengths and weaknesses in the workplace because their line managers do not provide them with feedback on their performance. The participants revealed that line managers gave them the impression that performance evaluations were an activity of compliance rather than geared toward professional development. The findings hence suggested that line managers may require training on how to effectively communicate and provide feedback to employees about their performance.

5.4.5. Theme five: The factors influencing the socialisation of newly appointed public servants

The final theme that emerged from the data in this study focuses on the factors that influence the socialisation of newly appointed public servants. Two sub-themes and six categories emerged herein. The two-sub themes are explored in terms of internal and personal factors as well as external factors that influence the socialisation of newly appointed public servants, and are discussed in the paragraphs that follow.

5.4.5.1. Sub-theme 1: The influence of internal and personal factors on the socialisation of newly appointed public servants

Sub-theme 1 is concerned with the influence of internal and personal factors on the socialisation of newly appointed public servants. The categories that emerged are concerned with ethical and professional conduct, job satisfaction, PSM and personal commitment.

Category one: The influence of ethical and professional conduct on the socialisation of newly appointed public servants

The first category that emerged in this sub-theme was probed by a line of inquiry around participants' understanding of ethical and professional conduct in the public service and its influence on their socialisation. The following quotations from participants lead the discussion of this category:

“Ethics ... sort of alerts and asks you, are you a right person for government? Are you going to be able to deliver regardless of who’s looking at you? It poses those questions that are painful to really answer but at the same time, they really build on who you are. I need to do things right even though no one is looking at me.” (PS12)

“It sort of encourages you to do things correctly in line with the legislation and how to avoid being corrupted and being corrupt.” (PS16)

“You must be an ambassador for the institution you work for and to always hold that integrity every day and be ethical. So, I think the foundation is to be an ethical, public servant. As time goes, if you build on that you will continue being ethical, but the foundation is obviously coming from the induction programme. So yeah...” (PS6)

“It is expected from you as a public servant because you are serving for the public you should always try to put what is the best interest of the public first. So, by doing that you have to act with integrity and trust.” (PS1)

From the statements above, the newly appointed public servants in this study seem to have a clear understanding of what it means to be an ethical and professional public servant. Participants understand that an ethical and professional public servant is someone who always acts with integrity and trust even when no one is watching them. In addition, participants’ understanding of an ethical and professional public servant is someone who acts in accordance with the legislation that prevents them from being corrupt and being corrupted. The participants’ responses are consistent with the Constitution (RSA, 1996), which states that one of the fundamental principles of public administration is to uphold and promote an exemplary standard of professional ethics.

Participants’ responses also suggest that displaying ethical conduct is something that develops over time within an individual, but that it starts with the foundation of who that person is. From this suggestion, being an ethical public servant starts with the individual and the foundational understanding of ethics that they have within

themselves. From the responses, it would also seem that ethical conduct is an inherent trait that forces you to internally question your behaviour and thoughts as a public servant. It is likely that when public servants are unable to have an inner dialogue with themselves to debate whether their actions are in accordance with being a good public servant, they engage in unethical and unprofessional practices. From the document analysis of module 3 of the CIP (NSG, 2016), “Being an Ethical, Honest and Considerate Public Servant”, the researcher found it covered the aspects of performing in a professional manner, understanding corruption and anti-corruption measures, and understanding and applying the Code of Conduct for the Public Service. In this finding, the participants’ responses are consistent with the content of module 3 of the CIP, and it is therefore likely that the CIP influenced their understanding of ethical and professional conduct in the public service. This implies that the CIP is effective in developing an understanding of ethical and professional conduct in newly appointed public servants.

Category two: The influence of job satisfaction on the socialisation of newly appointed public servants

This category discusses the aspect of job satisfaction and its influence on the socialisation of newly appointed public servants. The quotations below suggest the reasons for which some participants were satisfied with being a public servant:

“I am very happy and satisfied because it brings contentment to me to say that what I’m doing is valued. I get to see the results and outcomes of what I did, so I am very happy with what I was doing. I am very satisfied because I always see the end result and the outcome of what I was doing as a public servant.” (PS2)

“Yeah, I mean I’m happy to be a public servant, in terms of the work I do. I’m someone that very much believes in what I do needs to make a difference and to contribute. So, I believe strongly in that and so it probably contributes to my frustration if I don’t feel it’s really making an impact and a change.” (PS13)

“I'm much managing the content as a website and communication tool. I feel like we can reach more people and educate people about what the dtic does. How can the dtic support you in your business? I want us to reach even more people.” (PS10)

The findings from the above quotations suggest that participants tend to be satisfied with their roles when they can see the difference they are making. It seems that participants want to know that they are contributing to improving the lives of citizens, whether it is by changing their lives or providing them with access to information. The participants' responses in this regard, are consistent with the WTPSD (DPSA, 1997), which promotes the eight Batho Pele principles as a customer-focused way for public servants to work. It is therefore likely that the levels of job satisfaction for newly appointed public servants is linked to feeling a sense of purpose in what they do. From the responses, the researcher also found that when participants feel their efforts as public servants are made in vain, they tend to feel frustrated and dissatisfied with their role.

The researcher also found that having good relationships with colleagues was responsible for participants' happiness and satisfaction with their role. This was deduced from the responses below:

“I am happy, I have good working relationships, it's a nice environment working there, so I had a very good experience there.” (PS1)

“I do enjoy my job. I like working where I am, and I like working with the people that I work with. We really work well together as a team and support each other, which I think makes a huge difference. We all play our parts. I do think what's made a difference in my happiness is the people that I work with.” (PS17)

It would seem from the quotations that having collegial relationships in the workplace contributes to higher levels of happiness in participants. Participants tend to enjoy their jobs more when they have colleagues with whom they get along. It seems that when participants have good relationships with their colleagues, the

environment is conducive to work and thrive in. From the responses, good relationships with colleagues are defined as working well and supporting one another in the workplace. The participants' responses in this finding are consistent with the vision of the WPHRMPS (DPSA, 1997) to develop a work environment in the public service that is categorised by different cultures working in harmony so that employee morale, job satisfaction and productivity are positively influenced.

Category three: The influence of public service motivation on the socialisation of newly appointed public servants

Category three is concerned with participants' motivation to continue serving in their role as public servants. From the responses below, the researcher found there were low levels of PSM among the participants. Participants' responses revealed that there were a variety of reasons for their low levels of PSM, which included corruption in the public sector, lack of strategic direction, lack of career progression opportunities, unmanageable workloads due to understaffing, and the appointment of poor leadership.

The following quotations relate to corruption in the public sector as the reason for low levels of PSM:

“You know like we live in a country there's a lot of corruption and a lot of public servants who act unethically ... It has really changed my perspective.” (PS11)

“I'm also not going to vote. I just am so discouraged. Every time in the news you hear the scandals are coming out ... stadiums built for R15 million! There are a lot of scandals ... the taxi ranks, community halls which have been built for millions of rands. It's so discouraging of such public exposure of corruption.” (PS18)

“When I came into the public service, I can honestly tell you that I saw a lot of things that made me question the integrity and the ethics of the people because you see random instructions just popping up and people being told do this, do that and it would not be things done accordingly.” (PS7)

From participants' responses, it would seem that corruption in the public service lowers newly appointed public servants' PSM to the extent where they do not want to exercise their civic duty to vote. It is likely that participants do not want to vote in government elections because they feel nothing will change as a result of the deeply rooted culture of corruption in the society. The lack of ethical conduct in the public service seems to contribute to participants' disillusionment with being a public servant. To the researcher, this is indicative of a mindset that is devoid of hope for transformation and change.

It is likely that the unethical conduct of some public servants in the system is a consequence of them not attending ethics training, and they are unaware of how their conduct is being perceived by newly appointed public servants. It is also likely that these 'older' public servants not being held accountable for their conduct is contributing to the low morale and disillusionment of newly appointed public servants. There is a possibility of newly appointed public servants imitating or mimicking the ethical conduct of these 'older' public servants, creating a continuous cycle of corruption that could be further perpetuated and deep-rooted in public service. From the participants' responses, the researcher was able to surmise that since the current public administration was not swiftly identifying and dealing with cases of misconduct, it was contravening the WPHRMPS (DPSA, 1997: 29).

From the quotations below, the researcher found that the lack of strategic direction and capable leadership contributed to participants' experiencing low levels of PSM in their role:

"My main gripe is there's no strategic direction at the moment. No serious leadership is issue. There's no capable leadership. We've merged departments, we've lost our DG, we haven't had a chief director for like five years, four years. There's no coherence in what we do. There's no strategic thinking behind what we do." (PS15)

"Once the vacant director post was filled, it made things a lot more streamlined. So, I kind of felt in that first year, it was just doing things for the

sake of doing them. There was no clear strategy and I found that a bit difficult. It kind of created a feeling of apathy and you could kind of do what you wanted. There wasn't a clear path of clear targets we were following.” (PS17)

“I think it can only go back to where it used to be if we change leadership, if we still having the same leadership... I am telling you it's not going to work.” (PS18)

It is likely that participants are demotivated in their role because they are uncertain of where the department is headed. The Department of Trade and Industry (the dti) and the Economic Development Department (EDD) merged in June 2019 to form the Department of Trade, Industry and Competition (the dtic). As a result, the organograms of the two departments merged and this gave rise to some duplications as well as some gaps. The gaps in the organogram translated into some strategic senior management positions not being filled; consequently, some units had to continue operations without strategic direction. This is indicative of poor recruitment practices within the dtic and subsequently contradicts the WPHRMPS (DPSA, 1997: 23), which advocates for the review of advertising campaigns so that they remain effective and add value to recruitment efforts.

It is also likely that the low levels of PSM participants are experiencing are a result of poor change management practices in the department. It is likely that the public servants from the dti and EDD did not receive change management training about the merger and were therefore ill-equipped to understand how it would affect them. In addition, it is likely that the recruitment and hiring efforts by HR to fill strategic senior management vacancies are not adequate. Strategic positions of Director-General and chief directors are important because they drive the mandate of the department, and it appears that the absence of such senior managers has a negative effect on participants because they feel the work they do lacks coherence. It seems that for newly appointed public servants to feel happy and satisfied in their role, they need to have visible strategic leadership. This is congruent with the WPHRMPS (DPSA, 1997: 37), which states that the department's accounting officer is given oversight of the department's efficiency and effectiveness and must provide strong leadership to ensure that policy is put into practice. It is likely that when such

strategic leadership is absent or not visible, public servants may become susceptible to low PSM.

The participants in this study also revealed that the lack of opportunities for career progression in the public service contributed to low levels of PSM in their role:

“I moved too quickly in my career, especially in the line of work that I am doing while I was in the private sector. I’ve never spent more than six years in one position since I’ve started working when I was 24 and I’m 43 today. I’ve just spent six years and I don’t see growth. I am frustrated with being in one place for six years and I haven’t done that previously.” (PS6)

It's getting worse by the year because we're doing the work and it's not recognised. It's taken as 'well, be happy you have a job'. I am doing the job and I'm doing it right the way, but you still do not recognise your people, the people that you've employed to execute in order for the country to run. You're not recognising them at all.” (PS9)

It appears from the above quotations that the participants desire to be recognised for their efforts by being given opportunities to progress in their careers. It is likely that if public servants were given opportunities to move up within the ranks of the public service, they would be motivated to remain in the public service and have increased levels of PSM. This is likely to have positive consequences for staff retention and staff morale, and may also increase public servants’ own perceptions of self-worth because they feel valued and appreciated.

The researcher also found that unmanageable workloads due to understaffing also caused public servants’ low levels of PSM in playing their role.

“Yeah ...The workload is a bit too high because even now, as an admin, the level of work is of a higher level than what I currently am right now. So, I think the workload gets a bit too much because of the issue of being understaffed.” (PS6)

“With me, it's getting tiring because you want to do the work and you want to serve the people, but the problem comes when someone leaves the department or your unit, and that work is given to you. So, you're doing your work, plus two other people's work, and no one is even recognising it. Everybody thinks everything is okay, but you're overworked.” (PS9)

“You know there's a constant nervousness that if someone leaves, on top of the loads of work that I have, I'd need to take those tasks over and that would not be healthy, mentally and physically.” (PS8)

“People are understaffed and are working very hard, but you always get the Minister of Finance telling you that the public service is bloated, then it makes you feel unimportant and unappreciated. They know the public service is bloated and they are cutting the wage bill so it's like you are a problem. So, I feel as a public servant, you may do all the best that you can, but we are really underappreciated, especially by those who should be valuing us.” (PS16)

From the quotations above, it seems that participants are carrying excessive workloads that are sometimes above their pay level. It is likely, from the responses, that participants are not being compensated or recognised for taking on extra workloads when colleagues leave the department. Instead of being recognised for taking on the extra workload, it seems that public servants are threatened with job cuts because of the bloated public service and exorbitant wage bill. It is likely that hearing such negative comments from the Executive demotivates public servants because they feel underappreciated and not valued as employees.

Low PSM can negatively affect public servants in several ways, some of which have been acknowledged by participants in their responses. In addition to being mentally and physically fatigued, which can cause health-related problems, public servants can also become personally demotivated; the likely consequences of which would be higher staff turnover rates, higher absenteeism, higher dependency on employee wellness programmes, and an increase in grievances lodged at Employee Relations and the unions. It also seems that participants are continually working under the

imminent pressure of someone leaving the department and having to assume that workload. It is likely that working under such nerve-racking conditions will result in low productivity and poor mental health of public servants. The absence of employee wellness programmes that support public servants' mental and physical could exacerbate the low levels of PSM in the department. The findings in this section are consistent with the Wellness Management Policy for the Public Service (WMPPS) (2013: 3), which recognises that the climate and culture of an organisation must be conducive to the health and wellbeing of its employees because it directly influences the productivity of the entire organisation.

The reasons for the understaffing seem to emanate in HR, whose recruitment and hiring efforts seem to be inadequate. It is likely that if HR had to intensify its recruitment and hiring efforts, participants would not have to be forced to bear the brunt of excessive workloads experienced due to understaffing.

The participants were also concerned with the appointment of poor leadership, which contributed to their low PSM in their role:

"The environment that I am in is not very suitable if you still want to grow as a public servant. It tends to be very toxic, and I think maybe that's why many prefer to work from home. The way some of our senior managers treat each other, you ask yourself if they are able to treat each other like this how do they treat their subordinates." (PS7)

"As long as you are not politically connected, you will get someone who's clueless just because they campaigned for a certain party. Therefore, they are now your DG and now you have to run around those people who knows nothing." (PS16)

"These days there are government departments of other provinces owned by political parties to an extent that you know, when you are not affiliated to that party, you cannot move higher in rank. You just stay there, and those higher positions are set aside for those who are affiliated to the party. That's when the positions from director level upwards." (PS18)

From the participants' responses, the researcher found the appointment of poor leadership contributes to public servants' low PSM in their role. A toxic working environment characterised by the poor conduct of senior managers emerged as a finding. The poor conduct of senior managers towards their peers and subordinates is a likely symptom of poor leadership skills. Participants revealed that when senior managers did not treat their peers and subordinates in a respectful manner, it affected their outlook on their environment, so much so that they preferred to work from home rather than go to the office. It is likely that participants preferred to work from home so that they did not have to be directly exposed to the toxic behaviour of senior managers in the department. Working in a toxic environment characterised by the appointment of poor leadership is likely to have negative consequences such as high absenteeism, high turnover, low retention, poor performance and low productivity levels in the public service.

Participants also revealed that cronyism, the appointment of senior managers based on their political affiliations or connections rather than their qualifications or meritorious achievements, contributed to them working in a challenging environment. It is likely that participants felt this way because they had to follow the instructions given by senior managers who they believed did not know what they were doing. This finding contradicts the WPHRMPS (1997: 4) guidelines on recruitment that state the appointment of public servants must be founded on selection on merit, which values competencies over other factors such as undue over-emphasis on academic qualifications.

It appears that when senior managers who do not have the requisite experience are appointed, public servants may begin to undermine the authority of those senior managers because they have no confidence in them or their leadership capabilities. The possible consequences are public servants may find themselves working in an environment that challenges the leadership and strategic direction of the department. It is also likely that when public servants work under poor leadership, their morale to perform in their roles diminishes.

Category four: The influence of personal commitment on the socialisation of newly appointed public servants in terms of

In this study, the researcher found that most participants are not committed to remain in the public service. Also, where public servants did seem to be committed to remaining in the public service, it was for reasons other than wanting to serve the public or having a passion for being a public servant.

“For as long as it’s [the public service is] committed to me, I’m also very much committed to the public service. So yeah, for as long as I can possibly be here, I will be committed to it.” (PS5)

“I think one is job security. We all are coming from Covid-19 that we did not plan in terms of job security. We’ve seen people losing their job and struggling with salary. In terms of that I think one has to secure that security. If I go to government then at least I will secure my job for until my retirement.” (PS12)

From the above quotations, the researcher found that job security was an important reason to remain in the public service. This implies that they would not leave the public service unless they were retrenched or fired. It seems that participants understand that in contrast to the private sector, retrenchment in government is almost unheard of, and this contributes to their affirmation that there is job security in government.

It also seems that the participants are aware of how the Covid-19 pandemic has affected the South African job market, and as a result are not willing to leave the public service. This implies that public servants’ commitment to remaining in the public service equates to having a job and earning a living, and not necessarily because they have a passion to serve the public.

In this category, the responses below indicate that public servants have made the conscious decision to leave the public service once they are able to secure a better opportunity. It seems that the participants are using their role as a public servant to improve themselves while looking for other employment opportunities.

“I'm currently studying so that I can get out of the public service. So, I've been taking actionable steps to get out.” (PS8)

“To be honest, it's not only me, most people who are working for the government are contemplating resigning. It's only that where will you go after you have resigned. So, I'm just committed until I find something that's meaningful to me that I can do outside government. Yeah. We are working on that.” (PS18)

From the quotations below, the researcher found that there was a general sense of despondency when public servants expressed their commitment to remaining in the public service. It seems that public servants have become so jaded with the public service that whereas they once thought they would remain public servants, they can no longer fathom being a part of it. Being a public servant is thus perceived as a transition phase for career development and a pathway to other opportunities. This finding illustrates a lack of genuine commitment to working for the public service to serve the public and their needs.

“I'm not going to sit here and lie and say I have been committed and I've been making sure that I do everything on time. Okay, I've just been trying my best, honestly to get onto the next day. That's all I can say.” (PS11)

“I've learned a lot in the public service, and I have always had a desire that I would like to finish my career here. But you get things from outside yourself that sort of tells you that this is not going to work.” (PS16)

“So, there's no motivation to staying in public service. I wouldn't want to be there for too long. At first, I wanted to, but things are like not getting better. Instead, they're getting worse. So yeah, there's no motivation to stay there.” (PS9)

The above quotations imply that the working conditions in the public service are so bad that public servants are despondent and unmotivated, so much so that they are

executing their duties for the sake of having a job. It is likely that when public servants feel this despondent in their roles, they have low levels of PSM and employee morale. It is also likely that due to the feelings of despondency and demotivation, public servants will not be inclined to execute their roles optimally. This is likely to have further implications for poor service delivery and apathetic attitudes of public servants.

5.4.5.2. Sub-theme 2: The influence of external factors on the socialisation of newly appointed public servants

Sub-theme 2 concerned the influence of external factors on the socialisation of newly appointed public servants. Herein this sub-theme, two categories were uncovered and these are discussed in the following paragraphs.

Category one: The influence of job autonomy on the socialisation of newly appointed public servants

From the participants' responses, the researcher found that job autonomy is related to the degree to which a job function is specialised. This means that the more specialised a job function, the more job autonomy the public servant enjoys. The quotations below lead the discussion of this category:

"I report to the Director so most of the work I do it independently. So, if I do research, I do all the research, interviews, desktop research, and also thereafter I do the analysis, findings, analysis, and recommendations by myself." (PS18)

"I was hired as the industry expert. They [the dtic] have been changing managers almost all the time because there wasn't any skills or expertise. I actually took control of everything they needed. I'm pretty much in control." (PS6)

“My feeling is you're employed to do your job and you're employed to do it because you have the training, background, experience. I've always been in this field; I've always been an editor.” (PS17)

“In IT we have a line manager who has a final say on what goes on. So, if there was an incident with the OCIO. I am the one with the final call. I do have some significant powers it's just that there is still someone on top of me who must still decide on those kinds of things.” (PS14)

The above quotations imply that participants who perform specialised job functions (researcher [PS18], contact centre manager [PS6], editor [PS17] and IT manager [PS14]) enjoy greater job autonomy. This finding implies that when public servants execute specialised job functions, their line managers do not micromanage them and they are able to work independently because they are process owners and experts in their fields. The secondary implications are that when public servants enjoy greater job autonomy, they are likely to experience higher levels of job satisfaction because they can make decisions that affect their work. Greater job satisfaction suggests greater commitment to remaining in one's role, which has positive implications for staff retention, employee morale, productivity and performance. From document analysis of Feldman's CTS (Feldman, 1976: 449), the researcher found that it is important for employees to experience job autonomy because it relates to the general job satisfaction of employees, which is linked to decreased turnover and absenteeism in the organisation.

Category two: The influence of mutual influence on the socialisation of newly appointed public servants

According to a document analysis of the CTS (Feldman, 1976: 436), mutual influence is described as the extent to which employees have power over the work for which they are responsible. This description of mutual influence is congruent with the participants' responses that appear below:

“Even with my direct line manager, anything that has to do with my role he has to run it past me first because I am the one in control of that environment and who knows end to end, what is it that is required.” (PS6)

“I do have the whole power to control what is within my plate in what I want to change because I'm the expert in what I'm doing in that role. I've got that influence and I know what I'm talking about.” (PS12)

“I think yesterday, my managers reported back it to me, because they were having a meeting about the communication to say there are certain things that they need to do ... they asked my advice...” (PS10)

“It is about like asserting yourself and standing your ground. I do feel like I have the power in my role. I am very willing to listen to what other people have to say. However, if I feel that what I've chosen to do is right, I will say so.” (PS17)

From the responses above, it is likely that when participants feel they have power over their work they are able to add more value to the organisation. It is most likely that when employees know that they can make a significant contribution to the organisation or their department, their perceptions of self-worth and confidence in their abilities increases. This is likely to motivate employees to perform better in their roles and increase levels of employee morale and commitment. The participants' responses also suggested that there is a link between mutual influence and employee relationships with their line managers. It seems that the line managers of those employees who have greater mutual influence display characteristics consistent with good managers. This finding is congruent with the indicators in the competency framework for senior managers (DPSA, 2003), which states that advanced and expert line managers are capable of motivating their employees to achieve a common goal with high results. From the participants' responses, it would seem that employees who experience greater levels of mutual influence communicate with their managers more. It is likely that because the channels of communication are open between employees and managers, participants can offer their managers specialised advice and input on the areas of work for which they are

responsible. The data established that when the channels of communication are open between employees and managers in instances like this, the likelihood for creative thinking and innovation in employees increases. From the participants' responses, it also seems that employees who enjoy mutual influence in their roles have some influence and credibility in the workplace. It is likely that the participants enjoy influence in their roles because they are regarded as experts in their fields and by implication know what they are talking about. The finding also alludes that employees who experience mutual influence in the workplace are not only open to giving advice and providing inputs on the work for which they are responsible, but are also confident enough to justify their decisions in the workplace.

5.4.5.3. Summary of theme five

The findings in this theme indicate that the socialisation experiences of newly appointed public servants are influenced by internal and personal factors as well as external factors. In terms of internal and personal factors, participants revealed that ethical and professional conduct, job satisfaction, PSM and personal commitment influenced their socialisation experiences as newly appointed public servants. In the category of ethical and professional conduct, participants indicated that through the CIP they understood what it meant to be an ethical and professional public servant. Findings in category two of job satisfaction showed that participants were satisfied with their jobs for two reasons: The value they were adding in the public service; and the collegial relationships they had with their peers in the workplace. In the next category, PSM, participants revealed that they experienced low levels of PSM due to corruption in the public sector, lack of strategic direction, lack of career progression opportunities, unmanageable workloads due to understaffing, and the appointment of poor leadership. Findings in the fourth category, personal commitment, indicated that participants were not committed to remaining in the public service; participants were in their current roles because of job security, and were using their roles as stepping stones to better opportunities.

In terms of external factors, participants revealed that job autonomy and mutual influence had an influence on their socialisation experiences as new employees in the public service. The first category, job autonomy, revealed that participants who

were in a specialist role enjoyed greater job autonomy. Findings in category two, mutual influence, indicated that when participants felt they had power over their work, they were more likely to contribute positively to the organisation.

5.5. Summary of the chapter

In this chapter, the findings of the research questions: (1) what are the anticipatory socialisation experiences of newly appointed public servants in the South African public service?; (2) how do newly appointed public servants experience the CIP?; (3) what are the socialisation experiences of newly appointed public servants in their role?; (4) how does the CIP initiate public servants to task?; and (5) what factors influence the socialisation of newly appointed public servants? were discussed.

The findings discussed in this chapter provide insights into newly appointed public servants' socialisation experiences and how they understand their roles as public servants. In Chapter Six, the interpretation of the research findings will be presented, by illustrating its links to the existing literature. This will be followed by a presentation of how the data answers the research questions; also, the new knowledge generated by this study will be provided.

CHAPTER SIX

DISCUSSION OF RESEARCH FINDINGS

6.1. Introduction

Chapter Five discussed the findings of the study. In addition, the interpretations of newly appointed public servants' socialisation experiences and their understanding of their role were presented. In this chapter, the findings of this study in relation to literature relevant to the focus of this study will be discussed. A discussion of how the identified themes in this study link to Feldman's CTS (1976) will be provided. The findings and interpretations of this study have their basis on the research questions that were stated in Chapter One and are restated below as a recap:

6.2. The research questions

Main research question

How does a compulsory induction training programme socialise newly appointed employees to understand their role as public servants in a national government department in South Africa?

Subsidiary research questions

- 1: What are the anticipatory socialisation experiences of newly appointed public servants in the South African public service?
- 2: How do newly appointed public servants experience the Compulsory Induction Programme?
- 3: What are the socialisation experiences of newly appointed public servants in their role?
- 4: How does the Compulsory Induction Programme initiate public servants to task?
- 5: What factors influence the socialisation of newly appointed public servants?

6.3. Discussion of research findings

6.3.1. The anticipatory socialisation experiences of newly appointed public servants

This study examined the anticipatory socialisation experiences of newly appointed public servants. The newly appointed public servants in this study perceived their anticipatory socialisation experiences to be influenced by external and internal factors to the public service.

The findings suggest that as an external factor to the public service, the anticipatory socialisation experiences of newly appointed public servants were negatively influenced by the media. The present findings seem to be consistent with other research which found that the media generally focuses on more negative reporting that seeks accountability from the government rather than reporting that is complimentary of the bureaucracy (Lindermüller et al., 2021). This is consistent with a negativity bias, which acknowledges the human propensity to react more to negative than positive news because of its potential to attract and sustain consumers' attention (Soroka et al., 2019). In addition, Shoemaker (1996) states that humans tend to gravitate toward negative reporting because that type of information alerts them to potential dangers, which is essential for survival. The researcher in this study is of the opinion that while the media is responsible for perpetuating negativity about government, the reality of corruption, bribery and fraud are undeniably accurate and rife in the public service. The researcher's concern in this study is that anticipatory socialisation experiences are being significantly influenced by the intense media coverage of the negative aspects in government, and that the many worthwhile government initiatives that benefit citizens do not garner the same intensity of media coverage.

The findings of this study also suggest that as an internal factor to the public service, the anticipatory socialisation experiences of newly appointed public servants were negatively influenced by personal experiences of accessing public services and dealing with public servants. This finding is consistent with Marvel's (2016) discussion of the concept of anti-public service bias, which is defined as the widespread opinion that the public service is naturally inefficient and bureaucratic.

Citizens' widespread opinion of the public service gains traction from negative stereotypes that public servants are lazy, greedy and corrupt (Willems, 2020), and public observations of how public servants ethically conduct themselves (Frederickson & Frederickson, 1995: 163). The findings of this study are congruent with the anticipatory socialisation stage as described by Feldman (1976) in the CTS. As the theoretical framework that underpins this study, the CTS describes the anticipatory socialisation stage as the first stage of the socialisation process where the new employee learns everything they can about the new organisation before they officially commence employment. In the instance of this finding, the participants learned a lot from what the media reported, and this is evident in their responses to the questions asked in this study.

The findings of this study also suggest that the current cadre of South African public service is made up of apathetic employees who seem to not be sufficiently responsive to the needs of the people. This contradicts the nine basic principles governing public administration as enshrined in Section 195 of the Constitution (1996), which promote a high standard of professional ethics, and the impartial, fair, equitable and bias-free provision of services that respond to the needs of citizens. From the findings of this study, it would appear as if the level of service that newly appointed public servants have experienced is not responsive, accessible and transparent for the benefit of citizens. The findings also suggest that the Batho Pele principles as described in the WPTPSD (1997) are not being demonstrated by public servants and, as a result, citizens are not experiencing courtesy, access to quality services, redress and consultation.

These findings align with long-held literature views of the public's perception of the public service and its employees. Frederickson and Frederickson (1995: 165) state that the public believes when the government is in charge, the results are usually inefficient and wasteful because officials are incompetent and perform poorly. Recent literature further suggests that the public service faces these challenges because of its inability to attract and recruit competent employees owing to working conditions, salary concerns, the retirement of the baby boomer generation, and reputational pressures (Sievert, 2020: 2). The data implies that the public service needs to return to the basics, that is the basics tenets and principles upon which

public administration is founded, because it is likely that somewhere along the line public servants may have lost track of the true meaning of the purpose to be a public servant, which is to serve the people of South Africa.

This study also suggests that newly appointed public servants were not motivated by honourable intent to join the public service. Given newly appointed public servants' lack of interest in joining the public service because of its negative image, one would presume that interest in joining the public service would decline. Still, in this study, the researcher found the opposite. Despite the prevailing negative image, participants still joined the public service because it was an employer of convenience rather than choice. The participants' decision to still join the public service even though it was not their first choice is consistent with Asseburg and Homberg (2018: 1), who assert that the public sector has lost its attraction as an employer of choice. While this may be true, it must also be recognised that the public service may be the employer of choice for an applicant with a citizen-centric mindset who has a passion for effecting social change. The study argues that there is an immense opportunity to professionalise the public service and it can start with revolutionising the professional development strategies in the sector.

The findings of this study also demonstrate that newly appointed public servants' socialisation experiences did not match their lived experience when they joined the public service. These findings of a mismatch between expectations versus reality find relevance and support in the Model of Institutional Departure (Tinto, 1987) and the Theory of Person-Environment Fit (PEF) (Holland, 1997). Tinto's model highlights that individuals enter an organisation with expectations and goals based on interactions and experiences with sources of information such as peers, family and media (Tinto, 1987). As individuals transition into the organisation, their expectations and goals are challenged, and they are forced to re-evaluate their expectations through interactions with other individuals in their environments (Tinto, 1987). The researcher found that Holland's theory of PEF supports Tinto's Model of Institutional Departure because Holland (1997) asserts that an individual's personality, expectations and experiences are interconnected and interact with the surrounding environment that directly impacts their life. In the instance of this study, the impact of the surrounding environment on newly appointed public servants could

mean the decision to remain in or leave the public service. Consistent with the literature, Roshni (2019) states that the misalignment between expectation and reality usually occurs in individuals who are driven by wanting to swiftly effect change, but join the public service unaware of the cumbersome and tiresome nature of bureaucracy, which inevitably slows down getting things done. These individuals often prematurely exit the public service because of the ‘reality shock’ of becoming a public servant and gaining a realistic view of the government as their employer (Fischer & Schott, 2020).

These findings are consistent with Kaufmann et al. (2019), who maintains that while delays in public administration may be caused by different factors such as the administrative nature of organisational tasks or a public servant’s bureaucratic personality, the eventual outcome is the organisation’s inability to serve the public effectively and efficiently. Being a former public servant herself, the researcher agrees that the respect for bureaucratic behaviour and strict adherence to procedural satisfaction does at times impede organisational efficiency and effectiveness. The researcher is in agreement with this study’s findings and previous research such as Ekanayake and Liyanage (2021), who state that individuals who have worked for the state (insiders) have a better perception of the public service because they are privy to the inner workings of the institution.

6.3.2. Newly appointed public servants’ experiences of the CIP

The findings of this study show that newly appointed public servants’ experiences of attending the CIP were positive because it exposed them to new information that enabled them to perform the tasks expected of them, and they derived value from the programme. The findings in this section are consistent with the literature on the importance of mandatory induction programmes in the public service.

South Africa is not the only country that requires its new public servants to undergo compulsory induction training. The obligatory nature of attending training programmes is now standard practice in most civil service legislation globally (OECD, 1997: 11). In addition to the three case studies presented in Chapter Two, in Germany, public servants who specialise in inland revenue and tax and excise

administration, and labour and social security administration are obliged to undergo a two-year training cycle upon appointment (OECD, 1997: 11). The reviewed literature supports the study's argument that in terms of HRD in the public service, South Africa is on par with international trends and benchmarking.

The findings of this study also disclose that newly appointed public servants only completed the CIP because they wanted to comply with the requirements for the confirmation of their probation. Participants' completion of the CIP as a compliance measure alludes to the power play between the public service and its employees. The public service will reward public servants with the confirmation of employment if they complete the programme. If participants do not complete the CIP, their probation will not be confirmed and they cannot work for the government. These findings are consistent with the work of Foucault (1977) on the conception of power, which argues that society subliminally configures punishment through everyday practices of discipline and surveillance. According to Edberg and Krieger (2020), Foucault believes that individuals conform to societal norms to maintain cultural hegemony, failing which they will suffer some sort of punishment. Viewed through the lens of this study, Foucault's beliefs are relevant because if employees do not complete the CIP, they will be 'punished' by the employer and will not get their probation confirmed. Owing to this method to monitor and control employees with discipline systems (Ferreira-da-Silva et al., 2015: 381), employees are made to conform with the Directive (2008) and attend the CIP so that they can enjoy the benefits associated with having their probation confirmed. In an earlier study, Pylypa (1998: 24) suggests that such conformity is not achieved through coercing or forcing individuals, but rather through desire. In this study, newly appointed public servants desire to firstly secure employment, and then become a permanent employee of the state who is thereafter eligible for salary progression. The discussion of Foucault's work (1977) in this section provides an important opportunity to advance the understanding of the power and control the public service has over public servants to complete compulsory training in the interests of compliance and desire. This study argues that these objectives are the wrong avenues to follow in the induction of public servants because they do not reiterate the importance of the knowledge and skills that the CIP can impart to newly appointed public servants.

The findings of this study also reveal that newly appointed public servants are committed to continuing development initiatives in the public service. The objectives of continuing development initiatives in the public service are consistent with the literature, which states that it is important for public servants to show commitment to professional development because skills sets need to be renewed and refreshed to capitalise on the public service's ability to develop good policy and implement new services. Rusaw and Fisher (2017) state that professional development plays a critical role in the employees' skills acquisition and job performance, and has positive implications for growing career competencies and achieving the organisation's mandate. In the South African context, continuous learning and professional development have been identified as one of the five critical professionalisation pillars that will be led by the NSG (2020: 42). Having spent most of her career in HRD in the public service, the researcher concurs with the literature that the argument for professional development in the public service holds water. The Covid-19 pandemic has revolutionised education (Hlophe, 2020) by forcing learning institutions to digitise their content and delivery. Such skills and professional development become critical for public service (Bjerde & Demirgüç-Kunt, 2021). Professional development is critical for the public service if it does not want to be left behind in the digital revolution (Philp, 2021). The present findings corroborate the NSG's move to professionalise the public service through its National Implementation Framework towards the Professionalisation of the Public Service (2020). The aim of the framework is to change public servants' attitudes, behaviour and performance through pre-entry exams, compulsory training and integrity tests to serve the public better.

6.3.3. The socialisation experiences of newly appointed public servants in their role

The findings of this study show that newly appointed public servants found their first year in the public service to be challenging and fraught with frustration. Participants in this study expressed that their first year of employment in the public service was difficult because they did not have access to information about their new environment or expected tasks. This study's findings are congruent with a previous study conducted by the Work Institute (2017), which affirms that the main reason why employees experience challenges within their first year of employment is

inadequate induction processes. Branham (2005) adds that employees are also likely to experience challenges upon joining a new organisation when they do not receive enough coaching and opportunities for feedback, and when they lose trust and confidence in senior leaders. The findings also suggest it is likely that newly appointed public servants who experience such anxiety in their first year of employment may choose to leave the public service. The premature exit of newly appointed public servants has financial implications for the public service, such as recruitment and retraining costs, lost productivity and disruption to policy implementation in significant projects (Sasse & Norris, 2019: 4). This study, therefore, argues that it is short-sighted of the department to not anticipate the consequences of poor induction practices. There are many implications for being inadequately prepared to receive new employees. The findings from the research data in this thesis imply that the most devastating for the department could be reputational damage. Findings from the anticipatory socialisation experiences of newly appointed public servants suggest that media perpetuates a poor image of the public service. If public servants leave their jobs due to their employer not being adequately prepared to receive them, it could do more harm to the public service's image. The findings imply that the participants' needs for role definition, as described in Feldman's CTS (1976), were not met. Feldman (1976) describes role definition as the employee's implicit or explicit agreement with the new organisation on what tasks need to be performed, and what the expectations are in terms of priorities and time allocation for those tasks. According to Feldman's CTS (1976), employees' roles have not been fully clarified; hence, this is an obstacle to complete socialisation.

The findings of this study point out that public servants see themselves as part of a collective that has the duty to act according to what is expected of them as public servants. Participants believe that when they perform their duties as public servants, they contribute to the mandate of the public service, which is to serve the needs of citizens. The findings of this study find relevance in literature that focuses on collective identity. According to Whooley (2007), collective identity refers to the shared definition of a group when its members share common interests, experiences and affiliations. In the context of the organisation and work, the formation of the collective work identity is defined as belonging to a certain group

“in order to be part of the collective self, the collective story and its memories” (Nordhall et al., 2021). The data has been able to show that it is essential to understand the dynamics of the collective work identity in the context of this study because it relates to the need of newly appointed public servants to belong to the greater public service, which is the group they decided to join. Against the backdrop of her own experience of being a public servant, the researcher adds that she acknowledges the importance for public servants to feel that they are a part of a bigger group because it adds value to the contributions they make in their role. Adding to this discussion, Holland's Theory of Career Choice (1959) asserts that when individuals choose a job, they prefer jobs where they can be around like-minded individuals. Being around like-minded individuals allows individuals to use their skills and abilities, and express their attitudes and values in an environment where they enjoy their role. Nneji and Asikhia (2021) add that when employees are like-minded and hold similar beliefs and values, they begin to develop a sense of identity, which increases their commitment and leads to better performance. According to the literature, there is also a correlation between the collective identity, commitment and PSM (Matschke & Fehr, 2017), and this will be discussed in section 6.3.5. that follows.

The findings of this study also demonstrate that participants have a clear understanding of their role in terms of Batho Pele and serving the citizens of this country. In addition, the findings show that participants acknowledged that there should not be any distinction between who they serve because everyone has the right to access public services. Participants seem to have an understanding that they need to be impartial when serving the people. It means that the participants' understanding of the Batho Pele principles is consistent with the WPTSD (1997), which states that public servants should ensure effectiveness when delivering services to meet the basic needs of all South African citizens. The main aim of the WPTSD is to transform public service delivery by utilising the all-important customer-oriented approach that puts the people first (PSC, 2007: 2). The WPTSD has its grounding in the eight principles of Batho Pele (consultation, standards, redress, access, courtesy, information, openness and transparency, and value for money) and the principles set out in Section 195 of the Constitution (1996), which state that public servants are expected to enhance customer satisfaction. Consistent

with the literature, the data from the interviews show that participants have accurate knowledge and understanding of Batho Pele and how their mandate relates to the efficient and effective delivery of services to the public. The researcher is, however, sceptical of participants' motivation to adhere to and act on the principles that govern being a public servant. The findings on commitment, discussed later in this section, relate to the researcher's scepticism of the motives behind participants' becoming public servants.

The findings in this study also suggest that weak management practices are present at the department because managers assumed that new employees would manage themselves and learn about the tasks they had to perform on their own. This assumption is suggestive of managers who do not understand their role in the public service. This finding corroborates the OECD's (2017: 13) belief that a professional, strategic and innovative public service is characterised by transformational leaders, change managers, collaborative leaders and adaptive managers. Nkwana (2014: 85) argues that for managers on all levels of the public workforce to excel in their roles, it is necessary for them to complete leadership development training, which will inculcate in them a sense of accountability. Nkwana (2014: 86) also suggests that leadership development training for managers will help them to understand the fundamental differences between leaders and managers in the public service. The WHO (2008) states that the difference between leaders and managers is that leaders have a vision of what to achieve and can communicate and motivate employees, while managers ensure that resources are well organised to produce the best results. Due to the motivational nature of leaders, it is understandable that Mavhungu and Bussin's study (2017) would confirm that there is a positive relationship between public sector leadership and employee performance. Hassan and Hatmaker (2014: 2) also found that when managers and employees have a good relationship, the leader-member exchange (LMX) is said to be high, which results in employees receiving higher performance ratings. The researcher concurs with the findings of this study and the literature presented here: The presence of leadership capabilities in the public service can positively influence individual job and workplace performance.

The findings in this study also show a lack of mentorship capabilities in the department since newly appointed public servants did not have anyone they could immediately turn to when looking for information. It is suggested that mentors assigned to participants upon their appointment in the public service would positively impact their work performance. This finding is in agreement with Ganesh et al. (2015), who state that mentoring improves work performance and has far-reaching positive effects in the workplace. To assist the public service to recruit these mentors where capacity constraints are an issue, the PSC (2021: 3) suggests that senior managers and retired public servants be utilised to implement role modelling through mentoring in the public service. The researcher agrees with the literature from the view that with their experience, senior managers and retired public servants can motivate and inspire the professional development aspirations and performance of public servants. This finding also aligns with the OECD (2017: 10), which suggests that a broader range of tools such as mentoring, coaching, networking, peer learning and mobility assignments can be incorporated into the jobs of public servants because they promote learning as a natural activity.

The findings in this study also show that work-life conflict influences the socialisation experiences of newly appointed public servants. The findings indicated that participants' friends and families did not hold working for the public service in high regard, and that this is where conflict within the participants arose. Expressions of disapproval from participants' inner circle about their jobs are consistent with literature on work-family life conflict in the lives of employees. Netemeyer et al. (1996) define work-family conflict as a type of role conflict where there are simultaneous sets of pressures for an individual to fulfil their roles in two or more environments at the same time. Hoque's (2015) study found that work-family life conflict can negatively influence employees' relationships with their colleagues and their organisation, and affect their satisfaction and commitment to their job, job performance and family attachment. A recent study on the effects of work-life conflict during the Covid-19 pandemic finds congruence in this finding. The results of the study conducted by Barriga-Medina et al. (2021) found that there was a correlation between work-family conflict and employee burnout, depression and anxiety. The theoretical underpinning of this study, Feldman's CTS (1976), states that the variable of resolution of outside life conflicts is necessary for effective role

management to be achieved. In the instance of this study, participants have not been able to entirely distance themselves from their inner circle's negativity around their employment, which means they may be unable to manage their roles effectively. As previously stated, the researcher was a former public servant and as such is aware of and has experienced the work-life conflict described in this finding. Whilst she acknowledges that it is difficult to constantly defend one's employer to friends and family, it is important to develop strategies to cope with the negativity.

6.3.4. How the CIP facilitates newly appointed public servants' understanding of performance management

This study's findings establish that participants were knowledgeable about how the PMDS works in the public service. The findings also show that participants were aware of how their performance was going to be measured and how it fed into the performance of the department. Participants' understanding of the PMDS are clarified through the analysis of the PMDS vis-à-vis the EPMDS (DPSA, 2006).

This finding is consistent with the definition of the PMDS, which is a well-defined framework that manages and enhances individual performance to contribute to improved organisational performance (PSC, 2018). According to the EMPDS (DPSA, 2006), the PMDS for salary levels 1 to 12 is determined by the Executive Authority of each government department, and this means that each department may have a PMDS that differs from the other. Owing to this anomaly, the researcher acknowledges that there may be variations of the PMDS across the public service, but even so it is essential for public servants to understand why their performance needs to be measured, assessed and reviewed.

Consistent with the findings that line managers should be more involved in the performance management process and offer constructive feedback to newly appointed public servants at the end of the assessment, the researcher agrees that managers are crucial to improving individual and organisational performance. This finding is consistent with the PSC (2018: 16), which asserts that regular feedback and coaching from managers provide an effective procedure to diagnose problems at an early stage so that corrective action can be taken. The importance of

managers' feedback to employees about their feedback is in Mamula et al. (2020), who state that feedback can provide clarity about the correctness, accuracy and adequacy of work behaviours, which is necessary for employees to feel competent, accomplished and in control. Adding to this discussion, Carr and Kline (2016) suggest that to support the growth of employees, managers should provide feedback, opportunities for reinforcement, and additional resources. The researcher concurs with the findings and the literature: Managers have a responsibility to provide feedback to employees because of the many implications for the employee and workplace. The researcher is also of the view that employees have the right to receive feedback about their performance from their managers, and that managers have a responsibility to ensure that they deliver regular and transparent feedback.

Since newly appointed public servants in this study did not receive feedback on their performance progress or strengths and weaknesses in the role, they are not achieving congruence of evaluation (Feldman, 1976). According to the theoretical framework chosen to underpin this study, Feldman (1976) states that for employees to progress through the stages of socialisation, they must be given the opportunity to achieve congruence of evaluation with their line manager. Participants in this study are not given feedback on their performance and this implies they are not achieving this variable in the socialisation process. Furthermore, not achieving variables in the socialisation process has negative implications for the complete socialisation of newly appointed public servants in their new workplace.

6.3.5. The factors influencing the socialisation of newly appointed public servants

The findings in this study show that internal and personal factors as well as external factors influence the socialisation of newly appointed public servants. These findings will be discussed in two parts: Internal and personal factors; and external factors. In terms of internal and personal factors, the findings of this study reveal that four factors were responsible for the socialisation of newly appointed public servants, namely ethical and professional conduct, job satisfaction, PSM, and personal commitment. The data shows that most of the participants clearly understand what it means to be an ethical and professional public servant. The findings also show that participants understand that a professional public servant is someone who

always acts with integrity and trust, even when no one is watching. To display the consistency between this finding and literature, the researcher chose to discuss this finding in terms of South African legislation. South Africa has a solid legislative and policy framework and constitutional bodies such as the Public Protector, Auditor General and Public Service Commission to promote good governance in the public service (Manyaka & Sebola, 2013). Further, the Code of Conduct for the Public Service (DPSA, 1997) was promulgated to promote exemplary conduct among public servants, and this is in accordance with Section 195(1) (a) of the Constitution, which requires public servants have “a high standard of professional ethics [that] must be promoted and maintained”. The PSC (2002: 45) goes on to state further that public servants have an obligation to report to the relevant authorities fraud, corruption, nepotism, maladministration and any other act that constitutes an offence or is prejudicial to the public interest.

Despite the sound ethical framework and constitutional bodies that are custodians of ethical conduct in the public service, the flagrant misuse of public funds, bribery and corruption in the public service continues. Corruption costs the South African gross domestic product at least R27 billion annually, and the loss of 76 000 jobs that could have been created (Patel, 2017). The cause for this anomaly is deliberated upon by Shava and Mazenda (2021), who in their research question why corruption continues to prevail in the public service. Shava and Mazenda’s (2021) study found that legislation alone was insufficient to tackle corruption, and that inhibiting corruption and unethical conduct among public officials would lead to the transformation of the public administration. To mitigate the effects of corruption in the public service, Manyaka and Sebola (2013) recommend that public officials undergo ethics training so that they can learn how to behave; conduct themselves in an ethical, well-mannered, respectful and professional manner; and avoid being corrupt. Manyaka and Sebola (2013) state that attending ethics training allows public officials to learn how to execute their mandate honestly. Mafunisa (2002) adds that ethics training for public servants should promote not only ethical conduct, but also morale and enthusiasm to do the right thing. The researcher is in agreement with the literature, but also holds the view that for ethics training to be effective, it must be more practical and less academic. Therefore, the study suggests that the

training content for ethics and professional conduct training be easy for public officials to relate to and find meaning in so that it can resonate in their conduct.

In investigating the influence of job satisfaction on the socialisation of newly appointed public servants, the findings of this study show that participants were satisfied with being public servants. After all, it made them happy to see the difference they were making in improving the lives of citizens. Participants suggested that the idea of being a public servant who served in the best interests of the citizen brought them job satisfaction. Participants also experienced job satisfaction by working with good colleagues and this made the environment better for them. The findings in this section are supported by and find relevance in the literature that focuses on job satisfaction in the public service. Job satisfaction in the workplace is critical for job performance because it leads employees to identify their individual goals in relation to the organisation, and directs employees to achieve organisational goals (Lekić et al., 2019.). In addition, job satisfaction is critical for employees because it reinforces their attributes of hope, meaning in life and organisational commitment (Masale et al., 2021). According to Taylor and Westover (2011), there is a positive correlation between job satisfaction and collegial work relations; public servants who have better relations with their managers and co-workers are more satisfied with their jobs. This finds relevance and support in Feldman's (1976) description of initiation to the group, which states that when employees feel they have been accepted and are trusted by their colleagues, it is an indication that they are successful in establishing new interpersonal relationships. Furthermore, establishing new interpersonal relationships is part of an employee's socialisation process in a new organisation.

In investigating the influence of PSM on the socialisation of newly appointed public servants, the findings of this study also show that there were multiple reasons for the low levels of PSM among the participants, including corruption in the public sector, lack of strategic direction, lack of career progression opportunities, unmanageable workloads due to understaffing, and the appointment of poor leadership. The findings in this section are supported by and find relevance in the literature reviewed that focuses on intrinsic motivation in the workplace related to job satisfaction and employee engagement. Findings in this sub-theme relate to

literature on work motivation, specifically intrinsic and extrinsic motivation, which determines how employees behave in an organisation. Literature on PSM has bearing on this study, which is contextualised in the public service, since it characterises sense of accomplishment, sense of duty as a public servant and reputation for furthering the greater good as intrinsic rewards, and desire for salary increases, opportunity to move ranks and job security as extrinsic motivation (Park & Word, 2012: 707). In addition, Vandenabeele and Schott (2020) propose that public servants are intrinsically motivated when they report high levels of PSM because they serve the public interest instead of chasing monetary rewards, which is indicative of low levels of PSM. For further clarity, Ritz et al. (2016) stated that individuals who enjoy high levels of PSM are more likely to be willing to cope with red tape, formalisation and bureaucratic processes because it aligns with their work ethos. Understanding PSM is crucial to understanding public sector attraction (Asseburg & Homberg, 2018: 1) and job satisfaction (Homberg et al., 2015) as performance outcomes. Upon dissecting the tenets of PSM, it is evident to the researcher that most of the participants in this study are extrinsically motivated and have low levels of PSM. Most participants in this study have little or no tolerance for red tape and bureaucratic processes and are determined to be recognised through monetary rewards, failing which they will resign from the public service. Importantly, these findings are inconsistent with the theory chosen for this study, CTS (Feldman, 1976: 447), which states that outcome levels must be high for successful and complete socialisation to take place. The participants in this study have experienced low outcomes, and this implies that they have not been fully and successfully socialised. In conclusion of this section and based on the findings, the researcher's outlook is that to increase employees' levels of PSM or intrinsic motivation, they need to be presented with opportunities to enjoy and be interested in their work, experience autonomy and be proud of their employer. This finding is congruent with Feldman's (1976) CTS description of initiation to task, which is said to be achieved when employees feel competent in their roles and experience job satisfaction. Initiation to task, according to Feldman, is an indication of how well employees learned new tasks in the organisation.

In investigating the influence of personal commitment on the socialisation of newly appointed public servants, the findings of this study show that participants are not

committed to remaining in the public service. However, where public servants did seem committed to remaining in the public service, it was for job security. These findings are consistent with Munnell and Fraenkel (2013) and the OECD (2017: 10). They assert that public servants enjoy high levels of job security and low overall turnover as compared to private-sector employees. Additionally, Roshni (2019) suggests that India's public servants do not break their service because there is a sense of prestige associated with the role owing to the stringent eligibility criteria. Based on this, the findings provide an exciting opportunity for the South African public service to revitalise its professional image so that the role of a public servant is associated with prestige and honour, thus commanding a greater degree of commitment.

According to McKinsey's Organisational Health Index study (2015), intrinsically motivated employees are more committed to their job and therefore enjoy higher job satisfaction and perform better than their peers. Raza et al. (2015) state that job satisfaction exists when there is a positive relationship between the four variables of job security, achievement, job responsibility and the work itself. In this study, even though employees do have more job security than their private-sector counterparts, they still have low levels of job satisfaction because it is likely that the other three variables of achievement, responsibility and the work associated with the job are not realised. The findings in this section make an important contribution to understanding the implications of intrinsic motivation on job satisfaction and performance in the workplace. Furthermore, these findings hold especially true for the public sector, where public servants are expected to perform optimally to deliver on the state's mandate of service delivery.

The above findings on newly appointed public servants' commitment to remaining in the public service found support and relevance with Holland's theory of PEF (1997). The researcher also referred to the PEF theory earlier in this chapter when she discussed how an individual's personality, expectations and experiences are interconnected when interacting with the surrounding environment to impact their life directly. In the instance of these findings, another facet of the PEF theory (Holland, 1997) is apt. The theory focuses on the relationship between personality and social environment to influence human behaviour. It suggests that individuals

enter and subsequently remain in environments because of their personalities and reinforcements, satisfactions, and interactions in that environment. For the findings on commitment in this study, this means that depending on the reinforcements and satisfactions that newly appointed public servants experience and whether they integrate and socialise into the public service environment, they will either decide to remain in or resign from the public service. This is an important link between the findings and the literature because of its implication for talent retention in the public service.

In investigating the influence of external factors on the socialisation of newly appointed public servants, this study found from the participants' responses that job autonomy is related to the specialisation of a job function. The data indicates that when participants perform a specialised job function, they enjoy a greater degree of job autonomy. These findings correspond with the OECD's (2017: 13) view that the public service must promote engaged and autonomous work designs if it is to move towards becoming a professional, strategic and innovative employer. Johannsen and Zak (2020) also assert that when employees are given opportunities to exercise autonomy over their work, their productivity significantly increases. In an analysis of autonomy, Spreitzer et al. (2007) found that empowerment through autonomy is linked to higher job satisfaction, productivity, performance and motivation, and lower turnover and burnout.

The findings in this study also indicate that mutual influence, as an external factor, influences the socialisation of newly appointed public servants. This finds relevance and consistency with the theory that underpins this study, the CTS (Feldman, 1976: 436), which states that mutual influence is the extent to which employees experience control or power over the way in which their work is carried out. The findings in this study indicate that there is a link between mutual influence and employees' relationships with their line managers. This finding found relevance in Lokaj and Latifi (2020) and Evaggelia and Vitta (2012).

A recent study by Lokaj and Latifi (2020) states that the leadership styles of managers influence the extent of mutual influence an employee experiences, and this consequently influences the employee-manager relationship and organisational

culture. Lokaj and Latifi (2020) found that when managers exhibited attributes indicative of the transformational leadership style, which is where managers assign tasks to enhance individual performance, there is a positive organisational culture.

Adding to the discussion on the link between mutual influence and employee-manager relationships, Evaggelia and Vitta (2012) state that since mutual influence is the control or power employees have over the way they work, it gives rise to the emergence of official and unofficial leaders in the workplace. Evaggelia and Vitta's (2012) work suggests that mutual influence gives rise to the empowerment of employees and cultivates an enabling environment for self-leadership. The study, therefore, affirms the assertions made by Evaggelia and Vitta (2012) as it argues that when line managers give their employees control over their work, it empowers them and this could awaken the dormant leader within individuals.

6.4. Contributions of the study

This study focuses on the exploration of the socialisation experiences of newly appointed public servants in the South African public service. This work contributes to existing knowledge by provide a new understanding of the socialisation of newly appointed public servants in the South African public service. In South Africa, empirical studies on public service induction programmes and socialisation experiences of newly appointed public servants are relatively new and still in the early stages. Recently, researchers have shown an increased interest in the field of training for public servants in the South African context but have only focused on leadership management and development training (Daweti & Evans, 2017; Nkwana, 2014; Naidoo & Xollie, 2011; Naidoo, 2006) and ethics and professional conduct training (Sebola, 2018; Mle, 2012; Manyaka & Sebola, 2013; Mafunisa, 2002). In addition, while conceptual research on socialisation has been widely conducted (Van Maanen & Schein, 1979; Hawse & Wood, 2018; Šaras & Perez-Felkner, 2018; Van Kleef et al., 2019; Mchete & Shayo, 2020), there is limited empirical research on socialisation in the organisational context of developing countries (Uddin & Ahmed, 2016: 247). By studying the induction practices and socialisation of public servants in South Africa, this study contributes toward knowledge production and dissemination in professional development for the public service in a developing

country. From the literature reviewed there is a gap and, as such, this is the first study on the socialisation of newly appointed public servants in non-senior management positions at a national government department in South Africa.

The current study offers some important insights into how newly appointed public servants experience socialisation and perceive their role in the public service. The study has shown that newly appointed public servants' understanding of their role is shaped by their anticipatory socialisation experiences, their expectations of the public service, and their lived experiences as employees in the public service. The study has illustrated that newly appointed public servants' anticipatory socialisation experiences are influenced by the media and their personal experiences of accessing public services as a citizen. The study has also shown that newly appointed public servants' expectations of the public service were not the same as their lived experiences as employees in the public service. Where participants expected to find lazy and apathetic public servants, they instead found public servants who operated in an environment characterised by bureaucracy and hierarchy. They also found a cadre of public servants who were committed to continuing professional development and learning in the public service. The study also found that internal and personal factors and external factors influence the socialisation of newly appointed public servants. Participants identified ethical and professional conduct, job satisfaction, PSM and commitment as internal and personal factors that influenced their socialisation, while job autonomy and mutual influence were seen as external factors.

As the rationale for this study, improving the socialisation experiences of newly appointed public servants is at the heart of public servants understanding their role as public servants in the South African public service. When newly appointed public servants understand their role, this positively influences how they execute the government's mandate to provide quality service delivery to all citizens. An outcome of the study is the socialisation of newly appointed public servants so that they understand their role. This information is valuable to policymakers who seek a contribution to improving the socialisation of newly appointed public servants in the South African public service. Managing the factors that influence the anticipatory socialisation experiences of newly appointed public servants can contribute to the

public service being recognised as the employer of choice. Assisting newly appointed public servants to better manage the internal and personal factors and the external factors that influence their socialisation may contribute to them experiencing higher levels of job satisfaction, PSM and commitment. In addition, the exploration of opportunities to increase job autonomy and mutual influence may also positively influence leadership capabilities in newly appointed public servants.

As a further contribution from this study, the researcher proposes an alternative induction model that will enhance the socialisation experiences of newly appointed public servants. The Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants offers a different perspective on the induction training of newly appointed public servants as it relates to their socialisation experiences. This model is schematically presented and discussed in section 6.5. below.

6.5. Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants

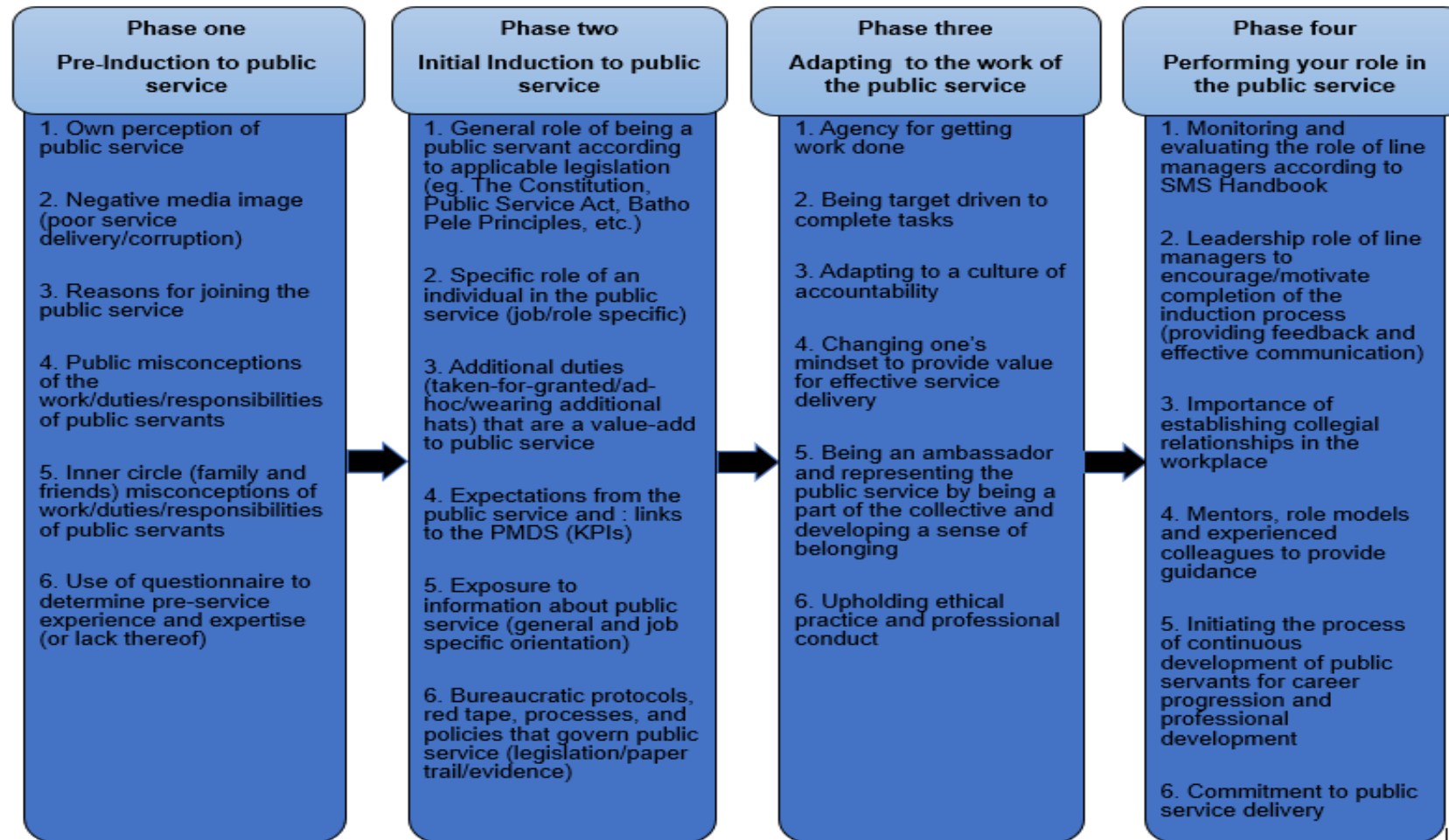


Illustration 5: Model for the Implementation of the CIP for the Socialisation of Newly Appointed Public Servants

While the theory that underpins this study, the CTS (Feldman, 1976), was sufficient to collect the data for this study, the researcher believed that to discuss how the complete socialisation of newly appointed public servants could be achieved, it was necessary to propose an alternative model for the implementation of the CIP for newly appointed public servants. The data from the interviews conducted for this study concludes that the alternative model will provide a different perspective on induction training in the public service. In addition, the study argues that implementation of the new model may drive the complete socialisation of newly appointed public servants and lead them to understand their roles.

Illustration 5 above proposes a four-phase linear model for the implementation of the CIP for the socialisation of newly appointed public servants. The model comprises four distinct phases, each comprising six topics. The findings inform all 24 of the topics covered in the model of the current study. The proposed model can be implemented for the socialisation of newly appointed public servants at all levels of government (national, provincial and local). The employing department in the public service is responsible for monitoring the implementation of the model. The newly appointed public servants and their line managers are responsible for the implementation of the model. This model implies that for newly appointed public servants to achieve complete socialisation, they should attend all four phases of model. In addition, implementation of the model should commence immediately after the appointment of the newly appointed public servant is finalised. The model suggests that the induction training of newly appointed public servants is not a once-off activity, but a continuous process that facilitates the achievement of complete socialisation.

The following section describes each phase of the Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants.

6.5.1. Phase one: Pre-Induction to public service

The first phase within the proposed model is the “pre-induction to public service”. This phase is concerned with the anticipatory socialisation experiences of newly appointed public servants and how it relates to their post-appointment experiences. There are six topics in this phase and each of the topics are described below:

- **Topic one: Own perception of public service**

In this topic, newly appointed public servants will be given the opportunity to share what their perceptions of the public service were prior to joining. This topic aims to encourage new employees to share both their positive and negative perceptions, and state how it affected their decision to join the public service. The objective of this topic is to get newly appointed public servants thinking about their perceptions and how they would like to see them change. From this reflective exercise, it is envisaged that participants will begin to embody the change they want to see.

- **Topic two: Negative media image (poor service delivery/corruption)**

This topic deals with the negative image the public service and its employees have owing to the media’s reporting of poor service delivery and corruption. This topic aims to get participants to share how the media’s reporting of the public service shaped their perceptions of service delivery and corruption. The objective of this topic is to get participants to critically analyse the information they are exposed to by the media, so they can discern between fact and sensationalism.

- **Topic three: Reasons for joining the public service**

This topic deals with the reasons that led participants to join the public service. This topic aims to get participants to reflect on their reasons for becoming public servants and joining the public service as opposed to the private sector. The objective of this topic is to get participants to honestly reflect on what they would like to see as outcomes from their time as public servants.

- **Topic four: Public misconceptions of the work/duties/responsibilities of public servants**

This topic deals with the public's misconceptions of the work, duties, and responsibilities of public servants from the participants' perspectives. This topic aims to get participants to share the views they were exposed to, prior to appointment, about the work, duties, and responsibilities of public servants. The objective of this topic is to get participants to honestly reflect on the similarities and differences between the perspectives they were exposed to, what they thought about public service and what they think about the public service now post their appointment.

- **Topic five: Inner circle (family and friends) misconceptions of the work/duties/responsibilities of public servants**

This topic deals with the views the inner circle (family and friends) of the participants held about the work, duties and responsibilities of public servants. This topic aims to get participants to share the views their inner circle held about public servants and how it influenced their views. The objective of this topic is to get participants to honestly reflect on what their inner circle expressed, how they felt and what they think now post their appointment.

- **Topic six: Use of questionnaire to determine pre-service experience and expertise (or lack thereof)**

This topic is covered by way of a questionnaire that will be administered to participants. It is envisaged that the different departments will customise the questionnaire to obtain the information they require. The questionnaire aims to determine, from the perspective of the participant, the experience and expertise they believe they possess to be a good public servant. The objective of this reflective exercise is to get participants to think about their experience and expertise, and how it may be a value-add to the work done by the public service.

6.5.2. Phase two: Initial induction to public service

The second phase within the proposed model is the “initial induction to public service”. This serves as an initial induction to the public service for newly appointed

public servants, and will provide them with the information they need to understand the components that contribute to the development of a career in the public service. This phase comprises of six topics and each topic is described below:

- **Topic one: General role of being a public servant according to applicable legislation (e.g. the Constitution, Public Service Act and Batho Pele principles)**

According to relevant South African public service legislation, this topic deals with the general role of being a public servant. The aim is to introduce participants to the general directives for public servants, according to key legislation such as the Constitution (1996), the PSA (RSA, 1994) and the Batho Pele principles (DPSA, 1997). The objective of this topic is to set the tone for the general legislated expectations of a public servant so that they understand that public servants are legally bound to conduct themselves in an appropriate manner and observe certain protocols.

- **Topic two: Specific role of an individual in the public service (job/role specific)**

This topic deals with the specific role of being a public servant according to the participants' job descriptions and the duties they are expected to perform. This topic aims to re-introduce participants to their job description, which they would have seen when they applied for the job, and to go through that job description so that they understand what is required of them in their role. The primary objective of this topic is to get participants to acknowledge how their specific role contributes to the mandate of their business unit, the employing department and the government. The secondary objective is to get participants to see that their role does not exist in isolation, and is instead interdependent on the achievement of individual targets that contribute to the fulfilment of the government's mandate to provide service delivery. This topic will be successfully covered if attended not only by the new employees, but also the line managers since they will be working closely with them.

- **Topic three: Additional duties (taken-for-granted/ad-hoc/wearing additional hats) that are a value-add to public service**

This topic deals with the additional duties that public servants are expected to perform as a value-add to the public service. This topic aims to inform participants that they may at times be required to perform duties outside of their formal job description. The primary objective of this topic is to prepare participants for the reality that they may be requested by their manager (or other managers) to perform reasonable duties outside the job for which they were appointed. The secondary objective of this topic is to get participants to see that performing reasonable duties outside the position for which they were appointed is a reality in the workplace and should not necessarily be frowned upon. They should instead look at the additional duties as a means to expand their knowledge and develop professionally in the public service.

- **Topic four: Expectations from the public service and links to the PMDS (key performance indicators)**

This topic deals with the employer's (public service) expectations of the employee (public servant) and its link to the PMDS in terms of the achievement of key performance indicators (KPIs). This topic aims to provide participants with insight into what their employer expects of them and how their achievement (non-achievement) is viewed in terms of the PMDS. The primary objective of this topic informs participants about the PMDS, how it works, and how their performance will be measured and evaluated. The secondary objective of this topic is to get participants to understand how the achievement of individual KPIs contributes to the department's objectives and government's mandate.

- **Topic five: Exposure to information about public service (general and job specific orientation)**

This topic deals with exposing participants to information about the public service. The information that is referred to in this topic is of both a general (etiquette and protocol in government, public service hierarchy) and job-specific nature (how to draft a submission, how to prepare a travel and subsistence claim). This topic aims to inform participants of the specific ways in which things are done in the public service. The objective is to get participants to understand

that the public service is unique in the way it operates and is different from the private sector. It is necessary that participants realise and understand that certain protocols are followed in the public service to respect and conform to the hierarchy.

- **Topic six: Bureaucratic protocols, red tape, processes and policies that govern public service (legislation/paper trail/evidence)**

This topic deals with the bureaucratic protocols, red tape, processes and policies that govern the public service. The bureaucratic protocols will be explained from the perspective of the legislation that must be adhered to, the paper trail that is kept when approval is sought, and the evidence that must be presented to obtain such approval. This topic aims to inform participants that the public service domain is governed by processes that are well-documented and involves multiple signatories. The objective of this topic is to get participants to understand that there are multiple levels of approval one must obtain in order to do anything in the public service. It is necessary to dispel participants' idealistic expectations that they will immediately affect change when they become public servants. It is fair for participants to know early on in their appointment that bureaucracy and red tape are inevitable in a space where public funds are utilised.

6.5.3. Phase three: Adapting to the work of the public service

The third phase within the proposed model is “adapting to the work of the public service”. This phase contains the necessary topics to assist newly appointed public servants to begin their transition into the working world of the public service. There are six topics in this phase and each are described below:

- **Topic one: Agency for getting work done**

This topic deals with the agency newly appointed public servants must have to perform in their role. This topic aims to get participants to see that in order to make a change in the lives of citizens, they need to be proactive and be the change they want to see in the public service and in the country. The objective of this topic is to get participants to understand the importance of having the

agency and taking the initiative to get work done. This topic will demonstrate to participants why it is necessary to abandon an apathetic work ethic in the public service, especially since the lives of citizens can be positively affected by a proactive approach to service delivery.

- **Topic two: Being target driven to complete tasks**

This topic deals with the need for newly appointed public servants to be target-driven to complete tasks. The public service is not driven by profit, but by the effective and efficient delivery of public services, which is just as important (if not more important) than profit. This topic, therefore, aims to get participants to see how their drive to meet their targets efficiently and accurately can change citizens' lives. The objective of this topic is to illustrate the link between public servants' responsibility to perform in their roles and citizens' rights to expect excellent service delivery.

- **Topic three: Adapting to a culture of accountability**

This topic deals with public servants' need to adapt to a culture of accountability. It aims to get participants to understand that they must be accountable for their actions and the decisions they make as public servants. The objective of this topic is for participants to understand they are employed in the public domain, which utilises public funds, and they are therefore accountable to the public for their actions, decisions and conduct. This topic also illustrates the link between relevant legislation, such as the PSA and Code of Conduct for Public Servants (1994) and the Public Finance Management Act (1997), and the need for public servants to adapt to a culture of accountability. The relevance of the highlighted legislation will reiterate to participants that their actions, decisions and conduct are monitored by the public.

- **Topic four: Changing one's mindset to provide value for effective service delivery**

Topic four, changing one's mindset to provide value for effective service delivery, deals with changing newly appointed public servants' mindsets to one that recognises the value of providing effective and adequate service delivery to the public. This topic aims to get participants to understand that they are

employed by the state as deliverers of public services. By highlighting the participants' role as deliverers of public services, the importance of citizen-centric conduct and acting in the best interests of the public will be reiterated. The objective of this topic is to inculcate in participants a sense of responsibility to serve the public in an impartial and just manner. It is also important for participants to understand that their ability and willingness to serve the public is in the interest of the greater good and can contribute to changing the lives of citizens.

- **Topic five: Being an ambassador and representing the public service by being a part of the collective and developing a sense of belonging**

Topic five deals with how newly appointed public servants can become ambassadors who represent the public service by displaying attributes of honesty, trust and integrity. This topic is securing its relevance in the proposed model because it is important that all public servants understand that when they are appointed as employees of the state, they automatically inherit the role of being an ambassador of the public service. Therefore, topic five aims to create awareness among participants that the public will always look to them for exemplary conduct in the public service. The objectives of this topic are to develop an awareness among participants that as public servants they are not acting in isolation, but are part of a cadre of public servants in South Africa. By being a part of a cadre of public servants, it is important for newly appointed public servants to act in accordance with the prescripts for all public servants. The second objective of this topic is to develop a sense of belonging among participants that requires public servants to understand there is value in being a public servant since they are contributing to a common goal, which is to deliver services to the public.

- **Topic six: Upholding ethical practice and professional conduct**

The topic of upholding ethical practice and professional conduct involves discussing with participants the legislated values and principles that govern the ethical practice and professional conduct of all public servants in South Africa. This topic aims to get participants to understand the importance of ethical practice and professional conduct in the public service. It is critical for

participants to understand and know how their morals and values shape their thinking and actions, as well as how they can be perceived by the public. The objective of this topic is to get participants to understand that their ethical practice and professional conduct have consequences for themselves (how their employer and the public perceive them), the public (how the public is disadvantaged when corruption such as the misappropriation of funds happens), and the public service (the reputational damage it suffers as a result of unethical practice and misconduct of public servants). Participants need to understand that unethical practices and unprofessional conduct affect all stakeholders, and that the consequences of such have far-reaching implications for everyone.

6.5.4. Phase four: Performing your role in the public service

The fourth and final phase within the proposed model is “performing your role in the public service”. This phase contains the necessary topics to assist newly appointed public servants to understand how to perform their role in the public service. There are six topics in this phase, and each are described below:

- **Topic one: Monitoring and evaluation of the role of line managers according to the SMS Handbook**

The first topic in phase four deals with the fact that public servants can hold their line managers accountable for their workplace conduct, according to the SMS Handbook (DPSA, 2003). This topic is important because it may not be common knowledge to non-senior management employees that the SMS is bound by indicators in the Competency Framework, which sets the standard for how line managers must relate to their employees in the workplace and to citizens. This topic aims to discuss with participants the key aspects of the SMS Handbook and the Competency Framework so that they understand the SMS’s obligations and responsibilities in the public service. The objective of this topic is to get participants to understand that their line managers are not a law unto themselves and that they too must behave and conduct themselves in an appropriate manner. It is recommended that line managers attend this topic with their employees so that they can be retrained on the Competency Framework

for SMS in the SMS Handbook (DPSA, 2003) and be reintroduced to their responsibilities as line managers.

- **Topic two: Leadership role of line managers to encourage/motivate completion of the induction process (providing feedback and effective communication)**

Topic two in phase four is a follow-up from topic one in the same phase. It also links to the knowledge acquired in phase two, topic four. This topic deals with the fact that public servants are entitled to receive encouragement and motivation from their line managers to complete the induction training for new employees. This topic aims to inform newly appointed public servants that they are entitled to receive feedback through effective communication from their managers. This topic is important because it will make employees aware of the fact that their managers are responsible for acting in accordance with the Competency Framework for SMS in the SMS Handbook (DPSA, 2003). The objective of this topic is for new employees to understand that effective communication between employees and line managers contributes to successful completion of the induction process. In addition, effective communication between employees and line managers is critical to participants' professional development, socialisation and understanding of their role. It is recommended that line managers attend this topic with their employees so that they can be retrained on the Competency Framework for SMS in the SMS Handbook (DPSA, 2003) and learn about how they can encourage and motivate employees to complete the induction process.

- **Topic three: Importance of establishing collegial relationships in the workplace**

The topic of "Importance of establishing collegial relationships in the workplace" deals with the reasons why it is important for newly appointed public servants to establish collegial relationships in the workplace. This topic is important because the findings of this study show that when new employees establish good relationships with colleagues, they tend to enjoy their job and the environment more. This topic aims to demonstrate to participants how they can benefit from collegial relationships in the workplace, and that by establishing

collegial relationships, they can informally learn about their role and the public service. The objective of topic three is to demonstrate to participants the link between collegial relationships and job satisfaction, better work performance and increased workplace learning.

- **Topic four: Mentors, role models and experienced colleagues to provide guidance**

Topic four in phase four deals with the importance of newly appointed public servants having mentors, role models and experienced colleagues that they can look up to in the workplace. The aim of this topic is to share with participants the characteristics they should look for when identifying mentors, role models and experienced colleagues to provide them with guidance. The objective of this topic is for participants to critically analyse what makes a good mentor, role model and experienced colleague, so that they do not end up emulating the bad habits of public servants who are already in the system.

- **Topic five: Initiating the process of continuous development of public servants for career progression and professional development**

This topic deals with the importance of newly appointed public servants initiating the process of continuous development for career progression and professional development. This topic aims for participants to understand that lifelong learning is important for career progression and professional development. This topic is important because participants need to understand that learning is a continuous process and that knowledge evolves, so they need to keep up with the trends in HRD in the public service. The objective of this phase is for participants to see the value of continuous professional development.

- **Topic six: Commitment to public service delivery**

Topic six deals with the fostering of participants' commitment to the public service. The aim of this topic is to cultivate in participants a sense of commitment to public service delivery. This topic is an important inclusion in the proposed model because this study's findings showed that public servants are not committed to public service delivery. The aim of topic six is to illustrate to participants how a lack of commitment influences individual performance,

government's performance, and the lives of citizens. The objectives of this topic are to revitalise participants' interest in public service delivery and for them to view the public service as an employer of choice. Topic six will achieve these objectives by demonstrating the value public servants can add to the country's development.

This study makes a significant contribution to research on the socialisation of public servants by demonstrating that induction contributes to newly appointed public servants understanding their role. The knowledge and skills imparted through the alternative CIP model contribute to newly appointed public servants understanding their role as being responsible for service delivery to South African citizenry. The present findings indicate that newly appointed public servants recognise their role as the impartial deliverers of public services for the greater good of the South African people.

The Constitution (RSA, 1996) and Code of Conduct for Public Servants (DPSA, 1999) challenge public servants to consistently demonstrate ethical and professional conduct while in the employ of the South African public service. The findings of this study indicate that newly appointed public servants have a clear understanding of what it means to be an ethical and professional public servant; they understand an ethical and professional public servant to be someone who always acts with integrity and trust, even when no one is watching. South Africa has a solid enabling legislative framework and several constitutional bodies that govern the ethical and professional conduct of public servants; however, corruption, bribery, and the misappropriation of public funds continue to escalate (Patel & Govindasamy, 2021). There is, therefore, a need for the NSG as the custodian of training in the public service to align policy and praxis, introducing experiential learning in the learning process. This implies that the NSG has to make ethics and professional conduct training tangible and relatable for public servants, so that it is not too academic (Sebola, 2018) and promotes morale and enthusiasm (Mafunisa, 2002). The proposed Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants will promote the praxis of ethical and professional conduct training through its emphasis on induction training to achieve socialisation. In addition, the implementation of the

alternative model can promote newly appointed public servants' commitment to the public service by imparting knowledge on what is expected of employees in the public service as soon as they are appointed. It is hoped by ensuring newly appointed public servants are clearly informed of the expectations of their employer, the public service, that the expectations of both parties will be aligned.

6.6. Summary of the chapter

In this chapter, the findings of the current study were discussed. The researcher also linked the findings to the literature that she reviewed and to Feldman's CTS (1976), which guided how she interpreted the data collected for this study. The discussion of the findings led to answering the main and subsidiary research questions presented in section 1.5 of this thesis. Chapter Six concluded with the study's contribution to the knowledge base on the socialisation of public servants. In Chapter Seven, the researcher shares her research journey, she summarises the research findings, she elaborates on limitations and delimitations of the study, and she provides recommendations for possible areas of future research and practice.

CHAPTER SEVEN

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1. Introduction

In the previous chapter, the data was interpreted and analysed, thereafter the findings were discussed with relevance to the literature. The current study, which is a single case study, was located within the interpretivist paradigm and investigated how public servants experience socialisation and understand their role as public servants in the South African public service. The researcher also examined how public servants perform their role of service delivery amid an environment fraught with unethical conduct and low levels of public service motivation. In this chapter, the researcher will present her research journey, summarise the research findings, discuss the limitations and delimitations of the study, make suggestions for further research, draw the conclusion to the study, and postulate recommendations for theory and practice.

7.2. Summary of the research findings

In this section, the researcher summarises the key findings that emerged from participants' responses to the research questions. The summary comprises of how each key finding relates to the subsidiary questions presented in Chapter One of this thesis. This study's main research question undertook to answer: "How does a compulsory induction training programme socialise newly appointed employees to understand their role as public servants in a national government department in South Africa?" The subsidiary questions probed: (1) What are the anticipatory socialisation experiences of newly appointed public servants in the South African public service? (2) How do newly appointed public servants experience the Compulsory Induction Programme? (3) What are the socialisation experiences of newly appointed public servants in their role? (4) How does the Compulsory Induction Programme initiate public servants to task? (5) What factors influence the socialisation of newly appointed public servants?

7.2.1. The anticipatory socialisation experiences of newly appointed public servants

Findings in this section indicated that newly appointed public servants' perceptions of the public service and public servants were predominantly influenced by the media. For the participants, the media was responsible for negatively shaping their perceptions and they suggested that the media perpetuated a negative image of the public service by continually reporting on its inefficiencies. By doing this, the media implied that the public service was a questionable choice of employer. Furthermore, the responses from the participants implied the belief that the media's negative reporting and frequent focus on poor service delivery contributed to their negative anticipatory socialisation experiences. Findings in this section also indicated that participants' impressions of the public service and its employees were shaped through their own observations and negative personal experiences as recipients of frontline services at government departments. Participants asserted that public servants seemed to be lazy and slow to respond to the needs of citizens. Participants also revealed that they did not join the public service to further the public good or to serve the underserved; instead, they joined the public service for reasons such as changes in employment status and job security. Participants indicated that being a public servant was a means to achieve the aim of being employed and receiving a salary. Participants also joined the public service because they sought opportunities for personal growth, and the fact that the opportunity was available in the public service did not make any difference to them. The findings in this section suggested that being a public servant was not necessarily the participants' first career choice. The findings in this section are relevant to the discussion on the socialisation of newly appointed public servants because it demonstrates how the anticipatory socialisation experiences influence participants' decisions to join the public service. The findings in this section are strengthened by the proposed Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants, which lays the structure for the professional development of newly appointed public servants. Phase one of the model, "pre-induction to public service", serves to address the anticipatory socialisation experiences of newly appointed public servants by relating it to their post-appointment experiences.

7.2.2. Newly appointed employees' experiences of the CIP

The findings in this section indicated that participants found the CIP beneficial because it exposed them to information on technical administrative issues they would not have known so early in their public service career. The participants also revealed that they found the CIP provided them with a better understanding of how the public service operated. The CIP was particularly beneficial to participants who came from the private sector because they did not have any prior knowledge of the public sector. Findings in this section also indicated that participants' motivation to complete the CIP was linked to the benefits associated with its completion rather than professional development. Participants expressed that they were motivated to complete the CIP because it was linked to two factors: Getting their probation confirmed so that they could be offered a contract of employment in the public service; and qualifying for salary progressions once they had a contract of employment. Additionally, the findings indicated that since the onus to complete the CIP was left up to participants, line managers were not involved in the training process and thereby do not motivate their subordinates to complete the training. The researcher also found that there was a strong culture of learning at the dtic, and that public servants were committed to learning and furthering their studies. The findings revealed that newly appointed public servants were committed to growing their knowledge of the public service because they understood the implications it had for their continuous development. The findings in this section are strengthened by the proposed Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants, which lays the structure for the professional development of newly appointed public servants. In phase four, topic five of the proposed model, "initiating the process of continuous development of public servants for career progression and professional development", aptly demonstrates to newly appointed public servants the need to understand learning is a continuous process that values knowledge as ever-evolving.

7.2.3. Newly appointed public servants' socialisation experiences in understanding their role

In this section, the researcher found that the first year of employment in the public service was challenging for participants because it was frustrating and fraught with uncertainty. Newly appointed public servants who came from the private sector revealed that it was difficult for them to adjust to the laid-lack approach of the public service. Participants also indicated that they did not have anyone they could immediately turn to when looking for information, and this revealed a lack of mentorship capabilities in the department. Participants in this study understood that their role meant they were servants of the people and worked in accordance with the Batho Pele principles. The findings in this section also indicated that participants saw themselves as part of a collective that was working towards the common goal of being service delivery agents. Participants also believed that when they performed their duties as public servants, they contributed to the mandate of the public service, which was to serve the needs of citizens. From the responses in this section, the researcher also found that participants understood that being a public servant meant they had to follow protocol and respect hierarchy in the public service, and that it contributed to them executing their role. The researcher also found that participants were not executing the roles for which they were initially employed. Participants were expected to execute roles they did not apply for and that led them to be less content in their jobs. The researcher found that participants expressed that they experienced conflict within their inner circle when it became known that they worked for government. Participants' friends and family do not hold working for the public service in high regard, and this was how conflict between participants and their inner circles began. The findings in this section also indicated that participants relied on mentors and role models to provide guidance and encouragement on how to be a public servant, and against which to benchmark and model their own behaviour. It was also revealed that there were not enough sources of support and encouragement in the public service for newly appointed public servants. The findings in this section are relevant to the discussion on how the socialisation experiences of newly appointed public servants influence their understanding of their role. Furthermore, the findings in this section are strengthened by the proposed Model for the Implementation of the Compulsory Induction Programme for the

Socialisation of Newly Appointed Public Servants, which lays the structure for the professional development of newly appointed public servants. Phase two of the proposed model, “initial induction to public service”, serves as an initial induction to the public service for newly appointed public servants and provides them with the information they need to understand the development of a career in the public service.

7.2.4. How the CIP facilitates newly appointed public servants’ understanding of performance management

In this section, the researcher found that participants were knowledgeable about how the PMDS worked in the public service. Participants revealed that the CIP was not primarily responsible for their understanding of the PMDS; instead, the department was credited for facilitating that understanding. Participants also felt that performance evaluations are done for compliance because their line managers did not provide them with constructive feedback. The participants also valued the following characteristics in managers when it came to issues of their performance: Good lines of communication; regular engagement; utilising different methods of communication channels (written and verbal); patience when engaging with subordinates; and constructive criticism on how to achieve better results. The findings in this section are relevant to the discussion on the implementation of the CIP and how it relates to newly appointed public servants’ understanding of how their performance is measured and evaluated in the public service. The findings in this section are strengthened by the proposed Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants, specifically phase four, “performing your role in the public service”. The six relevant topics in phase four effectively address how newly appointed public servants can begin to understand how to perform their role in the public service.

7.2.5. The factors influencing the socialisation of newly appointed public servants

Findings in this section revealed that internal and personal factors, and external factors influenced the socialisation of newly appointed public servants. The internal and personal factors were found to be ethical and professional conduct, job satisfaction, PSM and personal commitment. Participants had a clear understanding

of what it meant to be an ethical and professional public servant. They defined an ethical and professional public servant as someone who always acted with integrity and trust. The researcher also found that when participants experienced good relationships with colleagues and knew that they were contributing to improving the lives of citizens, they experienced job satisfaction. The researcher also found low levels of PSM among the participants. Participants revealed that there were a variety of reasons for this, including corruption in the public sector, lack of strategic direction, lack of career progression opportunities, unmanageable workloads due to understaffing, and the appointment of poor leadership. From the participants' responses, the researcher found that participants were not committed to remaining in the public service to serve the public or because they had a passion for being a public servant. Instead, public servants were committed to remaining in the public service because it equated to job security.

In terms of the external factors, the researcher found that job autonomy and mutual influence were the two factors that influenced the socialisation of newly appointed public servants. The researcher found that when public servants executed specialised job functions, their line managers did not micromanage them and they were able to work independently because they were process owners and experts in that field. As a result, participants positively experienced job autonomy. The second external factor, mutual influence, showed that when participants believed they had power and control over their work they positively experienced motivation and empowerment in the workplace. In addition, the researcher also found that there was a link between mutual influence and employee-manager relationship. The researcher found that when employees felt that they had power and control over their work, their relationship with their line managers was better, in the sense that the channels of communication were open and better in the employee-manager relationship. The findings in this section are strengthened by the proposed Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants introduced in Chapter Six, which considers how the internal and personal and external factors influence the socialisation of newly appointed public servants. The third phase within the proposed model, "adapting to the work of the public service work", assists newly appointed public servants to transition into the working world of the public service by addressing ethical and

professional conduct, job satisfaction, public service motivation, personal commitment, job autonomy and mutual influence.

7.3. Limitations of the study

The researcher acknowledges that there is always room for improvement and as such discusses the following limitations that influenced how the data of the present study was interpreted. This study was a single case study, which was limited to one national government department, the dtic. The generalisation of research findings to other government departments in South Africa is not possible because the participants' realities are context-bound in this study. Thus, similar studies in other national government departments may support or contract the findings of this study.

In this study, the sample size posed a limitation. According to Agba and Okonkwo (2018), generalising research is made simpler when the research is carried out on all or most members of the sample. Thus, a more comprehensive study needs to be investigated with more generalisability by increasing the sample size. Therefore, while the findings cannot be generalised, they may be transferable to other similar contexts.

Regarding the qualitative data analysis, this was done by the researcher, which carries the implication of being subjective compared to quantitative analysis. The researcher did, however, make use of peer review and member checking to reduce possible bias and misinterpretation of the data.

Lastly, the limitation of not being able to solicit participants' authentic views about their experiences as newly appointed public servants exists as a possibility in this study. This limitation is likely because the participants were new to the public service and the dtic, and as a result may have internalised the possibility of being 'too new' to share a fair assessment about a role they have only recently accepted.

7.4. Delimitations of the study

In this section, the explanations and reasons for the decisions made in conducting this study will be presented. These decisions defined the scope and boundaries of this study.

The researcher chose to utilise the qualitative approach for this study because this approach “seeks an in-depth understanding of social phenomena within their natural setting” (Ahmad et al., 2019: 2828). In addition, the qualitative approach relies on the interpretation of the direct experiences of human beings in their everyday lives and the meanings they attach to those experiences (Denzin & Lincoln, 2005). Defining the approach as such meant that the researcher had a higher probability of precision in answering the research question: “How do newly appointed public servants experience the Compulsory Induction Programme?” This is because the chosen approach allowed for the probing of participants for rich details of their lived experiences.

The study was conducted in one national government, the dtic, located in Pretoria, South Africa. The researcher narrowed the scope of the study to newly appointed public servants on non-senior management level. Senior managers were excluded from this study because when they join the public service, they are required to attend a different compulsory induction programme, the Wamkelekile Induction Programme, which is specifically designed for them. It was also beneficial to the study to exclude senior managers because it minimised the bias that could have resulted from their responses, particularly about questions on performance management and appraisals for which they are responsible (DPSA, 2003).

Lastly, owing to the limited time and financing available for the study, the researcher could not investigate the research problem across a wider spectrum of national government departments in South Africa.

7.5. Suggestions for further research

This study aimed to advance knowledge on the socialisation experiences of newly appointed public servants in the South African public service. However, with the

small sample size in this study, caution must be applied, as the findings might not be generalisable. There has been no quantitative analysis of newly appointed public servants' socialisation experiences, therefore, such a study should be conducted on a larger sample as it would be generalisable.

This study focused on the experiences of newly appointed public servants in non-senior management positions, that is, employees on salary levels 1 to 12 in the public service. This study did not explore the contributions of senior managers, who are on salary level 13 and above. Further studies could explore the influence of induction programmes on the socialisation of senior managers.

The findings of this research indicate that internal and personal factors (ethical and professional conduct, job satisfaction, PSM and commitment) and external factors (job autonomy and mutual influence) influence the socialisation experiences of newly appointed public servants. A longitudinal analysis could be conducted by the NSG to assess the impact of internal and personal factors and external factors on individual and workplace performance in the public service.

Since the findings of the current study have implications for the study of commitment and PSM in the South African public service, a study into the role of senior managers' practice of intrinsic motivation strategies could be conducted. A study of this nature could have implications for public servants' need for job autonomy, mutual influence, job satisfaction and role management to realise their intrinsic needs.

The final suggestion for further research is concerned with the performance management of public servants. Findings in this study indicate that while senior managers are mandated to manage employee performance by conducting regular performance appraisals and evaluations, this appears to be a compliance exercise. Future research needs to be aimed at investigating how senior managers understand and exercise their mandate to evaluate the performance of public servants. Additionally, further research needs to aim at investigating the value of constructive feedback on the work performance of newly appointed public servants and how it contributes to employee morale and commitment.

7.6. Conclusion

The purpose of this study was to investigate the implementation of the CIP with the intention of ascertaining whether it contributes to the socialisation experiences of newly appointed non-senior managers in the South African public service. The purpose of the study arose from the problem statement that unethical, unprofessional, apathetic and lazy public servants continue to hamper the efforts of government to provide effective and efficient service delivery to the citizens of South Africa. Furthermore, there seemed to be a disjuncture between the objectives of induction training programmes for newly appointed public servants and the reality experienced by citizens as recipients of services on the frontline. The main aim of this study was to use the data obtained through rich semi-structured interviews to solve the research problem, postulate recommendations for good practice, and present an induction model that could improve the induction and socialisation experiences of newly appointed public servants.

In terms of the anticipatory socialisation experiences of newly appointed public servants, the study found that the anticipatory socialisation experiences of newly appointed public servants influenced their decisions to join the public service. In addition, the media was responsible for negatively shaping newly appointed public servants' perceptions of the public service by continually reporting on its inefficiencies. The findings related to newly appointed employees' experiences of the CIP were that the CIP provided them with a better understanding of how the public service operated. In addition, the CIP was particularly beneficial to newly appointed public servants who came from the private sector because they did not have any prior knowledge of the public sector. With regard to newly appointed public servants' socialisation experiences in understanding their role, the study found that the first year of employment in the public service was challenging for participants because it was frustrating and fraught with uncertainty. In addition to newly appointed public servants who came from the private sector finding it difficult to adjust to the laid-lack approach of the public service, the study found that there was a lack of mentorship capabilities. The findings related to how the CIP facilitates newly appointed public servants' understanding of performance management showed that newly appointed public servants were knowledgeable about how the PMDS worked in the public

service. Furthermore, the data showed that the CIP was not primarily responsible for newly appointed public servants understanding the PMDS; instead, the department was credited for facilitating that understanding. Finally, in terms of the factors influencing the socialisation of newly appointed public servants, the study found that internal and personal factors and external factors influenced the socialisation of newly appointed public servants. The internal and personal factors were found to be ethical and professional conduct, job satisfaction, PSM and personal commitment, while the external factors were job autonomy and mutual influence.

Considering the findings that have emanated from this study, an alternative induction model that will enhance the socialisation experiences of newly appointed public servants was proposed. The model, which is titled the Model for the Implementation of the Compulsory Induction Programme for the Socialisation of Newly Appointed Public Servants, offers a different perspective on the induction training of newly appointed public servants as it relates to their socialisation experiences. In conclusion, the findings from the current study offers further opportunities for investigation. The researcher thus recommends improvement in the following areas discussed below.

7.7. Recommendations

- The public service should develop strong internal policies that address how newly appointed public servants understand the sector's culture, expectations and mandate.
- The public service should institutionalise organisational procedures that address the internal and personal factors and external factors that influence newly appointed public servants' socialisation outcomes.
- The media should provide equitable reporting of news that exposes crime and corruption in the public service, as well as coverage that offers praise for the good work the government does for the country and its people. This will provide the public the opportunity to fairly assess the performance of the public service.

- Government should have representatives whose responsibility is to respond to and investigate allegations made by the media so that both sides of the story can be heard.
- The public service should ensure that SMS are retrained on the Competency Framework for SMS so that their management practices have a positive effect on the public service motivation and commitment of public servants.
- The public service should ensure that the SMS attend continuous training on performance appraisal and evaluation of subordinates so that they are equipped to offer constructive and timely feedback.
- The public service should ensure that their onboarding policies and practices reflect internal best practice in order to remain relevant and meet the needs of newly appointed public servants on their first day of employment.
- The public service should immediately fill SMS posts to close the gap that newly appointed public servants might experience as a lack of strategic direction and an absence of capable leadership. Where it is not viable to immediately fill SMS posts at the dtic, the department should utilise workplace mentors to receive newly appointed public servants on their first day of employment.
- The NSG should adopt an alternative linear approach to the implementation of the CIP to enhance the socialisation experiences of newly appointed public servants so that they have a better understanding of their roles and can achieve complete socialisation.
- Further research by educationists is needed to account for the varying views of newly appointed public servants on how to improve the content and delivery of induction programmes. Ideally, this should be initiated by educationists at the conceptualisation phase of induction training programme development.

7.8. The researcher's reflective journey

I began this doctoral journey with rose-tinted lenses, but soon the realities of the task at hand became apparent, and the lenses fell off. The retirement of two supervisors and mismatch with another potential supervisor at the beginning of the journey paved a difficult and long road for me. Fortunately, I was eventually paired with my current supervisor, whom I will always regard as my beacon of support and

guidance. I was blessed further when my initial supervisor agreed to be my co-supervisor on this arduous journey. I acknowledge with great admiration and appreciation that my co-supervisor continued to support and advise me even though she retired. My supervisor and co-supervisor worked closely with me to map a way forward; we discussed timelines and resolved technical challenges to forge ahead to complete this thesis.

In terms of the study itself, I experienced delays in commencing with the fieldwork owing to the difficult approval procedures to gain access to the participants at the dtic. However, this was resolved when senior managers at the dtic intervened, in the interests of research, and assisted me to obtain the necessary approvals. During the data collection phase, I encountered further setbacks when some potential participants rescinded their consent to participate, and others cancelled their interview appointments due to conflicting work schedules arising from working remotely. Additionally, there was insufficient engagement from participants in the member-check activity. It seems that after the interviews were concluded, many participants lost interest in the study, while others became preoccupied with year-end activities at the close of 2021.

Following the data collection, I employed the services of a transcriber to document the interviews. The transcriber tested positive for Covid-19 early in the transcription phase, which forced me to proceed with the transcribing in addition to my full-time job. This was challenging and cumbersome, but I persevered and completed the transcribing of the remaining 15 interviews.

On the personal front, 2021 was a challenging year as my young family and I recovered from Covid-19. Further to this setback, we also relocated from KwaZulu-Natal to Gauteng, which further disrupted the academic year. However, my family, supervisor and co-supervisor provided me with the support and guidance I needed to soldier on. With mounting fears that my academic term would not be renewed any further, I finally internally resolved to complete this doctoral journey.

Even though my doctoral journey has been challenging and riddled with many hurdles, ultimately, it has been one of the most enlightening and rewarding

experiences in my life. It is has been an empowering and humbling experience that I would not exchange for anything. I have learnt that I need to make myself part of the solution, even when the cards that life deals me seem unfair and unjust. I remain optimistic and sincere in the hopes that the findings of this study enable and inspire those that serve South Africa to do so with honour, agency and commitment.

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PARTICIPANTS' CONSENT LETTER AND FORM



Faculty of Education

Dear Participant

I am Leigh Anne Naicker, a PhD student at the University of Pretoria. The title of my study towards my PhD degree is **The role of a government mandated induction training programme in the socialisation of public servants**. The aim of the study is to investigate how the Compulsory Induction Programme (CIP) contributes to public servants' understanding of their roles and to make recommendations to re-inforce the training and development of public servants. The study will be conducted under the supervision of Dr. Nevensha Sing, from the Department of Education Management and Policy Studies at the University of Pretoria.

As one of the participants, I kindly invite you to participate in this study. This research comprises of an interview (using a semi-structured interview questionnaire) and will be scheduled as per your availability. Due to COVID-19 considerations, the option of meeting virtually through the platforms most suitable and preferred by yourself such as: WhatsApp video call/Zoom/Google Meet/Face Time/Facebook Messenger/ or any other valid suggestion is recommended. I am flexible to accommodate what would suit you best. The interview should take approximately 45 minutes to an hour.

Your participation in this study is voluntary and confidential. You have the right to withdraw at any point during the research study without any consequences or explanations. Confidentiality and anonymity will be guaranteed always by using pseudonyms to the participants during the transcription phase. No participant names or personal information will be reported in the findings.

In participating in this research study, your permission to make audio recordings of the interview is requested. The purpose thereof is to make transcription of data valid and authentic. The recording will be safely kept in password-protected computer devices to which only my supervisor and I will have access.

We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

If you have any concerns regarding the data collection procedures, please do not hesitate to contact my supervisor or me. As a participant, you will have the opportunity to access and verify the recorded views and the transcriptions of interviews made if needed.

Please indicate your consent to participate by signing the form below.

Kind regards,
Yours sincerely,

Ms. Leigh Anne Naicker
Email address: leighnaicker@yahoo.com
0842911985

Dr. Nevensha Sing
Email address: nevensha.sing@up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto



Faculty of Education

Participants Consent Form

By signing this document, I consent that I have been given information about this research study titled **The role of the Compulsory Induction Programme on the socialisation of public servants** and discussed the research project with Ms Leigh Anne Naicker.

I hereby agree to participate in the study that will be conducted under the supervision of Dr. Nevensha Sing, from the Department of Education Management and Policy Studies, Faculty of Education at the University of Pretoria. I have been advised that there are no potential risks and burdens associated with this research.

I have had an opportunity to ask Ms. Leigh Anne Naicker any questions I may have about the research and my participation. I understand that my participation in this research is voluntary, that I am free to refuse to participate and I am free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member within the research project.

I understand that confidentiality and anonymity will be guaranteed always by using pseudonyms to the participants during the transcription phase. I provide consent for the researcher to use an audio recorder during the interview and this form of data collection have been explained and provided to me. **No participant names or personal information will be reported in the findings.**

If I have any enquiries about the research, or any concerns or complaints regarding the way the research is or has been conducted I can contact the Researcher: Ms. Leigh Anne Naicker on 084 291 1985 or on email leighnaicker@yahoo.com or the Supervisor, Dr N Sing at the University of Pretoria on 012 420 5712 or email Nevensha.Sing@up.ac.za.

I hereby grant the researcher and the supervisor permission to use the data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. I understand that further research may include secondary data analysis and using the data for teaching purposes. I also understand that the confidentiality and privacy applicable to this study will be binding on future research studies.

Name of Participant

Signature

Date

Ms. Leigh Anne Naicker
Name of Researcher



Signature

04 October 2021
Date

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

DEPARTMENT OF TRADE, INDUSTRY AND COMPETITION APPROVAL LETTER



the dtic
Department
Trade, Industry and Competition
REPUBLIC OF SOUTH AFRICA

Private Bag X84, PRETORIA, 0001, the dtic Campus, 77 Meintjies Street, Sunnyside, 0002, Tel: (012) 394 0000
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Mrs Leigh Anne Naicker
PO Box 32386
Kyalami
1684

Dear Mrs Naicker

RE: REQUEST FOR APPROVAL TO CONDUCT RESEARCH AT the dtic

Your submission requesting approval to conduct research at the Department of Trade, Industry and Competition (the dtic) refers.

the dtic is in support of your research request towards the PhD in Education Management Law and Policy and is willing to provide you with the necessary support to make your studies a success. We trust that the recommendation you provide will assist the Public Service of the Republic of South Africa at the National Government level.

Kindly note that approval has been granted on the following conditions:

- a) That you complete a Confidentiality Declaration form to ensure compliance with Departmental policies;
- b) That you participate in a briefing discussion with the Vetting Unit before commencement of the research;
- c) That you provide the dtic with a detailed research plan and draft questionnaires, surveys and/or interview questionnaires (where applicable); and
- d) That you submit a copy of your research report once you have published the final document.

Should you have any further enquiries regarding the content herein, please contact the Director: Human Resource Development, Ms Angie Ontong on 012 394 5980 or email AOntong@thedtic.gov.za.

Yours sincerely,

NJ Madula
CHIEF DIRECTOR: ERPC

Lefapha le Diligentsano, Dinatseteli le Thololeano • Lefapha le Kqwano Indastri le Phasikwano • Umnyango wokuqhekeka neZintloni kanye
neMthethweni • Mthetho wa zama Mthethweni, Mthetho na Mqeqesho • Die Departement van Handel, Nywerheid en Mededinging •
Kgomotse ya Kqwano Indastri le Kqwano • Indawo ya Vuzwani, Makhulu na Mphikiso • Likho leTshwene lMitho naluqhekelelano •
Isete seqhekeleli neTshwene kanye neKupheleno • Umnyango wokuqhekelelano, amabutho nama Phasikwano

Batho Pele - putting people first



LANGUAGE EDITOR'S LETTER

Phone: 078 421 5702

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Department of Education Management and Policy Studies
Faculty of Education
University of Pretoria

Confirmation of editing of thesis

This serves to confirm that I edited the thesis listed below in my capacity as a professional editor. I hold a BA degree in Journalism and have 26 years' experience in the fields of media, marketing and communications. Issues corrected were grammar, spelling, punctuation, sentence structure and phrasing.

THESIS TITLE:	THE IMPLEMENTATION OF THE COMPULSORY INDUCTION PROGRAMME ON THE SOCIALISATION OF PUBLIC SERVANTS
AUTHOR:	LEIGH ANNE NAICKER
	STUDENT NO. 27106897



Helen Yardley

Editor

06/06/2022

DATA ANALYSIS TABLE

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
1. What were your thoughts about the South African public service and public servants before you joined the public service and became a public servant?	<p>“I would say I feel that I worked in the media... From the field that I came from, shaped that because, I mean, it was always negative reporting about it. I mean, I don't remember anything much positive being said.” (PS17)</p> <p>“I don't think you think about being a public servant. I suppose most of us are taken up by what's going on in the news, especially when it comes to the err... public service... there isn't a good perception. (PS4)</p> <p>“You know, there's a notion that, public servants are lazy, they drag their feet, they are ineffective, inefficient or whatever the terms are used. I just, you know... I did not really think</p>	<p>Media shaped. negative. I don't remember anything much positive (PS17)</p> <p>what's going on in the news... there isn't a good perception. (PS4)</p> <p>lazy, they drag their feet, they are ineffective, inefficient, media (PS5)</p>	<ul style="list-style-type: none"> • Media • Negative • News • Bad perception • Media • Bad perception 	<p>Theme one The anticipatory socialisation experiences of newly appointed public servants</p> <p>Sub-theme 1: Newly appointed public servants' anticipatory socialisation experiences</p> <ul style="list-style-type: none"> • Category 1: Factors external to the public service that influenced participants' anticipatory socialisation experiences • Category 2: Factors internal to the public service that influenced participants' anticipatory

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>of it in a good way because of the things that are usually in the media” (PS5)</p> <p>“Government doesn’t have a good reputation, so it was always what is out there in the news... what you always see in the news so before I got there that was my whole perception of the government... is that in government people are lazy people are dragging their feet, people are corrupt that is what is put out there” (PS1)</p> <p>““I did not really think of it in a good way because of things we see, that we experience when we go to get public services, when you go to the clinic; when you go to Home Affairs; SARS or whatever the case maybe... there's always lines, you know.”.” (PS5)</p>	<p>out there in the news lazy people are dragging their feet, people are corrupt (PS1)</p> <p>we go to, you know, when we get public services... there's always lines (PS5)</p>	<ul style="list-style-type: none"> • Media • Lazy public servants • Media/news • Lazy public servants 	<p>socialisation experiences</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>So, even if when you walk into the walk-in centre of the government institutions and you see people telling you that “I’m going for coffee”, but the client is there. You will never do that within the private sector. So, you get the mentality of a relaxed environment.” (PS6)</p> <p>“In my opinion, I was like, okay, these people know what they’re supposed to do, but they don’t want to do it because they know they won’t be fired for not doing it. So that that was my understanding of public servants that they don’t care about the public they’re just like as long as ‘I’m getting paid’.” (PS9)</p> <p>“I thought at first government these are the people who were letting the country down. They are very lazy in their in their own doing</p>	<p>you walk into the walk-in centre of the government institutions... mentality of a relaxed environment (PS6)</p> <p>“... won’t be fired for not doing it. as long as ‘I’m getting paid’.”(PS9)</p> <p>We see they just go to the office. They have coffee and tea and then they come back (PS10)</p>	<ul style="list-style-type: none"> • Personal experience • Bad service • Personal experience • Bad service • Personal experience • Bad service 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>because they do nothing. We see they just go to the office. They have coffee and tea and then they come back” (PS10)</p> <p>“My feeling was that it was... I couldn't understand why anybody would work in the public service. Because well, you know, you always told stories of how people just go there to collect their pension and, you know, they the work ethic is perhaps not what it is elsewhere.” (PS15)</p> <p>“You know government, if it is well known for it being slack you know, there's no ethics you know, there are people are not ethically inclined, you know, yeah, you know, they were known for even cutting corners on a lot of things” (PS18)</p>	<p>“couldn't understand why ...collect their pension ...the work ethic is perhaps not what it is elsewhere...”(PS15)</p> <p>“being slack you know, there's no ethics ... there are people are not ethically inclined”(PS18)</p>	<ul style="list-style-type: none"> • Personal experience • Bad perception of public servants • Personal experience • Bad perception of public servants 	
2. Describe your experience of attending the Compulsory Induction	“I mean when you haven't been in the public sector before, the word out there is	“people don't really put as much effort into their	<ul style="list-style-type: none"> • Lazy • Expectation vs. reality 	Theme one The anticipatory socialisation

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
<p>Programme when you joined the public service. Has the CIP changed any perceptions you may have had about the public service or being a public servant? Please elaborate.</p>	<p>firstly, not much is being done in terms of the employees doing their job. So that was the perception before I went there, that people don't really put as much effort into their work. That was the perception, but me joining the public sector I saw the total opposite of that." (PS2)</p> <p>"There are certain requirements... somebody cannot just say today that they want this book and it happens today. There is this procurement that needs to happen, after procurement somebody must sign it off. Somebody must edit it. But when you're outside, think that somebody can just write it within 20 minutes and then two hours it will be printed and you must have it within a day. It doesn't work like that" (PS10)</p>	<p>work...total opposite of that"(PS2)</p> <p>"procurement that needs to happen, after procurement somebody must sign it off" (PS10)</p>	<ul style="list-style-type: none"> Follow policy and process 	<p>experiences of newly appointed public servants</p> <p>Sub-theme 2: The anticipatory socialisation experiences of newly appointed public services versus the reality of joining the public service</p> <ul style="list-style-type: none"> Category 1: Expectation versus reality: What newly appointed public servants thought the public service would be like versus what it was really like

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“So, generally people think government is horrible, which I also thought it was until I actually got into government and that you now turned to change to realise that they are steps to follow and sometimes that’s the reason why things take a bit longer than what people want” (PS5)</p> <p>“Yeah, the stuff that stops progress. The bureaucracy. That's it... the big B. Exactly. {laughing} Red tape, and all those kinds of beautiful things, that is what is frustrating for me.” (PS13)</p>	<p>“steps to follow and sometimes that’s the reason why things take a bit longer” (PS5)</p> <p>“the stuff that stops progress. The bureaucracy” (PS13)</p>	<ul style="list-style-type: none"> • Follow policy and process • Follow policy and process • Bureaucracy 	
<p>3. Describe your experience of attending the Compulsory Induction Programme upon joining the public service.</p>	<p>“This the CIP programme, it's good in terms of assisting, as in understanding the policies and procedures processes of government.” (PS18)</p> <p>“When you’re a public servant, it’s not just about you and your team and you</p>	<p>“in understanding the policies and procedures processes of government.” (PS18)</p> <p>“it’s not just about you and your team and you are not working in a closed box.</p>	<ul style="list-style-type: none"> • New information • Policies • Procedures • New information • Policies • Procedures 	<p>Theme two Newly appointed public servants’ experiences of the CIP</p> <p>Sub-theme 1: Experience of attending the CIP and development in the public service</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>are not working in a closed box. No, you need to understand how other departments work, to compile a travel submission or submission to procure something you need to liaise with the Supply Chain department, you need to liaise with the Finance department, so you need to understand those steps within the department.” (PS3)</p> <p>“The Batho Pele principles which spoke to accountability, responsibility, and all of those, so I had a glimpse of that how a public servant is supposed to carry themselves. How they’re supposed to offer the service to the public.” (PS2)</p> <p>“I got to see how things are done in the public sector, what language is used, how the hierarchy is defined.</p>	<p>need to understand how other departments work.” (PS3)</p> <p>“accountability, responsibility, how a public servant is supposed to carry themselves. supposed to offer the service to the public which they offer the service to.” (PS2)</p> <p>“ how the hierarchy is defined... it does not mean the same thing as in the public sector” (PS2)</p>	<ul style="list-style-type: none"> • Batho Pele • Professional conduct • Hierarchy • Not same as private sector 	<ul style="list-style-type: none"> • Category one: Exposure to new information

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>While you're in the private sector they speak of a director it does not mean the same thing as in the public sector" (PS2)</p> <p>"It's very informative. It touches on government policies, the processes of government services and procedures and stuff like that. So, it's very helpful. Yeah. Especially for somebody who has never worked for the government. It can assist them very well if they undertake their programme." (PS18)</p> <p>"It was really, really, valuable. It's a valuable tool or a valuable programme. It detailed everything for you and to understand what is government, how it operates and how I fit into government. That was the interlink I was looking for..." (PS12)</p>	<p>"government policies, the processes of government services and procedures. ...somebody who has never worked for the government." (PS18)</p> <p>"valuable tool or a valuable programme. understand what is government, how it operates and how I fit into government..." (PS12)</p>	<ul style="list-style-type: none"> • New information • Policies • Procedures • Beneficial to private sector employees • Not same as private sector • New information • How government operates 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
<p>4. Has the CIP changed any perceptions you may have had about the public service/being a public servant? Please elaborate.</p>	<p>“...after attending the CIP, I got to understand that it’s not just maximising the profit, but it’s more about contributing to the South African Government’s mandate of which is to serve the public, and know the term Batho Pele principles and to serve the bigger vision not just to maximise profit, if I may say so.” (PS3)</p> <p>“I wanted to see how my role fits into the broader role of government, and it did exactly that. It’s not only about those who go outside and do service delivery, it’s about everyone who’s the employee of government. It was an enabler to me to understand how government operated, it also set my own role, and how to support government to deliver what it is mandated to do so.” (PS12)</p>	<p>“...not just maximising the profit... about contributing to the South African Government’s mandate... serve the public...Batho Pele principles not just to maximise profit” (PS3)</p> <p>“fits into the broader role of government... it’s about everyone who’s the employee of government... enabler to me to understand how government operated... set my own role, and how to support government.” (PS12)</p>	<ul style="list-style-type: none"> • Serve the people • Batho Pele • Not about profit <ul style="list-style-type: none"> • Role definition • Service delivery 	<p>Theme two: Newly appointed public servants’ experiences of the CIP</p> <p>Sub-theme 1: Experience of attending the CIP and development in the public service</p> <ul style="list-style-type: none"> • Category two: The value of attending the CIP

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“And that the work that we do is not really about is us, it’s about the citizens of this country. And about serving the citizens of the country and so that what we do is not for our own personal benefit.” (PS13)</p> <p>“We are guided by a lot of different principles, Batho Pele principles is one of them. You know, the PFMA being one of them, because we constantly need to remind ourselves that whatever we do, especially when dealing with, you know, public finance, we need to remember that it's their money that we are using, and we need to use it in a very effective and efficient manner.” (PS5)</p> <p>“It doesn't only introduce you to the government structures but the key policies that are there that you need to</p>	<p>“is not really about is us, it’s about the citizens of this country...serving the citizens of the country...not for our own personal benefit.” (PS13)</p> <p>“Batho Pele principles... PFMA... remind it's their money that we are using, and we need to use it in a very effective and efficient manner.” (PS5)</p> <p>“... Batho Pele principles is one of them....PFMA ... public finance... it's their money that we are using, and we need to use it”</p> <p>“government structures... key policies... it really helped me a lot...PFMA... PAIA... PAJA.” (PS6)</p>	<ul style="list-style-type: none"> • Serve the people • Not personal benefit • Batho Pele • Public funds • Accountable to public • Policies • Procedures 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>adhere to. I mean reading a hundred and something pager document versus sitting in front of someone breaking down to you and picking up those components that are really key that you will need to look up for. So from that point of view, it really helped me a lot. It's not only with PFMA, it's your PAIA your PAJA." (PS6)</p>		<ul style="list-style-type: none"> Accountable to public 	
<p>5. Once newly-appointed public servants complete module 1 of the CIP, they eligible for their probation to be confirmed and they then can become permanent employees who may qualify for further salary progression.</p> <ul style="list-style-type: none"> How has this affected your commitment to complete the CIP? Please elaborate on whether you have completed the entire programme or just module 1. 	<p>"It's always at the back of your mind when you're doing it... it pushed me to do it...just because I need to get out of the probation stage. it just reminded me the importance of it." (PS2)</p> <p>"Hm, yes, it did affect my attendance for the fact that I wanted my internship to be renewed. I wouldn't do anything that would jeopardise that opportunity. I made sure that I attended because I knew that if I don't</p>	<p>"I need to get out of the probation stage." (PS2)</p> <p>"internship to be renewed... jeopardise that opportunity. if I don't attend, that I wouldn't get that opportunity to be a public servant." (PS1)</p>	<ul style="list-style-type: none"> End probation period Renew internship Opportunity for employment 	<p>Theme two: Newly appointed public servants' experiences of the CIP</p> <p>Sub-theme 2: Newly appointed public servants' motivation to complete the CIP</p> <ul style="list-style-type: none"> Category one: Motivation for completing the CIP

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>attend, that I wouldn't get that opportunity to be a public servant." (PS1)</p> <p>"I think it just brought the seriousness to the process because you know that my job is dependent to this thing so if I don't complete this programme I cannot be confirmed. So, I think it put that pressure to say that you need to do this regardless of what period they give to you." (PS12)</p> <p>"No, there was no pressure at all, they've got different schedules you just choose which one you want. They don't give you any pressure. You choose for yourself; you feel it within in yourself that I want to have this information. They don't put you under any pressure." (PS10)</p>	<p>"seriousness to the process...my job is dependent to this thing...cannot be confirmed. need to do this regardless..." (PS12)</p> <p>"no pressure at all...they don't give you any pressure. You choose for yourself...don't put you under any pressure." (PS10)</p>	<ul style="list-style-type: none"> • Opportunity for employment • No pressure • Laid-back approach 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“It was no pressure from my supervisor as I said earlier on, so I use that as an opportunity for me to just do this and finish it. Yes, they give plenty of time to finish to finish the programme, but I just decided that let me just finish.” (PS12)</p>	<p>“no pressure from my supervisor...plenty of time to finish to finish the programme...” (PS12)</p>	<ul style="list-style-type: none"> • No pressure • Not time bound 	
<p>6. Describe your experience as a newly appointed public servant (at least within your first year of employment)?</p>	<p>“Sho! It was a frustrating experience because in the private sector you must always be on top of your game then you come to a government institution, the environment it's more laid back if I can call it that way. So, if have an audit finding, you need to close it within three years but it's actually something that you can close within three months.” (PS6)</p> <p>“When I started, I asked questions, but I didn't get the answers that I was looking for. Also, not having direct line management... so there</p>	<p>“...frustrating experience...it's more laid back.” (PS6)</p> <p>“...asked questions, didn't get the answers...not having direct line management... nobody who could tell me...figure it</p>	<ul style="list-style-type: none"> • Frustrating • Laid back • Not like private sector • Lots of questions, no answers • Figure it out on your own • Ask people 	<p>Theme three: Newly appointed public servants' socialisation experiences in understanding their role</p> <p>Sub-theme 1: Socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Category one: Socialisation experiences of newly appointed public servants upon joining the public service

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>was nobody who could tell me the publications we produce every year. I didn't get any of that kind of things. So, I just had to figure it out. Asking as many people as I could and try to like put a list together.” (PS17)</p> <p>“I had a lot of questions. I suppose some of those questions were as a result of not having access to institutional memory. And uhm... most of the time it wasn't explained to me why things were being done the way they were being done, why there were certain organisational policies...” (PS4)</p> <p>“I've done a course called Advanced Management Development Programme, which is actually a management course earmarked for public service managers. The content</p>	<p>out... asking as many people as I could...put a list together.” (PS17)</p> <p>“a lot of questions... not having access to institutional memory... wasn't explained to me...” (PS4)</p> <p>“management course for public service managers... I also done another course on customer excellence.” (PS14)</p>	<ul style="list-style-type: none"> • Put a list together • Lots of questions • No answers • Not knowing why things were done in a certain way • Pursuing professional development 	<p>Sub-theme 2: Influence of role definition on the socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Category one: Newly appointed public servants' understanding of their roles in the public service • Category two: The CIP and the continuing development of public servants

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>covers your day-to-day stuff on a management level. And I also done another course on customer excellence.” (PS14)</p> <p>“I respect the engagement around me, the people around me are always studying, they're always trying to improve the system. They're always trying to improve the government in terms of how we deliver things to the public. It was encouraging because people there they are always willing to learning. They are always learning here in government.” (PS10)</p> <p>“I attended a programme with Department of International Relations. It focused on protocol and etiquette as a public servant, so I think that's the that's the one that played you know, a very big role in teaching me</p>	<p>“...always studying... improve the system... improve the government... encouraging... willing to learning... learning here in government.” (PS10)</p> <p>“I attended a programme... a very big role in teaching me how to, behave in a public servant and what to do as a public servant.” (PS5)</p>	<ul style="list-style-type: none"> • Pursuing professional development • Learning environment • Learning in government • Attending additional professional development training 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>how to, behave in a public servant and what to do as a public servant.” (PS5)</p> <p>“I’m currently studying. The reason why I had done it initially it was so that after getting my masters, I could start applying to also become an academic” (PS8)</p>	<p>“I’m currently studying...so that after getting my masters, I could start applying to also become an academic” (PS8)</p>	<ul style="list-style-type: none"> • Commitment to learning • Life-long learning 	
<p>7. How different was the role you applied for from the role for which you were employed?</p>	<p>“It actually isn’t what I applied for. Being an executive PA I understand is like being someone’s PA type of thing. So, in relation to my previous post, because I was the office manager in the DDG’s office but it’s the same level, the same salary level but looking at the tasks, here I do less than what I actually did in the North-West.” (PS7)</p> <p>“I think I can say it’s {laughing} 100% different. The change of technology has moved us from where we used to be to be where</p>	<p>“isn’t what I applied for... here I do less than what I actually did in the North-West.” (PS7)</p> <p>“100% different... technology has moved us... was a web developer now... a project manager.” (PS10)</p>	<ul style="list-style-type: none"> • Not what they applied for • Different from what they expected • Not what they were employed for • Role evolved due to technology 	<p>Theme three: Newly appointed public servants’ socialisation experiences in understanding their role</p> <p>Sub-theme 2: Influence of role definition on the socialisation experiences of newly appointed public servants</p> <p>Category two: Role for which newly appointed public servants were employed versus the role they are executing</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>we are. When I got into the dti I was a web developer now, I am more of a project manager. I manage the web because if you look at technology now, it's like you don't need to develop. You don't need to code anything. The environment itself moved me from being a developer to being now a content management manager more than I develop." (PS10)</p> <p>"Except extremely different {laughing} extremely different. Previously, when I started in the public service, the work I was doing was quite administrative. And it was an international trade environment. So I'm now in an environment that is zero admin, and I'm dealing with skills for the economy, so it's quite different in terms of the works itself" (PS8)</p>	<p>"Extremely different...was doing...administrative.... Now...zero admin. Dealing with skills for the economy." (PS8)</p>	<ul style="list-style-type: none"> • Not what they were employed for • Total role change 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“When I started, the post that I'd applied for was editor but I ended up doing other things which weren't part of the actual role. My role is to edit all the content that goes through the Department but I started doing internal comms. I tended to take more of that role because we didn't have a director. I took on a lot of those things. I was actually heading up internal comms as well as doing the editing side. They're actually two roles that need two people, not one.” (PS17)</p>	<p>“... applied for was editor but I ended up doing other things which weren't part of the actual role....take more of that role...didn't have a director... two roles that need two people, not one.” (PS17)</p>	<ul style="list-style-type: none"> • Doing work above pay grade • Not what they were employed for • Executing multiple roles 	
<p>8. How would you describe your understanding of your role as a public servant in the South African public service now?</p>	<p>“...It somehow made me feel that I am changing someone's life, so for that I will always appreciate being a public servant is bigger than myself.” (PS1)</p> <p>“I do my work diligently to serve the people instead of serving myself. We have ethics, you have to follow</p>	<p>“...feel that I am changing someone's life...always appreciate being a public servant is bigger than myself.” (PS1)</p> <p>“serve the people instead of serving myself... we offer services ...instead of offering them for</p>	<ul style="list-style-type: none"> • Changing people's lives • Bigger than yourself • Deliver services • Altruistic 	<p>Theme three Newly appointed public servants' socialisation experiences in understanding their role</p> <p>Sub-theme 2: Influence of role definition on the socialisation experiences of newly</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>that as public servants. We have to make sure that we offer services instead of offering them for ourselves. We have to avoid doing things just for ourselves because we are in public service, we have to serve people and make sure that you deliver.” (PS11)</p> <p>“My understanding is that of service, not self-serving, but servant of the people. And you are constantly reminded of that in the tasks and work that we do, and in the strategic sessions that we have, that we doing this for 50 million South Africans and our individual role has a massive impact in that” (PS8).</p> <p>“I think my understanding is that... we are serving the people. That's what we do. Our duty is to serve the people. We are guided by a</p>	<p>ourselves... serve people you deliver.” (PS11)</p> <p>“...service, not self-serving...servant of the people...doing this for 50 million South Africans...massive impact in that” (PS8).</p> <p>“... serving the people... duty is to serve... Batho Pele... serve... integrity and honour.” (PS5)</p>	<ul style="list-style-type: none"> • Serving the people • Altruistic • Making an impact <ul style="list-style-type: none"> • Serve the people • Batho Pele • Integrity and honour 	<p>appointed public servants</p> <ul style="list-style-type: none"> • Category one: Newly appointed public servants’ understanding of their roles in the public service <p>Newly appointed public servants’ socialisation experiences in understanding their role</p> <p>Sub-theme 2: Influence of role definition on the socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Category 3: Factors that influenced newly appointed public servants to join the public service

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>lot of different principles, Batho Pele principles in one of them. So, I think Batho Pele just puts you in front and to just serve them with integrity and honour.” (PS5)</p> <p>“It did teach me that your focus is supposed to be as a public servant and who you serve, ultimately you are a public servant. The work that we do is really about is about the citizens of this country and serving the citizens of the country and so that what we do is not for our own personal benefit.” (PS13)</p> <p>“It has been instilled in me that being a public servant is about serving your community, serving your citizens. Every person is important. You must not treat one better than the other one just by looking at them. It is not right to think that some are more important than</p>	<p>“public servant...you serve... is really about is about the citizens of this country and serving the citizens of the country ... not personal benefit.” (PS13)</p> <p>“serving your community, serving your citizens. Every person is important. You must not treat one better than the other” (PS7)</p>	<ul style="list-style-type: none"> • Serving the people • Serving the country • Not personal benefit • Impartial service • Serve the people • Serve the community 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>others. You can't treat people who come from villages differently and think the ones from the towns are more important and give them better service." (PS7)</p> <p>"You need to conduct yourself as a public servant, there are values you need to carry as a public servant, how you need to present yourself because you are not only representing yourself as an individual. I am not representing myself as (PS2) if I'm working for a public organisation. I am representing the organisation as a whole. So, it got to teach me that whatever I do and however I carry myself, I am representing a bigger picture which is not only me but the entire department." (PS2)</p>	<p>"... conduct yourself as a public servant... values you need to carry... present yourself...representing yourself as an individual... working for a public organisation...representing the organisation... I carry myself...representing a bigger picture ...not only me but the entire department." (PS2)</p>	<ul style="list-style-type: none"> • Representing yourself • Representing the organisation • Carry yourself well 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“Economic growth is one of the most important things that I would like to contribute towards. Knowing that the Department of Trade and Industry is the one that serves this economic growth and I am part of the dti, it makes me feel that I serve or makes me contribute to the positive economic growth of the country.” (PS3)</p>	<p>“to contribute towards... ..economic growth and I am part of the dti... it makes me feel that I serve or makes me contribute to the positive economic growth of the country.” (PS3)</p>	<ul style="list-style-type: none"> • Making a contribution • Part of a collective goal 	
<p>9. Considering your understanding of your role as a public servant, reflect on any conflicts this has created in your personal life. Did the people in your life see you differently after you became a public servant?</p>	<p>“So, any person that hears that I work for the dtic, asks me about CIPC papers. “Get me registered because those consultants that register companies charge so much; can you help me because you are within the environment?” They don't understand that I don't go to work and sit register companies. So, it really affected me.” (PS6)</p> <p>“Initially, people thought, the dtic is, like CIPC. So, people would normally ask, can you</p>	<p>“...asks me about CIPC papers...hey don't understand that I don't go to work and sit register companies. So, it really affected me.” (PS6)</p> <p>“CIPC... assist us... I don't work with that. Turning them down, seems like</p>	<ul style="list-style-type: none"> • People don't know what they do • People don't know where they work • Affects a person • People don't know what they do 	<p>Theme three Newly appointed public servants' socialisation experiences in understanding their role Sub-theme 3: The influence of work-life conflict on the socialisation experiences of newly appointed public servants</p> <ul style="list-style-type: none"> • Category one: Reaction from friends and family after

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>assist us with company registrations? And then you would be like, but I don't work with that. Turning them down, seems like you're not being nice, you have to explain to them that CIPC is a totally different organisation. It's part of the dtic but it's different. So I can't assist with that." (PS9)</p> <p>"Most members of the general public have a negative reaction to the public service and public servants. You know, and it's based on obviously, the experiences going to government offices and the likes... My friends don't quite understand. Overall, it's not a positive reception." (PS15)</p> <p>"Most people don't see you in a positive light. They actually think that you're going to chill off within government. And they're like</p>	<p>you're not being nice... a totally different organisation... it's different... can't assist with that." (PS9)</p> <p>"...have a negative reaction to the public service and public servants...based onthe experiences going to government offices and the likes... My friends don't quite understand... not a positive reception." (PS15)</p> <p>"...don't see you in a positive light... think that you're going to chill off within government... private sector where things</p>	<ul style="list-style-type: none"> • People don't know where they work • Affects a person • People think they are unhelpful • Negative reaction • Based on public's negative experiences • Friends do not understand • Not a positive reception • Private sector works harder • Public servants relax 	<p>joining the public service</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>"You do the public service, we get it, we're going to do the private sector where things are really happening." So it's not seen in a very positive light. I still get those comments from people and I say you know what "I'm a public servant that works". (PS13)</p>	<p>are really happening... not seen in a very positive light" (PS13)</p>	<ul style="list-style-type: none"> • Not very positive light 	
<p>10. Aside from the CIP, how did you learn about what was required of you as a public servant?</p>	<p>"Once I got into the public sector, I got to meet people that are very dedicated to their work and most especially my mentor. From him, I got to learn. Also, from other colleagues. They taught me so much." (PS1)</p> <p>"I was fortunate that people who mentored me when I started off within the public service were people who were passionate about being public servants." (PS7)</p> <p>"I think if my senior is able to explain the expectations to me at the beginning then it</p>	<p>"...people that are very dedicated to their work... my mentor. got to learn...from other colleagues...taught me so much." (PS1)</p> <p>"people who mentored me...people who were passionate about being public servants." (PS7)</p> <p>"...senior is able to explain the expectations to me at the beginning...easier for</p>	<ul style="list-style-type: none"> • Mentors taught them • Colleagues taught them • People who were dedicated to their work • Mentors taught them • People who were passionate about their work • Line managers 	<p>Theme three Newly appointed public servants' socialisation experiences in understanding their role</p> <p>Sub-theme 4: The influence of role management on the socialisation of newly appointed public servants</p> <p>Category one: Factors that contribute to public servants learning about their role</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>becomes easier for me to understand what is my role in government. And then what is the role of government, linking to my role to government. I think my supervisor was at that liberty, to explain, much easier to me what is expected. Though I understand I had the job description that I saw before I applied for the position but [my manager] added in terms of giving practicality.” (PS12)</p> <p>“I think more of the learning came sort of on the job from my manager and from colleagues and basically, from day-to-day operations. You sort of learn what is required of you, what to do more job role specifically. In the communication role, you know, you learn on the job...” (PS15)</p>	<p>me to understand...my supervisor was at that liberty, to explain...[manager] added ...practicality.” (PS12)</p> <p>“on the job from my manager...from colleagues from day-to-day operations...learn on the job...” (PS15)</p>	<ul style="list-style-type: none"> • Manager • On-the-job • Colleagues • Day-to-day operations 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“There have been some people who have had positive influence in my life like those people that I looked up to throughout my career in in government people in high positions that I will sometimes get contact with if do not understand something, they assist me with information. Looking up to people who are at high positions who are more knowledgeable about how the government works, procedures, processes it has helped me a lot.” (PS18)</p> <p>“I think it was our DDG through our strategic sessions at the time, [the DDG], she [the DDG], as the head of the division would give us motivation and encouragement and the speeches we would have. She did it quite well within the confines of the work we do as a division.” (PS8)</p>	<p>“people who have had positive influence in my life...people that I looked up to... looking up to people ...high positions who are more knowledgeable about how the government works...has helped me a lot.” (PS18)</p> <p>“...DDG... strategic sessions ... motivation and encouragement...” (PS8)</p>	<ul style="list-style-type: none"> • Role models • People more knowledgeable • People in influential positions • Strategic sessions 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
<p>11. How instrumental was the CIP in teaching you about your role as a newly-appointed public servant?</p>	<p>“Oh, quite, quite great. You know, especially if you have not done a public administration module in university years it really brings things into perspective and it brings you into a certain consciousness and understanding of your role, the importance of what you do, and how government is structured to achieve the work that it ought to achieve.” (T8)</p> <p>“the CIP training itself it was very, very well structured given that you get to understand various mandate and visions of the department and then as soon as you understand those bigger mandates and the vision of the whole department, then it strikes down to your unit, what your unit is doing and then you start to see the picture of what you will be contributing</p>	<p>“...quite great... brings things into perspective and it brings you into a certain consciousness and understanding of your role...the work that it ought to achieve.” (T8)</p> <p>“... very well-structured... understand various mandate and visions of the department...strikes down to your unit, what your unit is doing... then you start to see the picture...” (PS3)</p>	<ul style="list-style-type: none"> • Perspective • Understanding the role • What needs to be achieved <ul style="list-style-type: none"> • Understand the vision and mandate • How your role filters down • Contribution to the bigger picture 	<p>Theme two: Newly appointed public servants’ experiences of the CIP</p> <p>Sub-theme 1: Experience of attending the CIP and development in the public service</p> <ul style="list-style-type: none"> • Category two: The value of attending the CIP

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>into the unit and then the unit contributes in the department.” (PS3)</p> <p>“it did teach me a bit about my role in the sense that it does just remind you what your, what your focus is, and your focus is supposed to be as a public servant and who you serve, ultimately as a public servant.” (PS13)</p> <p>“I can say is they've taught me to follow protocol you know to not jump over people's heads. If I have issues, I either have to reach my manager instead of going to the HR department, or going to get whatever, whoever I need to go to before I go to my manager. Another thing is just to, you know, doing my work diligently to serve the people instead of serving myself because we have ethics as you mentioned, you have to</p>	<p>“...about my role...your focus...public servant and who you serve...” (PS13)</p> <p>“follow protocol... work diligently to serve the people instead of serving myself...” (PS11)</p>	<ul style="list-style-type: none"> • Gave focus • Learning about the role • Protocol in the public service • Diligence 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>follow that as well as public servants.” (PS11)</p> <p>“ Yoh! It played a very critical role. You remember earlier I mentioned that it doesn’t only introduce you to the government structures but the key policies that are there that you need to adhere to...” (PS6)</p>	<p>“ ...very critical role... government structures... key policies...” (PS6)</p>	<ul style="list-style-type: none"> • Critical role • Government structures • Key policies 	
<p>12. How did you learn about the tasks and associated priorities you needed to perform as a public servant? Who told you what to do?</p>	<p>“So, there is a HR process that is being looked after the unit called the performance management so there is that whole structure of let’s do the performance based contract based on what you need to deliver. there is a biannual process where they review whether you have delivered against those outputs. There is a score allocated to your performance” (PS6)</p> <p>“I think it was interaction with my supervisors. Government has a performance</p>	<p>“...HR process... performance based contract based on what you need to deliver. biannual process where they review whether you have delivered against those outputs... score allocated to your performance” (PS6)</p> <p>“...interaction with my supervisors. Government performance management</p>	<ul style="list-style-type: none"> • HR Process • Performance evaluation • PMDS <ul style="list-style-type: none"> • Supervisor • PMDS 	<p>Theme four: How CIP facilitates newly appointed public servants’ understanding of performance management</p> <p>Sub-theme 1: Learning about performance management in the public service from the CIP</p> <ul style="list-style-type: none"> • Category one: Understanding performance management in

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>management system. So, you we use that system which is used to assess an employee's performance..." (PS18)</p> <p>"The performance management system we have within the department is structured in such a way that everything that is required of you is called generic gaps. And so, through that, you are able to see where you're strong. So, but it wasn't a particular individual. I would say it is the performance management system at the department." (PS8)</p> <p>We are guided by a performance agreement. This is what I must do, things on my job description, the APP, the strategy. We are guided by the annual performance plan where my performance agreement will</p>	<p>system.... assess an employee's performance..." (PS18)</p> <p>"performance management system... generic gaps...see where you're strong...wasn't a particular individual... the performance management system at the department." (PS8)</p> <p>"performance agreement... what I must do... my job description... the annual performance plan...reflect activities that must link to that... Basically, my performance agreement" (PS14)</p>	<ul style="list-style-type: none"> • Performance evaluation • Not an individual • PMDS • Performance agreement • Job description • Responsibilities 	<p>the public service</p> <ul style="list-style-type: none"> • Category two: Communication between managers and newly appointed public servants to improve performance management

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>reflect activities that must link to that. Basically, my performance agreement is where I get to know the things that I need to achieve. It's something that been put in place to ensure that, what do you set out to do it's been done." (PS14)</p>			
<p>13. How were you made aware of your strengths and weaknesses as a public servant?</p>	<p>"Every quarter, you sit down with your supervisor to assess your progress, the work that you have done. You sit together and assess the work, that's how you know whether you are on track, doing well or not doing well." (PS18)</p> <p>"But to think of it. I haven't really gotten feedback from my manager, in terms of how I'm doing. I don't think anyone has told me, but I don't really get instant feedback. When I will submit something, I don't even get the feedback "You did exactly what I was looking</p>	<p>"Every quarter, you sit down with your supervisor... assess your progress... assess the work, ...on track, doing well..." (PS18)</p> <p>"...haven't really gotten feedback from my manager...I don't think anyone has told me...just submit ...they'll see whether it's worthy" (PS11)</p>	<ul style="list-style-type: none"> • Supervisor • Assess progress • Assess work <ul style="list-style-type: none"> • No feedback from manager • No feedback at all • Just wait for response 	<p>Theme four: How CIP facilitates newly appointed public servants' understanding of performance management</p> <p>Sub-theme 1: Learning about performance management in the public service from the CIP</p> <ul style="list-style-type: none"> • Category two: Communication between managers and newly appointed public servants to improve performance management

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>for” so I don’t know if I’m doing it the right way. I don’t get that. I just submit and maybe they’ll see whether it’s worthy or not?” (PS11)</p> <p>“Well ... I suppose the only feedback that you get is from the paper trail from the manager, whether they are they satisfied with the work or they think you’ve performed or not. That’s the formal feedback that I get but besides the performance management part there isn’t any other way you can get proper feedback. Also, given that we’re working remotely now, you hardly see your team. So it’s difficult to gauge whether they are satisfied with the work you put in.” (PS4)</p> <p>“OK, I had the opportunity of getting people that were actually are patient with me about performance, we rated</p>	<p>“... only feedback from the paper trail... That’s the formal feedback... isn’t any other way you can get proper feedback... working remotely... hardly see your team... difficult to gauge” (PS4)</p> <p>“rated my performance... discussed it with my mentors... gave pointers to improve... how to achieve</p>	<ul style="list-style-type: none"> • Paper trail on feedback • No feedback from manager • No proper feedback • Difficult to gauge one’s performance • Performance rating 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>my performance and then discussed it with my mentors. They gave pointers on where I need to improve on and how, to achieve a higher score and improve my work performance next time. In the performance checks, he'd give me a point for "you are doing good here, but here you are lacking here". (PS1)</p> <p>"Normally my immediate supervisor is the one that will communicate such issues during the day. On a monthly basis or a quarterly basis she's the one that will always give me that kind of relay. Yes, it has happened recently that even her supervisor was able to also give me some feedback in terms of things that I've done so far." (PS12)</p> <p>"My line manager is the one that comments on things that</p>	<p>a higher score and improve my work performance ..." (PS1)</p> <p>"...immediate supervisor... will communicate during the day...on a monthly basis or a quarterly basis... feedback in terms of things that I've done so far." (PS12)</p> <p>"...line manager is the one that comments... biannual,</p>	<ul style="list-style-type: none"> • Advice on improving score and work • Line manager and upwards • Consistent, regular feedback • Line manager 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>it is being reported back to me. Apart from the biannual report, we have a weekly basis reporting mechanism that use to report on our stuff. It either can be in writing or in conversations that we're having. In a meeting then a feedback is provided to you. The corrections that you will receive on the work comes with a bit of comment. ” (PS14)</p>	<p>weekly basis reporting mechanism...either can be in writing or in conversations...In a meeting feedback is provided...corrections ...comes with a bit of comment. ” (PS14)</p>	<ul style="list-style-type: none"> • Consistent regular reporting • Different methods of communication • Feedback and corrections 	
<p>14. How has the CIP affected your understanding of an ethical public servant?</p>	<p>“Ethics ... sort of alerts and asks you, are you a right person for government? Are you going to be able to deliver irregardless of who’s looking at you? It poses those questions that are painful to really answer but at the same time, they really build on who you are. I need to do things right even though no one is looking at me.” (PS12)</p>	<p>“...are you a right person for government?... Are you going to be able to deliver irregardless of who’s looking at you? ...do things right even though no one is looking at me.” (PS12)</p>	<ul style="list-style-type: none"> • Moral conscious • inner dialogue • do the right thing even when no one is looking 	<p>Theme five: The factors influencing the socialisation of newly appointed public servants Sub-theme 1: The influence of internal and personal factors on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • Category one: The influence of ethical and

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“It sort of encourages you to do things correctly in line with the legislation and how to avoid being corrupted and being corrupt.” (PS16)</p> <p>“You must be an ambassador for the institution you work for and to always hold that integrity every day and be ethical. So, I think the foundation is to be an ethical, public servant. As time goes, if you build on that you will continue being ethical, but the foundation is obviously coming from the induction program. So yeah...” (PS6)</p> <p>“It is expected from you as a public servant because you are serving for the public you should always try to put what is the best interest of the public first. So, by doing that</p>	<p>“... encourages you to do things correctly... in line with the legislation...avoid being corrupted...being corrupt.” (PS16)</p> <p>“...an ambassador for the institution...integrity... be ethical... foundation is to be an ethical, public servant... build on that...” (PS6)</p> <p>“... serving for the public... best interest of the public... act with integrity and trust.” (PS1)</p>	<ul style="list-style-type: none"> • work within legislation • avoid corruption • avoid being corrupt • do the right thing • ambassador • demonstrate integrity • have ethical foundation • build on ethical foundation • serve the public • best interests of the public • act with integrity and trust 	<p>professional conduct on the socialisation of newly appointed public servants</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	you have to act with integrity and trust.” (PS1)			
15. How would you describe your current level of satisfaction/happiness with being a public servant??	<p>“I am very happy and satisfied because it brings contentment to me to say that what I’m doing is valued. I get to see the results and outcomes of what I did, so I am very happy with what I was doing. I am very satisfied because I would always see the end result and the outcome of what I was doing as a public servant.” (PS2)</p> <p>“Yeah, I mean I’m happy to be a public servant, in terms of the work I do. I’m someone that very much believes in what I do needs to make a difference and needs to contribute. So, I believe strongly in that and so it probably contributes to my frustration if I don’t feel it’s really making an impact and a change.” (PS13)</p>	<p>“...very happy and satisfied... brings contentment to me... is valued...see the results and outcomes...happy with what I was doing... very satisfied...end result and the outcome...” (PS2)</p> <p>“... happy... what I do needs to make a difference and needs to contribute...an impact and a change.” (PS13)</p>	<ul style="list-style-type: none"> • Satisfied • Content • See results • Outcomes <ul style="list-style-type: none"> • Happy • Need to make a difference • Need to make an impact and see a change 	<p>Theme five: The factors influencing the socialisation of newly appointed public servants</p> <p>Sub-theme 1: The influence of internal and personal factors on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • Category two: The influence of job satisfaction on the socialisation of newly appointed public servants

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“The reason why I'm saying that because I'm much managing the content as a communication tool, website, and communication tool. I feel like we can reach more people and educate people about what the dtic does. How can the dtic support you in your business? I want us to reach even more people.” (PS10)</p> <p>“I am happy, I have good working relationships, it's a nice environment working there, so I had a very good experience there” (PS1)</p> <p>“I do enjoy my job. I like working where I am and I like working with the people that I work with. We really work well together as a team and support each other, which I think makes a huge difference. We all play our parts. I do think what's made a difference in my happiness</p>	<p>“...I feel like we can reach more people and educate people about what the dtic does...I want us to reach even more people.” (PS10)</p> <p>“...happy... good working relationships...nice environment...very good experience there” (PS1)</p> <p>“... enjoy my job. I like working where I am...I like working with the people... ... work well together as a team and support each other... makes a huge difference. ...a difference in my happiness” (PS17)</p>	<ul style="list-style-type: none"> • Want to reach people • Want to make a difference • Happy • Good work environment • Good relationships • Enjoy my job • Good people • Good environment • Makes a difference 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	is the people that I work with" (PS17)			
<p>16. Describe the extent to which you feel some control or power over the way your work is carried out in your role.</p>	<p>"I report to the Director so most of the work I do it independently. So, if I do research, I do all the research, interviews, desktop research, and also thereafter to the analysis, findings, analysis, and recommendations by myself." (PS18)</p> <p>"I was hired as the industry expert. I actually took control of everything they needed. I'm pretty much in control. Even with my direct line manager, anything that has to do with my role he has to run it past me first. because I am the one in control of that environment and who knows end to end, what is it that is required." (PS6)</p> <p>"I mean, my feeling is you're employed to do your job and you're employed to do it</p>	<p>"...report to the Director...work independently...by myself." (PS18)</p> <p>"...industry expert...took control of everything... I'm pretty much in control. ...I am the one in control." (PS6)</p> <p>"...you have the training, background, experience... asserting yourself..."</p>	<ul style="list-style-type: none"> • Work independently • Greater work autonomy • Job specialist/ specialisation • Greater work autonomy • Greater control • Training, experience 	<p>Theme five: The factors influencing the socialisation of newly appointed public servants</p> <p>Sub-theme 2: The influence of external factors on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • Category one: The influence of job autonomy on the socialisation of newly appointed public servants • Category one: The influence of mutual influence on the socialisation of newly appointed public servants

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>because you have the training, background, experience. So, it is about like asserting yourself and standing your ground. So, I do feel like I have the power in my role. I am very willing to listen to what other people have to say. However, if I feel that what I've chosen to do is right, I will say so.” (PS17)</p> <p>“In IT we have a line manager who has a final say on what goes on. So, if there was an incident with the OCIO. I am the one with the final call. So, in this instance, I do have some significant powers it’s just that there is still someone on top of me who must still decide on those kinds of things.” (PS14)</p> <p>“I think yesterday, my managers reported back it to me, because they were</p>	<p>standing your ground... power in my role... what I've chosen to do is right, I will say so.” (PS17)</p> <p>“...I am the one with the final call...have some significant powers... someone on top of me who must still decide...” (PS14)</p>	<ul style="list-style-type: none"> • Assert power • Have the final say • Manager takes accountability overall • Significant powers • Has a say • Has power 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>having a meeting about the communication to say there are certain things that they need to do ... they asked my advice about when communication is not put in one place like on Facebook, your Twitter, your website, the dtic communication.”(PS10)</p> <p>“Even with my direct line manager, anything that has to do with my role he has to run it past me first because I am the one in control of that environment and who knows end to end, what is it that is required.” (PS6)</p> <p>“I do have the whole power to control what is within my plate in what I want to change because I'm the expert in what I'm doing in that particular role. I've got that</p>	<p>“my managers reported back it to me... they asked my advice...”(PS10)</p> <p>“he has to run it past me first because I am the one in control of that environment” (PS6)</p> <p>I do have the whole power to control... I've got that influence...” (P12)</p>	<ul style="list-style-type: none"> • Managers value his input • Managers value advice • Expert in his field/specialist • Manager values his input • He feels in control • He has influence • He can make a change 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>influence and I know what I'm talking about." (PS12)</p> <p>"It is about like asserting yourself and standing your ground. I do feel like I have the power in my role. I am very willing to listen to what other people have to say. However, if I feel that what I've chosen to do is right, I will say so." (PS17)</p>	<p>"... asserting yourself and standing your ground... if I feel that what I've chosen to do is right, I will say so." (PS17)"</p>	<ul style="list-style-type: none"> • She stands up for her beliefs • she asserts her power of influence 	
<p>17. How would you describe your current self-motivation to execute your role as a public servant?</p>	<p>"You know like we live in a country there's a lot of corruption and a lot of public servants who act unethically...it has really changed my perspective" (PS11)</p> <p>"I'm also not going to vote. I just am so discouraged. Every time in the news you hear the scandals are coming out...stadiums built for 15 million! there are a lot</p>	<p>"corruption... public servants who act unethically..." (PS11)</p> <p>"...not going to vote...so discouraged... news...scandals ... a lot of scandals ... It's so discouraging... public</p>	<ul style="list-style-type: none"> • Corruption • Unethical public servants • Corruption • News • Scandals • Not voting • Discouraged 	<p>Theme five: The factors influencing the socialisation of newly appointed public servants</p> <p>Sub-theme 1: The influence of internal and personal factors on the socialisation of newly appointed public servants</p> <ul style="list-style-type: none"> • Category three: The influence of

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>of scandals ... the taxi ranks, community halls which have been built for millions of rands. It's so discouraging of such public exposure of corruption." (PS18)</p> <p>"When I came into the public service, I can honestly tell you that I saw a lot of things that made me question the integrity and the ethics of the people because you see random instructions just popping up and people being told do this, do that and it would not be things done accordingly." (PS7)</p> <p>"My main gripe is there's no strategic direction at the moment. No serious leadership is issue. There's no capable leadership. We've merged departments, we've lost our DG, we haven't had a chief director for like five years, four years. There's no coherence in</p>	<p>exposure of corruption." (PS18)</p> <p>"...question the integrity and the ethics of the people... random instructions...not be things done accordingly." (PS7)</p> <p>"...no strategic direction... No serious leadership... no capable leadership... lost our DG... haven't had a chief director for like five years, four years... no coherence...no strategic thinking..." (PS15)</p>	<ul style="list-style-type: none"> • Questionable integrity, ethics • Questionable ethics • Questionable instruction • No strategic direction • No strategic direction • No capable leadership • Absence of senior leaders 	<p>public service motivation on the socialisation of newly appointed public servants</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>what we do. There's no strategic thinking behind what we do." (PS15)</p> <p>"I think it can only go back to where it used to be if we change leadership, if we still having the same leadership, I am telling you It's not gonna work" (PS18)</p>	<p>"...change leadership... same leadership...not gonna work" (PS18)</p>	<ul style="list-style-type: none"> • Change in leadership needed 	
<p>18. How would you describe your current personal commitment to being a public servant?</p>	<p>"I moved too quickly in my career especially in the line of work that I am doing while I was in the private sector. I've never spent more than 6 years in one position since I've started working when I was 24 and I'm 43 today. I've just spent 6 years and I don't see growth I am frustrated with being in one place for 6 years and I haven't done that previously." (PS6)</p> <p>It's getting worse by the year because we're doing the work and it's not recognised. It's taken as "well be happy</p>	<p>"...moved too quickly in the private sector... one position since I've started working... don't see growth...frustrated with being in one place for 6 years..." (PS6)</p> <p>"... getting worse by the year.... not recognised. ... well be happy you have a job..." (PS9)</p>	<ul style="list-style-type: none"> • No opportunity for growth • Feeling stagnant • Frustrated • Situation not improving 	<p>Theme five: The factors influencing the socialisation of newly appointed public servants</p> <p>Sub-theme 1: The influence of internal and personal factors on the socialisation of newly appointed public servants</p> <p>Category four: The influence of personal commitment on the socialisation of newly appointed public servants</p>

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>you have a job". I am doing the job and I'm doing it right the way but you still do not recognise your people, the people that you've employed to execute in order for the country to run. You're not recognising them at all." (PS9)</p> <p>"Yeah ...The workload is a bit too high because even now, as an admin, the level of work is of a higher level than what I currently am right now. So, I think the workload gets a bit too much. Also, because of the issue of being understaffed." (PS6)</p> <p>"With me, it's getting tiring because you want to do the work and you want to serve the people, but the problem comes when someone leaves the department or your unit, and that work is given to you. So, you're doing your work, plus two</p>	<p>"...workload is a bit too high...than what I currently am right now... gets a bit too much... of being understaffed." (PS6)</p> <p>"...getting tiring...someone leaves the department or your unit, and that work is given to you. So, you're doing your work, plus two other people's work...no one is even recognising it... overworked." (PS9)</p>	<ul style="list-style-type: none"> • Not being recognised for efforts • Must be grateful for a job • Increased workload • Understaffed • Working above paygrade and responsibility level • Overworked • Taking on additional work loads • People resign 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>other people's work, and no one is even recognising it. Everybody thinks everything is okay but you're overworked." (PS9)</p> <p>"You know there's a constant nervousness that if someone leaves, on top of the loads of work that I have, I'd need to take those tasks over and that would not be healthy, mentally and physically." (PS8)</p> <p>"People are understaffed and are working very hard, but you always get the Minister of Finance telling you that the public service is bloated, then it makes you feel unimportant, and unappreciated. They, know the public service it's bloated and they cutting the wage bill so it's like you are a problem. So, I feel as a public servant, you may do all the best that you can, but</p>	<p>"...a constant nervousness that if someone leaves... need to take those tasks over ...not be healthy, mentally and physically." (PS8)</p> <p>"...understaffed... working very hard...public service is bloated...makes you feel unimportant, and unappreciated....cutting the wage bill...you are a problem... underappreciated..." (PS16)</p>	<ul style="list-style-type: none"> • Nervous that colleagues may leave • Carry additional workload • Not healthy to take on so much of work • Understaff • Underappreciated • Not valued 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>we are really underappreciated, especially by those who should be valuing us.” (PS16)</p> <p>“The environment that I am in is not very suitable if you still want to grow as a public servant. It tends to be very toxic and I think maybe that’s why many prefer to work from home. The way some of our senior managers treat each other, you ask yourself if they are able to treat each other like this how do they treat their subordinates” (PS7)</p> <p>“As long as you are not politically connected, you will get someone who’s clueless just because they campaigned for a certain party. Therefore, they are now your DG and now you have to run around those people who knows nothing.” (PS16)</p>	<p>“...not very suitable if you still want to grow as a public servant...toxic...prefer to work from home...senior managers treat each other...how do they treat their subordinates” (PS7)</p> <p>“...not politically connected...clueless just because they campaigned for a certain party... run around those people who knows nothing.” (PS16)</p>	<ul style="list-style-type: none"> • Not conducive to growth • Toxic environment • Unprofessional senior managers • Ill-treating one another and subordinates • Cronyism • Not experienced to do the job • Political appointments • Do not know how to do the job 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“These days there are government departments of other provinces owned by political parties to an extent that you know, when you are not affiliated to that party, you cannot move higher in rank. You just stay there and those higher positions are set aside for those who are affiliated to the party. That’s when the positions from director level upwards.” (PS18)</p> <p>“For as long as it’s [the public service is] committed to me, I’m also very much committed to the public service. So yeah, for as long as I can possibly be here, I will be committed to it.” (PS5)</p> <p>“I think one is job security. We all coming from Covid-19 that we did not plan in terms of job security. We’ve seen people losing their job and</p>	<p>“provinces owned by political parties...not affiliated to that party, you cannot move higher in rank... higher positions are set aside...” (PS18)</p> <p>“For as long as it’s committed to me... as long as I can possibly be here...” (PS5)</p> <p>“...job security....people losing their job and struggling with salary... secure that security...secure my job</p>	<ul style="list-style-type: none"> • Political affiliations, connections • Nepotism • No meritocracy • No committed • Committed as long as they have a job • Job security • Not committed 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>struggling with salary. In terms of that I think one has to secure that security. If I go to government then at least I will secure my job for until my retirement.” (PS12)</p> <p>“To be honest, it’s not only me, most people who are working for the government are contemplating resigning. It’s only that where will you go after you have resigned. So, I’m just committed until I find something that’s meaningful to me that I can do outside government. Yeah. We are working on that.” (PS18)</p> <p>“I’m not gonna sit here and lie and say I have been committed and I’ve been making sure that I do everything on time. Okay, I’ve just been trying my best, honestly to get onto the next day. That’s all I can say.” (PS11)</p>	<p>for until my retirement.” (PS12)</p> <p>“...it’s not only me, most people... contemplating resigning... where will you go after you have resigned? committed until I find something outside government...” (PS18)</p> <p>“not lie and say I have been committed...been trying my best...get onto the next day.” (PS11)</p>	<ul style="list-style-type: none"> • Will stay until retirement as long as he has a job • Thinking of resigning • Not the only person, knows of others • Waiting to find something outside of government • Despondent • Trying their best • Not committed 	

Interview Questions	Responses	Segments	Comments/Codes	Themes/ Sub themes
	<p>“I’ve learned a lot in the public service and I have always had a desire that I would like to finish my career here. But you get things from outside yourself that sort of tells you that this is not going to work.” (PS16)</p> <p>“So, there’s no motivation to staying in public service. I wouldn’t want to be there for too long. At first, I wanted to but things like not getting better. Instead, they’re getting worse. So yeah, there’s no motivation to stay there.” (PS9)</p>	<p>“... finish my career here. But you get things from outside yourself ...this is not going to work.” (PS16)</p> <p>“...no motivation to staying in public service. Wouldn’t want to be there for too long...I wanted to but things...getting worse...no motivation to stay...” (PS9)</p>	<ul style="list-style-type: none"> • Despondent • The way things are, changes their minds to stay • No motivation • No commitment • Working conditions getting worse 	