

**AN INFORMATION AUDIT OF MICRO ENTERPRISES IN THE  
SELECTED RURAL AREAS OF UMKHANYAKUDE DISTRICT  
MUNICIPALITY OF KWAZULU NATAL**

**A Mini Dissertation**

**Submitted in partial fulfilment of the requirements for the Master's  
Degree in Development Communication**

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## ABSTRACT

This study comprised an information audit of certain micro enterprises of Umkhanyakude District Municipality in northern KwaZulu-Natal. The purpose of this study was to investigate the information needs, information resources available and the information gaps that exist in these enterprises. The Umkhanyakude District Municipality consists of five local municipalities, but this study focused mainly on two, Jozini and Mtubatuba, because of their large number of local economic activities compared with the other local municipalities.

The study primarily used questionnaires to collect data. These questionnaires were administered in the two municipalities identified. The results of the study revealed that technical information relating to business and financial management were the highest ranking information needs indicated by the sampled enterprises. Legal and business management information was the second most-needed information for these enterprises. The study also revealed a correlation between the academic level of the entrepreneurs, the type of business that the entrepreneurs operate and the kind of information they needed.

The information resources that these enterprises had and used included newspapers, business magazines, market research documents and government documents. Based on the responses of the respondents, a gap was identified. This includes the lack of relevant sources of information that meet the respondents' information needs.

This study also revealed that there are a number of institutions that provide information for these enterprises, such as community libraries, government information centres, bookshops, government offices and so on. Although these information resource institutions exist within the district municipality, these enterprises also have other information needs. This therefore led the researcher to conclude that these information resource structures are not providing their services according to the needs of the community at large.

Based on the identified gaps the researcher recommends a participatory proactive approach. This approach uses participatory development communication platforms for the district municipality, the information resource institutions and local enterprises. The district municipality needs to have a platform which will identify information needs, gaps and opportunities for local enterprises. The information resource institutions need to provide platforms where they can assess the information needs of their customers and also have a customer management feedback system where they can assess whether they are responding to the customer needs. Finally, the micro enterprises need to use existing platforms to make the municipality and information resource institutions aware of their information needs. These platforms could include local and presidential *izimbizo* where the government comes to the people to address their concerns and issues.

The approach recommended by this study is part of a development communication approach where participatory two-way communication platforms are used to bring about development.

Key terms: information, information need, information resources, information audit, information centres, information gap, small, medium and micro enterprises (SMME), micro enterprises and development communication.



## DECLARATION

I, Thobeka Nkosi declare that the research which is being submitted in partial fulfilment of the degree of Master's in Development Communications is my own work. I have never submitted this work for examination at any other university or academic institution and I have acknowledged all the material that was extracted from other sources.

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**Ms Thobeka Nkosi**  
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## Acronyms

DC	Development Communication
DSC	Development Support Communication
BEE	Black Economic Empowerment
ENEs	Exempted Micro enterprises
QSEs	Qualifying Small Enterprises
Seda	Small Enterprises Development Agency

## Table of Contents

<b>ABSTRACT</b> .....	<b>I</b>
<b>DECLARATION</b> .....	<b>III</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>IV</b>
<b>ACRONYMS</b> .....	<b>V</b>
TABLE OF CONTENTS .....	VI
<b>CHAPTER 1</b> .....	<b>8</b>
1.1 BACKGROUND TO THE STUDY .....	8
1.2 PROBLEM STATEMENT AND RESEARCH OBJECTIVES .....	11
1.3 SIGNIFICANCE OF THE STUDY .....	11
1.4 RESEARCH METHODOLOGY .....	11
1.5 DEFINITION OF TERMS .....	12
1.6 OUTLINE OF CHAPTERS .....	13
<b>CHAPTER 2</b> .....	<b>15</b>
<b>2 THE ROLE OF INFORMATION AUDITS WITHIN THE BROADER FRAMEWORK OF DEVELOPMENT COMMUNICATION (DC)</b> .....	<b>15</b>
2.1 INTRODUCTION .....	15
2.2 DEFINITION OF INFORMATION AUDIT .....	15
2.3 SUSAN HENCZEL'S INFORMATION AUDIT MODEL AND METHODOLOGY .....	16
2.4 OTHER INFORMATION AUDIT MODELS .....	22
2.5 PRINCIPLES OF DEVELOPMENT COMMUNICATION AND INFORMATION AUDIT MODELS .....	29
2.6 CONCLUSION .....	33
2.7. SUMMARY .....	34
<b>CHAPTER 3</b> .....	<b>36</b>
<b>3. RESEARCH TOOLS USED IN THE STUDY</b> .....	<b>36</b>
3.1 INTRODUCTION .....	36
3.2 RESEARCH APPROACH .....	36
3.3 RESEARCH DESIGN .....	36
3.4 SAMPLING .....	39
3.5 DATA ANALYSIS .....	41
3.6 CONCLUSIONS .....	42
3.7 SUMMARY .....	42
<b>CHAPTER 4</b> .....	<b>43</b>
<b>4. FINDINGS OF THE STUDY</b> .....	<b>43</b>
4.1 INTRODUCTION .....	43
4.2 BACKGROUND INFORMATION ON MICRO ENTERPRISES .....	43
4.3 INVENTORY OF INFORMATION RESOURCES .....	47
4.4 INFORMATION NEEDS .....	49
4.5 INFORMATION DISSEMINATION .....	51
4.7 CONCLUSIONS .....	55
4.8. SUMMARY OF CHAPTER .....	55
<b>CHAPTER 5</b> .....	<b>56</b>
<b>5. SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS</b> .....	<b>56</b>
5.1 INTRODUCTION .....	56
5.2. RESEARCH QUESTIONS AND FINDINGS .....	56
5.3 CONCLUSIONS .....	60
5.4 RECOMMENDATIONS .....	61
5.5 SUGGESTIONS FOR FURTHER RESEARCH .....	64
<b>5 REFERENCES</b> .....	<b>65</b>



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**6 APPENDIX A- QUESTIONNAIRE.....68**



# CHAPTER 1

## *1 Introduction*

### 1.1 BACKGROUND TO THE STUDY

Information and knowledge are increasingly receiving recognition as strategic corporate resources in the highly competitive business environment of today. They serve as catalysts for change and progress in this information-driven era. In any organisation information contributes directly to the performance of all the functions of the organisation (Lubbe & Boon, 1992). Therefore, it is imperative that an enterprise use information sources that are current, relevant, and flexible enough to meet the constantly changing information needs as the business environment changes (Botha, 2000). It is advisable that organisations conduct frequent information audits, as this will assist in establishing the specific information needs and thus help in maintaining a competitive edge (Botha, 2000).

Henczel (2000) explains that the aims of an audit are to

- identify resources, services and information flows
- verify the existence of appropriate services
- rationalise and control costs
- improve the marketing of services
- exploit the resulting improvements.

Positive recommendations arising from an information audit may make an enormous contribution not only to the good management of information resources and services, but, more importantly, also to corporate awareness of the part played by such resources and services in the work of an organisation, whether the organisation be private, government or non-profit making (Dubois, 1995:20).

A micro enterprise is a small-scale business with a limited budget and a relatively small staff complement. It provides a limited selection of services or products. In February 2007, the Department of Trade and Industry released the gazette codes and scorecard for micro enterprises. Micro enterprises were categorised into two categories based on annual turnover figures. Those with turnovers of between R5

million and R35 million – termed Qualifying Small Enterprises (QSEs) – are required to complete a simpler version of the generic scorecard, with the option of selecting any four (25 points each) of the seven elements. Entities with annual turnovers of less than R5 million – termed EMEs (exempt micro enterprises) – are not required to complete a scorecard and receive automatic level four status (Department of Trade and Industry, 2005). Most enterprises in rural areas fall into the latter category, since they do not generate the substantial annual turnover of the more established enterprises in urban areas.

There is quite a lot of literature around information audit and most of that literature looks at information audit in large organisations and very few on small and micro enterprises. The researcher firmly believes that small and micro enterprises in rural communities could also benefit greatly from an information audit. It is critical that micro enterprises conduct such audits, as these audits would provide their managers with an overview of the present situation regarding specific information resource(s) and the information services within their organisations. This would help enhance the competitiveness of these enterprises.

The researcher believes that informed knowledge and an understanding of their information needs will place micro enterprises in a more favourable position to focus their attention on more profitable and sustainable business ventures. Given the competitive environment, those enterprises that place considerable emphasis on information and knowledge audits as guiding tools would be able to operate successful enterprises that would be consistently in touch with the latest developments affecting their organisations directly.

Gouws (1997) states that the high failure of most new micro enterprises to flourish could be attributed to a lack of access to information relevant to their sustainability. It may therefore be assumed that, for micro enterprises to survive and prosper, they need accurate and relevant information both at start-up and during their day-to-day operations. They need to know about, among other things, their suppliers, potential customers, sources of finance, standards, acts relating to business ethics and practices, business directories, price lists, and marketing strategies (Ntsala and Dube, 2000).

Micro enterprises in rural communities face similar challenges to those micro enterprises in urban areas in their efforts to gain competitive and strategic advantages. Therefore, it is absolutely essential that micro enterprises become aware of their information needs, the information resources available and the information gaps that exist in their organisations.

Access to information, underpinned by sheer commitment on the part of the owners of micro enterprises to identify pertinent information needs in their businesses, is the cornerstone of a successful enterprise. An information audit has the unfailing objective of unearthing certain of the deficiencies that are partly responsible for the unceremonious downfall of most new micro enterprises. The current government of South Africa has implemented a number of initiatives to ensure that micro enterprises get access to information and other business services to ensure that they become the engines of economic development and sustainable growth.

In 2004, the National Small Business Act, 1996 (Act 102 of 1996) was amended to provide for the merging of Ntsika Enterprise Development Agency and the National Manufacturing Advisory Centre to form the integrated Small Enterprise Development Agency (Seda) on 13 December 2004. At the Small Enterprise Development Agency (Seda) offices entrepreneurs are able to receive help with business plans, technical advice and advice on marketing, as well as information on export support, tenders and incentives. A call centre provides advice to entrepreneurs wishing to establish their own businesses.

However, recent findings by the Department of Trade and Industry (the dti) which were presented during the Annual Small Business Summit of 2006, indicates that fewer micro enterprises are accessing the various services provided by the statutory capacity-building and funding organisations, such as Khula Enterprise Finance and the Small Enterprise Development Agency (Seda). This scenario points to a dismal lack of information about these agencies amongst the majority of micro enterprises, especially those in rural communities.

## 1.2 PROBLEM STATEMENT AND RESEARCH OBJECTIVES

This research explores the relevant and appropriate information resources required to address the information needs of micro enterprises in the rural areas of the Umkhanyakude District Municipality in Northern KwaZulu-Natal. In so doing, the research addresses the following key questions pertaining to an information audit of micro enterprises of Umkhanyakude district municipality.

1. What information needs exist in these micro enterprises?
2. What information sources are currently available to the micro enterprises?
3. Where do the micro enterprises find information?
4. What information centres exist?
5. How accessible are the information centres, if indeed there are any, in the community?
6. What gaps exist between the available information and the information needed by the micro enterprises?
7. What is the information flow within and among the micro enterprises?

## 1.3 SIGNIFICANCE OF THE STUDY

This particular research is significant because it

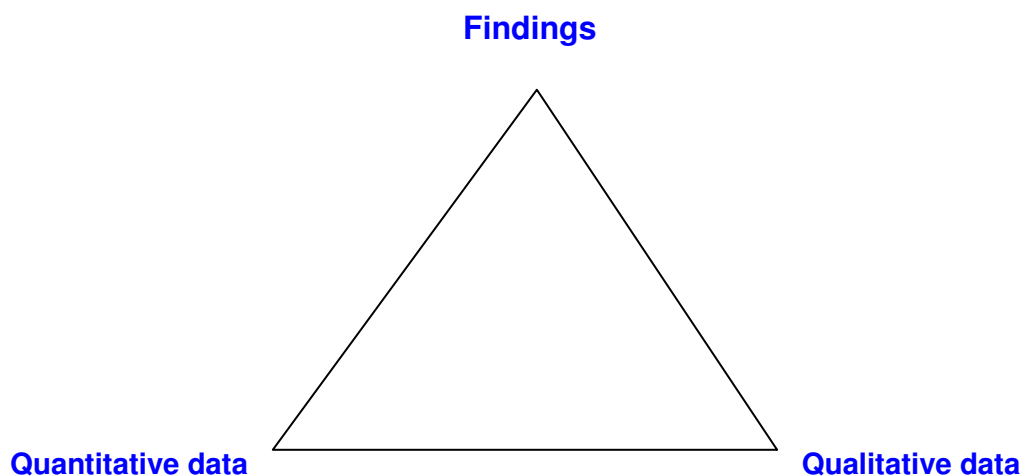
- provides insight into the information centres in the rural areas of the Umkhanyakude District Municipality and the way in which these information centres are used to achieve the objectives of micro enterprises
- shows that the value in conducting the study is also an attempt to adapt the methodology generally used in large organisations and to use this methodology in the micro enterprise environment at community level
- makes recommendations and identifies areas of further research in respect of the subject matter.

## 1.4 RESEARCH METHODOLOGY

The researcher uses multiple data sources, settings, collection and analytical strategies to arrive at an “objective” reality. A combination of qualitative and quantitative research methods, which will serve as triangulation, is used.

The qualitative research uses qualifying words or descriptions to record responses while describing observations in “non-numerical terms. On the other hand, quantitative research, which emphasises numerical measurement and subsequent statistical analysis, involves the “collection of primary data from large numbers of individuals, frequently with the intention of projecting the results to a wider population” (Miles & Huberman 1994, p. 40)

Methodological triangulation has been used for this research. In terms of methodological triangulation qualitative and quantitative research methods have been combined in order to gather and to analyse data. This methodology has been used to cross-check the validity of the findings. Below is a diagram illustrating triangulation methodology:



**Figure 1: Methodological triangulation principle used**

## 1.5 DEFINITION OF TERMS

The researcher used other references in order to draw up working definitions for each concept used, including the following:

- **Information** is data endowed with relevance and purpose (Gloet, 2002:310).

- An **information audit** is a systematic evaluation of information use, resources and flows, with verification by reference to both people and existing documents to establish the extent to which they are contributing to the objectives of an organisation (Henczel, 2000:215).
- An **information centre** is a place that identifies, collects, organises and disseminates information to the people.
- **Knowledge** is information combined with experience, context, interpretation and reflection (Robertson, 1997 in Tali & Mnjama, 2004; Gloet, 2002:310).
- **Micro enterprises** are small-scale businesses with a limited budget and a relatively small staff complement, which provide a limited selection of services or products (National Small Business Act 102 of 1996).

## 1.6 OUTLINE OF CHAPTERS

A mini-thesis, which consists of recommendations, will be compiled as the major output of this research. The structure will be as follows:

### Chapter 1

This chapter provides background information about the Umkhanyakude district municipality and its micro enterprises, the problem statement, objectives and the significance of the study, as well as definitions of the terms used.

### Chapter 2

This chapter focuses on the literature review by analysing the efficacy of information-audit models used in organisations, with special reference to Henczel's (2000) information model that contains guidelines on the way in which to conduct an information audit.

### Chapter 3

This chapter outlines the methodology of the study, the design of the research instruments, the sample design, the sample size and the analysis of data.

## **Chapter 4**

This chapter deals with the findings and interpretation of the data, including the inventory of information that the micro enterprises have at their disposal.

## **Chapter 5**

This chapter presents a discussion of the conclusions reached, and includes recommendations and suggestions for further research.

## CHAPTER 2

### 2 The role of information audits within the broader framework of Development Communication (DC)

#### 2.1 INTRODUCTION

This chapter reviews literature relating to the information audit and the way in which the information audit fits into the broader framework of Development Communication (DC) as a discipline. According to Struwig and Stead (2001), a literature review is important in that it involves tracing, identifying and analysing documents containing information relating to the research problem. In this chapter, the researcher discusses some of the information audits that have been conducted in various communities in order to empower micro enterprises with knowledge and information. Various information audit models/frameworks are also discussed in this chapter but a strong emphasise has been placed on Henczel's (2000) information-audit model because it is mostly used by a number of professionals mainly because it is adaptable and can be applied to any organisational contexts albeit with a few modifications.

#### 2.2 Definition of information audit

For the purposes of this study it is prudent to outline the meaning of the term *information audit*, which will be used frequently in this chapter.

Henczel (2000) defines the **information audit** as a “systematic evaluation of information use, resources and flow, with verification by reference to both people and existing documents to establish the extent to which they are contributing to an organisation's objectives”. Henczel further states that an information audit not only involves evaluating information resources, but is also about examining the way in which these information resources are used, by whom and for what purpose.



The definition of an information audit used in the 1970s was developed by Quinn (1979:18) cited in Botha & Boon (2003). He refers to it as a process whereby:

- An overview is given of the state of information in an organisation.
- The provision of information is reviewed.
- An opinion is given as to the efficiency of the information system.
- It is determined whether the information system supports the attainment of corporate goals.
- The way in which the real information needs of the users are met is evaluated.
- The current information system according to which staff members are evaluated in terms of their expertise.

The two definitions given by Henczel (2000) and Quinn (1979) cited in Botha and Boon (2003) are corroborated by the assertion that an information audit is a systematic process of evaluating or reviewing the information flow and systems of an organisation based on the goals and objectives of the organisation. Both these definitions contain underlying principles with respect to a review of the way in which existing resources are used and by whom.

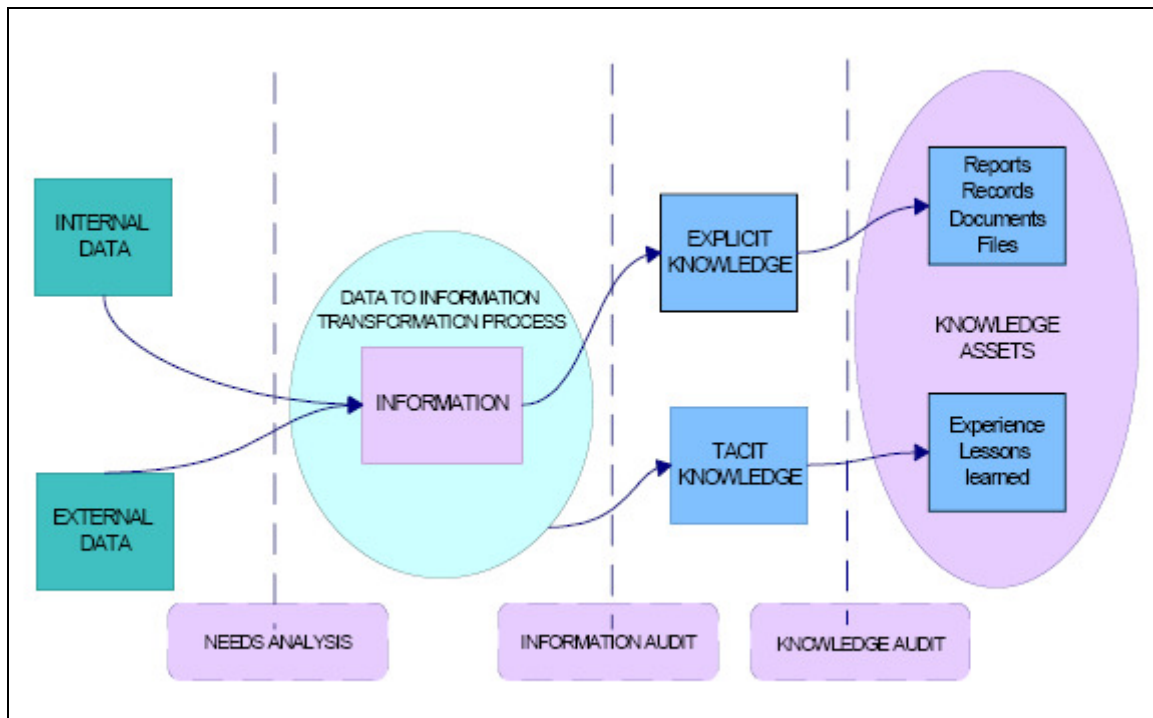
For the purposes of this study, Henczel's definition will be used because it encapsulates all the underlying principles of an information audit – these underlying principles are also outlined by Quinn (1979) cited in Botha & Boon (2003).

### ***2.3 Susan Henczel's information audit model and methodology***

Guenther (2004:46) notes that there are no formal rules, tools or methods according to which an information audit may be conducted. However, a number of professionals prefer Henczel's (2000) information audit model because it is flexible and adaptable, and it also encapsulates a systematic approach to conducting an information audit. Jones et al (2004) observe that this model of Henczel is adaptable and, albeit with a few modifications, may be applied within any organisational context.

Before introducing her seven-stage model, Henczel (2000:210-226) outlines the process in terms of which data is transformed into information. She also outlines the

way in which that information becomes knowledge in such a way that it may be used to enhance the competitive advantage of an organisation. This introductory illustration assists in the understanding of the dynamics of information. Henczel uses the figure below to illustrate the transformation of data into information and knowledge.



**Figure 2: Henczel's model of transforming data into information and knowledge**

Henczel postulates that data is first gathered both within (internal data) and outside (external data) of the organisation before it is transformed into information through tacit and explicit knowledge. Tacit and/or explicit information received by an employee of an organisation will become knowledge to that employee. Explicit knowledge refers to knowledge that may be documented, captured and stored, and thus easily communicated. On the other hand, tacit knowledge is that knowledge which an employee acquires from experience and from interaction with the world.

As regards each process of data to information and data to knowledge, Henczel illustrates the type of assessments/analysis inherent in each stage. The first analysis comprises the needs analysis, and deals with the information resources that

employees need to enable them to execute their jobs. This needs analysis further examines the sources of information – internal and external data resources.

The second stage comprises the information audit, and this further entrenches the needs analysis. This stage examines the way in which information resources and services are used. It also maps out information flows based on the needs analysis. Essentially this stage establishes where information originates, how it is used, who uses it and for what purpose. It is during this stage that duplication and bottlenecks impeding the seamless flow of the stages will be identified.

The third and last analysis is the knowledge audit, which analyses the knowledge assets of an organisation based on the two previous analyses. This third stage involves appraising knowledge as a strategic aspect for the improvement and overall success of the organisation. Tacit and explicit knowledge are both important and need to be considered in the assessment and analysis of the organisation for the betterment of the organisation. However, tacit knowledge is not usually recognised in formal qualifications and hence is not usually exploited. It is either ignored or given less importance yet it is extremely important, especially in the construction industry.

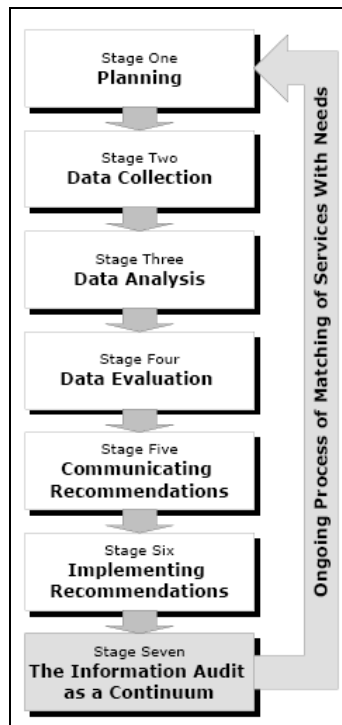
In the construction industry, for example, research conducted in structural design firms has shown that 80% of the knowledge used during the conceptual stage is tacit knowledge compared to 20% explicit knowledge (Al-Ghassani 2003 quoted in Pathirage et al 2005). It has been noted that the construction industry is, to a large degree, very much centred upon the tacit knowledge and experiences of the construction workers. Based on the research conducted within structural design firms, Gann and Salter 2000 claim that tacit knowledge of individuals is essential in problem solving. This, therefore, would suggest that there is a great need to exploit tacit knowledge in other sectors and industries to ascertain whether or not it could benefit the economies of rural communities. Based on Henczel's analysis it is obvious that both tacit and explicit knowledge are critically important and should be accorded equal weight as they are both assets of the organisation.

Figure 1 of Henczel's model of the transformation of data into information and knowledge seeks to increase our understanding of the three aforementioned stages

of information audits. She endeavours to illustrate the importance of those processes which precede an information audit.

### 2.3.1 The seven-stage information audit

Henczel's model comprises seven stages. However, only certain of these stages and their elements were used for this study. Henczel's seven stage model is illustrated in **Figure 2** below:



**Figure 3: Henczel's seven-stage model**

The various stages comprise the following steps:

**2.3.1.1. Stage 1: Planning** –This stage places much emphasis on the preplanning of the audit, as this will determine the success or failure of the audit. This stage comprises the following:

#### 1. Understand the organisation and develop clear objectives

This step is similar to the pre-engagement activity, during which the information auditor acquaints himself/herself with the environment of the organisation by collecting relevant documents containing information on the organisational

structure, environment, external entities, etc. This critical step, which is similar to information mapping as it also identifies and maps out information flows, provides the information auditor with a better understanding of the organisation.

## **2. Determine the scope and resource allocation**

After having gained a deeper understanding of the organisation it now becomes important to determine the scope in which to incorporate the framework that will guide the audit. This step also looks at the cost of conducting an audit across frontline people, as compared with targeting specific sections and departments within the organisation. It contains elements of the hybrid approach which examines the cost-benefit and geographical elements of the audit. This step also investigates the resources and expertise available within the organisation with which to conduct the audit.

## **3. Choose a methodology**

The choice of a methodology for conducting the audit becomes imperative after the information auditor has mapped out the resources and information, and gained an understanding of the objectives of the organisation and its environment. A feasible methodology may include the systematic gathering, consolidation and analysis of relevant data.

## **4. Develop a communication strategy**

Communication is the key to ensuring that everyone involved in the audit is informed, and understand their roles and responsibilities. This communication strategy provides communication channels and platforms for the audit process.

## **5. Enlist management support**

This process seeks to ensure the smooth running of the audit by gaining the support of the management of the organisation. This will also help to create a strong rapport with management, thereby enhancing their understanding of the organisation.

**2.3.1.2. Stage 2: Data collection** – This stage involves the collection of data in a systematic manner. The data may be collected by using different research tools such as questionnaires and focus-group interviews. It is important at this stage to ask the right questions of the right people and to ensure that these questions result in a dataset that may be used for other purposes. The following comprise the three common types of data:

1. Data relating to the information required to perform tasks and activities
2. Data relating to the “level of criticality” of information resources, tasks and activities
3. Data relating to information transfer

This data-collection process establishes the data related to the information resources that enable and support the tasks and activities of the organisation.

**2.3.1.3. Stage 3: Data analysis** – This stage involves analysing the information that has been gathered / collected in order to outline gaps, duplications, bottlenecks, etc. The three common types of data analysis are:

1. **General analysis** – This type of analysis is performed by means of open questions and is generally analysed by means of spreadsheet or database programmes.
2. **Strategic significance analysis** – This type of analysis looks at each resource, and analyses its relevance and usefulness to the organisation. It is usually performed using an information resource database.
3. **Information flow mapping** – This type of analysis analyses the way in which information comes in and gets out. It determines what people do with the information and how that information may be used to improve their business/organisational competitiveness. It also determines who receives information within the organisation.

**2.3.1.4. Stage 4: Data evaluation** – After analysis, the data is then evaluated within the context of the organisation. The issue of cost becomes important

during this stage because not all problems may be addressed owing to cost implications and external factors. The weighting system is also introduced at this point, mainly to measure the suitability of each solution against a common set of criteria. This stage also involves the formulation of recommendations.

- 2.3.1.5. Stage 5: Communicating recommendations** – The recommendations which were formulated during the data evaluation stage need to be communicated. The communication strategy that was developed during the planning stage will be of value during this stage, as it would have outlined the ways in which the recommendations should be communicated. It would also have outlined the ideal platforms and channels to be used in communicating the recommendations.
- 2.3.1.6. Stage 6: Implementing recommendations** – After having communicated the recommendations to management and other relevant members of the organisation, plans ought to be formulated for the implementation of the recommendations. At this stage the information auditor needs to ensure that employees and management own the process of implementing the recommendations, hence it is imperative that they understand fully the implications of the findings. The information auditor or information auditing team will play a support and monitoring role.
- 2.3.1.7. Stage 7: The information audit as a continuum** – By this stage the first generation of the information audit will have been completed. The information audit will have created baseline information and a database of information related to information resources. The subsequent information audits will involve measuring and accounting for any changes that may have occurred since the first generation audit.

## ***2.4 Other information audit models***

Barker (1990) and Webb (1994) were two amongst a few theorists who made a significant contribution to the practice of information audit through their information audit models. Their models are discussed at length below:

### 2.4.1 Barker 1990

Barker (1990:27–34) developed a 10-step model which placed much emphasis on the reliability of the information system. His 10 stages are briefly outlined below:

**Stage 1:** Define the organisational environment – This comprises the background information to the organisation, examining its objectives and vision, and also delving into its information system in terms of constraints and gaps.

**Stage 2:** Identify the information needs of the users – This stage looks at the needs of the information users in relation to their work, and the vision and goals of the organisation.

**Stage 3:** Compile an inventory of the information resources available – This stage establishes whether current resources are being used efficiently. The inventory of all information resources and the users is carried out in order to measure the effectiveness of each resource.

**Stage 4:** Identify the strong and weak points of the information system(s) – Based on the aforementioned three stages the strong and weak points of the information system may be identified.

**Stage 5:** Evaluate the weak points of the system – The weak points that were identified in stage four are evaluated thoroughly. At this stage the effect of these weak points on organisational performance is measured.

**Stage 6: Test the key control points of the system** – Barker (1990) notes that every information system has its own key control points and they should also be tested as to whether or not they may be identified as weak points or as failures.

**Stage 7: Generate alternative solutions for system failures** – Barker (1990:32) notes here that the users and management may make a tremendous contribution to providing an alternative solution to the system failures. These system failures will have been identified in stage four and evaluated in stage five.



**Stage 8:** Evaluate the alternatives generated during stage seven – The alternative solutions that were identified in stage seven are evaluated.

**Stage 9:** Monitor whether the system adheres to existing standards and regulations – This has to do with monitoring compliance to the set standards and regulations of the information system.

**Stage 10:** Make recommendations – After the information audit has been completed the information auditor needs to draw up recommendations and draft a full report for management on the entire process of the information audit, together with its findings and recommendations.

#### 2.4.2 Webb 1994

Webb (1994:9-11) developed a three-stage model which, he claims provides a comprehensive guide to conducting an information audit. The stages of his model are briefly outlined below:

**Stage 1:** Initial audit – This is the stage during which the information auditor collects all the information available on the organisation in order to gain an overview of the current information environment. This stage also provides a proper plan on the way in which the information from the users will be collected and also the way in which the resource inventory will be done. At this stage, the information auditor does not look at the information system only, but also at other organisational systems.

**Stage 2:** Collecting the data – This stage stresses the full participation of staff, as this will influence either the failure or the success of the audit process (Webb, 1994:10). It is therefore crucial at this stage to ensure that those staff members who are expected to form part of the information audit process are informed in advance. The information audit process should also be explained to them so that they have the opportunity to obtain clarification about it.

Those staff members who are part of the audit process will then be interviewed and asked questions about the information that they use to complete their daily tasks, the

kind of information that they need, and the preferred format of both the desired and the required information. This is the stage during which data is collected.

**Stage 3:** Data analysis – The information that was collected during stages 1 and 2 will then be analysed. Webb (1994) claims that the analyses of the data should provide answers to the following questions:

1. What information do staff members need to do their work properly?
2. Is the desired information available internally or externally?
3. Are the information needs currently being met?
4. What systems and procedures are being used in order to disseminate information?

Once answers have been obtained for the aforementioned questions the information auditor should formulate recommendations together with possible solutions to certain of the challenges/gaps that would have been identified after analysing the data.

#### **2.4.3 Comparison of information audits**

Some elements of both Barker (1990) and Webb's (1994) models may also be found in Henczel's (2000) model. In particular, stages 2 and 3 of Barker's model (1990) and stage 1 of Webb's (1994) model are similar to Henczel's stage 2, as they all deal with the collection of data on information needs and the inventory of resources. However, Webb's model compressed a number of those stages which were found as separate stages in Henczel and Barker's models.

Stages 5, 6 and 7 of Henczel's model are not found in either of the models used by Barker and Webb. This could mean that Henczel's model has moved a step further after the recommendations in actually communicating these recommendations to all staff that were involved in the audit process and in drawing up an implementation plan based on the recommendations with monitoring tools for the continual evaluation of the information system.

In order to demonstrate the impact of the information audits it is imperative to highlight the different models used and the relevant case studies.

#### **2.4.4 Examples of information audits conducted using the models of Webb (1994), Barker (1990) and Henczel (2000)**

Different organisations have been conducting numerous information audits over the years, including the audit conducted by Tali and Mnjama (2004) for the Southern African Development Community Secretariat. Most of these information audits were conducted within corporate organisations and institutions, while a few were conducted for public entities.

The under mentioned two case studies were conducted outside of a corporate environment, and focused mainly on people at grassroots level who were trying to make a living from small businesses. Their small businesses were audited using elements of the aforementioned models.

#### **2.4.5 Case study 1: Information needs assessment for a small-scale business community in Zambia – Chisokone Market, Kitwe (2004)**

Banda, Mutula and Grand,(2004) conducted an information audit in order to determine the information needs of a small-scale business community at Chisokone Market in the city of Kitwe in Zambia. The study first provided a brief background to the Chisokone Market and information on small and medium enterprises within the market. The study used questionnaires to collect data from the small-scale businesses and service-providers at the Chisokone Market.

Respondents were requested to state their information needs and the problems they encountered when searching for information. They were also requested to name their information and service-providers, as well as their information sources within their localities. Lastly, the respondents were requested to name alternative forms of media in terms of which they would like to receive their information.

The data collected was then analysed and evaluated together with recommendations and conclusions.

#### **2.4.6 Case study 2: Information delivery systems for small businesses in Empangeni and the former Pietersburg (now Polokwane), South Africa (2000)**

Ntsala and Dube (2000) conducted this case study in order to review the information sources available for small businesses in Empangeni and Polokwane. The study reviewed existing services and new initiatives, specifically the public library, in providing information to small businesses in the above-mentioned areas. It also looked at the information needs of the small businesses in the areas.

Background information on the small businesses and service-providers was collected in order to gain an insight into how they operate and for how long they had been operating.

Interviews were used to collect the data. A total of 100 small businesses were involved – 50 small businesses from Empangeni and 50 from Polokwane were randomly sampled. The respondents were then divided according to the location of the business (renting in the city centre, in streets, own homes and shops). Local service-providers such as public libraries formed part of the research case study.

Questions on information needs were divided into two sections. The first section involved immediate information needs while the second was on long-term strategic resources. Other interview questions focused on the ways in which small businesses obtained information and the extent to which information resources were available to them. Service providers were asked questions that focused on the type of service and information sources that they provide to small businesses.

The data was then collected and analysed without using a computerised package. The resultant conclusions and remarks were based on the findings.

#### **2.4.7 The critical view**

It emerged from the case studies above that there are certain basic principles underlying the conducting of an information audit. All information audits start off gathering background information and involve data collection, data analysis/evaluation and the recommendations. They all strive to answer the following key questions:

- a) What information does the organisation need in order to operate its business successfully?
- b) Is the necessary information available internally or externally?
- c) Are the current information needs being met?
- d) What systems and procedures are currently in use for the dissemination of information?
- e) What gaps exist?
- f) How could these gaps be closed?

However, the models differ in terms of the methodology used with which to broach these questions and in terms of the flexibility and the adaptability with which this methodology is applied.

It must be noted that Henczel's model has been used for this study as it is adaptable and may be applied within any context, albeit with a few modifications. The modifications to Henczel's model were as result of the context and the environment within which this study was conducted, as both the context and environment did not allow for the implementation of certain of her stages.

Stages 1 to 4 only of Henczel's model were used, as these stages involve the implementation of the recommendations and form a baseline for other audits. This study went only as far as providing recommendations and communicating these recommendations in writing. The researcher hopes to communicate the findings and the recommendations to the Umkhanyakude District Municipality, as the municipality gave permission for this study to be conducted. It will be possible to communicate the findings and the recommendations only once this research work has been approved, and this means that there may still be a chance that that stages 5 to 7 of Henczel's model may be implemented.

Though the seven-stage model was used, the following modifications were made in terms of data collection:

- The data collected related to the following:
  1. Local enterprises
  2. Respondent's specific enterprise

3. Information and knowledge management
4. Information resources

Points 1 and 2 were aimed at gaining a better understanding of the local enterprises and the environment within which they operate. Points 3 and 4 involved compiling an inventory of those resources currently at their disposal; what they need and where they gather their information. Henczel's model examines the latter only. The first points fall under stage 1 of her model during which the information auditor acquaints him/herself with the environment. In this study, an understanding the organisation could be gained only during the data collection process, as this study was not carried out on one organisation only but on a number of enterprises within the Umkhanyakude District Municipality.

What should also be noted in respect of this study is that Henczel's model was used within the development communication context. The study was community based and had to follow development communication principles in terms of gaining access to the area, and the way in which the data was collected.

### ***2.5 Principles of Development Communication and information audit models***

Although Ntsala and Dube (2000) and Banda et al (2004) were not conducting an information audit of an organisation, but of small businesses in rural areas, they started by gaining a deeper understanding of the environment within which they were working and also of the role-players with whom they were working. This is similar to the approach used by Henczel (2000), Webb (1994) and Barker (1990), in terms of which they first acquire an understanding of the organisation. Webb (1994) and Henczel (2000) over-emphasised the aspect of ensuring the full participation of the users and the importance of informing them about the process so that they could make informed decisions about participation. Ntsala and Dube (2000) and Banda (2004) also investigated the way in which information is disseminated from the local service-providers to the small businesses within the rural localities.

### **2.5.1 What is Development Communication (DC)?**

Development communication (DC) is “all forms of communication that are used for the improvement of an individual, community or a country” (Malan, 1998:52). In other words DC seeks to capacitate individuals within communities with life-improving information in order to ensure the development of a better country through an informed citizenry. Bessette (1996), Melkote (1991) and Mersham et al (1995) concur that DC is a somewhat broad concept which may encompass several approaches and also various ideologies. It is derived mainly from development and social change theories (Waisbord 2003). Theorists of DC maintain that development is a multidimensional process that involves change in social structure, attitudes, institutions, economic growth and that is all about change for a better life (Servaers, 1996).

Barker (1990) notes that DC models may be divided into the following five broad categories:

1. Information-dissemination models
2. Innovation-dissemination models
3. Grassroots awareness-raising models
4. Development support communication (DSC) models
5. Participatory models.

#### **2.5.1.1 Information-dissemination models**

Barker (1990:05) asserts that these are the models used mainly to spread information which will increase people’s understanding of the benefits promised by development. This approach relies on the mass media to persuade and to transmit information (Barker, 1990:05).

#### **2.5.1.2 Innovation-dissemination models**

These models were mostly used by social-marketing theorists who propagated the premise of the diffusion of innovation and behaviour change models (Waisbord, 2003:6). Social marketing consisted of putting into practice standard techniques in commercial marketing in order to promote pro-social behaviour (Novelli, 1990).

### **2.5.1.3 Grassroots awareness-raising models**

These models emphasise the importance of grassroots access to the communication process in order to promote social justice and democracy (Barker, 1990). Barker further explains that this particular form of access may vary from access to small media at the local level (most disadvantaged in the communication process) to the promotion of cultural expression and the search for ways to take control of the mass media.

### **2. 5.1.4 Development support communication (DSC) models**

Development support communication (DSC) models were developed by the Food and Agricultural Organisation of the United Nations (Malan, 1998:60) as a reaction to the old models of DC. DSC is a communication model that was designed specifically to support a particular development programme (Malan, 1998:60). These models apply to micro or local entities, they are goal orientated and concerned with effects, time bound, message oriented, and they use a whole range of culture-based media. These models are also very interactive and participatory (Malan, 1998:60).

### **2.5.1.5 Participatory models**

These models define development as a global process for which societies are responsible. The key concept is grassroots participation in the development process (Barker 1990:6). Participatory theorists believe that DC should be characterised by sensitivity to cultural diversity (McKee 1992). They define DC as the systematic use of communication channels and techniques in order to increase people's participation in development and to inform (McKee, 1992).

Using the abovementioned DC models the researcher found common elements between the DC models and information audit models.



The table below depicts these commonalities:

Information audit model	DC models
<p><u>Assessing organisational environment</u> – This is the background information to the organisation looking at its objectives and vision, and also looking into the organisational information system in terms of constraints and gaps.</p>	<p>Innovation dissemination models were championed by the social-marketing theorists when they had to segment their target audience and gain <u>a better understanding of the behaviour and social environment of the target audience.</u></p>
<p>Communication is the key to <u>ensuring that everyone who is involved in the audit is informed and understand their roles and responsibilities.</u></p>	<p>Development Support Communication (DSC) involves the use of communication tools in order to disseminate information. Grassroots awareness-raising model aim at <u>ensuring that everyone at grassroots level is fully informed and have access to information.</u></p>
<p>Information flow mapping – This analyses the ways in which information comes in and gets out. It looks at what people do with the information and <u>how that information improves their business/organisational competitiveness.</u></p>	<p>All the DC models focused on <u>improving the prevailing situation.</u></p>
<p>Data collected <u>using different research tools such as questionnaires, focus groups and one-on-one interviews.</u></p>	<p>Participatory communication model and DSC <u>make use of different participatory communication tools</u> that are sensitive to people.</p>
<p>Generates alternative solutions for system failures – In this context Barker (1990:32) notes</p>	<p>All DC models <u>rely on people solving their own issues.</u> A change agent is there only to facilitate that process.</p>

Information audit model	DC models
<p>that the <u>users and management</u> <u>may make a substantial contribution to providing alternative solutions to the system failures.</u></p>	
<p>The questions posed by Webb (1994) at the end of the analysis stage are:                      What information does staff need in order to do their work properly?                      Is the required information available internally or externally?                      Are the current information needs being met?  <u>What systems and procedures are currently in use for disseminating information?</u></p>	<p><u>Information dissemination models.</u></p>

**Table 1: Common elements of development communication models and Information audit models**

## 2.6 Conclusion

The literature on information audits and development communication shows that it is highly possible to conduct an information audit using the development communication approach whilst maintaining the fundamental principles of an information audit. This literature also shows that the principles of conducting an information audit have not changed over the years but have been improved to adapt to the current times and environment. Henczel’s information audit model still contains the fundamental principles but is nevertheless flexible enough to be applied to any

environment with a few modifications. On the other hand, development communication approach ensures that people/communities are at the forefront of any development. The literature referred to in this chapter therefore shows us that, for any development process to be successful, the people need to be considered first. Henczel discussed the importance of recognising the valuable resource at the disposal of all human beings, namely, the tacit knowledge which development communication fully endorses.

## **2.7. Summary**

This chapter provided a deeper understanding of the term “information audit”. It also outlined at length Henczel’s (2000) information audit model, which was used, with a few modifications, by the researcher to conduct this study.

Other information audit models were briefly discussed so as to gain a deeper insight into other models that have been used over the years. Examples of case studies that have applied certain of the elements of the information audits models that were outlined were also briefly presented. These case studies also revealed underlying principles of the information audit.

Information-audit models were then placed within the framework of the DC approach in terms of which common elements of DC models and information-audit models were identified and placed in a tabular format for easy referencing.

The chapter served to emphasise the importance of information audits in enhancing DC, particularly within the context of capacitating micro enterprises to be able to enhance and sustain their businesses. It is quite clear that, without a knowledge and understanding of the information needs of the people at grassroots level, it would be difficult, if not impossible, to embark on any well-meaning DC campaign.

DC has a critical role to play in improving the socio-economic conditions of rural communities, particularly those communities the development of which has for many years, been neglected by the authorities responsible. Without DC, which hinges on

information audits for its proper implementation, the development of rural communities would remain a pipedream.

The next chapter outlines the research methodology of the study and looks at the design of the research and the data analysis.

## **CHAPTER 3**

### **3. Research tools used in the study**

#### ***3.1 INTRODUCTION***

This chapter outlines the various research tools used in the study. These include the systematic gathering, consolidation and analysis of relevant data. The researcher used multiple data sources, settings, collection and analytic strategies to arrive at an “objective” reality. The research tools that were used in this study are outlined and discussed.

#### ***3.2 RESEARCH APPROACH***

Different data gathering methods have proven effective in conducting an information audit. According to Henczel (2000:220) data may be collected by using primary and secondary sources. Struwig and Stead (2001) further include “Commercial Data” – data collected for market research purposes by companies or market research firms. Primary sources comprise questionnaires, personal interviews and focus-group discussions. Secondary sources include various publications such as textbooks, journals, newspapers, brochures, flyers, reports and pamphlets (Struwig and Stead, 2001).

This study used primary sources in order to gather/collect data –this is a research method used in many information audit models including that of Henczel (2000), Webb (1994), Barker (1990), Banda et al (2004) Ntsala (2000) and many other.

#### ***3.3 RESEARCH DESIGN***

A combination of qualitative and quantitative research methods, which served as triangulation, was used. Quantitative research involves the use of statistical evidence to indicate the amount and the degree of variables. It explores relationships and the differences among variables in order to explain their effects. Qualitative research, on the other hand, involves deriving meaning from data (Merrigan and Huston, 2004).

### **3.3 (a) Qualitative research**

In qualitative research qualifying words or descriptions are used to record responses (Bless and Higson-Smith, 2000:37), and observations are described mostly in “non-numerical terms” (Reinard, 2001:6). Smith (1998:40) claims that qualitative research does not place the same emphasis on classic statistical validity as does quantitative research. Smith further explains that qualitative research is response-orientated and not question-orientated. Since qualitative research is response-orientated it provides the ideal basis for capturing the views of the respondents as part of the process of understanding and analysing their information needs that would have been ascertained by means of an information audit.

### **3.3 (b) Quantitative research**

Quantitative research involves the “collection of primary data from large numbers of individuals, frequently with the intention of projecting the results to a wider population” (Bennett, 1996:125). The emphasis is on numerical measurement and subsequent statistical analysis (Smith, 1998:40).

### **3.3 (c) Triangulation**

Triangulation, in research terms, means that the researcher uses different sets of data, different types of analyses and different theoretical perspectives with which to study one phenomenon (Merrigan and Huston, 2004). This method is chosen in order to ensure that any bias inherent in data sources, the investigator and the method will be neutralised when used in conjunction with other data sources (Creswell, 1994).

#### **3.3.1 Data-collection techniques**

In this study data was collected from primary sources using questionnaires and observation. A purposeful sampling method was used to select the interviewees who completed the questionnaires. Random purposeful sampling is used when there is a very large pool of potentially information-rich cases, and no obvious reason to choose one case over another (Patton, 2002).

In stage 2 of the information-audit model on “data collection”, Henczel (2000) notes that data may be collected using different research tools such as questionnaires, focus-group interviews, etc. She notes that it is important at this stage to ask the right questions of the right people, and that the questions invariably result in a dataset that may be used for other purposes. The “data-collection process establishes data related to the information resources that enable and support the tasks and activities of the organisation” (Henczel, 2000).

### **3.3.1.1 Structured questions**

In a structured interview all the respondents in the sample receive the same set of questions which are asked by the interviewer in the same order or sequence (Du Plooy, 1995:143; Denzin and Lincoln, 2000:649). Respondents choose from a collection of alternatives, for example true/false or close/open-ended questions, or else assign a numerical score or ranking (Goddard and Melville 2005:48).

### **3.3.1.2 Unstructured questions**

Unstructured questions are used to obtain greater insight into and knowledge of the topic under investigation (Berg, 1998). Unstructured questions may be used in a preliminary survey or in order to obtain an understanding of the subject. Respondents answer questions in their own words (Goddard and Melville, 2005:47) as the unstructured nature of the questions allow them to do this. The questions used are usually open-ended questions and follow-up questions on initial responses (Goddard and Melville, 2005:47).

This study used both structured and unstructured questions in the questionnaires. **Appendix A** contains a copy of the questionnaire used for this study in order to collect the data. Research assistants were used to assist respondents to fill in and answer the questionnaires so as to accommodate those respondents who were illiterate. The data was collected over a period of seven days.

The questions were grouped into categories so that the information could be categorised. The following categories, based on the impact of their results, were selected:

1. **Background information on the enterprise** – This section established the gender statistics of the business, when the business was established, for how long it had been operating and the kind of services/products it provided.
2. **Information and knowledge management** – This section determined the kind of information that was needed and used on a day-to-day basis, who used that information and for what purpose. It also established the kind of information resources needed for the business and how it handled these information resources
3. **Information resources** – This section determined the sources of information of the businesses and whether or not these sources of information were accessible to the businesses. It also determined other ways and media through which these businesses received their information.

### **3.3.1.3 Observation**

Werner and Schoepfle in (Denzin and Lincoln, 2000:673) define observation as the fundamental base of all research methods. Chadwick et al (1984:167) maintain that observation differs from individual to individual, thus implying that, although it may be regarded as the basis of all research methods, its application differs from one individual to another. Observation is the “accurate watching and noting of phenomena as they occur in nature” (Chadwick et al, 1984:167).

In this study the researcher observed the nature of the environment and the way in which the research unfolded as some of the questionnaires were being administered.

## **3.4 SAMPLING**

This study used purposeful sampling. This method is used in cases in which there are clear rationales or criteria for selecting the participants for the sample group to be studied (Patton, 1990).



The five local authorities under the jurisdiction of the Umkhanyakude District Municipality in KwaZulu-Natal are:

- Hlabisa Local Municipality
- Jozini Local Municipality
- Umhlabuyalingana Local Municipality
- Big Five False Local Municipality
- Mtubatuba Local Municipality

Collectively these five local municipalities include 56 wards. The Umkhanyakude District Municipality's Integrated Development Plan 2005 reveals that there are less than a hundred micro enterprises in the district, but that this number is expected to increase in the near future as a result of integrated programmes initiated by the municipality .

As part of the sampling methods questionnaires were administered in the Jozini and Mtubatuba local municipalities, mainly because these two municipalities had a large number of local economic activities compared to the other local municipalities. The following comprise some of the reasons why the Jozini and Mtubatuba local municipalities were chosen for this study:

- A relatively high number of Micro enterprises
- The fastest growing population in the district
- A large amount of investment since the mid-90s
- They have developed into a vibrant urban node offering a range of retail, financial and government services

Based on the above, random purposeful sampling was used. **Thirty respondents** were randomly selected. These respondents were selected from the 22 wards that make up the Jozini and Mtubatuba local municipalities. Out of those thirty respondents that were selected, **twenty seven (27)** of them responded.

### 3.4.1 Sampling challenges

The intention was to sample two micro enterprises in each of the twenty-two wards. Unfortunately this was not possible as there were no micro enterprises to be found in each of the 22 wards. There were more micro enterprises in the wards closer to the big towns than in those wards that were far away from the big towns. This, therefore, meant that some wards could not be sampled as there were no micro enterprises in those wards.

The rainy weather also posed a challenge in that the field workers could not get through to some of the mountainous areas because of the wet and muddy terrains. This hindered the sampling as field workers had to administer questionnaires to those businesses that they could reach.

## 3.5 DATA ANALYSIS

Henczel (2000) describes data analysis as the process whereby information that has been gathered is analysed. She further elaborates that analysis outlines the gaps, duplications, bottlenecks, etc. Three common types of data analysis that are conducive to the research process are:

- **General analysis** – data collected by means of open-ended questions and usually analysed by using spreadsheet or database programmes.
- **Strategic significance analysis** – focuses on each resource and analyses its relevance and usefulness to the organisation using an information-resource database.
- **Information flow mapping** – analyses the ways in which information comes in and gets out of the business. It determines what people do with the information and how it improves their business/organisational competitiveness. It also determines who receives information within the organisation.

This study used SPSS ® which is a qualitative research computer package used mainly by government, and market and health researchers, including survey organisations, in order to analyse the data which has been collected. The study also used Henczel's (2000) three types of analysis, which are more practical and effective in collecting data.

### ***3.6 Conclusions***

The type of research tools that the researcher used are those tools that most researchers use when conducting an information audit. The structure of the questionnaire gave room for analysing both the tacit and the explicit information. Thirty questionnaires were administered and 27 of the administered were completed. Henczel emphasises the importance and the need to consider both tacit and explicit information in assessing and analysing an organisation (Henczel, 2000).

### ***3.7 Summary***

The chapter outlined the research methodology, the design, and data collection techniques which were used in the analysis of the study.

The next chapter deals with the research findings of the study and highlights the results of the analysis.

## CHAPTER 4

### 4. Findings of the study.

#### 4.1 INTRODUCTION

This chapter discusses the four research findings of the study namely:

1. Information on micro enterprises in the community- this part of the findings deals with the background information on those micro enterprises that were included in the study.
2. Respondent's enterprise information- this part discusses the inventory of the information resources at the disposal of these enterprises.
3. Information and knowledge management- this part presents the information needs and requirements of the micro enterprises,
4. Information resources- this part deals with the information institutions or places from which they receive information. It touches largely on the information dissemination that was discussed in Chapter 2

What needs to be noted in the findings is that some questions were interlinked and cross verified each other, therefore some of the findings are based on the cross verified answered. The questionnaire which is **appendix A** clearly shows how this was done, specifically on 3.1.2 and 3.2 of the questionnaire, which required respondents to be consistent in term of their response. This was the same with 4.1 and 4.2 of the questionnaire where respondents had to be consistent in terms of what their information needs are, which also links up with the question which was earlier asked in 3.1.2. The background information was not cross verified in the findings.

#### 4.2 BACKGROUND INFORMATION ON MICRO ENTERPRISES

##### 4.2.1 Establishment of the identified micro enterprises

Most of the micro enterprises that were interviewed had been established after 2000 and had been in existence for at least three years when the research was conducted in 2005. The table below indicates the years in which the sampled micro enterprises were established. A large number were established in 2004. The table also indicates

that there was a decrease in the number of enterprises established in 2002 but that this picked up in the years after 2002.

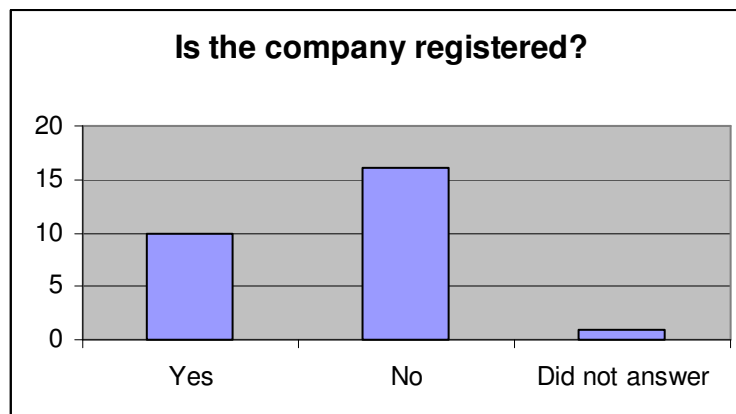
**Table 2: The years in which the sampled micro enterprises were established**

Year of establishment	SMME (s)
1989	2
1995	1
1998	1
2000	3
2002	1
2003	5
2004	9
2005	5

#### 4.2.2 Registration of micro enterprises

Though the businesses were fully operational they were not registered with the relevant authorities. Ten of the 27 respondents said their businesses were registered, 16 confirmed that their businesses were not registered and one respondent did not answer this question. This emphasises the fact, as expected, few micro enterprises are part of the formal business activities.

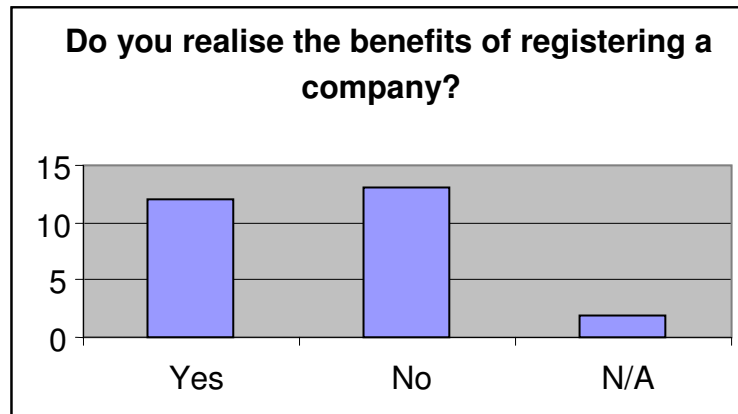
The graph below shows the way in which the respondents replied to this question:



**Graph 1: Information on the whether the identified businesses were registered or not**

#### 4.2.3 Benefits of registering a company

Given the fact that registered companies enjoy a variety of benefits, such as official recognition by government and by financial services-providers, respondents were asked whether they realised the benefits of registering their businesses. Thirteen of the 27 respondents did not realise the benefits of registering their companies. Graph 2 below illustrated the responses to this question:



**Graph 2: Information on whether respondents realised the benefits of registering their companies or not.**

When comparing the graph on those businesses which were registered with the graph depicting whether businesses realised the benefits of registering a business it is clear that some of the unregistered businesses are indeed aware of the benefits of registering their businesses.

The respondents mentioned the following benefits of registering a company:

- They receive discounts when buying goods
- Easy to access government funds
- Easy to order goods
- Easy to obtain tenders
- Government is aware of their existence
- Increases the amount of profit realised
- Easy to solve problems
- Easy to sell goods to the public

#### 4.2.4. Type of business

The majority of these small businesses sell beverages and food from their own homes. The beverages include alcohol. The table below shows a breakdown of the operations of these small businesses.

No. of micro enterprises	Type of business
5	Sell beverages and food from home
3	Fashion design/sewing
3	Mechanic
3	Appliances repairs
2	Hair salon
2	Printing and faxing
1	Electrician
1	Catering
4	Farming
1	Public phones
1	Charging batteries
1	Transportation

**Table 3: Type of businesses in which respondents are involved**

#### 4.2.5. Gender and educational background

Respondents were asked about the number of people who work for the enterprise and who own the enterprises. Most of the enterprises are owned and operated by women. The 27 sampled micro enterprises had a total staff complement of 180, of which only 33 had had no formal education. Of those without formal education 31 were women and only two male. Below is a breakdown of the educational background according to gender.

**Table 4: Educational background of the respondents and their staff**

Gender	No formal education	Primary	Secondary	Tertiary	Total
<b>Males</b>	2	21	49	9	81
<b>Females</b>	31	31	34	3	99
<b>Total</b>	<b>33</b>	<b>52</b>	<b>83</b>	<b>12</b>	<b>180</b>

#### 4.2.6. Micro enterprises' monthly profit

Respondents were asked to provide an estimate of their monthly profits. Seventeen of the 27 respondents did not answer this question. The few that responded indicated that they make a minimum profit of R500 a month and a maximum of R10 000 a month. The majority of those who responded make a profit of approximately R3 000 a month. The table below indicates the number of the micro enterprises and the profit that they make.

**Table 5: Profits made by the sampled micro enterprises per month**

Rand		No. of respondents
Valid	+/-	
	10000	1
	1200	1
	1500	1
	3000	3
	3600	1
	500	1
	600	2
	N/A	17
	<b>Total</b>	<b>27</b>

### 4.3 INVENTORY OF INFORMATION RESOURCES

#### 4.3.1 Current information resources of the micro enterprises

The sampled micro enterprises were asked about the kind of information at their disposal and which they use. This was more about the sources of their explicit



knowledge as they were able to list them. Twenty responded to this question. Nine of the 20 respondents store and use newspapers. Respondents were given a list of resources from which to choose and they were also given an opportunity to specify whether they had access to any other resources not mentioned on the list. All the respondents chose from the list that they were given.

The table below depicts the information resources that the sampled micro enterprises keep and use:

**Table 6: Information resources that the sampled micro enterprises have and use**

<b>Type of information resources that the company has and uses</b>	
<b>Type of information resource</b>	<b>No. of respondents</b>
Newspapers	9
Journals	0
Business magazines	4
Labour law documents	1
Government documents	2
Consumer magazines	1
Market research studies	2
Current awareness services	0
Video tapes relevant to field of work	0
CD ROMS relevant to field of work	0
Computer programmes	2
A Personal Computer (PC)	1
A fax machine	0
Business handbooks	1
Web resources	0
E-mail resources	0
Subscription to databases	0
Other ( Please specify)	0

### 4.3.2 Information resource usage

As a follow-up question to the information resources that they have and use, respondents were asked to elaborate on what they do with the information resources. The majority of the respondents did not elaborate on what they do with their information resources. The table below indicates the response of those who did respond to this question:

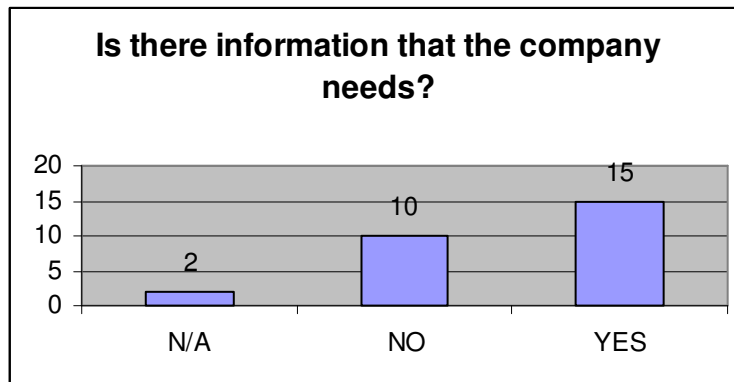
**Table 7: Use of current information resources**

<b>The use of information resources that they have</b>
For obtain knowledge related to our business
For training workshop
Obtaining information for business
Newspapers are used to advertise the business and to gather important information. From other sources
Newspapers are used to advertise the business since the business is not registered
To enhance knowledge
To acquire knowledge about the business
To know about labour law in business
To know about prices of goods that we stock
To learn more about the business in order to promote growth
To look at sales in stores
To market the business
To see new fashion designs
To view designs from other countries

## 4.4 INFORMATION NEEDS

As part of the information inventory, respondents were asked whether there was information that they felt they needed in order to be able to do their day-to-day work. Of the 27 respondents, 15 agreed that there was indeed information that they needed for the day-to-day running of their business, 10 maintained that there was not any

information that they needed and only two did not respond to this question. The graph below illustrates their responses.



**Graph 3: Information on whether respondents need information**

#### 4.4.1 Type of information needed

As a follow-up, those respondents who had indicated that they did need information were requested to define the type of information they needed. Respondents were given a list of the type of information from which they could choose and they were also given an option to provide any type of information which they felt they needed but which was not listed. Out of the 27 respondents, only one did not answer this question. Business management information ranked the highest in terms of the information that these enterprises need. The second most needed information is the technical information followed by financial and marketing research information. Table 8 below also shows the information that these enterprises do not need by an indication of zero.

**Table 8: Information needs**

Type of information needed	No. of respondents
Financial information	8
Legal information	7
Marketing research findings	8
Industry trends information	0
Technical information	10
Product information	4
Business management information	12
Business development information	7
Government related information	1

Type of information needed	No. of respondents
Local news update	3
Other (Please Specify)	0

## 4.5 INFORMATION DISSEMINATION

### 4.5.1 Sources of respondents' information

The researcher wanted to find out if there were physical structures as well as individuals in the vicinity where the respondents could obtain their information resources. A list of places from the respondents could choose was supplied. They were also given the option to mention any physical structures not mentioned on the list from where they could obtain information. Nine of the respondents stated they obtain their information from the library. One respondent only maintained that they obtained information from a source not mentioned on the list, but did not specify the source.

The respondents were also asked about whom they would consult regarding questions they might have about their business and the position of that person in relation to the enterprise. This question aimed at ascertaining on which particular individuals the respondents relied for information essential to the running of their businesses. It must be noted that the respondents were not given a list of possible people from which to choose – they had to provide possible candidates themselves.

The question to ascertain other sources that provide these enterprises with information was divided into two parts. The first part looked at the physical structure while the second part looked at individuals.

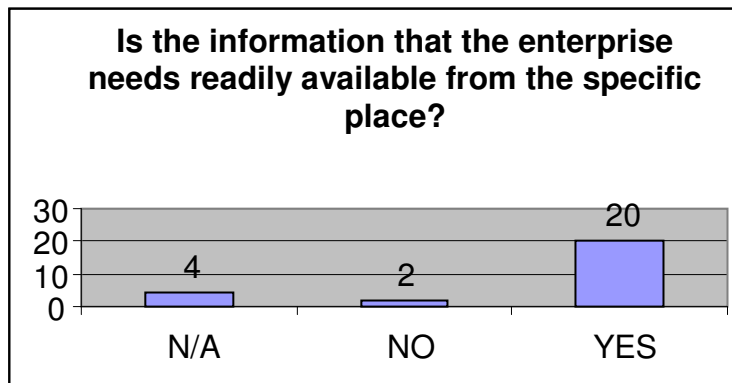
The table 9 shows that the respondents mostly get their information from friends, followed by business associates and then the library and government offices.

**Table 9: Other sources of information**

Source	No of respondents
Library	9
Information centre	4
Government offices	7
Post office	4
Bookshop	4
Friends	11
Business associates	10
Government personnel	2
Church minister	0
Other (Please specify)	2

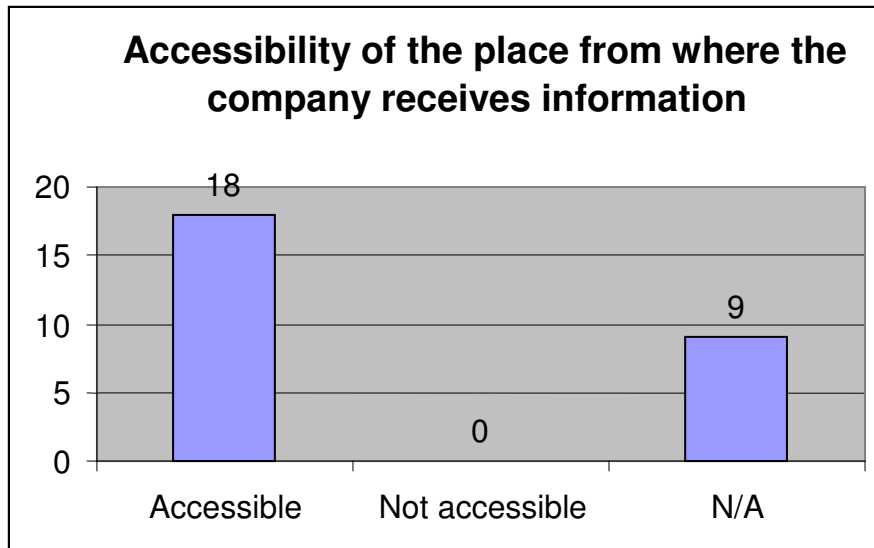
#### 4.5.2 Information accessibility

As a follow-up question to the physical structure from where the respondents could obtain their information, they were asked whether the information that they needed and wanted was readily available at these physical structures. Twenty of the 27 respondents answered in the affirmative. The graph below provides details of their responses:



**Graph 4: Information on whether respondents receive the information they need from the places from where they obtain information**

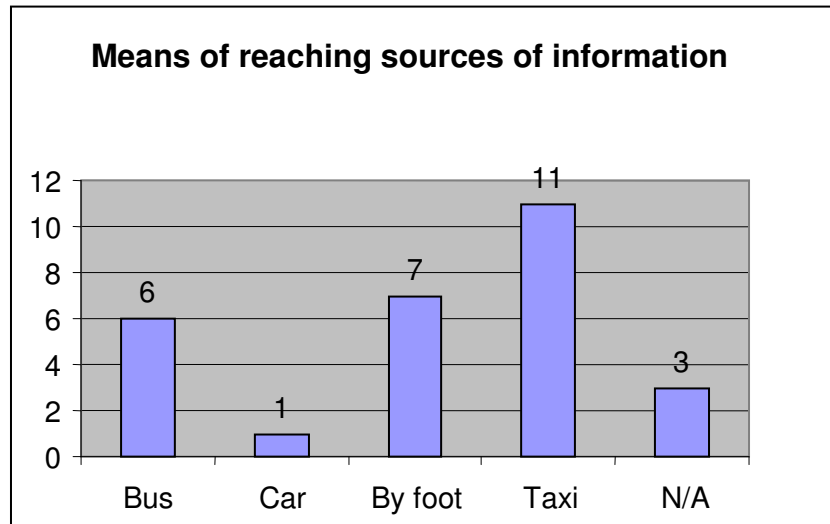
Respondents were then asked about the accessibility of these physical structures from which they obtained the information that they needed. In terms of accessibility, the researcher wished to establish whether this specific place was readily available when needed. Eighteen of the respondents replied that the place was indeed accessible, while nine indicated that it was not accessible. The graph below depicts the responses:



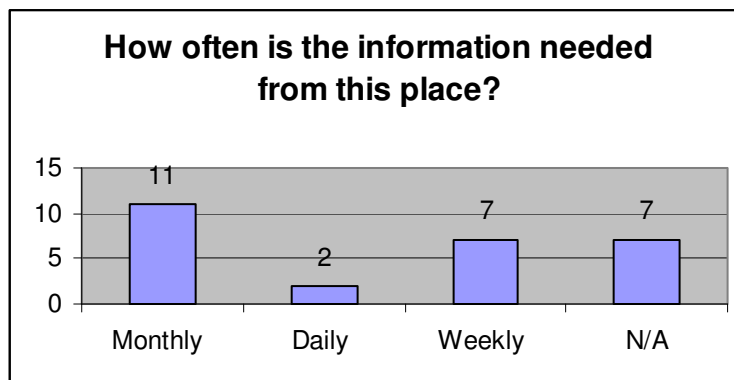
**Graph 5: Information on whether the physical place from where they obtain their information was accessible or not**

#### 4.5.3 Mode of transport

The researcher wished to investigate the issue of accessibility even further in order to ascertain what means the respondents used to reach the physical structure, so as to obtain a better understanding of the proximity of the place. Respondents were asked what means of transport they used to reach the place where they obtained the necessary information. Eleven of the 27 respondents indicated that they used taxis while seven stated that they walked. Graph 6 below show that 17 of the respondents used public transport while only one used his own car. Graph 7 shows the frequency with which they visited the place. Eleven of the respondents visit on a monthly basis whilst two go there daily and seven on a weekly basis.



**Graph 6: Information on the means of reaching the place where respondents obtained the information they needed**



**Graph 7: Graph showing frequency of visiting the place where they obtained the information that they needed**

The last question asked respondents about the way in which they keep abreast of the latest information needed by their enterprises. Five respondents only did not answer this question as they maintained it was not applicable to them. Newspapers and books seemed to be the resources used by most of the respondents in order to keep up to date with the information that they needed in order to run enterprises. This seems to correlate with their responses about the kind of information resources that they keep and use within their enterprises, as the majority of the respondents had indicated that they kept and used newspapers.

## **4.7 Conclusions**

In conclusion, this chapter provided answers to all the questions outlined in the first chapter and these findings should be understood in the context of what this study is aiming to achieve. What should be noted in this chapter is that most of the questions involving information inventory were interlinked and they cross verified each other – the triangulation method that was described in chapters one and three was used, **please see appendix A: questions, 3.1.2, 4.1. and 4.2.** This required the respondent to be consistent in terms of their information needs. The researcher is of the opinion that this has given the research analysis greater credibility.

## **4.8. SUMMARY OF CHAPTER**

This chapter provided general information about the micro enterprises which were analysed. It revealed the kind of information resources that these micro enterprises have at their disposal and which they need. It also looked at those institutions that provided them with information. Lastly the chapter looked at those people who provide these micro enterprises with information.

The next chapter summarises the findings of this study, draws conclusions and makes certain recommendations.



## CHAPTER 5

### 5. Synthesis, Conclusions and recommendations

#### **5.1 INTRODUCTION**

The final chapter draws on the findings of the previous chapter, and analytically and critically evaluates these findings by answering the questions that were posed in the first chapter. It then presents conclusions based on the findings, and these conclusions are discussed and explained in detail. The chapter also provides and identifies possible areas of further research.

#### **5.2. RESEARCH QUESTIONS AND FINDINGS**

##### **5.2.1 What information needs exist in these specific micro enterprises?**

The researcher feels that it would be prudent first to contextualise the needs of the enterprises before analysing these needs. The background information of these enterprises assists in the contextualising of these needs. If we look at the educational background of the staff complement of the respondents, twelve only had tertiary education, while the rest had secondary, primary or no formal education. This might, therefore, suggest that most of the staff rely heavily on their tacit knowledge for the day-to-day operations of their businesses. This is the tacit knowledge that, according to Henczel (2000), is equally important to analyse when conducting an information audit.

Part of the background talks about the type of enterprises that exist and are operational in the area. This also bears some degree of relevance to the type of information that these enterprises would need. A number of the respondents are in the business of selling from home and this would require more “soft skills”. A few of the respondents were in the technical business. This, therefore, shows that there is a variety of information needs which are based on the type of businesses operating.

Technical information and financial management were the highest ranking information needs that respondents indicated were necessary. These were followed

by legal and business management. There is a correlation between the academic level of the respondents, the type of business that the respondents operate and the kind of information they needed. Running a business requires some kind of explicit knowledge which may be learnt in a classroom environment. In order to run a sustainable and a competitive business, the business operator needs some knowledge of how to manage the funds and, above all, technical knowledge relating to the business.

The mere fact that some of these enterprises have been in business since the 90s shows that they have been relying to a marked degree on their tacit knowledge in order to run their businesses and they now need explicit knowledge to take their businesses to another level. The researcher postulates that the requisite technical information would enhance their businesses while financial management would ensure a reasonable profit.

The research established that those who had been educated to the level of beyond matric were able to indicate more logical and realistic information needs. They would, for example, require information that had the potential to enhance the overall growth and sustainability of their businesses. This included seeking information about potential investment opportunities that could provide good financial returns. On the other hand, the less educated would request trivial information pertaining to the day-to-day running of their businesses, such as information about wholesalers who sell their goods more cheaply than their usual suppliers.

### **5.2.2 What information sources are currently available for the micro enterprises?**

The study highlighted the information resources that each micro enterprise has at its disposal - newspapers, business magazines, market research documents and government documents - these were but some of the information resources that the majority of the sampled micro enterprises had and used in their businesses.

### **5.2.3 Where do micro enterprises find information?**

Libraries, information centres, government offices and post offices were, among others, identified as the main places where micro enterprises obtain information. Business associates, friends and government personnel also provided information to micro enterprises. This emerged after the respondents had been asked to name their sources of information.

However, five respondents did not answer these two questions, claiming they were not applicable to them, while 10 respondents stated they did not need information. The fact that certain respondents felt that the questions were irrelevant for their needs revealed that some micro enterprises are, to a certain extent, oblivious of the significance of broadening their information base with a view to growing their businesses.

### **5.2.4 Which information centres exist?**

This question was interlinked with the question above, but this question focused specifically on the physical structure which constituted a point of service where people could have access to information which would enable them to broaden their knowledge and understanding of diverse issues relevant to their businesses and personal interests. Libraries, information centres, bookshops, post offices and government offices were identified as information centres which existed in their area.

### **5.2.5 How accessible are the information centres, if indeed there are any in the community?**

A majority of the respondents confirmed that the information centres in their area were easily and conveniently accessible. Accessibility was on two levels: The first level looked at whether respondents were able to access the information that they needed at these centres. The second level looked at accessibility in terms of distance and service hours. The respondents were satisfied with the accessibility of the centres as regards both levels.

### **5.2.6 What gaps exist between the information available and the information needed by micro enterprises?**

The respondents were asked about the information that they have at their disposal and then asked about the kind of information that they needed. They were also asked at a later stage about the accessibility of the place where they obtained their needed information. The answers to these questions revealed a considerable gap between what the respondents had and what they used, what they needed and what was accessible to them. Respondents indicated they did have available information resources where they obtain their information, but it is now clear that the kind of information resources that they had are not good enough nor are they relevant to what they need.

The information resource centres are accessible to them yet they felt that there was information that they needed from there. This, therefore, led the researcher to conclude that the information resource centres are not necessarily responding to the needs of these micro enterprises even though they are accessible to them. It also leads to the conclusion that the information material that these resource centres have at their disposal does not fulfil the micro enterprises' needs – therefore a gap exists.

### **5.2.7 What is the information flow within and among micro enterprises?**

As mentioned earlier the micro enterprises in the sample alluded to receiving information from other business colleagues, friends and government officials. They also affirmed that the information centres were easily and conveniently accessible to them. However, they did not have a platform to influence the type of information they received from the information centres, the channel through which the information was received and the way in which the information was packaged to appeal to these micro enterprises.

There is no clear two-way communication between the information centres and the micro enterprises. This study discovered that, although the information centres were easily and conveniently accessible, they did not necessarily provide the kind of information that micro enterprises needed. For this reason the study concedes that the information content, and the way in which it is processed and understood by the end users such micro enterprises, constitutes an enormous challenge. To some

extent the information centres seem to be oblivious to the challenges encountered by micro enterprises regarding the type of information provided by the information centres.

### **5.3 CONCLUSIONS**

Based on the findings of the study and the myriad of issues mentioned above the researcher has drawn the following conclusions:

- The Umkhanyakude district municipality has information centres that are accessible to the people and to the micro enterprises.
- It is very clear that the current information flow is one sided. The micro enterprises are on the receiving end of information, but they are not part of the process of creating and packaging the information that they receive as there is no feedback mechanism within the information centres. The information centres do have information but this information might not necessarily be relevant to the micro enterprises. This then leads to the conclusion that there is very little or no two-way communication platforms between the information centres and their customers – those people who are suppose to benefit from their services. The centre is there, but it does not cater for all the needs of the micro enterprises.
- The point made above also leads the researcher to conclude that the information centres that are operating do not provide aftercare support or follow-up service after micro enterprises have accessed information from them. They do not have a system whereby they collect feedback from their customers in order to improve their services. This is based on the fact that the respondents maintain that there is information that they need and yet the information centres are easily accessible to them to provide information. If the information centres had a system for meeting the needs of their customers they would have been able to identify these needs and respond to them.

- The respondents listed a number of resource materials which they had and which they used. The information resources that they have and use seem not to be sufficient or relevant as they were of the opinion that there was still information that they needed.
- The respondents were aware that, in order to sustain their businesses, they needed information. They also were aware of and used the information centres in their communities, but there was still additional information that they felt they needed. This led the researcher to conclude that these micro enterprises are not sufficiently assertive to obtain what they need or that they are not sufficiently empowered to know the role of information centres in their communities, because, otherwise, they would have ensured that the information centres provide them with all the information that they needed.
- Another conclusion is that information centres are not proactive in supplying information to micro enterprises.

## **5.4 RECOMMENDATIONS**

The recommendations are based on the information audit to enable an organisation to understand its knowledge and information needs, and the information flows and gaps. In the case of this research study this information audit was meant to benefit the Umkhanyakude District Municipality, the local micro enterprises and the information centres by enhancing their understanding of their information needs, information flows and gaps.

### **5.4.1 Recommendations for the Umkhanyakude District Municipality**

- The district municipality needs to create development communication platforms to assess the information needs of its enterprises. These could be platforms which allow a two way communication- where both parties listen, ask questions and provide feedback. These could be izimbizo, information sessions and etc. A development communication platform for sharing and harvesting of information about business opportunities would assist many of

these enterprises to extend their businesses and would also enhance and/ or develop local economies.

- Each local municipality should have a database of the formal and informal enterprises within its jurisdiction in order to form a district database. This database would assist in identifying local businesses to know the local business sector of the district. It would also assist service providers to improve the structure their services. For example, if an information service provider was aware that most of the enterprises in a particular area were involved in poultry farming, then the information service provider could ensure that material on poultry farming was readily available and accessible in order to service poultry farmers.
- The researcher recommends that the district municipality holds a workshop annually with all its micro enterprises to identify their information needs, identify the gaps, acquaint and educate developing and established micro enterprises about some of the opportunities that exist for local enterprises within the district, province, nationally and internationally, so that these micro enterprises can broaden their businesses scope. Most of the sampled enterprises are still running conventional businesses such as the selling of beverages and food from home, sewing from home, appliance repairing from home and village farming.

#### **5.4.2 Recommendations for Information centres**

- Information resource centres/institutions need to identify information needs of their customers such as local enterprises so that they are able to provide a service which responds to their needs. This would require a development communication approach which would mean a more interpersonal communication approach to meeting the needs of their targeted customers. They could hold road shows in every village and town, or they could organise information sessions with their targeted customers. This kind of interpersonal platform would not only assist the information

service provider to meet the needs of their customers, but it would also assist their customers to know them better and to establish a better rapport

- The information centres need to segment their customers so that they are better able to service them. If the information centres were servicing the whole community they should be able to tap into the needs of the youth, scholars, micro enterprises, the elderly etc as they are all their customers.
- The information centres need to develop a feedback mechanism in respect of their services. They could have a suggestion box into which customers could drop their comments, inputs and suggestions. They should also have customer services personnel who could communicate directly with customers. They should also have a register in which all enquiries are registered/ noted and how these enquiries were handled. This would ensure better customer needs management.

#### **5.4.3 Recommendations for micro enterprises**

- They need to utilise existing structures such as integrated development planning (IDP) road shows, local and presidential izimbizo to raise their awareness and knowledge of information needs.
- Micro enterprises need to better utilise the information resource institutions/centres in order for them to meet their information needs. They need to ensure that information resource institutions/centres are aware of their information needs.
- It is clear from chapter four that the profits of these micro enterprises are extremely small and, because of their socio-economic background, it is clear that this is subsistence profit. In order to make a difference to their socio-economic wellbeing the micro enterprises need to cluster themselves and form cooperatives – a group of entrepreneurs or even a whole



community initiates an enterprise from which everyone benefits equally, and in which the profits are equitably shared with everyone involved.

- The researcher recommends that the micro enterprises obtain more information on the ways in which a group of micro enterprises could benefit from establishing cooperative/s.

### ***5.5 SUGGESTIONS FOR FURTHER RESEARCH***

During the research it became obvious that the issue of the role of information centres or information providers in developing, building and sustaining local economies in rural communities needs to be explored further. It is good to have community libraries, information centres and other resource centres, but the impact of these institutions on the lives of rural communities needs to be established and also the way in which these institutions could assist in building and strengthening local economies.

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## **6 Appendix A- Questionnaire**

## AN INFORMATION AUDIT OF MICRO ENTERPRISES IN THE SELECTED RURAL AREAS OF UMKHANYAKUDE DISTRICT MUNICIPALITY OF KWAZULU NATAL

A structured interview questionnaire

<b>Village Name</b>	
<b>Questionnaire reference No</b>	
<b>Date</b>	
<b>Name of the Researcher</b>	
<b>Name of the Respondent</b>	
<b>Language of the respondent</b>	
<b>Position of the respondent within the company</b>	
<b>Relationship of respondent to the owner e.g. brother, son, wife, etc.</b>	
<b>Time of start and end of interview</b>	

### 1. Information on SMMEs in the community

1.1. What type of business activities are people in this community involved in? Please give at least 3 activities that you know of, starting with the commonest.

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1.2. In your opinion, what are the most profitable businesses activities in this community?

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Are businesses in this community being operated most by men or women or both equally? (Please tick the most relevant one)

Women only	Mostly women	Both equally	Mostly men	Men only
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Do you think the government or your local municipality is creating a conducive environment for businesses to grow in this community? (Please tick your most appropriate answer)

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

2.6. Do you see any benefits of registering your enterprise?

Yes	No

1.4.1. Please give a maximum of 3 reasons that you consider important for your answer on question 1.4.

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2.7. If yes please give us at least 3 benefits that you consider important.

Benefit 1	Benefit 2	Benefit 3

## 2. Respondent's Enterprise Information

2.1. What is the name of this enterprise?

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2.2. Who owns this enterprise?

-----

-----

2.3. Which year was this enterprise established?

-----

2.8. How many people are employed in this enterprise?

<b>No. of total employees</b>	
<b>No of female employees</b>	
<b>No.of male employees</b>	

2.4. Is this enterprises registered?

Yes	No

2.5. If yes to the above question where was this enterprise registered?

-----

-----

2.9. Level of education of each member in the enterprise  
(Please specify in numbers)

	Have no formal education	Have primary education	Have secondary education	Have post secondary education
<b>Total number of employees</b>				
<b>Female</b>				
<b>Male</b>				

2.10. What is this company's main business function?

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-----  
-----  
-----

2.11. Who are the main customers of the enterprise?

-----  
-----  
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2.12. What is the approximate turn over/profit of the company per day/week/month/season/annual?

Sequence	Amount
Daily	R
Weekly	R
Monthly	R
Seasonally	R
Annually	R
Other (Please specify)	R

2.13. Please give us at least 3 most important problems that this enterprise has if any?

-----  
-----  
-----  
-----

2.14. Are there other enterprises that the owner currently operates?

Yes	No

2.15. If yes to the above question, please provide us with their names and the kind of business activities that each enterprise does

Enterprise Name	Type of business

2.16. Has the owner ever had other enterprises before that were a failure?

Yes	No



2.16.1. If yes to the above question, what are some of the problems/reasons that led to the failure of this/these enterprises?

Enterprise Name	Reasons for failure

### 3. Information and knowledge management

3.1. Does your company need particular information to run day to day operations of the business?  
(Please tick the appropriate box)

Yes	No

3.1.1 If yes, what information do you need to know on daily basis?

-----  
-----  
-----

3.1.2 Please tell me which of the following type of information do you need and for what purposes?  
(Please tick and elaborate)

Information category	Needed information	Purpose of the information				
Financial information	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Yes	No			
Yes	No					
Legal information	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Yes	No			
Yes	No					
Marketing research findings	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Yes	No			
Yes	No					
Industry trends information	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Yes	No			
Yes	No					
Technical information	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Yes	No			
Yes	No					
Product information	<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Yes	No			
Yes	No					

Business management information	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Business development information	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Government related information	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Local news update	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other (Please Specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

3.2. What type of documents/ resources does your company currently have/use and for what use?  
(Please tick the appropriate box)

Resources/documents	Have/use	Use of information
Newspapers	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Journals	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Business magazines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Labour law documents	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Government documents	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Consumer magazines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Market research studies	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Current awareness services	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Video tapes relevant to field of work	<input type="checkbox"/> Yes <input type="checkbox"/> No	
CD ROMS relevant to field of work	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Computer programmes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A Personal Computer (PC)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A fax machine	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Business handbooks	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Web resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	

E-mail resources	<b>Yes</b>	<b>No</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Subscription to databases	<b>Yes</b>	<b>No</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	
Other ( Please specify)	<b>Yes</b>	<b>No</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	

## 4. Information resource

4.1. Please tick the place/s where you get information and give the type of information that you get from this/these places

Type of Information											
Place/s	Legal	Financial	Marketing	Industry trends	Technical	Product	Business management	Business development	Government related	Local news	Other (Please Specify)
Library											
Information centre											
Government offices											
Post office											

Bookshop											
Other (Please specify)											

**4.1.2 Please describe the place/s** (Please tick the appropriate box)

Place/s	Distance of the place/s from your enterprise			Accessibility of information		Costs involved to get to the place/s	
	Far	Near	Very far	Accessible	Not accessible	Does not cost	Cost (please specify in rand)
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2. Please give information about the people who provide you or your enterprise with information when you need it, and please give us the type of information that they provide *(please tick the appropriate box)*

Person/people	Type of Information										
	Legal	Financial	Marketing	Industry trends	Technical	Product	Business management	Business development	Government related	Local news	Other (Please Specify)
Friends											
Business associates											
Government personnel											
Church minister											
Chie											
Other (Please specify)											

4.2.1 How do you get to this place?

*(Please tick the appropriate box)*

Foot	Bus	Taxi/Kombi	Train	car	Other (please specify)

4.2.2. Do you ever get the information that you need from this place/s?

*(Please tick the appropriate box)*

Yes	No

4.2.3. If no, please explain

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4.2.4. How often do you get information from this place?

*(Please tick the appropriate box)*

Place/s	Daily	Weekly	Monthly	Annually
Library				
Information centre				
Government offices				
Post office				
Bookshop				
Other (Please specify)				

4.3. What type of information would you like to receive on a daily basis?

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4.4. How do you keep up to date with the latest information that your company needs?

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Thank you for your time and for sharing your information with me.