

**THE IMPACT OF THE
EMERGING MANAGEMENT DEVELOPMENT PROGRAMME
ON THE KNOWLEDGE OF LEARNERS**

by

CATHERINA ELIZABETH COETZER

submitted on fulfilment of the requirements for the degree of

M. COM (BUSINESS MANAGEMENT)

in the

**FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES
UNIVERSITY OF PRETORIA**

STUDY LEADERS: MRS. R MARITZ & DR. M PRETORIUS

February 2006

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Degree: M. Com (Business Management)
Department: Business Management
Study leaders: Mrs. R Maritz & Dr. M Pretorius

ABSTRACT

The South African Management Development Institute (SAMDI) is a Schedule 1 department with the mandate for capacity building in the public service. One of its core programmes is the Integrated Management Development Programme, which consists of the following programmes:

- Foundation Management Development Programme (FMDP) for first level supervisors;
- Emerging Management Development Programme (EMDP) for junior managers;
- Advanced Management Development Programme (AMDP) for middle managers; and the
- Presidential Strategic Leadership Development Programme (PSLDP) for senior executives.

All these programmes have been based on solid training needs analyses, competency frameworks and cutting edge research. However, these programmes will only have an impact on service delivery if it succeeds in transferring knowledge to delegates attending it. This study will focus specifically on the EMDP, and subsequently the research question for this project is: *"Is there an increase in the knowledge of delegates that attended the EMDP?"*

After the analysis of the statistics it became clear that the null-hypothesis (H_0 = there is no increase in the knowledge of delegates that attended the EMDP) should be accepted, as no significant differences between the pre- and post-course results could be found.

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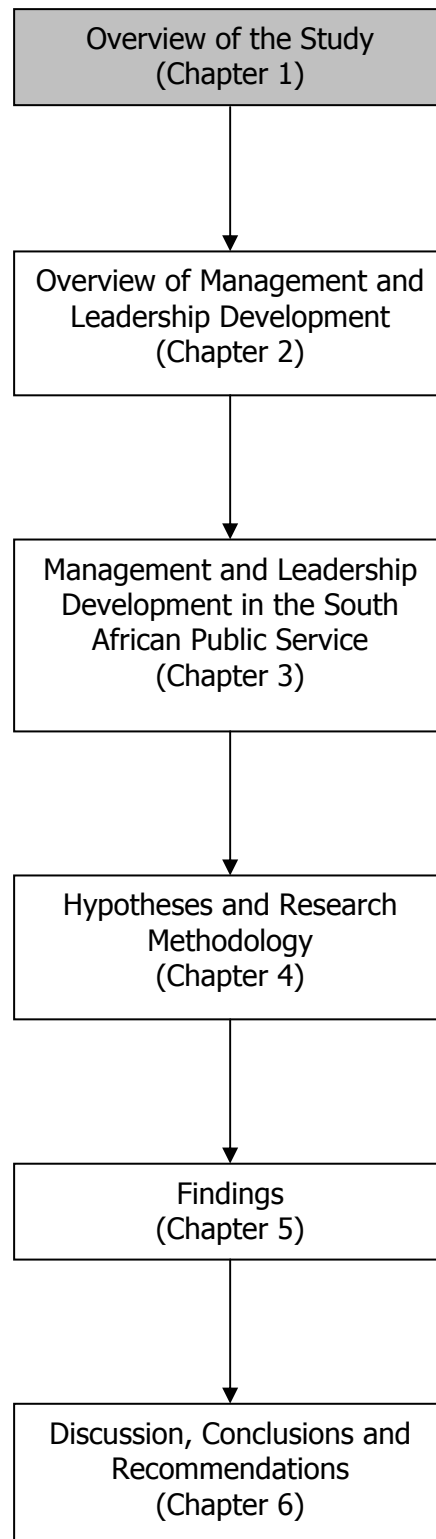
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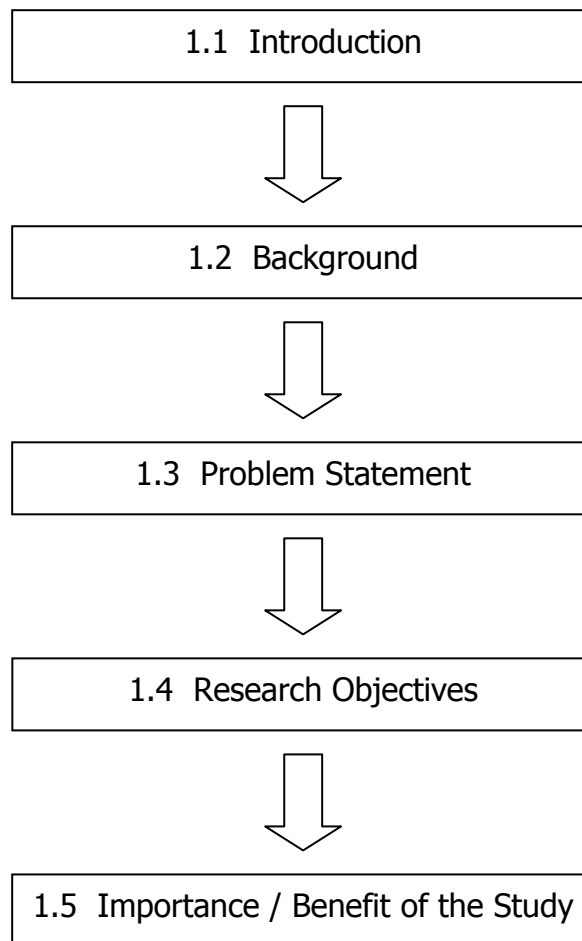
CHAPTER 1: OVERVIEW OF THE STUDY



1.1 INTRODUCTION

The chapter provides a bird's eye view of the study – a brief background, the problem statement, research objectives and lastly the importance or benefit of this study.

CHAPTER 1: OVERVIEW OF THE STUDY



1.2 BACKGROUND

The South African Management Development Institute (SAMDI) is a Schedule 1 Government department that was established as such in October 1999. It has the mandate for training and development in the public sector, i.e. national, provincial and local government. At the moment SAMDI focuses its operations on the former two spheres of government.

SAMDI has recently introduced the Integrated Management Development Programme (IMDP), which provides management training to managers on all levels, i.e.:

- The Presidential Strategic Leadership Development Programme (PSLDP) for senior managers on salary levels 13-16;
- The Advanced Management Development Programme (AMDP) for middle managers on salary levels 9-12;
- The Emerging Management Development Programme (EMDP) for junior managers on salary levels 6-8; and
- The Foundation Management Development Programme (FMDP), for first line supervisors on salary levels 3-5.

The IMDP provides for systematic and structured recognition, which leads to formal qualifications. It is based on the competency frameworks developed by the Department for Public Service and Administration (DPSA).

DPSA has developed two competency frameworks, i.e. the Senior Management Service (SMS) Competency Framework with eleven competencies, and the Middle Management Competency Framework (MMCF) with ten feeder and fifteen generic competencies. Feeder competencies (Middle Management Competency Framework 2003:3) can be defined as those middle management competencies that all employees entering the middle management ranks must possess or be able to demonstrate (entry level competencies), whilst generic competencies are those competencies that are required by middle managers in most of their duties and activities throughout the public service (Middle Management Competency Framework 2003:3).

The implementation of the IMDP commenced in May 2003, when a nationwide training needs analysis among middle and emerging managers was undertaken. The PSLDP for senior managers was developed in 2000, and since comprehensive focus group sessions were held at the time, senior managers were not included in the 2003 training needs analysis. Based on the needs identified, the competency frameworks mentioned earlier, and the Integrated

Management Development Model, the course content for the EMDP and AMDP were determined. Course material was developed and subsequently evaluated by SAMDI's Curriculum Review Committee, and eventually the first courses were presented at the end of September 2003.

1.3 PROBLEM STATEMENT

Since there is general agreement that training should not only be conducted merely for the sake of training, but rather for impact and improved service delivery, the question that needs to be answered is:

"Is there an increase in the knowledge of delegates that attended the EMDP?"

This study attempts to provide an answer to this question.

At this point it is prudent that a definition for *knowledge* be determined. A clear distinction between knowledge and other related terms, such as *skills* and *competence* should also be made. *Competence* can be defined as the specification of knowledge and skill, and the application of that knowledge and skill to the standard of performance required in employment (Northeastern Illinois University, n.d.). It can also be described as the ability to apply appropriate skills and knowledge for the effective and efficient completion of a job or task in a variety of situations (Minesafe, n.d.). From these definitions it is clear that competence has at least two facets, i.e. skill and knowledge.

The term *skills* refers to the ability to use knowledge effectively and readily in the performance of a task (Memorial University of Newfoundland, n.d.). It can also be defined as a great ability of proficiency – expertness that comes from training, practice, etcetera, (Forest Discovery Guide, n.d.) or the practical ability to apply theoretical knowledge to particular situations (Minesafe, n.d.). From this definition it is clear that knowledge is a facet of skills, which can be defined as the ability to obtain and retain theoretical information relating to a specific subject and being able to research further information. According to Stair and Reynolds (1998:5) knowledge can be defined as the body of rules, guidelines and procedures used to select, organise and manipulate data to make it suitable for a specific task. Knowledge is demonstrated by the following activities (Orient InfoSolutions, n.d.):

- Observation and recall of information;
- Knowledge of dates, events and places;
- Knowledge of major ideas; and

- Mastery of subject matter.

The relationship between competence, skills and knowledge are graphically depicted below:

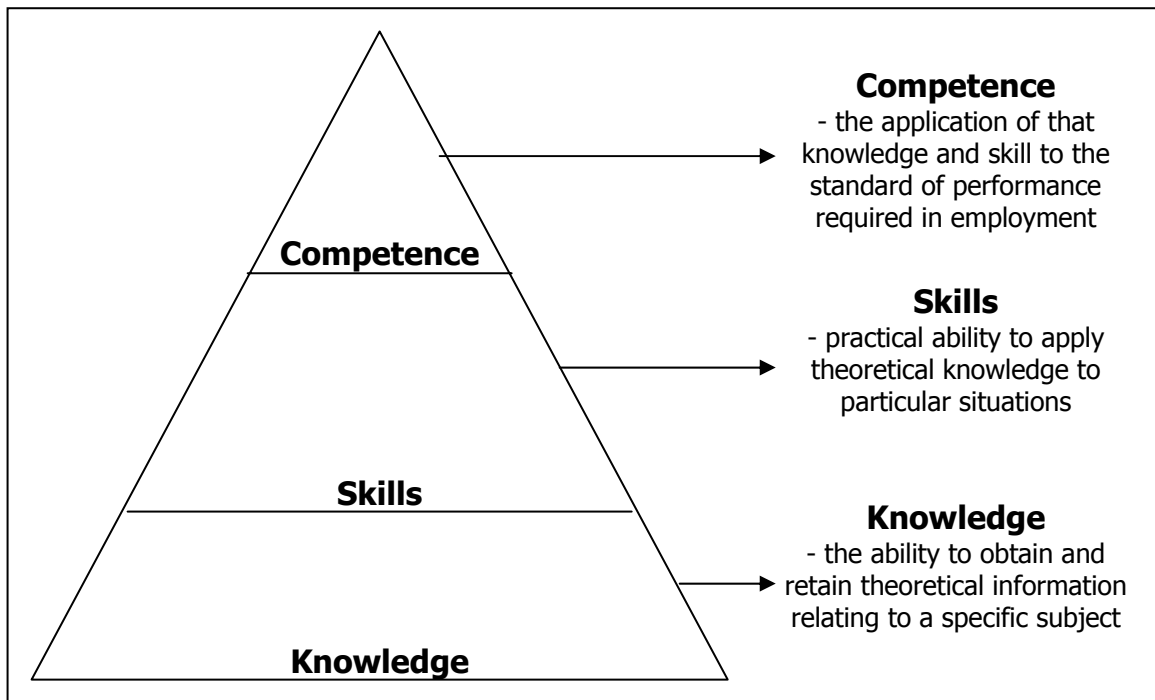


Figure 1.1: Graphical illustration of relationship between competence, skills and knowledge

This study therefore attempts to measure the ability of the learners attending the EMDP to obtain and retain theoretical information relating to management.

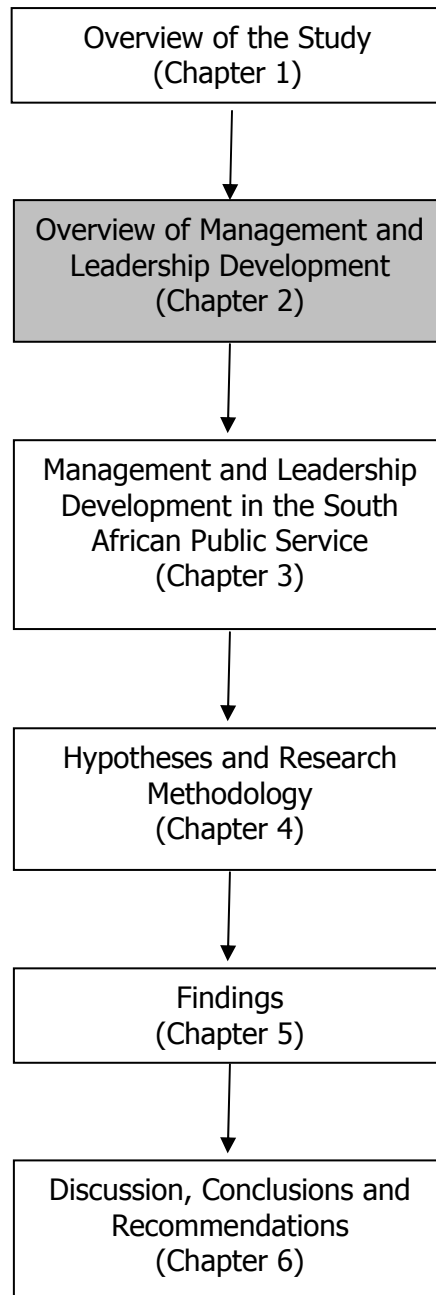
1.4 RESEARCH OBJECTIVES

The objective of this study is to determine whether the knowledge levels of delegates that attended the EMDP have increased. The essence of training is the transfer of knowledge and skills, and therefore this study will attempt to justify the existence of the mentioned training programme or to identify weaknesses in the training programme. The findings of this study will assist SAMDI in determining the future of the EMDP.

1.5 IMPORTANCE / BENEFIT OF THE STUDY

The study will indicate whether the Emerging Management Development Programme succeeds or fails in increasing the knowledge of the delegates that attend the programme. This will put SAMDI in a position to determine steps with regard to the future rollout of the EMDP.

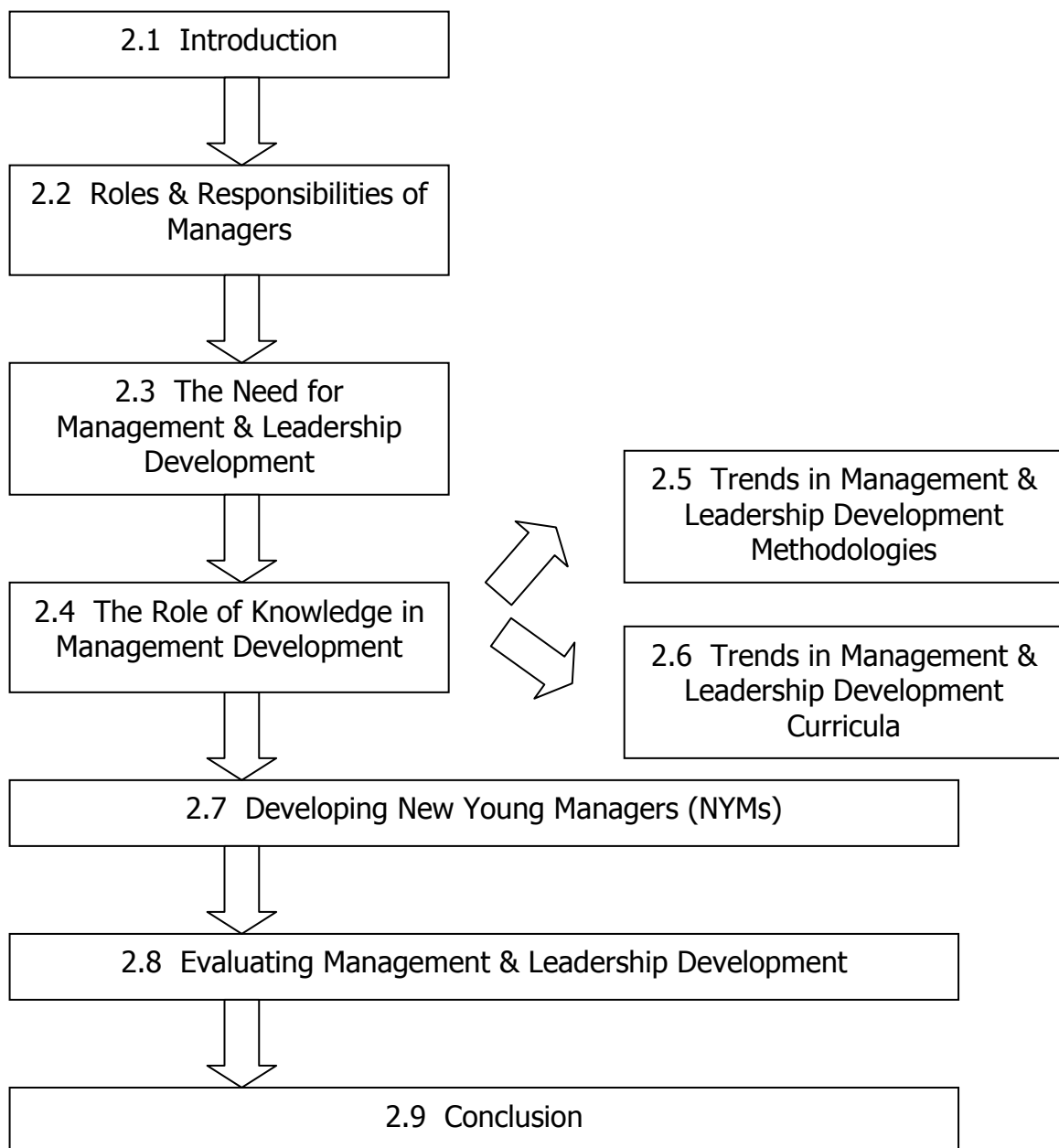
CHAPTER 2: OVERVIEW OF MANAGEMENT & LEADERSHIP DEVELOPMENT



2.1 INTRODUCTION

This chapter aims to provide background regarding the field of management and leadership development. Specific attention is devoted towards the roles and responsibilities of managers, as well as the need for management and leadership development.

CHAPTER 2: OVERVIEW OF MANAGEMENT & LEADERSHIP DEVELOPMENT



2.2 ROLES AND RESPONSIBILITIES OF MANAGERS

Before management development can be discussed, it is necessary to have an understanding of the roles managers play. According to Robbins (2001:2), management functions include the following:

- *Planning:* encompasses defining an organisation's goals, establishing an overall strategy for achieving those goals and developing a comprehensive hierarchy of plans to integrate and coordinate activities.
- *Organising:* designing an organisation's structure. It includes the determination of which tasks are to be done, who is to do them, how the tasks are grouped, who reports to whom, and where decisions are to be made.
- *Leading:* directing and coordinating the organisation's people. When managers motivate employees, direct the activities of others, select the most effective communication channels, or resolve conflicts among members, they are engaging in leading.
- *Controlling:* ensuring that things are going as they should. Actual performance must be compared with previously set goals. If there are any significant deviations, it is management's job to get the organisation back on track.

Given these functions that managers perform, it is interesting to study the roles managers play in their day-to-day activities. In the late 1960s, Henry Mintzberg, a graduate student, undertook a careful study of five executives to determine what these managers did on their jobs. On the basis of his observations of these managers, Mintzberg concluded that managers perform ten different, highly interrelated roles, or sets of behaviours attributable to their jobs. These roles can be grouped as follows (Robbins 2001:4):

Table 2.1: Mintzberg's Managerial Roles (Robbins 2001:4)

Role	Description	Example
<i>Interpersonal roles</i>		
Figurehead	Is symbolic head, required to perform a number of routine duties of a legal or social nature.	Handles ceremonies, status requests, solicitations.
Leader	Is responsible for the motivation and direction of subordinates.	Performs virtually all managerial activities involving subordinates.
Liaison	Maintains a network of outside contacts who provide favours and information.	Acknowledges mail, external board work.
<i>Informational roles</i>		
Monitor	Receives wide variety of information, serves as nerve centre of internal and external information of the organisation.	Handles all mail and contacts categorised as concerned primarily with receiving information.
Disseminator	Transmits information received from outsiders or from other subordinates to members of the organisation.	Forwards mail into organisation for informational purposes, makes verbal contacts involving information flow to subordinates such as review sessions.
Spokesperson	Transmits information to outsiders on organisation's plans, policies, actions, and results, serves as expert on organisation's industry.	Attends board meetings, handles contacts involving transmission of information to outsiders.
<i>Decisional roles</i>		
Entrepreneur	Searches organisation and its environment for opportunities and initiates projects to bring about change.	Holds strategy and review sessions involving initiation or design of improvement projects.
Disturbance handler	Is responsible for corrective action when organisation faces important, unexpected disturbances.	Holds strategy and review sessions involving disturbances and crises.
Resource allocator	Makes or approves significant organisational decisions.	Handles scheduling, requests for authorisation, budgeting, the programming of subordinates' work.
Negotiator	Is responsible for representing the organisation at major negotiations.	Handles contract negotiation.

In order to play the managerial roles set out above, certain skills are required. These skills can be clustered as follows (Robbins 2001:4):

- *Technical skills:* These skills encompass the ability to apply specialised knowledge or expertise. When one thinks of the skills held by professionals such as civil engineers or oral surgeons, the focus is typically on their technical skills. Through extensive formal education, they have learned the special knowledge and practices of their field. Of course, professionals do not have a monopoly on technical skills, and not all technical skills have to be learned in schools or formal training programmes. All jobs require some specialised expertise, and many people develop their technical skills on the job.
- *Human skills:* The ability to work with, understand, and motivate other people, both individually and in groups, describes human skills. Many people are technically proficient but interpersonally incompetent. They might be poor listeners, unable to understand the needs of others, or have difficulty managing conflicts. Since managers get things done through other people, they must have good human skills to communicate, motivate and delegate.
- *Conceptual skills:* Managers must have the mental ability to analyse and diagnose complex situations. These tasks require conceptual skills. Decision-making, for instance, requires managers to spot problems, identify alternatives that can correct them, evaluate those alternatives, and select the best one. Managers can be technically and interpersonally competent, yet still fail because of an inability to rationally process and interpret information.

A typical management development programme, such as the Emerging Management Development Programme, should therefore build skills on these three levels in order to equip managers to fulfil their roles successfully.

2.3 THE NEED FOR MANAGEMENT & LEADERSHIP DEVELOPMENT

The Centre for Creative Leadership (CCL) defines *leadership development* as follows (McCauley, Moxley & Van Velsor, 2003):

“Leadership development is the expansion of a person’s capacity to be effective in leadership roles or processes, enabling people to work together in productive and meaningful ways.”

From this definition it is clear that leadership development is not only about people learning and developing themselves, but others also. According to Gale (2002), companies that have a network of leaders throughout the organisation are the ones most likely to thrive. Employees who are given the opportunity to develop leadership skills are more inclined to

take responsibility and feel pride in their work. When they are empowered to make decisions and be accountable for their actions, potential leaders take ownership in the success of the company, and often become superior performers.

However, few people have all the skills discussed earlier, and it is therefore necessary that managerial skills and competence be developed continuously. At this point it is important to clarify the difference between training and development. *Training* is the process of providing employees with specific skills or helping them correct deficiencies in their performance. *Development* is an effort to provide employees with the abilities the organisation will need in the future (Gómez-Mejía, Balkin & Cardy 2001:260).

According to Mondy, Noe & Premeaux (1999:274), a firm's future lies largely in the hands of its managers. This group performs certain functions that are essential to the organisation's survival and prosperity. Managers must make the right choice in most of the numerous decisions they make. Otherwise, the firm will not grow and may even fail. Will Pilder, senior vice president of KnowledgePool Americas, a talent management company in New York, adds the following (Gale, 2002):

"Offering leadership training is not just a feel-good issue, it is a critical business strategy. Everyone benefits from leadership development – it prompts employees to work harder for the company and set more challenging career-development goals; it teaches managers to be better coaches to their own direct reports; and it prepares the entire population to react more effectively to a shifting workplace environment. Leadership at every level is the only way to infuse an organisation with the values and morale to maintain productivity, even in the face of change. It is also the most effective succession planning technique. No longer can you groom one individual for a specific job; you must have a pool of talented people who can assume any leadership role when the need arises. When companies downsize or management positions open, companies must have the skills and in-house experience to respond to the change immediately."

Therefore, it is imperative that managers keep up with the latest developments in their respective fields and – at the same time – manage an ever-changing workforce operating in a dynamic environment. Mondy *et al.* (1999:274) are of the opinion that *management development* can be described as learning experiences provided by an organisation for the purpose of upgrading skills and knowledge required in current and future managerial positions. Whereas critical knowledge and skills are provided by organisations in development programmes, the process also requires personal commitment of the individual manager. In fact, taking responsibility for one's own development may be the most important aspect. Hill (2001:573) agrees that management development is a very broad concept. It is intended to develop the manager's skills over his/her career with the firm. Thus, as part of a management development programme, a manager might be sent on

several foreign postings over a number of years to build cross-cultural sensitivity and experience. At the same time, along with other managers in the firm, the manager might attend management education programmes at regular intervals. Hill also indicates that historically most international businesses have been more concerned with training than with management development. Recently, however, the shift toward greater global competition and the rise of trans-national firms have changed this. It is increasingly common for firms to provide general management development programmes in addition to training for particular posts. In many international businesses, the explicit purpose of these management development programmes is strategic. Management development is seen as a tool to help the firm achieve its strategic goals.

Management development programmes are designed to increase the overall skill levels of managers through a mix of ongoing management education and rotation of managers through a number of jobs within the firm to give them varied experiences. They are attempts to improve the overall productivity and quality of the firm's management resources. Further to this, they help build a unifying corporate culture by socialising new managers into the norms and value systems of the firm. In-house company training programmes and intense interaction during off-site training can foster *esprit de corps*, i.e. shared experiences, informal networks, perhaps a company language or jargon, as well as develop technical competencies (Hill 2001:575).

First line supervisors, middle managers and executives may all be expected to participate in management development programmes. These programmes are offered in-house, by professional organisations, and colleges and universities. In-house programmes are often planned and presented by a firm's training and development specialists in conjunction with line managers. Professional organisations, such as the Society for Human Resource Management and the American Management Association, conduct conferences and seminars in a number of specialities. Numerous colleges and universities also provide management training and development programmes. At times, colleges and universities possess expertise not available within business organisations. In some cases, academicians and management practitioners can advantageously present training and development programmes jointly. One survey revealed the most frequently mentioned reasons for conducting management training outside the company, include (Mondy *et al.* 1999:274):

- An outside perspective;
- New viewpoints;
- Possibility of taking executives out of the work environment;
- Exposure to faculty experts and research; and

- A broader vision.

The most frequently mentioned reasons for keeping management training inside the company, include (Mondy *et al.* 1999:274):

- Training that is more specific to needs;
- Lower costs;
- Less time;
- Consistent, relevant material;
- More control of content and faculty; and
- Development of organisational culture and teamwork.

Basically, companies have various training and development options. A survey of organisations with hundred or more employees revealed numerous types of training currently being used. Basic computer skills were the most popular type of training, offered by 88% of the organisations responding to the survey. This was followed by technical skills/knowledge (85%), and management skills/development (84%) (Mondy *et al.* 1999:275).

Mondy *et al.* (1999:278) indicate that a perfectly conceived training programme can fail if management cannot convince participants of its merits. Participants must believe that the programme has value and will help them achieve their personal and professional goals. The credibility of training and development programmes may depend on a series of successful programmes.

Implementing training and development programmes is often difficult. One reason is that managers are typically action oriented and feel that they are too busy for training and development. According to one management development executive, most busy executives are too involved in chopping down the proverbial tree to stop for the purpose of sharpening their axes. Another difficulty in programme implementation is that qualified trainers must be available. In addition to possessing communication skills, the trainers must know the company's philosophy, its objectives, its formal and informal organisation, and the goals of the training programme. Training and development requires more creativity than perhaps any other human resource function (Mondy *et al.* 1999:278).

According to Paul Froland (in Mondy *et al.* 1999:279), the sources of training can be categorised as in-house, outside providers, and a combination of the two. A study conducted in 1996 indicated that the majority of training is presented by a combination of in-house trainers and outside suppliers. This is graphically depicted in Figure 2.1.

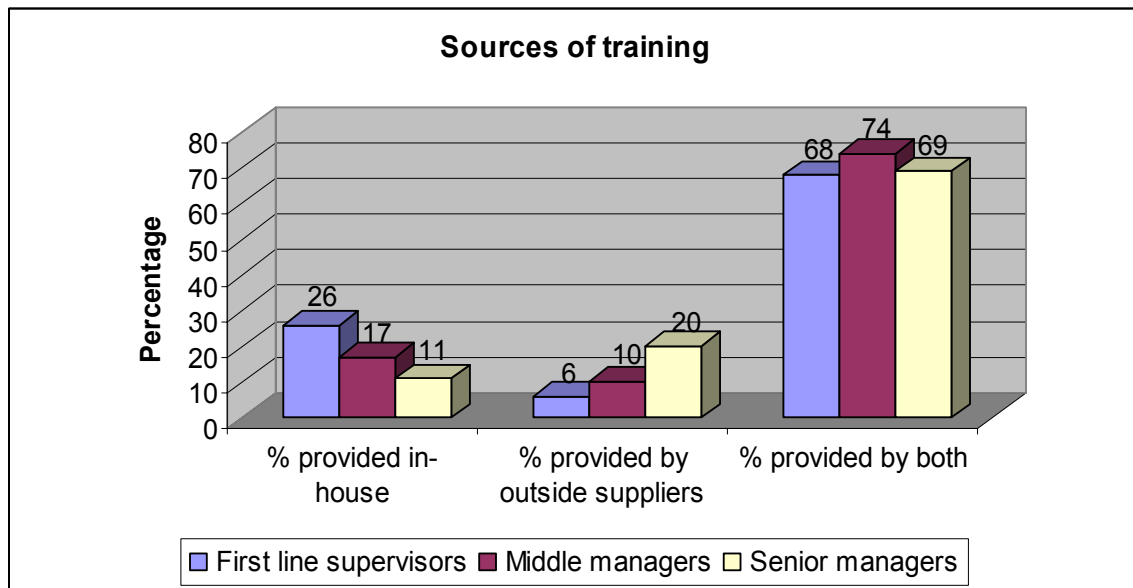


Figure 2.1: Sources of training (Froland in Mondy *et al.* 1999:279)

When management and leadership interventions are conducted, these interventions should focus on two distinct levels, i.e. the knowledge level as well as the skills level. The next section will focus on the role of knowledge in management development.

2.4 THE ROLE OF KNOWLEDGE IN MANAGEMENT DEVELOPMENT

Since this study is focusing on the increase in the knowledge of the learners that attended the Emerging Management Development Programme, it is necessary to discuss the concept of knowledge and the role thereof in management development, in more detail.

As previously indicated, knowledge can be defined as the ability to obtain and retain theoretical information relating to a specific subject and being able to research further information (Forest Discovery Guide, n.d.). According to Stair and Reynolds (1998:5) knowledge can be defined as the body of rules, guidelines and procedures used to select, organise and manipulate data to make it suitable for a specific task. The Wikipedia Encyclopaedia (2006) defines knowledge as the confident understanding of a subject, potentially with the ability to use it for a specific purpose. It can also be described as information that has a use or purpose – whereas information can be placed onto a computer, knowledge exists in the heads of people. It is information to which intent has been attached (Bambooweb, 2002). Knowledge, according to most thinkers, must follow three defining criteria: it must be justified, true and believed. However, meeting these qualifications may be difficult or impossible. Therefore it is also common to weigh knowledge in how it can be

applied or used. In this sense, knowledge consists of information augmented by intentionality (or direction). This model places data, information, knowledge and wisdom into an increasingly useful pyramid (Wikipedia, 2006).

According to Fleming (in Bellinger, 2004) a collection of data is not information. A collection of information is not knowledge, a collection of knowledge is not wisdom, and a collection of wisdom is not truth. The idea is that information, knowledge and wisdom are more than simply collections. Rather, the whole represents more than the sum of its parts and has a synergy of its own. When a pattern relation exists amidst the data and information, the pattern has the potential to represent knowledge. It only becomes knowledge, however, when one is able to realise and understand the patterns and their implications. The patterns representing knowledge have a tendency to be more self-contextualising. That is, the pattern tends, to a great extent, to create its own context rather than being context dependent to the same extent that information is. A pattern which represents knowledge also provides, when the pattern is understood, a high level of reliability or predictability as to how the pattern will evolve over time, for patterns are seldom static. Patterns which represent knowledge have a completeness to them that information simply does not contain. In summary the concepts can therefore be defined as follows (Fleming in Bellinger, 2004):

- Information relates to description, definition or perspective (what, who, when, where);
- Knowledge comprises strategy, practice, method or approach (how); and
- Wisdom embodies principle, insight, moral or archetype (why).

From these definitions it becomes clear that knowledge is information that has been organised and processed in order to identify the patterns which will ultimately serve a purpose. In this study the EMDP-delegates' knowledge in terms of the management field will be evaluated before and after they have attended the training programme to determine whether they were able to process the information presented to them in class in such a way that becomes useful knowledge.

2.5 TRENDS IN MANAGEMENT & LEADERSHIP DEVELOPMENT METHODOLOGIES

A magazine entitled *Human Resource Planning* (HRP) recently published an article which reviews past, present and future trends in leadership development. Interestingly, the authors noted that a decade has passed before HRP first published an article with the word "leadership" in its title. What is even more interesting is that leadership development is now one of HRP's five key knowledge areas. An overview of the trends in leadership development will now be discussed.

2.5.1 THE PAST

Historically, leadership development has been limited to the executive team and the few up-and-coming people who were groomed to replace them. That worked well in an economy where the core business strategy could go unchanged for years and a stable corporate culture was the mainstay of success, but this strategic model is no longer viable. At that time employees were given leadership titles and were expected to figure out how to handle their new roles, but were not trained effectively. Not surprisingly, they often floundered. The title "leader" in many organisations was met with scorn when the person assigned to the role had no idea how to behave in the new position (Gale, 2002).

The last two decades have witnessed something of an explosion of interest in leadership development in organisations. Some of the most noteworthy issues and trends in the field of leadership development in the past twenty years fall under these two general headings (Hernez-Broome & Hughes 2004:25):

- **The proliferation of leadership development methods**

The proliferation of leadership development methods refer to the increasing use and recognition of the potency of a variety of developmental experiences. *Classroom-type leadership training* – for long the primary formal development mode – is now complemented (or even supplanted) by activities as diverse as high ropes courses or reflective journaling. Classroom training should not be the only part of a leadership development initiative, and may be the least critical. While training may even be a necessary element of leadership development, developmental experiences are likely to have the greatest impact when they can be linked to or embedded in a person's ongoing work and when they are an integrated set of experiences. Activities like coaching, mentoring, action learning and 360-degree feedback are increasingly key elements of leadership development initiatives (Hernez-Broom & Hughes 2004:25).

Developmental relationships primarily take two forms, i.e. *coaching* and *mentoring*. Coaching involves practical, goal-focused forms of one-on-one learning and, ideally, behavioural change (Hall, 1999, in Hernez-Broom & Hughes 2004:25). It can be a short-term intervention intended to develop specific leadership skills or a more extensive process involving a series of meetings over time. Mentoring is typically defined as a committed, long-term relationship in which a senior person supports the personal and professional development of a junior person. It may be a formal programme or a much more informal process. Realising the value of mentoring, organisations are increasingly

looking at ways to formalise these types of relationships as part of their leadership development efforts (Hernez-Broom & Hughes 2004:25).

Action learning is a set of organisation development practices in which important real-time organisational problems are tackled. Three kinds of objectives are set: delivering measurable organisational results, communicating what has been learnt specific to a particular context, and developing more general leadership skills and capabilities (Palus & Horth, 2004, in Hernez-Broom & Hughes 2004:25). Effective action learning may range from tacit, unfacilitated learning at work to focused and high-impact learning projects to transformation of people and organisations (Marsick, 2002, in Hernez-Broom & Hughes 2004:25).

Challenging *job assignments* are a potent form of leadership development and provide many of the developmental opportunities in organisations today. The level of organisational involvement in making job assignments part of the leadership development process runs the gamut from simply providing people with information about developmental opportunities in their current job to a systematic programme of job rotation. Using job assignments for developmental purposes provides benefits that go beyond getting the job done and may even result in competitive advantages for the organisation (Ohlott, 2004, in Hernez-Broom & Hughes 2004:25).

According to the Centre for Creative Leadership's model, the developmental process has three key drivers in leadership development, i.e. assessment, challenge and support. Each underpins the development experience, and leadership development is most effective when all three elements are present. The development process requires a variety of developmental experiences, coupled with the ability to learn, together creating the capabilities for developing leadership. *Assessment* comprises data capturing, predominantly from feedback methods, which provides a benchmark identifying an individual's strengths, weaknesses and developmental needs. *Challenges* mean taking people out of their comfort zones by facing them with new and testing experiences, developing new capacities in the process. *Support* through the development process provides the individual with the motivation and belief that they can learn, grow and change (McCauley, Moxley & Van Velsor, 2003).

One developmental method that has been very pervasive, is the use of *360-degree feedback* to assess leadership competencies. Chappelow (2004, in Hernez-Broom & Hughes 2004:25) recently noted that perhaps the most remarkable trend in the field of

leader development over the past twenty years has been the popularity and growth of 360-degree feedback.

Another kind of leadership development method gaining popularity during the past twenty years has involved teams (Ginnett, 1990, in Hernez-Broom & Hughes 2004:26). The prevalence and importance of teams in organisations today, and the unique challenges of leading teams, make it easy to forget that teams were not always so pervasive a part of organisational lives. During his doctoral work in organisational behaviour at Yale about twenty years ago, Robert Ginnett would tell others about his special interest in the leadership of teams. Routinely, he says, they would assume he must be an athletic coach: "who else", they would say, "would be interested in teams?" (Ginnett, 1990, in Hernez-Broom & Hughes 2004:26).

- **The importance of a leader's emotional resonance with and impact on others**

Twenty years ago, leadership in organisations was dominated by the classic two-factor approach, focusing on task and relationship behaviours. That general approach can be characterised as transactional in nature, as distinguished from a qualitatively different approach, often described as transformational (Hernez-Broom & Hughes 2004:26).

Transactional leadership is characterised by mutually beneficial exchanges between parties to optimise mutual benefit, including the accomplishment of necessary organisational tasks. The exchange-model nature of transactional leadership tends to produce predictable and somewhat short-lived outcomes. Transformational leadership touched followers' deeper values and sense of higher purpose, and led to higher levels of follower commitment and effort and more enduring change. Transformational leaders provide compelling visions of a better future and inspire trust through seemingly unshakeable self-confidence and conviction (Hernez-Broom & Hughes 2004:26).

One factor presumably underlying the interest in charismatic and transformational leaders is the nature and strength of their emotional impact on others. The nature of leaders' emotional connectedness to others is also apparent in the growing interest over the past decade in topics like leaders' genuineness, authenticity, credibility and trustworthiness. These seem related more to the affective quality of a leader's relationships with others than to specific leader behaviours and competencies. Attention given during the last decade to the concept of emotional intelligence also attests to that shifting interest. For example, Goleman *et al* (2002, in Hernez-Broom & Hughes 2004:26) present data that a leader's ability to resonate emotionally with others is a better predictor of effective

executive leadership than is general intelligence. Recent research at the Centre for Creative Leadership (CCL) has uncovered links between specific elements of emotional intelligence and specific behaviours associated with leadership effectiveness. Effective leadership is clearly about more than just enacting the “right” behaviours, or merely translating feedback into changed behaviour (Hernez-Broom & Hughes 2004:26).

2.5.2 *THE PRESENT*

Today, effective leadership is commonly viewed as central to organisational success, and more emphasis is placed on leadership development than ever before. Developing more and better individual leaders is no longer the sole focus of leadership development, although it remains a critical aspect. Increasingly, leadership is defined not as what the leader does, but rather as a process that engenders and is the result of relationships – relationships that focus on the interactions of both leaders and collaborators instead of focusing on only the competencies of the leaders. Leadership development practices based on this paradigm are more difficult to design and implement than those that have been popular for the last several decades in which the objective was to train leaders to be good managers. In the light of this, several themes describe the state of leadership development today (Hernez-Broom & Hughes 2004:27):

- **Leadership development within the context of work**

Leadership development initiatives today typically offer performance support and real world application of skills through such methods as training programmes, coaching and mentoring, action learning and developmental assignments. Combining instruction with a real business setting helps people gain crucial skills and allows the organisations to attack relevant, crucial and real-time issues. The goal of leadership development ultimately involves action, not knowledge (Hernez-Broom & Hughes 2004:27). In a review of the key trends in management development in 2003, Elie Botaris, the Director of Practices at the Management Centre Europe (MCE) said that one tendency that perhaps stood out above all others is the growing need to link learning to business strategy and fully align it with the goals and values of the organisation. More and more organisations are moving away from individual, ad hoc learning activities towards team and organisational learning that will give immediate results and have a higher overall impact (Botaris, 2003).

Therefore, development today means providing people opportunities to learn from their work, rather than taking them away from their work to learn. It is critical to integrate those experiences with each other and with other developmental methods. State of the

art leadership development now occurs in the context of ongoing work initiatives that are tied to strategic business imperatives. However, it should be noted that it is not just the variety of development methods that matters, greater variety is not necessarily better. It is also critical to integrate various developmental experiences with each other as well as with both developmental and business objectives. That way they can have a greater collective impact than they otherwise could have (Hernez-Broom & Hughes 2004:28).

The way has also been paved for more personalised and focused learning, designed and developed to specifically meet the unique needs of an organisation or business unit. Taking it to the next level, this learning can be further personalised and focused around team-specific and individual needs. The learning is based on the business strategy and incorporates internal systems, processes and tools already in use by the company, as well as real-life business cases and situations, thus enabling employees at all levels to immediately transfer what they learn into application at the workplace. A personalised and focused approach positions learning as an enabler and catalyst of change and improved productivity and efficiency, leading to future growth and business success. (Botaris, 2003)

In reviewing the entire field of leadership development (McCauley & Van Velsor, 2003, in Hernez-Broom & Hughes 2004:28) it was noted that the approach of many organisations is events-based rather than systemic. One method of making leadership development more systemic is to make sure it involves more than training. An array of developmental experiences must be designed and implemented that are meaningfully integrated with one another. Leadership development efforts must be ongoing, not a single programme or event. The idea of leadership development strategies that link a variety of developmental practices including work itself (e.g. action learning projects) with other human resources systems and business strategy is an emerging and probably necessary evolution of our state-of-practice (Alldredge, 2003, in Hernez-Broom & Hughes 2004:28).

- **Critical reflection about the role of competencies in leadership development**

Although the field is moving away from viewing leadership and leadership development solely in terms of leader attributes, skills, and traits, leadership competencies remain a core dimension of leadership development activities in most organisations. Botaris (2003) is of the opinion that learning initiatives are increasingly being designed to incorporate a set of common core and functional competencies that will help achieve the organisation's goals and realise the vision. There has therefore been a growth in competency-based and performance-based learning activities and development curricula.

A relatively recent benchmarking study found that leading-edge companies define leadership by a set of competencies that guide leadership development at all levels (Barrett & Beeson, 2002, in Hernez-Broom & Hughes 2004:28). A majority of organisations have identified leadership competencies, or at least tried to define the characteristics and qualities of successful leaders. How then are leadership competencies most effectively used in leadership development?

Leadership competencies need to correspond to the organisation's particular strategy and business model (Intagliata, 2000, in Hernez-Broom & Hughes 2004:28). Leadership development programmes implemented in isolation of the business environment rarely bring about profound or long-lasting changes; therefore, organisations must develop leaders and leadership competencies that correspond with and are specific to their distinct business challenges and goals. While common leadership qualities or competencies characterise effective leaders, developing such core leader qualities may not be enough. The leadership competencies of a best-practice organisation uniquely fit the organisation, its particular strategy, and its business model (Hernez-Broom & Hughes 2004:28).

- **Revisiting the issue of work/life balance**

Health and well-being at work are issues of increasing interest and attention, including their relevance to leadership. In an environment of constant change and unrelenting competition, managing stress and personal renewal to avoid burn-out are becoming a central focus for leadership development. Dealing with multiple and competing demands of a fast-paced career and personal/family relationships and responsibilities is a common challenge, and there is increasing recognition that a person's work and personal life have reciprocal effects on each other. It is well-known that individual leader effectiveness is enhanced when people manage multiple roles at home and at work, but we continue to learn more about the organisational benefits and maybe even the benefits to family and community as well. It is also known that leadership effectiveness is correlated with better health and exercising (McDowell-Larson, 2002, in Hernez-Broom & Hughes 2004:29).

One can therefore expect that issues related to the balancing of a manager's professional and private life should be covered in management development programmes such as the EMDP.

In addition to the themes already mentioned, the Management Centre Europe has also identified the following trends in management development (Botaris, 2003):

- With the personalised and focused approach comes the need for *evaluation* and *measurement* of the learning outcome and its business impact. This is done against the desired goals and objectives set by the business and the learning partner at the time the investment is made. As a result of this, learning and development organisations are increasingly being challenged by business to think more strategically and to show the value they can add to the bottom line (this can also be linked to the *Future*-scenario below in the context of Return on Investment)
- *Corporate universities* are still popular, particularly with large organisations where training can be combined under one roof and run as an integrated business. Indeed, in many cases, corporate universities have become very successful and are, for example, used to reinforce the organisation's brand image as one that invests in its people and their future. Other corporate universities have even become independent businesses in their own right. Corporate universities can be a highly effective vehicle to manage executive education and can help ensure business success through the development of future leaders from within.
- *Leadership development* continues to be the focus of many organisations, whether it is to bridge the gap produced by succession planning, to meet the ever-growing need for "fresh blood", and new competencies, or to adapt to increasing globalisation, where leaders are expected to lead and develop their teams and their business in new markets and across diverse cultural, political and economic settings.
- Another trend is that *coaching* in general, and *executive coaching* in particular, have become an integral part of the learning process. They enable growth and development of managers and leaders in an accommodated and flexible way. Coaching is becoming a more and more recognised and established way to achieve personal development in an increasingly challenging world. Meyer and Fourie (2004:5) share this view.
- The new economy is focusing more and more on *e-learning*, in response to the need for creative and effective ways of improving training effectiveness while achieving significant cost savings in terms of travel and time away from the office. Furthermore, the demand for and the use of *blended e-learning solutions*, combining the classroom and complementary on-line learning, has been increasingly growing in the market.
- *Project management* continues to be a hot topic of training across all business disciplines and industry sectors.

2.5.3 *THE FUTURE*

Jim Concelman (Gale, 2002), the manager of leadership development at an employee selection and development company, says that the role of leadership is shifting: front-line employees are expected to lead teams, mid-level managers are heading up strategic initiatives, and downsized staffs are expected to take responsibility for more work with less guidance. These new opportunities call for more than management skills. They also require managers to arouse enthusiasm and establish an environment of respect and dependability, in which employees are encouraged and expected to contribute their opinions.

According to Hernez-Broom & Hughes (2004:29), several trends will have a major role in the future understanding and practice of leadership and leadership development. They represent, in different ways, the critical role changing contexts will play in leadership development.

- **Leadership competencies will still matter**

In future leadership competencies will still matter, but they will change as the competitive environment changes. According to a Conference Board study (Barrett & Beeson, 2002, in Hernez-Broom & Hughes 2004:29) five critical forces will shape leadership competencies (requirements) in the future:

- Global competition;
- Information technology;
- The need for rapid and flexible organisations;
- Teams; and
- Differing employee needs.

Given these, most organisations will not need the completely independent type of leader as much as a leader who can motivate and coordinate a team-based approach. This new environment will have greater ambiguity and uncertainty, and many if not all aspects of leadership (e.g. strategy development) will require a more collaborative approach to leadership. The model of effective leadership in the future will be one of encouraging environments that unlock the entire organisation's human asset potential (Hernez-Broom & Hughes 2004:29).

The Conference Board report "Developing Business Leaders for 2010" (Barrett & Beeson, 2002, in Hernez-Broom & Hughes 2004:29), identified four essential roles for meeting the

business challenges of the future, and the career derailers that will matter most in the future. The four essential roles for meeting future business challenges include master strategist, change manager, relationship/network builder, and talent developer. The most important derailers in the future include hesitancy to take necessary business risks, personal arrogance and insensitivity, controlling leadership style, and reluctance to tackle difficult people issues (Hernez-Broom & Hughes 2004:29).

Change in the context in which leadership is practiced, will bring certain competencies even more to the forefront, including globalisation, the increasing use of technology, and public scrutiny of the character and integrity of leaders (Hernez-Broom & Hughes 2004:29).

- **Globalisation / internationalisation of leadership concepts, constructs and development methods**

Future leaders will need to be conversant in doing business internationally and conceiving strategies on a global basis. Globalisation will intensify the requirement that senior leaders deal effectively with a complex set of constituencies external to the organisation (e.g. responsibility for managing the company's interface with trade, regulatory, political, and media groups on a wide range of issues) (Hernez-Broom & Hughes 2004:29).

Leadership development is rapidly moving to include substantial components, involving international markets, world economic trends, and focus on particular regions such as the Asia Pacific rim (Cacioppe, 1998, in Hernez-Broom & Hughes 2004:29). Leaders are being exposed to how the world is becoming interdependent and the need to be up to date with international trends that are vital to the success of the business. Use of the Internet to obtain information and to market products and services worldwide is a topic in many current leadership development programmes (Hernez-Broom & Hughes 2004:29).

- **The role of technology**

The technology revolution has changed organisational life. It has changed the ways information and knowledge are accessed and disseminated, and the ways in which people can communicate and share with one another. This has profound implications for what effective leadership will look like, as well as how to use technology most effectively in leadership development (Hernez-Broom & Hughes 2004:29).

The pressure on costs, increased reality of virtual teams, and the availability of technology in leadership development, has reduced the need for people to travel to training programmes, will make learning opportunities available to geographically dispersed leaders, and will allow individuals access to learning opportunities when it best suits their schedule. Technology can extend learning over time rather than limiting it to time spent in the classroom. Technology will also enhance the emergence and sharing of knowledge among participants via such venues as chat-rooms, through leader access, e-learning advances, e-mentoring / shadowing, and business simulations (Hernez-Broom & Hughes 2004:30).

While technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together to deepen their relationships and their learning experience. Maximising the effectiveness of leadership development offers the best of both worlds: integrating face-to-face classroom and coaching experiences, with technology based tools and processes, i.e. blended learning solutions (Alexander & Ciaschi, 2002 in Hernez-Broom & Hughes 2004:30).

- **Increasing interest in the integrity and character of leaders**

The 1990s witnessed ethical lapses and arrogance among senior executives of certain companies of disturbing-if-not-unprecedented magnitude. Such events probably accelerated and deepened growing sentiment among many – including members of organisational governance boards – that interrelationships among leadership, character and values ought to be made more salient. (Hernez-Broom & Hughes 2004:30)

It is probably not a coincidence that a recent article in *CEO Magazine* (Martin, 2003 in Hernez-Broom & Hughes 2004:30) observed that “the age of the imperial CEO is waning. In its place, a crop of new CEOs – humble, team building, highly communicative – is rising”. Similarly, one of the intriguing and unexpected findings in the book *Good to Great* (Collins, 2001 in Hernez-Broom & Hughes 2004:30), was of the universally modest and self-effacing nature of CEOs in the good-to-great companies. This contrasts considerably with the often flamboyant and self-promoting style of many popular business leaders in recent years who, despite celebrity status, typically did not have an enduring positive impact on their companies. (Hernez-Broom & Hughes 2004:30)

Bass and Steidlmeier (1999, in Hernez-Broom & Hughes 2004:30) noted that transformational leadership is only authentic when it is based on the leader’s moral character, concern for others, and congruence of ethical values with action. A leader’s

credibility and trustworthiness is critical, and increasing numbers make the case that character – as defined by qualities like one's striving for fairness, respecting others, humility, and concern for the greater good – represents the most critical quality of leadership.

- **Pressure to demonstrate return on investment (ROI)**

Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI (Kincaid & Gordick, 2003 in Hernez-Broom & Hughes 2004:30). While leadership development is strategically important, it is usually expensive. Yet while leading-edge companies today such as PepsiCo, IBM and Johnson & Johnson spend significant time and resources on leadership development, attempts to quantify its benefits precisely have remained elusive and have led some to speculate that investment in developing better leaders may be falling short of the desired impact.

Therefore, to maximise ROI for leadership development efforts, organisations must effectively plan, implement and evaluate their initiatives. They must create a "chain of impact" that connects leadership development to relevant organisational outcomes (Martineau & Hannum, 2003 in Hernez-Broom & Hughes 2004:30). Historically most organisations have not closed the loop through systematic evaluation and thus make assumptions about its efficacy based on anecdotes, reactions or hunches. (Hernez-Broom & Hughes 2004:30)

According to Minnaar-van Veijeren (n.d.), the aim of changes in corporate governance world wide is to promote greater accountability, transparency and stakeholder confidence. In South Africa the release of the second King Committee Report (King II) in July 2001 has led to renewed interest in good corporate governance practices. Although this is not particularly relevant to the public sector where the EMDP is taking place, it is interesting to note that King II requires that organisations report on a triple bottom line – social aspects such as values, ethics and the reciprocal relationship with stakeholders other than shareholders; economic aspects which cover the financial performance of the company; and lastly environmental aspects such as the impact of production on the natural area where it is located. Of particular interest is the fact that non-financial issues such as human rights, ethics and AIDS are becoming part of the responsibility of organisations. Companies are also required to report on the training of staff and management, which emphasises the importance of applicable, relevant training that contributes to the bottom line (Minnaar-van Veijeren, n.d.).

- **New ways of thinking about the nature of management and leadership development**

Increasingly leadership and leadership development are seen as inherently collaborative, social and relational processes (Day, 2001 in Hernez-Broom & Hughes 2004:30). Similarly, Vincere (2002, in Hernez-Broom & Hughes 2004:30) has noted the advent of the “networked economy” where “partnerships, strategic and tactical, customer and supplier, personal and organisational, are essential to competitive effectiveness”. As a result, leadership will be understood as the collective capacity of *all* members of an organisation to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment. Leadership development based on this paradigm is more difficult to design and implement than those that have been popular for the last several decades, in which the focus was to train individual leaders. Taking this next step will require a deeper understanding of the role of organisational systems and culture in leadership development (Van Velsor & McCauley, 2004 in Hernez-Broom & Hughes 2004:30)

In conclusion it can be argued that the dual challenges of *understanding* the nature of leadership development and *implementing* effective leadership development practices will in all likelihood be greater than ever before. At the same time, experts are guardedly optimistic about the field’s future. This optimism can be directly tied to some of the trends that make the future both challenging and interesting. For example, leadership development practices will need to become better integrated in the broader context of organisational business challenges and systems. Thus, not only will organisations need to *hire and develop leaders*, they will also need to be the kind of organisations that nurture and reinforce *enactment* of the kinds of behaviours desired in those leaders. Similarly, demands to demonstrate ROI can encourage greater rigor and clarity in the understanding of the nature of leadership development and how its impact is assessed. Meeting such challenges will be one important thrust of more comprehensive efforts in the years ahead to demonstrate convincingly the strategic role of people in organisations (Hernez-Broom & Hughes 2004:30).

2.5.4 *THIRD GENERATION LEADERSHIP DEVELOPMENT*

According to Mintzberg (2004:28), management development programmes have long relied on lecture and discussion of cases, in other words, on learning from other people’s experience. He calls this trend first-generation management development, which is not sufficient in training modern leaders. Learners are not vessels into which knowledge can simply be poured – or, perhaps, closer to the case study method, horses led to water in the

hope that they will drink. People must be actively engaged in learning, which means it should relate to their personal experience.

Accordingly, a second-generation of programmes emerged to create experiences for learning, dating back to Reg Revans' early work in Europe on action learning. This had resurgence in the United States in recent years – stimulated by General Electric's Work-Out programmes. Managers have come into programmes to be sent promptly back to their workplace, or to that of others, to engage in projects to improve things and thereby to learn. Some of the challenges experienced in this regard were (Mintzberg, 2004:28):

- Many of those programmes have involved more action than learning; in other words, they have become organisation development in the name of management development.
- Managers are busy people, busier than ever. Do they need programmes that create more work for them back at work? Do they need artificial experiences when they're overwhelmed with natural experience?

Based on these issues, Mintzberg identified a need for third-generation management development. This means that managers need to – now more than ever – slow down, step back, and reflect thoughtfully on their natural experience. Therefore the motto for third generation management is "use work, don't make work" (Mintzberg, 2004:28).

According to this third-generation of management development philosophy, managers cannot be created in a classroom. It condemns conventional Masters in Business Administration (MBA) courses, as these courses are "too analytic and too far removed from context". It believes that management is a practice that has to combine a great deal of craft, i.e. experience, with a certain amount of art, as vision and insight, and some science, particularly in the form of analysis and technique. Inexperienced managers can therefore not truly benefit from MBA-programmes, since they only have to rely on science and second-generation development through other people's experience. Thomas & Cheese (2005:24) also states that the experience-based approach represents a comprehensive new way of developing leaders as it knits together on-the-job experience, life experience and specific skills development, rather than presenting employees with a smorgasbord of classes and programmes that are tenuously linked (if linked at all) to career development, succession planning or business objectives. From these views new programmes, such as the International Master's Programme in Practicing Management (IMPM), have been conceptualised. This IMPM was developed jointly by key experts from the McGill University in Montreal, the Lancaster Management School in England, the Indian Institute of Management

in Bangalore, Insead in France, and several universities in Japan. The programme has very distinct characteristics, which can be summarised as follows (Mintzberg 2004:30):

- The programme is combined with management development – only practicing managers are accepted onto the programme, and they should be nominated by the companies, preferably in groups so they could work together.
- The IMPM focuses on five managerial mindsets, rather than functional silos, i.e. (Mintzberg 2004:31):
 - Reflective (about self);
 - Worldly (about context);
 - Analytical (about organisation);
 - Collaborative (about relationships); and
 - Action (about change).
- In all sessions the 50/50 principle applies: the faculty contributes in terms of concepts (ideas in the form of lectures, cases, exercises, etcetera) and the participants bring their experiences. Where these concepts and experiences meet is where learning takes place, in the process of thoughtful reflection – individually, in groups around the tables, and in plenary discussions. According to the 50/50 principle half of the time the material introduced by the presenters should be turned over to the participating managers around the tables on their agendas: What does this mean for you, in your situation? When interesting questions arise about a managerial competency, the class can engage in “competency sharing” – not how could or should a competency be practiced, but how have the people in this room done it, what is their own experience, what has worked for them.
- The IMPM reinvented the classroom concept – they call it “experienced reflection”. This reflection in the classroom had to be reinforced by activities on the job that as much as possible use natural work there to extend the learning – not only for participating managers, but also to take the learning into their organisations. In order to create classrooms truly conducive to managers sharing reflections on their experience, the nice, neat rows facing the instructor were replaced with seven or eight round tables in a flat classroom, where about 40 managers had to take their seats. The “experienced reflection” process can be graphically depicted as follows (Mintzberg, 2004:34):

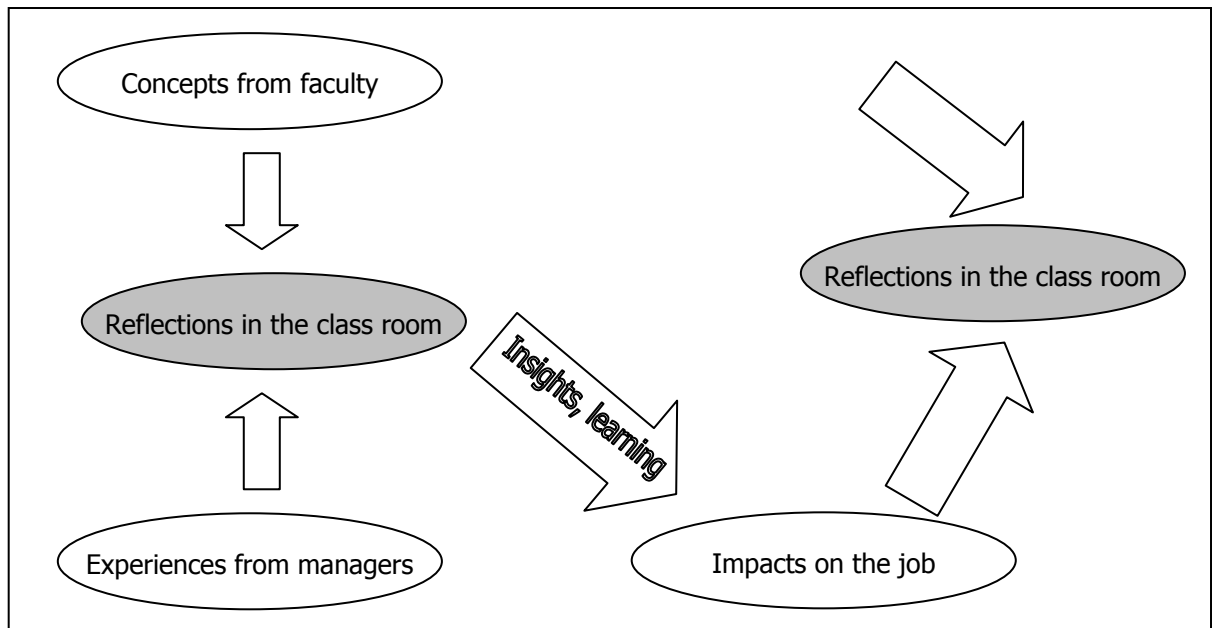


Figure 2.2: Experienced Reflection (Mintzberg, 2004:34)

In terms of management development practices in South Africa, a large number of second-generation programmes are currently being presented, even by some of the leading business schools in the country. A typical programme such as the Foundation Management Programme (FMP) offered by the Gordon Institute of Business Science (GIBS), consists of modules in Computers and Technology, Understanding the Business Environment, Management, Introduction to Financial Management, Leadership and People Management, Marketing and Sales, and Improving Operational Performance. Subsequently a number of changes in the area of management and leadership development can be expected over the next few years (GIBS, 2005).

2.6 TRENDS IN MANAGEMENT & LEADERSHIP DEVELOPMENT CURRICULA

"A successful leader must be able to communicate, motivate and solve problems", says Concelman, a manager at an employee selection and development company. However, many managers are not getting the necessary support to develop these skills. "Managers are taught to do things by the book, whereas leaders need to think of new ways to do things", he says. Jon Katzenbach, senior partner at a performance consulting firm in New York City, adds that leadership is about more than following a set course. "It is a mindset of adaptive responsiveness". This quality is particularly important at the front lines, where performance is directly linked to a leader's ability to inspire a team (Gale, 2002).

2.6.1 *THE PHILOSOPHY OF LEADERSHIP DEVELOPMENT*

The philosophy of leadership implicit in leadership development programmes of the past is no longer adequate for dealing with the complex problems inherent in communities and organisations today. This implicit philosophy assumes that leadership rests in individuals who must be capable of inspiring and influencing others to solve problems and achieve goals. However, this "heroic" view of leadership is often based on a deficiency view of people, as Peter Senge (in Sandman & Vandenberg, 1995) points out:

"Especially in the West, leaders are heroes – great men (and occasionally women) who rise to the fore in times of crises... Therefore the traditional view of leadership is based on assumptions of people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only by a few great leaders."

However, a new philosophy of leadership is emerging. Dubbed "post-heroic" leadership (Huey in Sandman & Vandenberg, 1995), it is based on bottom-up transformation, fuelled by shared power and community building. Although various scholars and authors differ in their scope and focus when describing changes required by the new leadership philosophy, there are at least three common themes, i.e. shared leadership, leadership as a relationship and leadership in the community.

A task team appointed by the Michigan State University, mandated to determine amongst others a definition for 21st century leadership, concluded that leadership development for the 21st century is holistic – it is centred in groups or organisations rather than individuals, and engages the group in heart, mind, spirit and energy. The driving forces of this philosophy, then, are community, the heart of a group's leadership; vision, which engages the spirit; learning, which stimulates the mind; and action, which compels energy. From this point of view, leadership development shifts from individual-centred to collective-centred; from a packaged curriculum to an evolving, customised educational process focussed on building relationships; and from discrete leadership development programmes to leadership development embedded in concrete issues identified by the participants in the process (Sandman & Vandenberg, 1995).

2.6.2 *EMOTIONAL INTELLIGENCE IN LEADERSHIP DEVELOPMENT*

In an article by O'Brien (2003), he argues that the latest scientific findings indicate that brainy but dogmatic bosses rarely rise to be stars in an age where organisational speed and flexibility are the keys to survival. *Time* magazine (in O'Brien, 2003) sifted through the current thinking and reported "New brain research suggests that emotions, not IQ, may be

the true measure of human intelligence". This phenomenon, referred to as "EQ", became the hot ticket for business success, and it seems likely that both individual executives and boards of directors need to know how to cultivate it. O'Brien is of the opinion that a highly personal practice, aimed at improving the following four adaptive skills, should be embraced in order to develop the managers of the future (O'Brien, 2003):

- *Practice self-awareness:* Practicing this skill is a way of escaping the conditioned confines of one's past. Consciousness can be raised by "catching yourself in the act of thinking" as often as possible, routinely noticing your emotions and determining whether one is facing the facts or indulging biases.
- *Use imagery:* This is what Olympic ski-racers do before they enter the starting gate – with closed eyes and swaying bodies they run the course in their minds, which ultimately improves their performance. A similar approach may be to set aside time each day to dream with gusto about what you want to achieve.
- *Frame and reframe events:* When the Greek Stoic Epictetus said 2 000 years ago that it is not events that matter, but one's opinion of them, this is what he was talking about. Every time something important happens, assign as many interpretations to it as possible, even "zany" ones. Then go with the interpretation most supportive of your dreams.
- *Integrate the perspectives of others:* Brain research shows that people's view of the world is physiologically limited by genes and the experiences they have had. Learning to incorporate the useful perspectives of others is nothing less than a form of amplifying one's senses. When someone interprets something differently than it was intended, one should pause to consider that a gift of perception, if only one will accept it.

Mastering the emotional components of these four practices often proves to be the most difficult for senior executives, but as Goleman (O'Brien, 2003) emphasised, doing so can yield "Resonant Leadership" – emotionally intelligent leaders. By practicing self-awareness, leaders notice their moods and emotions and how these are influencing their behaviours. By using imagery, they can go beyond the intellectual data to make smart choices that look to others like "leaps of faith". By framing and reframing events and integrating the perspectives of others, leaders can manage their own reactions, thereby improving their emotional state and that of their organisations. These practices are not a curriculum in the sense that a Masters in Business Administration (MBA) is, but what the latest research seems to imply is that without the software of emotional maturity and self-knowledge, the hardware of academic training alone is worth less and less (O'Brien, 2003).

Dipak (Golosinski, 2002), adds to O'Brien's (2003) view by saying that, while experts debate the terminology of "soul", "inner voice" or "centre", the commonality of the words suggests a foundation, and the best leaders harness its power. In so doing, these leaders transform themselves and their followers, enabling all to develop their full potential while driving organisational excellence. Jain (Golosinski, 2002) is of the opinion that the "soul" of leadership involves the ability of a leader to mentor and motivate by demanding the best from a team, while creating an environment that challenges and enriches. He believes that leaders should invest in their people, allowing them to flourish by giving them the tools and opportunities to grow – both professionally and personally.

In Jain's (Golosinski, 2002) view, being innovative requires leaders to do two basic, but extraordinary things. First, they must develop the introspection required to understand themselves and unlock their own potential, enabling them to guide others along a similar path. Then, they use insights uncovered by this "journey to awareness" to appreciate the motivations of others. "Leaders who wish to create excellence in their people must first remember to cultivate it in themselves" (Golosinski, 2002).

2.6.3 *THE SERVANT LEADER*

Neuschel (Golosinski, 2002) has spent some fifty years studying leadership, tracing many of its core elements to antiquity, and deriving a framework from his observations that he calls the "servant leader".

True leaders understand that their roles carry profound responsibility toward others, Neuschel (Golosinski, 2002) says. Rather than expect others to serve them, servant leaders are prepared to nurture their followers, building bonds based upon mutual respect – and love (Golosinski, 2002). Wilkinson & Cilliers (2004:34) add that servant leaders believe the following:

- Because they follow their own dreams, servant leaders also motivate others to follow their dreams;
- Servant leaders inspire others to discover and develop their talents and passion to the benefit of all;
- Servant leaders recognise others' potential and encourage them to try out new things;
- Servant leaders understand what a good investment training and experience is – individuals that are equipped to live their dreams, inspire those around them;
- Servant leaders articulate the joint vision and often discuss it jointly – then adapt it as and when necessary; and

- Servant leaders accept that the true leader is in fact a servant – a good way to show true leadership, is by actively helping others to realise their dreams.

2.6.4 LEADERSHIP AS A RELATIONSHIP

Posner (2004) says that a leader is uncomplicatedly defined as a person who has followers. This implies that there has to be a relationship between those who aspire to lead and those who choose to follow, and any discussion of leadership must attend to the dynamics of this relationship. Strategies, tactics, skills and practices are hollow unless the fundamental human aspirations that connect leaders and their constituents are understood (Posner, 2004).

Flowing from this, it is important to know what people expect from their leaders – the characteristics in an individual that invites people to willingly follow that person. Posner (2004) indicates that they have found surprisingly consistent responses to this question over the past twenty years. These answers have also been consistent across industries, disciplines, generations and continents. Time and again people send a clear message about the qualities leaders must demonstrate if they want others to voluntarily enlist in a common cause and to freely commit to action. According to their research, the following are the crucial attributes for leaders (Posner, 2004):

- *Honesty:* In virtually every survey conducted, honesty was selected more often than any other leadership characteristic. Honesty is absolutely essential to leadership. If people are going to willingly follow someone, whether it is into battle or into the boardroom, they first want to assure themselves that the person is worthy of their trust. They want to know that the would-be leader is truthful, ethical and principled.
- *Forward-looking:* Leaders are expected to have a sense of direction and a concern for the future of the organisation. Leaders must know where they are going. They must have a destination in mind when asking constituents to join them on a journey into the unknown. Constituents ask that a leader have a well-defined orientation toward the future. They want to know what the organisation will look like, feel like, and be like when it arrives at its goal in six months or six years.
- *Inspiring:* Followers admire and respect leaders who are dynamic, uplifting, enthusiastic, positive and optimistic. Leaders are expected to be inspiring, yet it is not enough for leaders to have dreams of the future. They must be able to communicate those dreams in ways that encourage followers to sign on for the duration and to work hard for the goal.
- *Competent:* If constituents are to enlist in another person's cause, they must see the person as having the capabilities and skills to guide them forward. The particular type of

competence that constituents look for varies with the leader's role. The universal expectation is that the person has the relevant experience needed to be able to get things done. Of critical importance is competence in working well with others, bringing out their best.

- *Credibility*: In combination, the above four characteristics can communicate a powerful message, i.e. credibility. In assessing the believability of sources of communication – whether newscasters, salespeople, physicians, priests, business managers, military officers, politicians, architects or civic leaders – researchers typically evaluate people on the same criteria that people use to determine what they want from people that they would willingly follow. Research has proved, quite unexpectedly, that above all else, people want leaders who are credible.

2.6.5 *COMPETENCY MODELLING*

Competency models are descriptions of strong individual performance, and are the yardstick against which all performance is evaluated. Rothwell (Donovan-Wright, 2002) says that a Camelot-type place to work, where the strength and strategy of the organisation is the sum total of the individual talents of the employees, is not necessarily an unattainable fantasy. He says that an organisation that far surpasses any other in its class in terms of performance and customer satisfaction is quite possible; if they take the best employee performance they have, capture it, and replicate it. This will lead to company-wide high performance and better business results (Donovan-Wright, 2002).

Rothwell (Donovan-Wright, 2002) says that theorists have talked for years about "core competencies" of organisations. Core competencies have been thought of as characteristics that set an organisation apart from its competitors and that the organisation therefore dare not outsource. What a competency really is, he says, is an inherent characteristic that predisposes an individual (not a company) toward certain skills and behaviours that achieve exemplary performance – it is *anything* that leads to results. However, it should be noted that what is exemplary for one organisation may not necessarily be exemplary for another organisation. Therefore the key is to develop and implement models of ideal performance based on the specific organisation (Donovan-Wright, 2002).

Competency modelling enables organisations to shift from job-based to people-based structures in which exemplary employees are identified and interviewed to discover their secrets to success. It is recommended that the organisation's decision-makers begin the process by stating exactly what they want from the effort – such as a corporate culture that values customer service. This data is then compiled, compared, analysed, and synthesized

into pictures of competency for the organisation. Competency models spotlight stellar individual performance and use it as the yardstick against which all performance is evaluated (Donovan-Wright, 2002).

2.6.6 *EMBEDDING LEARNING IN THE JOB*

In an article published by the American Society for Training and Development (July 2004), a case study of IBM is presented. In this article the writers indicate that focusing on classroom education, e-learning and other forms of formal training may cause organisations to miss the opportunity to tap into the basic human drive to self-educate. They are of the opinion that the importance of formal training should not be underemphasised, but the future of organisational learning will maximise the opportunity to "learn while doing" more efficiently than ever before (Johnston & Morton, 2004).

Johnston & Morton (2004) indicate that, in response to the changing requirements of an on-demand world, IBM set a goal to create an environment where employees can easily learn what they need and when they need it, and apply that knowledge, understanding, and experience for their own benefit as well as IBM's. To foster that culture, IBM created a new learning archetype for the on-demand business environment based on the following assumptions:

- Learners must be empowered to shape, rather than just passively receive, their learning experience;
- Opportunities to learn must become embedded in process workflows, enabling learning while doing;
- The focus of learning must extend beyond learners as individuals to include learners as teams and organisations; and
- Learning must become a key vehicle to enhance relationships across the enterprise and its entire value chain.

In order to translate all these concepts into real work programmes, IBM introduced the Role of the Manager@IBM – a programme that taps existing technology, resources and content to expand learning's role to make learning ubiquitous across the organisation. This company-wide blended learning programme addresses the management role from an on-demand perspective. To date, this two-year initiative has been the largest management development initiative in the history of IBM. It touches 32 000 executives and managers in IBM across all business units and geographics (Johnston & Morton, 2004).

The Role of the Manager@IBM focuses managers on identifying and addressing business issues and then helps them formulate action plans with targeted strategies and goals. The programme uses e-learning, in-person learning, management communities, informal education and the full capabilities of the IBM-intranet. It operates in five phases, i.e. (Johnston & Morton, 2004):

- *Customised requirements by Business Unit:* each business unit receives customised requirements based upon industry, geographic location, etcetera.
- *ManagerJam:* New technology and learning methods are used to gather input on key leadership issues and to allow key executives to dialogue or "jam" with each other online. The focused and directed discussion involves a team approach to resolving issues defined by the unit.
- *Advisor:* A web-based, online tool developed to support continuous learning for all managers, including those in non-traditional office situations and those working remotely. Advisor has three components: exploring web-based learning, preparing for the Role of Manager class, and an Individual Development Plan.
- *The In-Class Learning Lab:* Two days that focus on experiential, higher-order learning, personal networking and action learning.
- *Manager Ongoing Dialogue:* An online, shared e-space where the same group of managers collaborates on their chosen management action challenges.

In less than a year, Role of the Manager@IBM has already resulted in (Johnston & Morton, 2004):

- Intentionally aligned learning with the business strategy through action learning around imperatives designed by each business unit's senior executive team;
- Served as a catalyst for IBM's managers to create and sustain new momentum to achieve and exceed revenue goals for the year;
- Helped produce a net return of more than \$20 million in just one of nine IBM business units; and
- Improved manager effectiveness and behavioural change. Specific improvement areas, measured by employee surveys, include general leadership, clarity, strategy linkage, transforming goals into action, collaboration, communication, and overall satisfaction.

However, creating such a programme does not occur overnight and requires a significant amount of organisational adaptation. The Role of the Manager@IBM is just one of IBM's learning programmes that has been reinvented to give learners more control. Many of today's learning programmes are targeted at helping individuals learn where and when they

work, using technology already on their desktop. In order to move towards the “future of learning”, IBM has identified five dimensions of change that can significantly impact the role of learning in an organisation (Johnston & Morton, 2004):

- *Governance and management:* Reinventing the role of learning requires innovative thinking at the governance level. When enabled by a governance and management system that understands how learning can impact an organisation, learning can deliver real business value and return on investment.
- *Design and delivery:* Implementing the future of learning requires adapted design and delivery that expands instructional design to include more focus on learning that is embedded in work and centred on the learner.
- *Technology:* Thousands of companies already use technology that can quickly and easily be adapted for learning. Intranets, instant messenger programmes, e-mail, cell phones and other programmes and devices are just a few of the technologies employees already use on a daily basis. These tools can enhance person-to-person interaction and create a pervasive learning environment that supports a vibrant learning culture.
- *Organisational alignment:* The most successful learning programmes are those which align business priorities with individual job roles. For the organisation, a focus on growth and innovation requires an ongoing alignment of learning initiatives to business priorities. For employees, when learning is made directly relevant to their position and when they understand how learning can directly impact their performance, they are more engaged and motivated to complete the programme.
- *Culture:* To make a truly strategic change in the learning paradigm, companies must look at how they think about learning and foster the organisational culture accordingly. If the learner is to be empowered to shape his own learning experience, then businesses must change the way they think about learning and foster the organisational culture accordingly. If the learner is to be empowered to shape his own learning experience, the businesses must change the way they think about learning. Learning may be redefined to include anytime access to key subject matter experts, or as having “just-in-time” information via hand-held devices. Companies should ask how they can foster an environment that encourages the sharing of knowledge, best practices and critical information.

Moreover, companies should understand the geographic, language and cultural challenges that may exist when implementing a new learning programme. Individualised content means understanding the environment in which individuals work. As organisations understand how to tap technology, culture, and the individual’s motivation to learn, they can create learning programmes that keep their employees engaged and better equipped. Opening a new world

of delivery and communication will empower companies to create a competitive workforce for the 21st century (Johnston & Morton, 2004).

The notion of Learning on the Job is also supported by Henry Mintzberg and the IMPM (refer to paragraph 2.5.4 above). They believe that learning does not end with the goodbyes in the classroom, though that is where many programmes stop. With the IMPM a great deal of effort is devoted to extending the learning of the programme into the workplace in two respects: by introducing activities there as part of the programme and by encouraging, together with the support of students' companies, informal applications of the learning on the job, namely IMPacts (Mintzberg, 2004:34).

IMPact is their label for how the managers of the programme apply what they learn directly in their organisations. The most obvious is when they change something for the better as a result of the learning. This is called "action impact". Sometimes, that just happens naturally, e.g. a manager exposed to some new technique comes back and applies it at work. This is encouraged, by two activities in particular. In the Venture-part of the programme, working alone or with other participants from their company, managers engage in some change activity and report on the experience. Participants who wish to obtain the master's degree in practicing management write a major paper, which often takes them deeper into some key issue facing their company (Mintzberg, 2004:35).

It is necessary to emphasise that the change is fine and important, but that the object of management development is learning. Third-generation management development must extend the learning of the classroom well into the organisation. This can be referred to as "teaching impact" (Mintzberg, 2004:35). All managers have to be coaches and mentors. Every manager has to be a teacher, to help improve the performance of those around him/her. However, managers that are granted the privilege of attending a serious development programme have a special obligation in this regard: learners in the classroom must be teachers on the job. That way, the learning of the programme can be leveraged in the company. Some of that happens naturally, but that does not suffice. In third-generation management development, it has to be encouraged by the faculty and by the companies. In the IMPM-classroom consciousness about teaching impact is raised by having managers share experiences in what they have done to help others learn about what they have learned. Management development will become much more powerful when company and classroom work together to extend the learning beyond the participating managers (Mintzberg, 2004:35).

Among the workplace activities introduced as part of the programme, most powerful has been what is called *Reflection Papers*. Several weeks after each module, when managers have settled back at work, they are requested to revisit all of the material of the module – notes, readings, overheads – and write a paper connecting whatever parts of it they find relevant to themselves, their jobs and their companies. The material, quickly reviewed, jumps back to life in the place where it has to be relevant, and links can be made. These papers yielded surprising results. The Reflection Papers were expected to be short, but many often are very long, as the managers really get into it. One manager went into his office on a Sunday morning to work on his paper, expecting to be home by noon. He worked until 04:00 the next morning! These papers can be insightful, sometimes startling. The assignment is simple, the learning is often profound. And that means that the companies sponsoring the managers are better served (Mintzberg, 2004:34).

2.6.7 GLOBAL LEADERSHIP

In their special issue "Leadership in a Changed World", the *Harvard Business Review* editors observe that, "for all the talk about global organisations and executives, there is no definite answer to the question of what, exactly, is meant by *global*". There is some consensus, however. First, the five top executives interviewed all agreed that "the shift from a local to a global marketplace is irreversible and gaining momentum". Second, they all insist on what Hassen (Green, Hassen, Immelt, Marks & Meiland, 2003) calls a "global attitude": "an attitude which involves a real passion and curiosity about the world, a willingness to accept good ideas no matter where they come from, and collaboration around geographies" (Johnston & Morton, 2004).

Beyond cultural sensitivity, which is characterised by openness, understanding and respect, some of these top executives emphasise the value of cultural differences. Green declares that (Rosinski, 2004):

"If, for example, my French colleagues lost their French-ness or my Brazilian colleagues lost their Brazilian-ness, life would be a lot duller, and HSBC would be a lot less profitable. We prize our diversity. That's all part of the richness and fun of working together, and it's what makes us so creative and responsive to our client's needs."

Unfortunately, as Daniel Meiland (Rosinski, 2004) explains:

"Many companies have not been all that successful at developing global executives. The intentions are good, but the fact is, practice has not caught up with intent."

This is where global leadership comes in. Strangely, many companies still assume that global leadership competencies will somehow either come naturally or through superficial training. On the contrary, excellent international companies (including Unilever, Chubb Insurance, Baxter Healthcare and IBM) have found that developing global leaders requires a rigorous and systematic approach. These companies discovered that the unique combination of coaching and intercultural skills is key to effective global leadership, which operates in a complex and multidimensional environment. It is in essence a more creative form of coaching. Whereas traditional coaching tends to operate within the confines of your own cultural norms, values and beliefs, coaching across culture seeks to challenge these cultural assumptions and discover solutions that are "out-of-the-box" (Rosinski, 2004).

Coaching is an effective leadership practice that develops people while getting results. Coaching is about facilitating the unleashing of people's potential to achieve important, meaningful objectives. Coaching across cultures makes it possible to deploy even more potential by tapping into different possible worldviews: alternative ways of thinking, communicating, organising, dealing with power and responsibility, defining identity and purpose, and viewing time. Beyond tolerating or adapting to differences, the goal is to proactively learn from other cultures and make the most of various perspectives, i.e. leverage the richness that lies in cultural diversity (Rosinski, 2004).

For example, Chubb Asia Pacific's executives learned to blend Western directness and Asian indirectness, retaining the best of each communication pattern: clear and firm on the content, yet sensitive on the process. This attitude has played a significant role in fostering harmony and unity at the top, which in turn has allowed these senior executives to mobilise the entire workforce and achieved record growth in Asia Pacific. Similarly leaders at Baxter Renal in the United Kingdom became skilled at reconciling profit-driven and people-driven values. Used to impersonal marketing plans, business professionals learned to better hold patients' needs to heart. They developed the values of caring and empathy. They found a new pride and inspiration knowing that their work would make a real difference for patients. The leadership team set out to make Renal patients' lives as easy as possible. Baxter offered to take care of various tasks that patients would normally have to worry about, such as the disposal of dialysis bags, water purification, or the update of prescriptions. From a business standpoint, this approach further reinforced Baxter's market position and success (Rosinski, 2004).

Developing global leadership typically involves a combination of consulting, training and coaching. The approach should consider the company's context and build on its current leadership development initiatives. It should promote alignment and consistency with other

levers of progress such as the company's vision, strategy, culture, performance appraisal and reward system. Ideally the levers should reinforce each other rather than send confusing signals (for example, employees are our main asset – but the company does not seem to care about its employees, or corporate social responsibility – without a genuine intention to make the world a better place). However, the author suggests incorporating the following (non-exhaustive list of) leadership competencies into any leadership model (Rosinski, 2004):

- *Empowering leadership:*
 - Intercultural coaching – being able to adopt a coaching style enhanced with a global and intercultural perspective;
 - Intercultural excellence – having a capacity to work effectively across cultures through an appreciation of cultural differences augmented by an ability to leverage these differences; and
 - Integrity – being true to oneself and genuinely committed to serve others.
- *Visionary leadership:*
 - Dialectic / synthetic leadership – uniting and interconnecting (“and”) rather than dividing and excluding (“or”);
 - Creative leadership – being curious and able to see reality from multiple perspectives, particularly for addressing leadership challenges; and
 - Farsighted leadership – framing organisational goals in the broader context of improving the world.
- *Effective communication:*
 - Intercultural communication – being able to rely on various forms of communication: explicit and implicit, direct and indirect, affective and neutral, formal and informal.

Coaching across cultures applies at various levels: for leading diverse individuals creatively, cross-cultural teams and across organisations (Rosinski, 2004):

- At the individual level, leaders discover new cultural choices for dealing with challenging situations and for making the most of a diverse workforce;
- At the team level, they learn how leveraging diversity can lead, somewhat paradoxically, to increased team unity and performance; and
- At the organisational level, leaders find out how to integrate disparate cultures during mergers, acquisitions and alliances. They also sharpen their ability to define the new company's culture and to make it become real. In today's global, multicultural, dynamic and competitive world, organisations have to achieve greater results with scarcer resources. Furthermore, they need the creativity and farsightedness to seize the new

ideas and aspirations that are also inherent in our turbulent and changing environment. Effective global leadership is necessary to address both the threats and the opportunities, thereby enabling sustainable business success. Therefore global leadership development is becoming vital to attract, develop and retain the human talent necessary to achieve this.

2.7 DEVELOPING NEW YOUNG MANAGERS (NYMs)

This section will specifically focus on the latest trends in the development of young managers, as this study will later on focus on the emerging managers. Attention will be devoted towards reasons for classifying NYMs as a unique group, approaches to develop NYMs, topics to be covered in NYM programmes, and improving the return on investment on NYMs.

2.7.1 BACKGROUND TO NYMs

Earning a place in the managerial ranks used to be fairly straightforward: people were hired into entry-level positions and expected to put in their time, do a decent job, and eventually garner a promotion to management. There were dues to pay and a corporate ladder to climb. Nowadays, however, different rules apply. Enter the New Young Managers (NYMs), whose ascend to a position of authority is occurring fast and in large numbers. According to the United States Department of Labour, there is a continuing escalation of employees aged 20 to 34 in management jobs. Dun and Bradstreet report that roughly 15 percent of managers in their 20s and 30s anchor such top spots as CEO, president and business owner (McDermott, 2001).

This is confirmed by a study done by the Chartered Management Institute and PPP Healthcare, which found that young managers between the ages of 25 and 35 are switching jobs in just a couple of years in their quest for quality of life and job satisfaction. Unlike previous generations, who aspired to a job for life, 82% of young managers believe there is no such thing and are quite prepared to vote with their feet if organisations fail to deliver. More than seven in every 10 (71%) young managers expect to stay in their current organisation for a maximum of five years. A startling 41% plan to move on within just two years, raising major challenges for companies seeking to recruit and retain good managerial talent (Chartered Management Institute, 2002).

A tight labour market and dramatic shifts in the business environment and corporate staffing patterns have much to do with why the face of management is getting younger. The overused term "Gen Xers" refers to an age group characterised by ambition, impatience,

flexibility, independence, creativity, and techno-literacy – having grown up in the technical revolution. Such traits are simpatico with the current fast-moving, fast-changing, web-wired marketplace and are highly desirable to businesses across industry sectors. The growing preponderance on NYMs in the workplace, however, says nothing about their readiness to don the managerial mantle. Many are thrust into the role equipped with little more than a half-day management workshop. That is akin to a flight attendant being promoted to pilot after a morning's worth of flying lessons (McDermott, 2001)!

2.7.2 REASONS FOR CLASSIFYING NYMS AS A UNIQUE GROUP

2.7.2.1 THE UNIQUE CHALLENGES NYMS FACE

It is quite obvious that a person in his 20's, appointed on the same level as someone in their 40's, will experience some challenges in his day-to-day duties. This section will focus on those challenges.

- **Less experience and organisational maturity**

Nurturing people fresh in management positions is familiar territory to training and development professionals. A distinct challenge posed by NYMs is that they are being hired or promoted into management at a much younger age than their counterparts were only 10 to 15 years ago. NYMs come into management with significantly less functional experience and organisational maturity. In short, they are not only new to management, but also new to the world of work. They are expected to be the boss and act like the boss despite little or no firsthand exposure to the facts of corporate life (McDermott, 2001).

Generally NYMs face a steep learning curve in developing rudimentary project and people management skills. Accustomed to functioning as individual contributors – whether in school or non-supervisory positions – their transition to management requires a new mindset and new skills. They now must accomplish their work as well as motivate other people and achieve results through them. They must make decisions about what work is to be done, when, and by whom. They must demonstrate authority and control without alienating people and manage the expectations of their own bosses and upper management (McDermott, 2001).

- **Less protection as a result of flatter organisation structures**

Compounding the adjustment period are flattened organisational charts, which put NYMs nearer to top management and the business pressures that reside there. A good example is someone we can call Anne Smith, who was promoted in her mid-20s to the position of director at a major publication, reporting to the editor-in-chief. Smith comes into close daily contact with pressure exerted on her boss to produce, improve and grow the magazine. There are no layers of management to cushion the rougher aspects of managerial accountability. Smith knows about the pressing demands of NYMs these days to move beyond the supervisory aspects of being a manager to also serve as a leader – to become part of the leadership team, to demonstrate the ability to think strategically, and to help influence the direction and achievements of the organisation as a whole. Fortunately, Smith's boss, who wants her to be a strategic business partner, realised that would and could not happen until Smith learned first to lead her own department and get it to deliver the highest-quality magazine possible on time every month (McDermott, 2001).

- **High expectations and new ideas**

In the first weeks of their new regime, NYMs typically discover that the realities of being a manager do not match the grander vision they had of the role. Many come to their post eager to try the ideas and knowledge they gained in college or early work experiences, only to meet with friction and resistance from their staff or be perceived as brash and arrogant for messing with the status quo. There are risks for any new manager, but perhaps more for young, organisationally unseasoned people who want to initiate major changes that are not warranted, mandated or championed by upper management. Without guidance from the organisation to tap and channel NYMs enthusiasm productively, they are subject to disillusionment, frustration and feelings of failure (McDermott, 2001).

- **Generational diversity**

NYMs are entering management nearly straight from school or after just a few years of work, so their backgrounds most likely involved friends, family and others who shared similar values. Consequently, many NYMs have little or no experience dealing with people who have widely disparate values and are motivated by vastly different management styles and incentives. NYMs need to acquire critical skills for managing across generation gaps and value gaps (McDermott, 2001).

Yet another obstacle that NYMs face is generational diversity. Traditionally, employees tended to advance with same-age peers throughout their careers, but the presence of NYMs has tossed four generations into a corporate melting pot. Ron Zemke, co-author of *Generations at Work: Managing the Clash of the Veterans, Boomers, Xers and Nexters in Your Workplace*, notes (McDermott, 2001):

"The old ways, the pecking order, strict hierarchy, slow promotional tracks, and short life spans that kept one generational cohort isolated from other generational cohorts no longer exist, or they exist in a much less rigid, more permeable manner".

Multi-generational mixing and teaming in the workplace frequently lead to clashes around different values, ambitions, management styles and attitude toward work. NYMs charged with managing and leading a multigenerational team (in addition to management upwards) have had less time and experience in the workplace through which to acquire skills in building relationships, fostering collaboration, and handling organisational dynamics and politics. They have also spent less time being managed, properly or otherwise, so have had fewer opportunities to learn how to do it effectively (McDermott, 2001).

Consider a 25-year old NYM whose reports are mostly boomers. Some older workers may be nurturing, recalling when they started and were trying to make their mark, and willing to share their organisational wisdom. Others may feel their jobs are threatened and resent being told what to do by someone who is young enough to be their child. The ones who coveted the management job are likely to feel passed over and angry that their longer tenure and experience were discounted. Meanwhile, NYMs can struggle with discomfort at giving instructions to employees older and more experienced than themselves. They can also be impatient with older employees who do not work fast enough to suit them, who do not embrace technology, or who do not seem to respect their authority (McDermott, 2001).

- **Managing same-age peers**

Managing same-age peers raises other issues. The transition from buddy to boss seldom happens as quickly and easily as the title change. A NYM who used to hang out with his co-workers after office hours is suddenly allocating their assignments and deadlines, evaluating their performance, and perhaps determining the size of their paycheques. A NYM cannot play favourites and let anyone slack off or take advantage. Many NYMs are startled when they realise that they are now the boss who is griped about. A NYM who

fails to acknowledge the power shift and puts too much emphasis on being liked and accepted is likely to head for a fall (McDermott, 2001).

- **Proving themselves to upper management by working long hours**

Regarding managing upwards, NYMs regularly become preoccupied with trying to gain credibility and be taken seriously by senior managers. NYMs may work twice as hard to prove their ability to handle the job despite their age and can be reluctant to ask for guidance for fear that they will be perceived as unskilled, unknowledgeable or unable to deal with their new responsibilities. Their quest to earn upper management's respect and trust may lead them to take no action at all just to avoid doing the wrong thing (McDermott, 2001).

This is confirmed in the study done by the Chartered Management Institute, which found that, despite being in the early stages of their management careers, young managers believe that they are expected to put in long hours and are concerned about the knock-on effects. 86% work more than their contracted hours with over half (51%) working at least five extra hours a week. Only eight percent keep to their agreed hours (Chartered Management Institute, 2002).

Young managers say that this is affecting their social and leisure life (58%), and both their physical and emotional well being (54%). 65% of those with children believe it is damaging their relationship with them and 57% of those living with a partner are concerned by the negative effects on their relationship. Of major concern is that a third admitted to feeling stressed – by this they mean under excessive pressure – most of the time (Chartered Management Institute, 2002).

2.7.2.2 NYMs' EXPECTATIONS OF EMPLOYERS

Along with the confidence to take charge of their own careers, NYMs also expect a new employer-employee working relationship, built on partnership and trust. Their preferred management style is one that empowers, in contrast to the bureaucracy and authoritarianism that still prevail in many organisations. What is more, young managers are least satisfied with their top team when it comes to their verbal communication, emotional intelligence and listening skills (Chartered Management Institute, 2002).

NYMs also expect to be trusted to work more flexibly in their bid to achieve a better work-home balance. Highest on their wish list is the chance to work from home regularly, making

the most of new communication technology and the option to work a compressed week: say, completing their agreed hours over four days instead of five. But most organisations have yet to embrace these ways of working – for example, only 13% of organisations offer a compressed working week, while three times as many young workers (39%) would prefer to work this way (Chartered Management Institute, 2002).

When it comes to the job, their focus is firmly on getting on in their careers and fulfilling their personal potential. Yet almost a quarter (23%) says their current job has failed to live up to their expectations. They say the top three factors motivating them when choosing a job are career prospects and promotion opportunities, the challenges presented by the job and the opportunities for personal growth and development. Their preferred employee benefits are an occupational pension (62%), private healthcare (49%) and a company car (36%) (Chartered Management Institute, 2002).

The study conducted by the Chartered Management Institute also reveals a principled group who say they are prepared to tackle wrong-doing personally in their working life. 89% say they would take action if they believed employees in their organisation were behaving unethically or unlawfully, or only one in a hundred would turn a blind eye. In a similar vein, three quarters want to work in an organisation that balances the interests of all its stakeholders – shareholders, customers, employees and the local community (Chartered Management Institute, 2002).

2.7.3 HOW TO DEVELOP NYMS

The development of NYMs should start as early as possible. Errors in judgment are bound to happen, but it can be tough to overcome early management blunders. Coaching and training can help prevent big mistakes and minimise those that do occur. A lot of learning will take place in the course of NYMs doing their jobs, but some training early on gives them critical tools and enables them to approach their experiential learning with greater awareness (McDermott, 2001).

Development should stem from two primary sources (McDermott, 2001):

- The organisation can enlist the internal training department, corporate universities or external consultants and learning institutions (or a combination thereof); and
- It is important that executive managers, especially the NYM's boss, play a key role through regular coaching, mentoring and performance feedback. An active commitment by upper management models expected behaviours and facilitates down the line transfer

of skills and knowledge to NYMs and their staff. Management's support also enables a proactive diagnosis and response to specific training gaps or performance problems that may surface.

Development of NYMs must be viewed as a process. Natural-born managers are rare. They become effective best through ongoing, strategically directed learning. As much as possible, development should target individual learning needs and provide practical guidance for a NYM's day-to-day duties and responsibilities. In addition, opportunities for NYMs to interact with other NYMs are of enormous benefit in identifying issues, solving problems and exchanging information (McDermott, 2001). Prior to the actual training, it is important to take the following actions (McDermott, 2001):

- *Clarify expectations and goals.* Define and communicate explicitly the NYM's role, expectations and boundaries of responsibility and authority. Set goals and objectives that are of the SMART-model: specific, measurable, action-oriented, realistic, time-bound. Clarify expected business results and measures of success. Those actions should be done by the NYM with his/her manager face-to-face, not by the manager issuing a memo or handing out a job description.
- *Describe the big-picture strategy and vision.* Explain to the NYM the direction that the organisation as a whole is taking, as well as short- and long-term plans for achieving its vision. Describe how the NYM's department or business fits into the big picture. Define exactly how the NYM can have impact and make a meaningful contribution.
- *Identify skills gaps.* After clarifying the NYM's expectations and goals, determine the skills and knowledge he/she will need to attain them. Then conduct an assessment of the NYM's knowledge and skills – technical, functional and leadership – to identify gaps. Use a formal assessment tool (such as the Leadership Effectiveness Analysis instrument created by the Management Research Group) to get a reliable profile based on the required competencies and behaviours.

Initially a joint assessment of the NYM and his/her manager is beneficial, but this should be followed up with a 360-degree feedback process 9 to 12 months later.

Any development should be structured around individual learning needs, though the form and content of such efforts can vary according to such factors as company policies on training, funding for training and resources for delivery. Ideally, development includes group programmes and individualised coaching and training. If provided early, those elements give NYMs a period of trial-and-error before they take full charge (McDermott, 2001).

In a report prepared by the Center for Creative Leadership (CCL), entitled *Emerging Leaders Research Survey Summary Report*, the findings of a survey conducted amongst 3 417 respondents were set out. Respondents from a wide range of generations (i.e. silent generation – born in 1925-1945; early boomers – born in 1946-1954; late boomers – born in 1955-1963; early Xers – born in 1964-1976; and late Xers – born in 1977-1982) took part in this study. One of the focus areas of this study concentrated on preferences regarding development methodologies. When the respondents were asked “how” they want to learn, all age groups preferred to learn *soft skills* through the following methods (DePinto, 2003):

- On the job interaction (71%);
- One-on-one coaching (64%);
- Peer interaction / feedback (60%);
- Discussion groups (55%);
- Classroom instruction / live (54%); and
- Assessment and feedback (53%).

The least preferred delivery methods for the development of *soft skills* were indicated as (DePinto, 2003):

- Books / reading (40%);
- Case studies (25%);
- Outdoor experiential programmes (14%);
- Workbooks / manuals (12%);
- Games or simulations – non-computerised (10%);
- Web based training (10%);
- Computer based training (9%);
- Computer based games or simulations (6%); and
- Satellite / broadcast television / distance learning programmes (4%).

The study also proved significant differences between the preferred training methodologies for soft skills according to organisation level, which can be set out as follows (DePinto & Deal, 2004):

Table 2.2: Top five delivery methods for *soft skills* preferred by employees on different organisation levels

Top / Executive	Upper Middle Management	Middle Managers	Professional	First level / Hourly
Peer interaction / feedback	One-on-one coaching	On the job experience	On the job experience	On the job experience
One-on-one coaching	On the job experience	One-on-one coaching	Discussion groups	One-on-one coaching
On the job experience	Peer interaction / feedback	Peer interaction / feedback	Peer interaction / feedback	Discussion groups
Assessment and feedback	Assessment and feedback	Discussion groups	One-on-one coaching	Assessment and feedback
Discussion groups	Classroom instruction / Live	Classroom instruction / Live	Classroom instruction / Live	Classroom instruction / Live

With regard to *hard* or *technical skills*, all age groups prefer the following delivery methods (DePinto, 2003):

- Classroom instruction / live (75%);
- On the job interaction (73%);
- Workbooks / manuals (55%); and
- Books / reading (51%).

Interestingly enough, there were no difference in the preferences expressed based on the organisational levels. With regard to the less preferred methods for training in *hard* or *technical skills*, the following methods scored the lowest ratings (DePinto & Deal, 2004):

- One on one coaching (42%);
- Computer based training (41%);
- Web based training (28%);
- Discussion groups (26%);
- Case studies (24%);
- Peer interaction / feedback (24%)
- Assessment and feedback (20%);
- Computer based games or simulations (12%);
- Satellite / broadcast television / distance learning programmes (9%); and
- Games or simulations – non-computerised (5%).

2.7.4 TOPICS TO BE COVERED IN NYM DEVELOPMENT PROGRAMMES

The focus of developmental interventions should be on fundamentals. It is no use telling NYMs that they need to get results through others, but they do not know how to go about it. They need basic management skills, including how to delegate and how to manage time, workflow and projects (McDermott, 2001).

The development process should follow these guidelines (McDermott, 2001):

- *Cultivate people management skills.* NYMs would probably find becoming a manager a breeze if they did not have to worry about managing and strengthening staff performance, not to mention coping with their staffs' various concerns, demands and personalities. NYMs need basics in situational leadership, coaching, managing diversity, meeting facilitation, conflict resolution, performance feedback, decision-making and motivation.
- *Teach team play.* NYMs accustomed to functioning as isolated producers may feel trepidation about interacting with management and other departments or business units and might even resist. They may also be caught up trying to manage their staff, resulting in tunnel vision with regard to their role with peers. They need skills in collaboration, influence management, interpersonal dynamics, communication and presentation. Down the road, conduct teambuilding sessions to fine-tune their teamwork skills and motivate high-performance teamwork.
- *Develop team leadership.* NYMs need assistance to reach beyond supervisory, administrative aspects of their jobs and learn how to lead their teams. The role of team leader can be intimidating, and NYMs can be more comfortable dealing with people one-on-one. Facilitation from an internal or external human resources or organisational effectiveness consultant can help NYMs develop competencies in managing team performance and process, building a team as a group, developing team members individually, and managing team borders with regard to key stakeholders.
- *Elicit strategic leadership.* Another dimension of leadership that NYMs must step into is exhibiting leadership in the organisation to act as a strategic business partner. That relies on having a broad organisational perspective, developing innovative solutions and prioritising and responding to demands for achieving business results. It can be hard for NYMs to think "blue sky" when they are constantly being pulled down to earth by the day-to-day concerns.
- *Invite them to participate in meetings that address big-picture, long-term business issues.* Expose them to upper-management discussions. Ask them to write white papers on strategic business issues (such as how to grow the business, cut costs, produce new

products or offer new services), and identify ways their departments can contribute to organisational success.

- *Enhance their Emotional Intelligence (EI)*. Developing NYMs to become high achievers and leaders requires attention to their level of EI, a term coined by Peter Salovey and John Mayer, and popularised by Daniel Goleman. EI relates to abilities that can be slotted into the categories of being self-aware and self-motivated, managing emotions, having empathy and handling relationships. NYMs need to recognise that derailment on the management track can often be due more to low EI than to lack of intelligence, functional ability or technical expertise. Leadership models and development should encompass a range of EI competencies, including flexibility, stress tolerance, cooperation and interpersonal expertise.

At present there are a range of management development programmes that specifically targets NYMs. These include, amongst others, the following:

Table 2.3: Management Development Programmes for New Young Managers

Institution	Programme	Content
IEDC – Bled School of Management	Young Managers Programme	<ul style="list-style-type: none"> • General management • Marketing • Project management • Business strategy • Finance & accounting • Team skills • Presentation skills
The Management Centre	Emerging Managers Programme	<ul style="list-style-type: none"> • Fundamental “cornerstones” of a manager’s role • Personal development plan • Personal effectiveness • Communication • Motivation and performance • Coaching and feedback skills • Analysing and building teams
Siena College	eMerging Manager Training Program	<ul style="list-style-type: none"> • Strategy • Marketing • Sales • Finance • People • Leadership

Referring back to the study conducted by the Centre for Creative Leadership, respondents were asked to rate the likelihood that they would seek development in a variety of topic areas using a five-point Likert-type scale. 45% of the respondents indicated that they were likely or very likely to seek development in the following areas in the next year (DePinto, 2003):

- Leadership
- Vision
- Performance appraisal
- Team building
- Problem solving / decision-making
- Public speaking / presentation skills
- Quality / process improvement
- Managing change
- Strategic planning
- Self-awareness
- Conflict management
- Management / business skills
- Communication skills
- Computer training
- Skills training in my field of expertise

According to Mondy *et al* (1999:276), supervisory training programmes may include the following areas:

- Time management
- Planning, organising, decision-making and problem solving;
- Motivating, disciplining and appraising the performance of employees;
- Supervision, including delegation and giving constructive feedback;
- Interviewing skills;
- Conflict resolution;
- Diversity training; and
- Oral presentations.

Overall, *Leadership* and *Skills training in my field of expertise* were the areas in which respondents were the most likely to indicate that they would seek development. With regard to *Computer training*, Late Xer, Early Boomer and Silent Generation age cohort groups express a higher level of interest than the Early Xer and Late Boomer age cohort groups. Younger people were also more likely to say they would be interested in development in

international business knowledge, international customs and foreign languages. This result suggests that younger people have a greater focus on the global nature of their work than do older people. With regard to entrepreneurialism, the younger an employee is, the more he would like to receive training in this area. This may indicate that younger age cohorts have a greater need to actively participate and be supported in innovative endeavours within their organisations (DePinto, 2003).

It is further important to note that there are statistically significant differences at .05 level between the organisation levels in terms of leadership, team building, vision, managing change, conflict management, creativity, diversity, performance appraisals and coaching skills. The top five soft skills that employees on the different organisation levels want to learn can be set out as follows (DePinto & Deal, 2004):

Table 2.4: Top five soft skills required by employees per organisation level

Top / Executive	Upper Middle Management	Middle Managers	Professional	First level / Hourly
Leadership	Leadership	Leadership	Leadership	Communication skills
Team building	Team building	Team building	Team building	Team building
Vision	Vision	Managing change	Communication skills	Self-awareness
Managing change	Managing change	Conflict management	Conflict management	Leadership
Communication skills	Conflict management	Vision	Self-awareness	Creativity

Employees indicated that they want to learn the following *hard* or *technical* skills: skills training; problem solving / decision-making; computer training; strategic planning; presentation skills; management / business skills; quality / process improvement; time management; hiring / interviewing and training in international customs. All except skills training showed statistically significant differences at .05 level between organisation levels. The following gives an indication of the top five hard or technical skills needs per organisation level (DePinto & Deal, 2004):

Table 2.5: Top five hard/technical skills required by employees per organisation level

Top / Executive	Upper Middle Management	Middle Managers	Professional	First level / Hourly
Strategic planning	Strategic planning	Skills training	Skills training	Computer training
Problem solving / decision-making	Skills training	Problem solving / decision-making	Computer training	Skills training
Skills training	Problem solving / decision-making	Strategic planning	Problem solving / decision-making	Problem solving / decision-making
Management / business skills	Management / business skills	Management / business skills	Presentation skills	Time management
Quality / process improvement Presentation skills	Quality / process improvement Presentation skills	Computer training	Strategic planning	Quality / process improvement

The study on the differences in the developmental needs of managers at multiple levels reached the following conclusions (DePinto & Deal, 2004):

- Managers have an accurate perception of what training they need to be effective. This being the case, efforts should be made to ensure that programmes are in place with the appropriate topics targeted for each level.
- Traditional pedagogic methods are still preferred for learning hard or technical skills. This training should be reinforced with relevant job assignment, especially for younger employees.
- Soft skills may be introduced through traditional pedagogic methods, but they should be reinforced through action learning groups.
- Investing in technology based training may not be truly cost effective if employees are not receptive to those methods of content delivery.

2.7.5 IMPROVING THE RETURN ON INVESTMENT (ROI) ON NYMS

The need for upper management's involvement and support in developing NYMs cannot be overemphasised. The manager to whom a NYM reports should hold a quarterly, one-on-one meeting with the NYM during the first 12 to 18 months to ensure regular performance feedback. The manager should also fulfil the role of coach – a crucial but often sorely neglected aspect of good leadership. Inexperienced managers who receive no conscious or systematic coaching tend to feel isolated or left to fend for themselves. The message they receive is "swim or sink" (McDermott, 2001).

Along with ongoing development and coaching, management should convey its support and encourage receptivity from the NYM's group when he/she first takes charge. For example, the management team or CEO could issue a written announcement describing the NYM's qualifications, reasons for selection and other information to introduce and promote the appointment. The NYM's manager could bring the NYM and his/her staff together for a transition meeting, with the manager conducting the first part and then turning the meeting over to the NYM. In addition, managers can set up meetings between the NYM and his/her staff members and other key people the NYM will be working with, inside and outside of the company, including customers and suppliers (McDermott, 2001).

Developing young managers is a bottom-line issue and sound business practice. Smart companies take the responsibility of developing NYMs seriously, viewing and treating it as an investment in a valuable asset and devoting time and resources needed to protect and grow that investment. Ineffective performance costs an organisation, as do turnover and replacement. Letting NYMs muddle their way through their first management assignment will no doubt result in poor performance for the NYM, his/her staff and the organisation. Investing in their development not only boosts performance, but also fosters their motivation and loyalty. Young workers are known for putting a premium on training and development. If they are not learning new skills and advancing in a marketable direction, they are unlikely to stick around (McDermott, 2001).

2.8 EVALUATING MANAGEMENT AND LEADERSHIP DEVELOPMENT

Developmental initiatives – when properly designed and carried out – link different kinds of learning opportunities and occur over a period of time. They also link back to the organisation so that individual development is connected to organisational goals in a cycle of assessment, practice and learning. It could be argued that the results of such initiatives are best measured with an evaluation process that is itself cyclical – not isolated in its methods or defined by discrete points in time. Recognising the cyclical nature of evaluation allows organisations to use them as planning and learning tools that augment the individual and group impact of leadership development (Martinau & Hannu, 2003).

Change is the norm for many organisations, and evaluation can be a tool for enhancing and dispersing organisational learning amid what can be seen as continuous transition. This approach creates a fluid process for evaluating leadership development initiatives while enhancing individual, group and organisational learning, rather than creating a measurement system designed solely to create valid results (Preskill & Torres, 1999 in Martinau & Hannu, 2003).

In line with this approach, the Centre for Creative Leadership has developed a framework for the evaluation of leadership development. This framework can be set out as follows (Martinau & Hannu, 2003):

- *Focusing the evaluation:* This phase includes learning and planning activities that guide evaluators and others toward results that are relevant and beneficial. Activities that focus an evaluation, which should ideally be conducted by the evaluator in conjunction with the design or implementation of the initiative, include the following:
 - Identify stakeholders for the initiative and for the evaluation;
 - Determine the purpose of the initiative and the evaluation;
 - Identify the resources available;
 - Determine the level and type of impact;
 - Surface expectations; and
 - Draft evaluation questions and potential data-collection methods.

The complexity of organisational contexts and cultures combined with the complexity of developing leaders requires processes to help stakeholders develop a common understanding of issues, purposes and roles. Combining the design phases of the evaluation and the initiative helps ensure the utility and efficiency of both processes. As the evaluation project becomes more focused, this combination will assist in identifying the right questions to ask to appropriate people. At the end of this phase, the evaluation strategy would be finalised.

- *Designing and conducting the evaluation:* Once the focusing activities are complete, the phase of designing and conducting the evaluation follows. In this phase evaluators and key stakeholders design and apply the evaluation plan. Measuring and interpreting degrees of change are complex endeavours. It is at this stage where research design considerations such as using multiple data-collection techniques should be addressed. To manage the evaluation project's complexity, you can use the information stakeholders have provided during the focusing stage to explore the benefits, drawbacks and caveats associated with different evaluation techniques.
- *Using evaluation findings:* This final phase in the evaluation cycle is often overlooked. Typically the results of the evaluation are compiled and reported by the evaluation team, which includes evaluators and key stakeholders (supporters, staff and participants, for example), and this team may also make preliminary recommendations for action. However, organisational learning is the ultimate goal of a well-conceived and professionally produced evaluation. Delivering a report with recommended actions is not enough to realise that goal. Implementing and monitoring the action plan that arises from evaluation help ensure that such learning will indeed take place.

2.9 CONCLUSION

In conclusion it can be said that managers are mainly responsible for four functions, i.e. planning, organising, leading and controlling. These functions are performed when managers play the roles of figurehead, leader, liaison, monitor, disseminator, spokesperson, entrepreneur, disturbance handler, resource allocator and negotiator. In order to play these roles managers need technical, human and conceptual skills, which can be enhanced through management development interventions. These interventions can take a number of forms, but it normally strives to equip managers to achieve the organisation's strategic objectives.

Management development interventions have evolved substantially over the past years, and specific trends of the past, present and future have been elaborated on. Of particular interest to the EMDP is the current and future trends, which include leadership development within the context of work; a critical reflection about the role of competencies in leadership development and the continued importance thereof; revisiting the issue of work/life balance; the globalisation/internationalisation of leadership concepts, constructs and development methods; the role of technology in management development; an increasing interest in the integrity and character of leaders and the pressure to demonstrate return on investment. Arguments regarding the third generation of leadership development programmes, which focuses on managers' own real life experiences and what can be learned from it, have also been elaborated on.

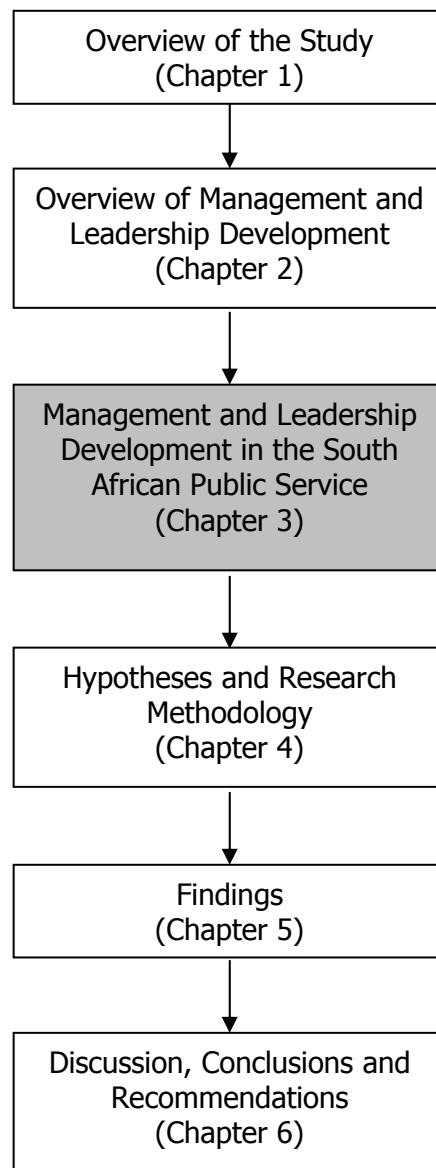
Trends in management and leadership development curricula, such as the holistic approach to leadership development in the 21st century, the inclusion of issues such as emotional intelligence, servant leadership and leadership as a relationship have also been explored. Notions such as competency modelling, the embedding of learning in the job and global leadership have also been investigated as these might impact on the future content and delivery methods of the EMDP.

Since the EMDP targets junior managers in the South African public service, attention was devoted to the development of new young managers and their specific circumstances, which include being less experienced and having less organisational maturity, having less protection as a result of flatter organisation structures, having high expectations and new ideas, battling with generational diversity, managing same-age peers, and proving themselves to upper management by working long hours. Preferences in terms of how different generations prefer to learn was analysed, and all age groups indicated that they prefer learning soft skills through on the job interaction and one-on-one coaching, whilst all groups prefer classroom instruction and on the job interaction for the learning of hard skills. Typical content to be

included in management development programmes for new young managers include the cultivation of people management skills, the teaching of team play, the development of team leadership, eliciting strategic leadership, inviting them to participate in meetings that address big-picture, long-term business issues, and enhancing their emotional intelligence. Leadership, vision, performance appraisal, team building and problem solving/decision-making were rated the top training needs. This provides a helpful checklist to determine whether the EMDP covers the right content according to new young managers' needs.

Lastly return on investment and methods for the evaluation of management development interventions were discussed. If these are well understood, management development programmes of a much higher quality and more profound impact can be developed, and therefore taking cognisance of this can have a positive influence on future reviews of the EMDP.

CHAPTER 3: MANAGEMENT AND LEADERSHIP DEVELOPMENT IN THE SOUTH AFRICAN PUBLIC SERVICE

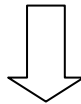


3.1 INTRODUCTION

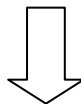
This chapter will focus on the current situation pertaining to management and leadership development in the South African public service. Specific attention will be paid to the South African Management Development Institute (SAMDI) as organisation, the competency frameworks and definition of constructs, as well as the Integrated Management Development Model and Programme.

CHAPTER 3: MANAGEMENT & LEADERSHIP DEVELOPMENT IN THE SOUTH AFRICAN PUBLIC SERVICE

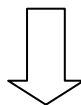
3.1 Introduction



3.2 The South African Management Development Institute



3.3 Competency Frameworks & Definition of Constructs



3.4 The Integrated Management Development Model & Programme

3.2 THE SOUTH AFRICAN MANAGEMENT DEVELOPMENT INSTITUTE

3.2.1 HISTORY

The South African Management Development Institute (SAMDI), the successor of the Public Service Training Institute (PSTI), has a long and colourful history. SAMDI as it is known today was established in 1994 – the exciting time when the world witnessed the dramatic change of the political dispensation of South Africa (SAMDI, 2004).

Since the end of 1994, the composition, structure and the role of SAMDI had been under review and an extensive process of restructuring started to enhance the relevance, quality and effectiveness of its programmes and to pave the way for successful operation in a more competitive environment. The proclamation of SAMDI as a Schedule 2 department (headed by a Deputy Director-General) was the first phase in positioning itself to take its own professional decisions regarding future operations. Although SAMDI increasingly became responsible for its own affairs, it remained accountable to the Minister for Public Service and Administration (MPSA) (SAMDI, 2004).

In October 1999 SAMDI was established as a fully-fledged Schedule 1 department. This elevation by Cabinet meant that, as a department, SAMDI was to be headed by a Director-General. Cabinet also gave a directive that SAMDI should be transformed into an effective institution that plays a critical role in management and organisational development in order to accelerate service delivery (SAMDI, 2004).

According to SAMDI's latest strategic plan (2005b:7), SAMDI's vision is to create a self-sustaining organisational transformation centre of excellence for public service delivery. By doing this, it will strive to enhance the capacity of the public service to deliver on the strategic priorities of the South African Developmental State. In pursuance of this mission, SAMDI will work actively to strengthen the link between learning and mission across the public service. SAMDI will design and deliver quality interventions that are responsive to the needs of management in the public services. These interventions will effect improved levels of efficiency, effectiveness and service delivery through:

- Developing management and leadership abilities across the public service;
- Improving the functioning of the systems related to provisioning management and administration in the public services;
- Developing and implementing systems that allow for the appropriate development and utilisation of human resources in the public sector;

- Offering training programmes to support the anti-corruption strategy being promoted throughout government; and
- Extending the delivery impact of SAMDI across the continent so as to support the NEPAD priority of effective and efficient public services.

In order to enable SAMDI to achieve these objectives, SAMDI will develop the requisite institutional capacity to enable the institution to effectively and efficiently carry out the activities outlined in the strategic plan, and to work as an institution that is able to continually learn and that promotes lifelong learning for its staff. Through this approach to learning and development SAMDI will strive to create a positive culture in which individuals are highly motivated and productive (SAMDI 2005:8).

By offering relevant and quality interventions, and operating in a cost effective manner in line with sound financial principles, SAMDI will be able to put in place a cost recovery strategy coupled with donor mobilisation, which ensures its long-term sustainability (SAMDI 2005:28).

Presently SAMDI can present more than forty different courses – a complete list of these courses is attached at **Annexure A**.

3.2.2 *MANDATE*

- **Public Service Act, 1994, Chapter II Section 4 (2):** "The institute **(a)** shall provide such training or cause such training to be provided or conduct such examinations or tests or cause such examinations or tests to be conducted as the Head: South African Management and Development Institute may with the approval of the Minister decide or as may be prescribed as a qualification for the appointment, promotion or transfer of persons in or to the public service; **(b)** may issue diplomas or certificates or cause diplomas or certificates to be issued to persons who have passed such examinations."
- **Public Service Regulations, 2001, Chapter 1 Part IX, Paragraph C:** "Training directed by the Minister. **C.1:** The Minister may issue directives regarding the training of employees or categories of employees in the Public Service. **C.2:** The Minister shall, where appropriate, ensure that every institution responsible for training in the Public Service and the training offered in the Public Service gains accreditation from the South African Qualifications Authority. **C.3:** The department or training institution offering any training directed by the Minister shall issue certificates in respect of such training when completed successfully. All departments shall recognise those certificates."

- **White Paper on Public Service Training and Education, 1997, Chapter 6, Paragraph 6.8:**
 - **6.8.3:** As part of the transition to a more competitive training environment, SAMDI will, however, remain the most important statutory body in the provision of Public Service training and education.
 - **6.8.8:** The focus of SAMDI will need to be redefined within the content of the above framework. It is envisaged that SAMDI will focus its efforts on core competency areas identified by the PSETO so that these priorities include the following transversal areas: Public management training, Transversal government policies and practices, The public policy process, and Public service delivery.
 - **6.8.9:** The role of SAMDI should ensure that it supports strategic government policy initiatives, e.g. capacity building for departments and provinces in respect of decentralisation and delegation of administrative powers."

- **Department of Public Service and Administration Cabinet Memorandum 23 of 2002, paragraph 2.7.2:** "The role of the South African Management Development Institute (SAMDI): A centralised training structure under the jurisdiction of SAMDI was recommended. This would facilitate the co-ordination of training, needs analyses, skills audits and public service training."

Further to the legislative mandate, the DG of SAMDI received a unique and challenging mandate with his appointment – to turn SAMDI around! This meant that there was no longer room for underperformance, and that a cost-recovery strategy had to be put in place so that SAMDI eventually would be financially self-sustainable. SAMDI currently uses three sources to fund the presentation of its courses, i.e. the departmental budget that is allocated to every government department annually, funds made available by international donor organisations as well as funds received from client departments for services rendered (cost recovery). Due to the fact that SAMDI receives a very limited departmental budget, the majority of its courses were previously funded by the European Union. These funds were only available until the end of 2002. The successful implementation of a cost recovery strategy was thus critical for SAMDI in order to survive since 2003. Recovered funds should be ploughed back into training and development opportunities yet again (SAMDI Strategic Plan 2001: 47).

3.3 COMPETENCY FRAMEWORKS & DEFINITION OF CONSTRUCTS

In paragraph 2.6.5, competency modelling has been identified as one of the trends in management and leadership development curricula. Competency frameworks have been developed for the South African public service, and the identified competencies form the

constructs measured by the study to determine the impact of the Integrated Management Development Programme on the knowledge of learners. This chapter focuses on an introduction to competency frameworks, the frameworks for the senior and middle managers respectively, a comparison between the two frameworks and the definition of constructs.

3.3.1 INTRODUCTION TO COMPETENCY FRAMEWORKS

The Public Service Regulations (2001:7) defines *competence* as:

“... a blend of knowledge, skills, behaviour and aptitude that a person can apply in the work environment, which indicates a person’s ability to meet the requirements of a specific post.”

A *competency framework* is the foundation for, and a key driver of, effective human resource management. It describes the activities and behaviours of employees using a common set of terms and scales, thus creating a common language across human resource (HR) processes. Having the knowledge, skills, behaviours and attitudes described in a competency model is a helpful tool that allows both the individual and the organisation to know what knowledge and skills are required to be effective in a given role (Competency Framework for Senior Management Services 2001:2).

3.3.2 COMPETENCY FRAMEWORK FOR THE SENIOR MANAGEMENT SERVICES (SMS)

The process of competency profiling in the South African public service started with the introduction of the Competency Framework for the SMS in 2001. The SMS Competency Framework defines the competencies that are important for the public service to be successful, and ensures that senior managers have the requisite competencies and associated proficiency levels to succeed at the strategic level (Competency Framework for SMS 2001:2).

The South African public service is divided into sixteen salary levels, and according to the Public Service Regulations (2001:49) the SMS consists of employees:

- (a) Who immediately before 1 January 2001 were remunerated on grade 13 and higher;
and
- (b) Who were appointed to the SMS on or after 1 January 2001 in a permanent or temporary capacity in posts of the fixed establishment.

The SMS Competency Framework has emerged from an exhaustive process of interviews, desktop studies, surveys, focus group sessions and analyses. The data gathering exercise spanned across the SMS and culminated in a wealth of raw data on behaviours. In the

process a wide range of stakeholders, subject matter experts and senior managers were consulted (Competency Framework for SMS 2001:2).

In developing the SMS Competency Framework, focus was placed on critical generic competencies, which senior managers would be expected to possess, rather than functional / technical competencies, which are essential to a specific department or a specific job. The SMS Competency Framework consists of a set of eleven generic competencies that communicate what is expected of senior managers. In addition, this Framework seeks to establish a shared understanding of the critical success factors for performance in the SMS. This Framework is based on the requirements for the whole of the SMS in both its current and emerging form (Competency Framework for SMS 2001:1).

The competencies that were viewed as being of critical importance for high performance in the senior manager's role are:

Table 3.1: Senior Management Services Competencies and Definitions (SMS Competency Framework 2001:7-22)

SMS COMPETENCIES	DEFINITIONS OF COMPETENCIES
Strategic Capability & Leadership	Must be able to provide a vision, set the direction for the organisation and inspire others in order to deliver on the organisational mandate.
Programme & Project Management	Must be able to plan, manage, monitor and evaluate specific activities in order to deliver the desired outputs.
Financial Management	Must be able to compile and manage budgets, control cash flow, institute risk management and administer tender procurement processes in accordance with generally recognised financial practices in order to ensure the achievement of strategic organisational objectives.
Change Management	Must be able to initiate and support organisational transformation and change in order to successfully implement new initiatives and deliver on service delivery commitments.
Knowledge Management	Must be able to promote the generation and sharing of knowledge and learning in order to enhance the collective knowledge of the organisation.
Service Delivery Innovation (SDI)	Must be able to explore and implement new ways of delivering services that contribute to the improvement of organisational processes in order to achieve organisational goals.
Problem Solving & Analysis	Must be able to systematically identify, analyse and resolve existing and anticipated problems in order to reach optimum solutions in a timely manner.

SMS COMPETENCIES	DEFINITIONS OF COMPETENCIES
People Management & Empowerment	Must be able to manage and encourage people, optimise their outputs and effectively manage relationships in order to achieve organisational goals.
Client Orientation & Customer Focus	Must be willing and able to deliver services effectively and efficiently in order to put the spirit of customer service (<i>Batho Pele</i>) into practice.
Communication	Must be able to exchange information and ideas in a clear and concise manner appropriate for the audience in order to explain, persuade, convince and influence others to achieve the desired outcomes.
Honesty & Integrity	Must be able to display and build the highest standards of ethical and moral conduct in order to improve confidence and trust in the public service.

The SMS Competency Framework has four proficiency levels that consist of specific behavioural indicators that noticeably reflect different expected levels of performance or expertise. The proficiency levels are as follows (SMS Competency Framework 2001:4):

- **Basic:** Applies basic concepts and methods but requires supervision and coaching.
- **Competent:** Independently develops and applies more advanced concepts and methods. Plans and guides the work of others. Performs analysis.
- **Advanced:** Understands and applies more complex concepts and methods. Leads and directs people or groups of recognised specialists. Able to perform in-depth analysis.
- **Expert:** Sought out for deep, specialised expertise. Leads the direction of the organisation. Defines model / theory.

3.3.3 MIDDLE MANAGEMENT COMPETENCY FRAMEWORK (MMCF)

About a year after the introduction of the SMS Competency Framework, in 2002, the Department for Public Service and Administration (DPSA) embarked on the process of developing MMCF. In this competency framework two types of competencies have been identified, i.e. Feeder competencies and Generic competencies. Specialist, unique and occupational or functional competencies have not been developed. The MMCF provides a common language for use in human resource development, selection, performance management, job analysis and evaluation as well as organisational development. (MMCF 2003:3)

3.3.3.1 FEEDER COMPETENCIES

Feeder competencies are those middle management competencies that all employees entering the middle management ranks must possess or be able to demonstrate. If several of these are at the advanced stage before entry into the middle management ranks, the performance on the middle management generic competencies will be greatly enhanced. If new employees join the public service as middle managers, then they are either selected for those minimum competencies or acquire the necessary competencies (skills) at the appropriate proficiency level automatically as part of their basic induction training (MMCF 2003:4).

Feeder competencies can be considered as those competencies that must be mastered before undertaking the generic competencies for middle managers on salary levels eleven and twelve. The establishing of feeder competencies ensures that all middle managers have the same basic entry skills, which in turn support the abilities of managers to work together and in a common way with internal and external customers, all according to a common framework (MMCF 2003:4).

The feeder competencies, with their definitions, are as follows:

Table 3.2: Feeder Competencies and Definitions (Middle Management Competency Dictionary 2003:9-28)

FEEDER COMPETENCIES	DEFINITIONS OF COMPETENCIES
Concern for Others	Must be able to consider the needs and difficulties of others and take an active interest in their feelings, capabilities and perspectives in order to assist them with the difficulties they face and act with integrity, warmth and concern.
Creative Thinking	Must be able to generate ideas, fresh perspectives and innovative approaches in order to contribute solutions to problems, overcome constraints and generate new solutions to problems.
Customer Service Orientation	Must be able to display positive attitudes and behaviours, which demonstrate an awareness and willingness to respond to customers in order to respond to and meet their needs, requirements and expectations.
Decision-Making	Must be able to define issues, problems and opportunities, generate different courses of action, evaluate the constraints and risks associated with each course of action identified and selects the viable option in order to address the problems and/or opportunities identified.

FEEDER COMPETENCIES	DEFINITIONS OF COMPETENCIES
Diversity Citizenship	Must be able to work effectively, cooperatively and amiably with persons of diverse intellectual or physical capabilities or racial, cultural or gender backgrounds in order to create, participate and promote harmonious and supportive relationships with others.
Organisational Communication Effectiveness	Must be able to produce written business or technical communications and reports and communicate verbally in meetings, public presentations, conversations and interviews in order to convey and communicate concepts, messages, decisions and policies.
Problem Analysis	Must be able to identify and define problems, extract key information from data and develop workable solutions for the problems identified in order to test and verify the cause of the problem and develop solutions to resolve the problems identified.
Self Management	Must be able to use introspection, self-evaluation and self management techniques in order to pro-actively and continuously improve own behaviour and performance.
Team Membership	Must be able to work cooperatively with other individuals and makes valued contributions to the outputs of others in order to assess own team or project to achieve the required outputs.
Technical Proficiency	Must be able to apply the technical knowledge and skills required in the specialist and professional job role and responsibilities.

3.3.3.2 GENERIC COMPETENCIES

Generic competencies are those competencies that are required by middle managers in most of their duties and activities throughout the public service. They do not include the specific occupation or professional competencies, but only generic middle management competencies. (MMCF 2003:4)

Table 3.3: Generic Competencies and Definitions (Middle Management Competency Dictionary 2003:30-59)

GENERIC COMPETENCIES	DEFINITIONS OF COMPETENCIES
Applied Strategic Thinking	Must be able to operationalise and implement the strategic imperatives and policies as allocated to the work unit into services, products and implementation frameworks in order to convert and implement strategic plans and policies in service delivery programmes.
Applying Technology	Must be able to effectively evaluate, identify and use appropriate technologies in the workplace in order to enhance productivity, efficiency, responsiveness and the quality of service provided in

GENERIC COMPETENCIES	DEFINITIONS OF COMPETENCIES
	order to aid the achievement of the organisation's goals and objectives.
Budgeting & Financial Management	Must be able to plan the work unit budget and manage income and expenditure, through responsible implementation of policies, practices and decisions in order to achieve unit objectives effectively and efficiently.
Communication & Information Management	Must be able to collect data and information, analyse and translate information into knowledge for planning, decision-making or management reporting and to communicate and distribute to different audiences, using a variety of information and communication technologies (e.g. intranet, e-mail, video-conferencing, telecommunications, etcetera) in order to provide and communicate information for decision-making, reporting document storage and planning.
Continuous Improvement	Must be able to measure and improve or upgrade work methods, procedures and systems and decrease costs in order to improve the quality and cost efficiency of services and products delivered to customers.
Customer Focus & Responsiveness	Must be able to achieve excellence in delivering the planned customers service outcomes (i.e. service levels and standards) for the department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the highest level of customer care and customer satisfaction.
Developing Others	Must be able to develop and coach others and constructively review the work of others in order to improve and advance the skills, knowledge and performance levels of those who report to them.
Diversity Management	Must be able to adapt to diverse cultural practices, customs, values and norms of individuals and groups in order to meet equity requirements, contribute to the transformation of work unit and department.
Impact & Influence	Must be able to make impact, persuade and influence individuals or groups in order to gain support and action for ideas, proposals or initiatives put forward in order to achieve a specific objective or result.
Managing Interpersonal Conflict & Resolving Problems	Must be able to anticipate, diffuse and resolve disagreements, confrontations, tensions and complaints in a practical and constructive manner in order to achieve results, solve service delivery difficulties, gain acceptance to plans, policy implementation and proposals.

GENERIC COMPETENCIES	DEFINITIONS OF COMPETENCIES
Networking & Building Bonds	Must be able to develop contacts and build and maintain a network of professional relations in order to keep abreast of developments in other departments. Works cooperatively with other work units and departments and develops reciprocal levels of support.
Planning & Organising	Must be able to plan and organise the work of the work unit and groups, using goal setting, objectives, targets, creating work schedules and work plans with associated budgets and resources, according to the department's procedures, in order to achieve the tasks, functions and results or outputs required of the work unit.
Problem Solving & Decision-Making	Must be able to solve problems by analysing situations and apply critical thinking in order to resolve problems and decide on courses of action and implement the solutions developed in order to overcome problems and constraints.
Project Management	Must be able to plan and manage projects by creating Work Breakdown Schedules (WBS), activity schedules, time scales and timelines with associated budgets in order to deliver projects on-time, within cost and at the required quality level.
Team Leadership	Must be able to build cohesive and productive work and project teams in order to achieve the required outputs, either as a work unit or as a component within the organisation.

3.3.3.3 SPECIALIST COMPETENCIES

Specialist competencies refer to the specific occupational competencies that characterise the specialist and/or technical component of each business unit or directorate. Specialist competencies are the competencies by which the technical components of the public service give expression to their work and tend to relate only to specific professional or occupational functions, such as trade agreements, techno-economic, trade tariffs, legal drafting, business regulation, etcetera. These do not form part of the MMCF. (MMCF 2003:4)

3.3.3.4 UNIQUE COMPETENCIES

Unique competencies are those competencies that are specific to a single or few individuals or small groups of individuals undertaking very special or unique functions in the public service (e.g. protocol management, translation, speech writing, etcetera). By the nature of the competency the expertise that lies in a unique competency cannot be obtained generally and is to be learned "on-the-job" and deals primarily with propriety or very specialised knowledge. Thus, they apply to only a very few individuals and in most cases do not form part of any competency framework. (MMCF 2003:4)

3.3.3.5 PROFICIENCY LEVELS

The MMCF defines the capabilities to be demonstrated, assessed and/or ratified in order to agree that a particular level of proficiency on a particular competency has been or can be achieved. Three proficiency levels, which reflect the general behaviours that can be expected for jobs at salary level eleven and twelve, have been established. These proficiency levels are as follows (MMCF 2003:6):

- **Basic:** The proficiency level required to successfully perform at the level of “new entrant” or a person who can only handle the competency in its “basic format” and requires regular supervision and direction. The purpose of training and development is to, at least, move the proficiency level from “basic” to “competent” for all middle managers.
- **Competent:** The “competent” proficiency level indicates that the person can perform the competency at the minimum required level without supervision. This is the standard that any performance improvement programme and training or coaching effort seeks to achieve.
- **Advanced:** This competency proficiency level indicates that the performer has fully mastered the competency, works without supervision, is capable of instructing others on the competency and capable of solving or applying the competency to a wide range of new of different situations.

3.3.4 *COMPARING THE MIDDLE MANAGEMENT AND SENIOR MANAGEMENT SERVICES COMPETENCY FRAMEWORKS*

Table 3.4: Comparison of Feeder, Generic and SMS Competencies (Middle Management Competency Dictionary 2003:7)

FEEDER COMPETENCIES	MIDDLE MANAGEMENT GENERIC COMPETENCIES	SMS COMPETENCIES
Creative Thinking	Continuous Improvement	Service Delivery Innovation
Customer Service Orientation	Customer Focus and Responsiveness	Customer Orientation and Customer Service
Concern for others		
Diversity Citizenship	Diversity Management	Change Management
Organisational Communication Effectiveness	Communication and Information Management	Communication
		Knowledge Management

FEEDER COMPETENCIES	MIDDLE MANAGEMENT GENERIC COMPETENCIES	SMS COMPETENCIES
Problem Analysis	Problem Solving and	Problem Solving and Analysis
Decision-Making	Decision-Making	
Self Management	Influence and Impact	
Team Membership	Team Leadership	
Technical Proficiency		
	Applied Strategic Thinking	Strategic Capability and Leadership
	Planning and Organising	Programme and Project Management
	Project Management	
	Budgeting and Financial Management	Financial Management
	Developing Others	People Management and Empowerment
	Networking and Building Bonds	
	Managing Interpersonal Conflict and Resolving Problems	
	Applying Technology	
		Honesty and Integrity

3.3.5 CONSTRUCT DEFINITION

For purposes of this study, the five competencies that appear on all the levels will be utilised.

These competencies can be clustered into the following categories:

1. Creativity for improved service delivery;
2. Customer care;
3. Diversity in the workplace;
4. Communication; and
5. Problem analysis, problem solving and decision-making.

3.4 THE INTEGRATED MANAGEMENT DEVELOPMENT MODEL & PROGRAMME

3.4.1 THE INTEGRATED MANAGEMENT DEVELOPMENT MODEL (IMD-MODEL)

3.4.1.1 PURPOSE OF THE IMD-MODEL

SAMDI realised that there is a need for an integrated management development programme in the South African public service – a programme that starts on supervisory or junior management levels, continues through the middle management ranks and ultimately concludes on the level of top executives. Subsequently SAMDI, in association with its service providers, commenced with the development of an Integrated Management Development Model. This was preceded by research on international and local best practice regarding leadership and management. The research reflects current practices in fourteen countries and made a comparative analysis between the most prominent management development institutes in the world. The purpose of this model is to, for the first time, provide a coherent and comprehensive career framework for leaders and managers in the South African public service. To date management development has been approached in an *ad hoc*, on-the-spor-of-the-moment fashion. Contrary to this, the IMD-Model stretches across the career span of managers, focusing on the competencies and skills required for the particular level of management that they find themselves in. As public officials progress through the managerial ranks, their skills and knowledge are updated and enhanced through various means to ensure the optimal functioning of managers in the South African public sector. The integrated management development model, which is graphically depicted below, attempts to provide a bird's eye view of how leadership and management development can be perceived in the public sector as a whole.

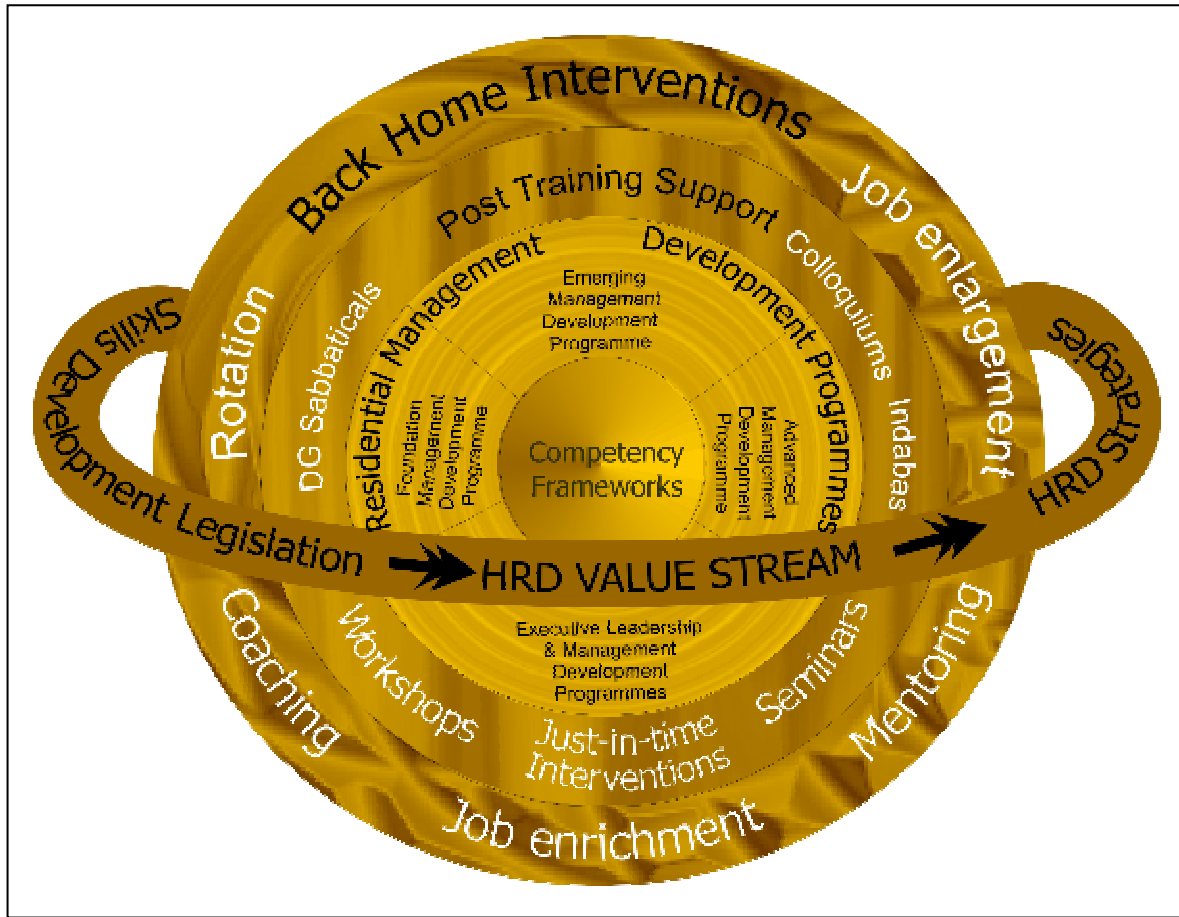


Figure 3.1: Integrated Management Development Model (SAMDI 2005a:3)

3.4.1.2 SCOPE OF THE IMD-MODEL

The IMD-model covers both management and leadership competencies, packaged in a format that provides the skills that managers need, as they need them. The first layer of the IMD-model involves fully fledged residential management development programmes, collectively known as the Integrated Management Development Programme (IMDP). The first programme in the IMDP is the Foundation Management Development Programme for first line supervisors, followed by the Emerging Management Development Programme for junior managers, the Advanced Management Development Programme for middle managers, and lastly the Presidential Strategic Leadership Development Programme, designed for senior and executive managers. The latter 3 programmes are currently being implemented, whilst the FMDP is currently under development.

The second layer of the IMD-Model consists of post-training support interventions, which may involve seminars, indabas, workshops, colloquiums and other just-in-time interventions.

The third layer concludes the management development process, and covers back-home interventions such as coaching, mentoring, rotation, job enrichment, etc.

All components are embedded in the South African public service's Human Resource Development Strategy, and are aligned with the requirements of the skills development legislation and the National Qualifications Framework.

3.4.1.3 TARGET GROUP

The IMDP focuses on four levels of management, i.e.:

1. *First Line Supervisors:* First-line supervisors on salary levels 3-5, who needs skills such as self management, as well as a basic understanding of management principles and what it entails.
2. *Emerging Managers:* Junior managers on salary levels 6-8 who have more responsibilities than just being a functional specialist – they also have to manage outputs, people, budgets, etcetera.
3. *Middle Managers:* The engine room of the public service – managers employed on salary levels 9-12 who are responsible for operational management.
4. *Executive Managers:* Senior public officials employed on salary levels 13-16, who are responsible for the strategic directions their organisations pursue.

3.4.2 THE INTEGRATED MANAGEMENT DEVELOPMENT PROGRAMME (IMDP)

3.4.2.1 BACKGROUND

To address the need for practical, relevant training courses for managers on all levels, four core training programmes have been designed. These have been discussed above.

In designing the Integrated Management Development Programme, four sources of information played a major role in determining the course content for the mentioned programmes. These information sources are the Competency Frameworks, consultations with top-level executives (specifically Directors-General), literature reviews as well as a nationwide training needs analysis.

3.4.2.2 COMPETENCY FRAMEWORKS AND THE IMDP

The development and content of the Competency Frameworks were discussed in detail earlier. In short, the Department for Public Service and Administration (DPSA) developed two competency frameworks, i.e. the Senior Management Service (SMS) competency framework, as well as the Middle Management Competency Framework (MMCF). In the MMCF two sets of competencies were developed, i.e. feeder competencies and generic competencies. The four programmes in the IMDP are all aligned to the competency frameworks, and this can be set out as follows:

Table 3.5: Links between the Integrated Management Development Programme and Competency Frameworks

COMPETENCY		MODULE	
Feeder Competencies (Middle Management Competency Framework)	Concern for Others	Foundation Management Development Programme	Human Resource Management
	Creative Thinking		Thinking skills
	Customer Service Orientation		Service Orientation
	Decision-Making		Thinking Skills
	Organisational Communication Effectiveness		Communication
	Problem Analysis		Thinking Skills
	Self Management		Personal Mastery
	Team Membership		Management Principles and Processes
	Diversity Citizenship		Human Resource Management
	Feeder Competencies (Middle Management Competency Framework)		Concern for Others
Creative Thinking		Problem Analysis & Decision-Making	
Customer Service Orientation		Customer Care	
Decision-Making		Problem Analysis & Decision-Making	
Organisational Communication Effectiveness		Organisational Communication Effectiveness	
Problem Analysis		Problem Analysis & Decision-Making	
Self Management		Self Management	
Team Membership		Supervisory Management	
Diversity Citizenship		Supervisory Management	

COMPETENCY		MODULE	
Generic Competencies (Middle Management Competency Framework)	Applied Strategic Thinking	Advanced Management Development Programme	Strategic Management
	Budgeting and Financial Management		Public Finance Management
	Communication and Information Management		Knowledge Management
	Continuous Improvement		Project Management
	Customer Focus and Responsiveness		Enhancing Service Delivery
	Developing Others		People Performance Management
	Diversity Management		People Performance Management
	Impact and Influence		Results through Leadership
	Managing Interpersonal Conflict and Resolving Problems		People Performance Management
	Networking and Building Bonds		Results through Leadership
	Planning and Organising		Project Management
	Problem Solving and Decision-Making		Policy Management & Public Accountability
	Project Management		Project Management
	Team Leadership		People Performance Management
	Senior Management Services Competency Framework		Strategic capability and leadership
Policy formulation and implementation		Policy and Knowledge Management	
Communication		Communication Strategies	
Client orientation and customer focus		Service Delivery	
People management and empowerment		Human Resource Management	
Knowledge management		Policy and Knowledge Management	
Financial management		Financial Management	
Programme and project management		Project Management	
Service delivery innovation		Service Delivery	
Change management		Management and Leadership Skills	
Problem solving and analysis		Project Management	

3.4.2.3 CONSULTATIONS

In 2000, when the need for a high-level, strategic, visionary training programme was identified, the Presidential Strategic Leadership Development Programme (PSLDP) was born. This was the culmination of President Thabo Mbeki's vision to increase the leadership capacity amongst senior managers in the Public Service. Extensive consultations with top-level executives took place, and ultimately the key focus areas of the PSLDP were determined to include the following (8 modules x 3 days each):

- Strategy into Action;
- Service Delivery;
- Finance Management;
- Policy and Knowledge Management;
- Human Resource Management;
- Communication Strategies;
- Management and Leadership Skills; and
- Project Management.

In 2002 a need was identified for training in Ethics and Risk Management, and it has been decided that this will be added as the ninth module of the PSLDP. With the inception of the IMDP in 2003, the PSLDP has been subjected to an intensive reviewing process to ensure that the course content is still appropriate and up-to-date.

3.4.2.4 TRAINING NEEDS ANALYSIS

In 2003 SAMDI conducted a nationwide training needs analysis amongst emerging and middle managers, as well as their supervisors, to determine the course content for the EMDP and the AMDP. More than a thousand emerging and middle managers, and over a hundred and eighty of their supervisors, participated in this initiative. The questionnaires were based on the feeder and generic competencies for the emerging and middle managers' analyses respectively.

As a result of the training needs analysis it was determined that the courses would be developed according to the following outline:

1. *Emerging Management Development Programme:* (2 blocks x 5 days each)

- Block 1: Contextualising the Role of the Public Official
 - Public Affairs in Context
 - Problem Analysis and Decision-Making
 - Self Management
- Block 2: The Complete Supervisor
 - Customer Care
 - Supervisory Management
 - Organisational Communication Effectiveness
 - Quality Assurance

(It is envisaged that this programme framework will be revisited in 2006, with the possibility of expanding the course to 15 days also being explored)

2. *Advanced Management Development Programme: (3 blocks x 5 days each)*

- Block 1: Strategy and Policy
 - Strategic Management
 - Knowledge Management
 - Policy Management and Public Accountability
- Block 2: Practising Public Management
 - Public Finance Management
 - Project Management
 - Enhancing Service Delivery
- Block 3: Integrating the People Factor
 - Results through Leadership
 - People Performance Management
 - Completing the Public Service Puzzle (extensive competency assessment)

3.4.2.5 LITERATURE REVIEWS

In 2004, when SAMDI commenced with the development of the Foundation Management Development Programme, the managers realised that a substantial amount of experience have been gained through the process of designing and developing the EMDP and AMDP. Subsequently SAMDI conducted an in-house literature review in order to determine the content of the FMDP. Course frameworks of similar courses and research related to the topics to be covered were studied. In the end the following framework was approved for the FMDP, which will be 10 days in duration:

- Self management;
- Management principles and processes;
- Service orientation;
- Thinking skills;
- Communication;
- Stock and financial management; and
- Human resource management.

3.4.2.6 STRUCTURE OF THE INTEGRATED MANAGEMENT DEVELOPMENT PROGRAMME

The Integrated Management Development Programme can be illustrated as follows:

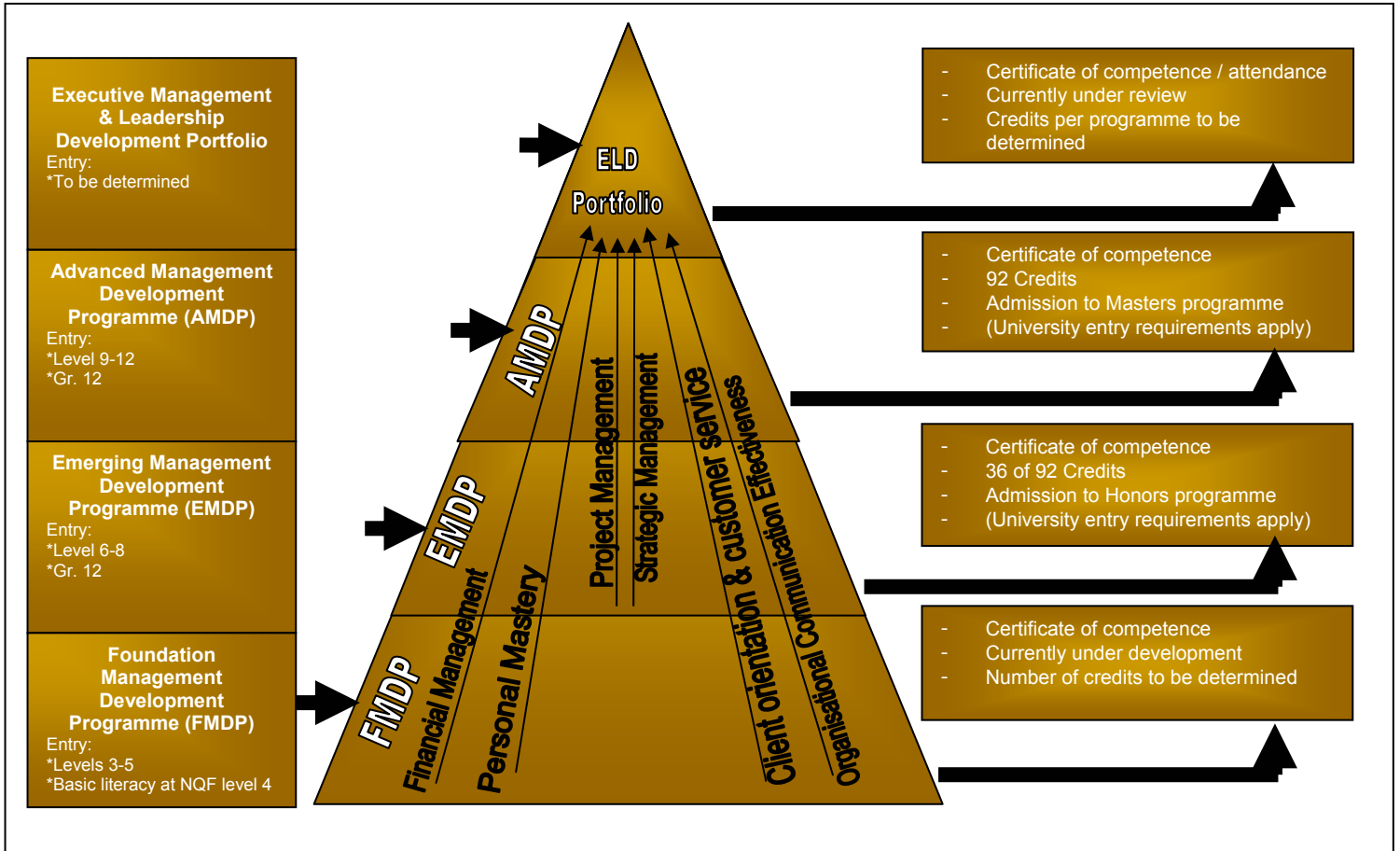


Figure 3.2: Integrated Management Development Programme (SAMDI 2005a:4)

3.4.2.7 BUILDING BLOCKS

As indicated in the chapter regarding the competency frameworks, some competencies are key requirements on all levels of management. The level on which the competency is displayed often intensifies on the higher ranks. The IMD-model has identified the competencies that are required on all managerial levels, and the four programmes have been designed in such a fashion that these competencies are addressed in all the programmes, building on what has been learned in the previous course. In Figure 3.2 above, the competencies that are covered in all three core programmes are clearly indicated. The competencies presented as part of all three programmes also include competencies identified as priority areas in the public service, such as financial management skills.

3.4.2.8 SYSTEMATIC AND STRUCTURED RECOGNITION

As a final step, the IMD-model allows for systematic and structured recognition. The existing three programmes in the IMDP carry educational credits, which are acknowledged by all tertiary institutions in South Africa. It is envisaged that the successful completion of the FMDP will also lead to the acquiring of educational credits. The recognition received upon successful completion of the existing programmes, can be set out as follows:

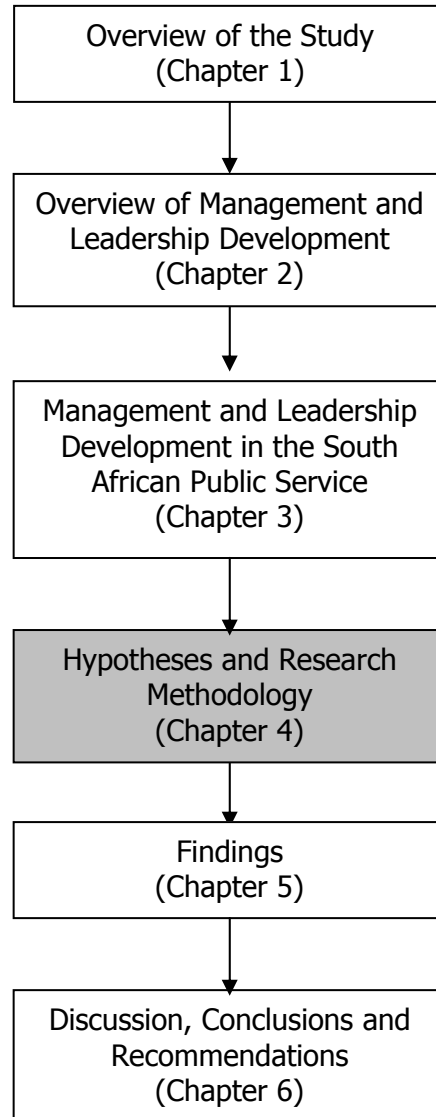
Table 3.6: Summary of Integrated Management Development Programme Accreditation and Recognition

PROGRAMME	NQF- LEVEL	SELECTION CRITERIA	RECOGNITION
Emerging Management Development Programme	5	<ul style="list-style-type: none"> • Salary levels 6-8; • Supervisory responsibilities • Gr. 12 / equivalent qualification; • Recommended by immediate supervisor • Satisfactory performance assessment over past 12 months; and • Available to complete both blocks of the EMDP. 	<ul style="list-style-type: none"> • Certificate of Competence issued by the University of Pretoria; • 36 of the 92 credits required for the undergraduate subject Public Administration, provided that the candidate meets the admission requirements of the University of Pretoria; • Successful participants, wishing to further their formal education and who are in possession of a B-degree or equivalent qualification in Public Administration, will be admitted unconditionally to the Honours programme in Public Administration at the University of Pretoria.
Advanced Management Development Programme	6	<ul style="list-style-type: none"> • Salary levels 9-12; • Grade 12 or equivalent 	<ul style="list-style-type: none"> • Certificate of Competence issued by the University of Pretoria; • 92 credits required for the

PROGRAMME	NQF- LEVEL	SELECTION CRITERIA	RECOGNITION
		qualification; <ul style="list-style-type: none"> • Recommended by supervisor; • Satisfactory performance assessment over past twelve months; • Preferably from previously disadvantaged groups, especially black women; and • Available to complete all three blocks of the AMDP. 	undergraduate subject Public Administration, provided that the candidate meets the admission requirements of the University of Pretoria; <ul style="list-style-type: none"> • Successful participants, wishing to further their formal education and who are in possession of a B-degree or equivalent qualification, coupled with at least four years managerial experience, will be admitted unconditionally to the Masters in Public Administration (MPA) at the University of Pretoria.
Presidential Strategic Leadership Development Programme	7	<ul style="list-style-type: none"> • Senior managers on salary levels 13-16 • Gr. 12 or equivalent qualification 	<ul style="list-style-type: none"> • 128 credits on level 7 of the National Qualifications Framework; • The programme is accredited by the University of Potchefstroom and the University of North West; • Successful participants may apply, subject to normal selection, to register for the Masters Degree in Public Management and Governance (MPG) at University of the Northwest.

CHAPTER 4: HYPOTHESES & RESEARCH

METHODOLOGY

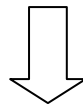


4.1 INTRODUCTION

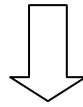
As indicated in the problem statement (refer to section 1.3), this study attempts to answer the question *"Is there an increase in the knowledge of delegates that attended the EMDP?"* In order to find an answer to this question, it has to be broken down into measurable pieces. This chapter focuses on the hypotheses (measurable pieces) that were tested by this study, as well as the methodologies that were used to do so.

CHAPTER 4: HYPOTHESES & RESEARCH METHODOLOGY

4.1 Introduction



4.2 Hypotheses



4.3 Methodology

4.2 HYPOTHESES

According to Cooper & Schindler (1998:43) a *hypothesis* can be defined as a proposition (a statement about concepts that may be judged as true or false if it refers to observable phenomena) that is formulated for empirical testing. The following main hypothesis is tested:

- H_0 = There is no increase in the knowledge of delegates that attended the EMDP.
- H_a = There is an increase in the knowledge of delegates that attended the EMDP.

4.3 METHODOLOGY

4.3.1 DESIGN OF THE STUDY

According to Cooper & Schindler (1998: 131), a research study can be described by means of seven descriptors. According to these descriptors, this study's design can be classified as follows (Cooper & Schindler 1998:131):

- *Degree of research question crystallisation:* A formal study is a study that begins with a hypothesis or research question and involves precise procedures and data source specifications. The goal of a formal research design is to test the hypotheses or to answer the research questions posed. This type of study is opposed to exploratory studies, which aim to develop hypotheses or questions for further research. In this case a formal study with a hypothesis, involving precise procedures and data source specifications is more appropriate as the objective of the study is to determine whether the knowledge levels of delegates that attended the EMDP increased or not.
- *Method of data collection:* When using the interrogation or communication mode, the researcher questions the subjects and collects their responses through personal or impersonal means. In contrast hereto are observational studies, where information is obtained through inspection of activities of a subject without attempting to elicit responses from anyone. In this case delegates were questioned by means of a questionnaire, and subsequently the interrogation or communication mode was used. It would be very difficult if not impossible to determine whether delegates' knowledge of management has increased through an observation study.
- *Researcher control of variables:* *Ex post facto* design studies are those where the investigator has no control over the variables in the sense of being able to manipulate them. This is opposed to experiments, where the researcher attempts to control and/or

manipulate variables in the study. Since the researcher could not control the delegates' knowledge levels in any way, this is an *ex post facto* study.

- *Purpose of the study:* Research that is concerned to find *who, what, where, when* or *how much* are referred to as descriptive studies. If it is concerned with learning *why*, it is a causal study. Since this study aimed to determine whether there was an increase in the knowledge of delegates that attended the EMDP (*how much* do they know?) this is a descriptive study.
- *Time dimension:* Longitudinal studies are those that are repeated over an extended period, in contrast with cross-sectional studies that are carried out once and represent a snapshot of one point in time. This study is a longitudinal study as it aimed to capture delegates' growth in knowledge (or lack thereof) over a period of time.
- *Topical scope:* A statistical study is designed for breadth rather than depth. They attempt to capture a population's characteristics by making inferences from a sample's characteristics. Hypotheses are tested quantitatively. Generalisations about findings are presented based on the representativeness of the sample and the validity of the design. On the other side of the spectrum are case studies, which place more emphasis on fewer events or conditions in their interrelations. Although hypotheses are used, the reliance on qualitative data makes support or rejection thereof more difficult. This study is a statistical study in which the hypothesis is tested quantitatively, and where generalisations are based on the representativeness of the sample and the validity of the design.
- *Research environment:* Here distinctions are made between field conditions and laboratory conditions. This study took place in "real life", not in a laboratory of some kind.

4.3.2 POPULATION AND SAMPLE

The target population for the EMDP course, i.e. public servants on salary levels 6-8 with managerial responsibilities, consists of about 570 000 junior managers. It was agreed that a representative sample should be drawn from delegates that attended the EMDP in 2004/05. Delegates had to identify themselves in the questionnaires so that "before" and "after" results can be compared.

In order to determine the sample size, the Factor Analysis "Rule of Thumb", i.e. Q (variables) number x 5, was used. In this case the number of 25 statements (variables) contained in the questionnaire was multiplied by 5 respondents per item = 125 questionnaires, rounded up to 150 questionnaires in case some questions were not answered. Subsequently it was agreed

that at least 150 pre- and post-course questionnaires should be obtained from delegates that attended the EMDP.

4.3.3 KEY METHODS OF ANALYSIS

As already mentioned, the hypothesis for this study is as follows:

- H_0 = There is no increase in the knowledge of delegates that attended the EMDP.
- H_a = There is an increase in the knowledge of delegates that attended the EMDP.

In order to determine which statistical test should be used, at least three questions should be considered, i.e. (Cooper & Schindler, 1998:479):

- *Does the test involve one sample, two samples or k samples?*
In this case there are two samples, i.e. the completed pre-course questionnaires and the completed post-course questionnaires.
- *If two samples or k samples are involved, are the individual cases independent or related?*
The two samples are related, as there is a phenomenon that is measured twice. In such a case both parametric and nonparametric tests are applicable.
- *Is the measurement scale nominal, ordinal, interval or ratio?*
In this case the measurement data is ratio, as it represents actual amounts of the variable (i.e. test results before and after attending the EMDP).

The following table indicates the recommended statistical techniques by measurement level and testing situation (Cooper & Schindler 1998:480):

Table 4.1: Recommended statistical techniques by measurement level and testing situation (Cooper & Schindler, 1998:480) (Shading by author for emphasis)

Measurement level	One-sample case	Two-samples case		<i>k</i> -samples case	
		Related samples	Independent samples	Related samples	Independent samples
Nominal	Binomial χ^2 One sample test	McNemar	Fischer exact test χ^2 Two samples test	Cochran Q	χ^2 for <i>k</i> samples
Ordinal	Kolmogorov-Smirnov one-sample test Runs test	Sign test Wilcoxon matched pairs	Median test Mann-Whitney U test Kolmogorov-Smirnov Wald-Wolfowitz	Friedman two-way ANOVA	Median extension Kruskal-Wallis one-way ANOVA
Interval & ratio	<i>t</i> -test Z-test	<i>t</i> -test for paired samples	<i>t</i> -test Z-test	Repeated measures ANOVA	One-way ANOVA <i>N</i> -way ANOVA

As indicated in Table 4.1, this study is firstly a two samples case. Secondly the cases are related, and thirdly ratio data is used. From this it becomes clear that the *t*-test for paired samples should be used to determine whether there are any differences in the results obtained in the pre-course and post-course questionnaire for a particular item. The significance level was taken as $\alpha = 0.05$.

Once it has been established where significant differences in the results of the pre- and post-course questionnaires occurred, the Generalised Linear Model (*GLM*) was used to determine whether the change in marks (in cases where significant changes did occur) was different for the respective demographic groups. Lastly, if the *GLM* did indicate changes in marks for particular demographic groups, Scheffe's test was conducted to determine amongst which demographic groups these changes occurred.

4.3.4 DATA COLLECTION INSTRUMENT

Five competencies, i.e. creative thinking, customer service orientation, diversity management, organisational communication effectiveness and problem analysis & decision-making appear on all three competency levels (Feeder, Generic and SMS). When the questionnaire was developed, five statements were developed for each of these crosscutting competencies based on the theory contained in the EMDP manual. The competencies on which the questionnaire was based are as follows (with the modules in which they are covered indicated in brackets):

Table 4.2: The Relationship between competencies from the different competency frameworks (and the modules of the respective programmes in which they are covered) and the questions where they are covered in the survey.

FEEDER COMPETENCIES	QUESTION NUMBERS
Creative Thinking (Creative thinking)	Questions 2, 7, 12, 17 and 22
Customer Service Orientation (Customer care)	Questions 3, 8, 13, 18 and 23
Diversity Citizenship (Supervisory management)	Questions 4, 9, 14, 19 and 24
Organisational Communication Effectiveness (Organisational communication effectiveness)	Questions 5, 10, 15, 20 and 25
Problem Analysis Decision-Making (Problem analysis & decision-making)	Questions 1, 6, 11, 16 and 21

Respondents were requested to indicate, on a scale of 1-4, to what extent they agree with a statement. Marks for the answers will be allocated on the same scale, i.e. 4 marks for a correct answer, down to 1 mark for the most incorrect answer. Examples of the pre- and post-course questionnaires are attached as Annexure B and C respectively.

4.3.5 DATA COLLECTION METHOD

Questionnaires were distributed with other course materials (manuals etc.) to all groups attending the EMDP. Facilitators were given briefing notes to have the pre-course questionnaires completed before they commence with the training on the first day of the first block, and to have the post-course questionnaires completed on the last day of Block 2, after the training has been completed.

4.3.6 DATA PROCESSING

One hundred and eighty six sets of pre- and post-course questionnaires were obtained and the data contained therein was captured. As already mentioned, the initial idea was to test the five competencies that appear on all three levels of the competency frameworks. Questionnaires were developed for this purpose and statements were based on the theory contained in the EMDP manual. Delegates had to indicate the extent to which they view a statement as correct on a scale of 1-4, i.e. 4 = correct (no mistakes in statement), 3 = mostly correct (one mistake in statement), 2 = mostly incorrect (numerous mistakes in statement) and 1 = incorrect (statement is completely wrong). This can be illustrated as follows:

Table 4.3: Examples of statements and ratings

Statement		1	2	3	4
1	The decision-making process consists of three steps, i.e. the development of alternatives, the analysis of alternatives and the choice of the best alternative.			X	
2	Creativity means doing things completely different to others – it always involves radical changes.	X			
3	To treat citizens as customers implies listening to their views, treating them with consideration and respect, ensuring that service is always of the highest quality, and responding swiftly and sympathetically when standards fall below the promised level.				X
12	Creativity is something people are born with, although a limited number of people can learn to be creative.		X		

Scores were derived from the ratings allocated by the delegates. Four marks were allocated for a correct answer, three for a mostly correct answer, two for a mostly incorrect answer, and 1 for an incorrect answer. As illustrated in table 4.4, respondents had to allocate a rating

of 1-4 according to the correctness of the statement. The allocation of marks can be set out as follows:

Table 4.4: Mark allocations for the different ratings

Ratings and marks	1	2	3	4
Mark allocations in cases where the correct rating is a 1:	4	3	2	1
Mark allocations in cases where the correct rating is a 2:	3	4	2	1
Mark allocations in cases where the correct rating is a 3:	1	2	4	3
Mark allocations in cases where the correct rating is a 4:	1	2	3	4

The following table illustrates the frequencies of the different pre-course ratings per item:

Table 4.5: Frequencies of different pre-course ratings per item (number of delegates that chose the particular rating indicated per question)

Variable	Item	1	2	3	4	Not indicated
1	Demographic information					
2						
3						
4						
5						
6						
7						
8						
9	Steps in the decision-making process	15	13	47	103	8
10	Scope of creativity	36	23	79	45	3
11	Treating citizens as customers	8	3	36	137	2
12	Purpose of affirmative action	15	19	66	83	3
13	Definition of interpersonal communication	69	49	45	20	3
14	Requirements for the development of alternatives	18	17	65	83	3
15	Definition of creativity	13	11	28	130	4
16	Definition of consulting	10	9	41	118	8
17	Characteristic of diversity	78	22	44	36	6
18	Types of non-verbal communication	27	45	83	28	3
19	Definition of impulsive decision-making	22	30	54	71	9

Variable	Item	1	2	3	4	Not indicated
20	Characteristic of creative people	22	21	66	74	3
21	Number of Batho Pele principles	65	7	26	82	6
22	Resistance to diversity management	15	17	65	86	3
23	Types of verbal communication	27	13	86	59	1
24	Human factors in decision-making	16	22	66	78	4
25	Strategies for improving creativity	62	31	43	46	4
26	Features of government information programmes	12	8	50	112	4
27	Relation between diversity management and other strategies	8	16	43	114	5
28	Vertical communication	54	17	43	68	4
29	Management styles	18	21	41	103	3
30	Factors hampering creativity	18	13	51	100	4
31	Definition of redress	60	49	56	17	4
32	Factors underpinning valuing diversity	14	23	54	86	9
33	Improving active listening skills	13	8	32	130	3

The following table illustrates the frequencies of the different post-course ratings per item:

Table 4.6: Frequencies of different post-course ratings per item (number of delegates that chose the particular rating indicated per question)

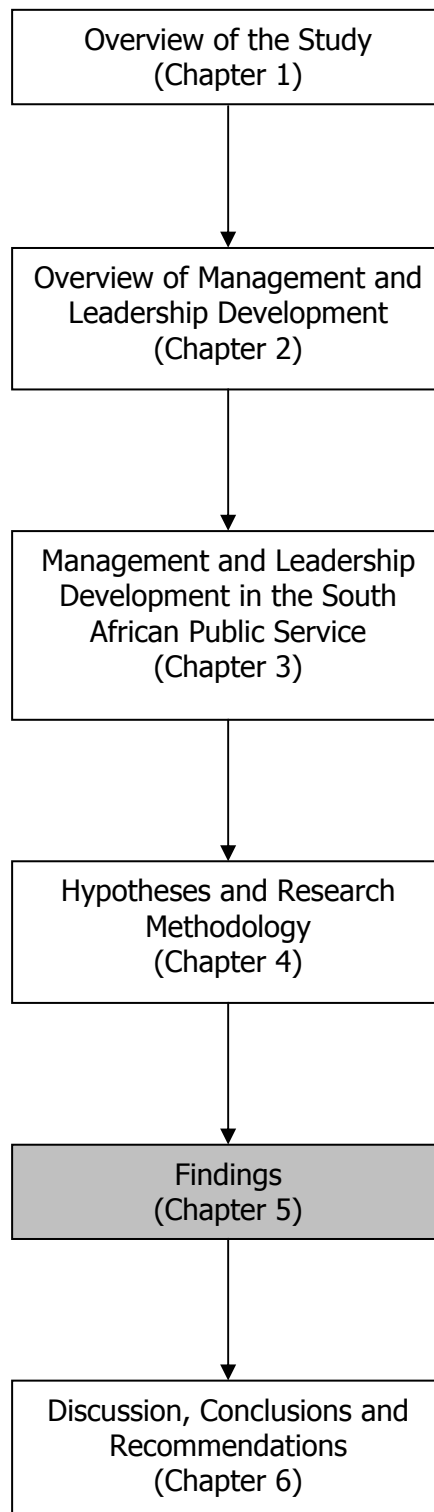
Variable	Item	1	2	3	4	Not indicated
1	Demographic information					
2						
3						
4						
5						
6						
7						
8						
9	Steps in the decision-making process	9	13	54	107	3
10	Scope of creativity	35	22	68	59	2
11	Treating citizens as customers	5	3	22	155	1
12	Purpose of affirmative action	12	19	64	91	0

Variable	Item	1	2	3	4	Not indicated
13	Definition of interpersonal communication	54	36	68	28	0
14	Requirements for the development of alternatives	17	26	69	72	2
15	Definition of creativity	16	6	38	123	3
16	Definition of consulting	14	8	42	114	8
17	Characteristic of diversity	88	16	28	52	2
18	Types of non-verbal communication	22	40	84	35	5
19	Definition of impulsive decision-making	20	23	50	89	4
20	Characteristic of creative people	29	18	58	79	2
21	Number of Batho Pele principles	107	8	29	35	7
22	Resistance to diversity management	20	24	63	78	1
23	Types of verbal communication	24	6	57	98	1
24	Human factors in decision-making	19	23	73	67	4
25	Strategies for improving creativity	49	22	39	74	2
26	Features of government information programmes	7	15	50	110	4
27	Relation between diversity management and other strategies	9	11	58	106	2
28	Vertical communication	89	13	24	57	3
29	Management styles	5	22	44	113	2
30	Factors hampering creativity	20	19	46	97	4
31	Definition of redress	93	37	40	14	2
32	Factors underpinning valuing diversity	14	25	70	74	3
33	Improving active listening skills	5	7	15	157	2

In order to evaluate the integrity of the questionnaires in terms of measuring the five competencies as was envisaged, a factor analysis was conducted. This process indicated that the questionnaire did not measure five competencies, but two factors – one strong and one weak factor (Cronbach alpha values of 0.735 and 0.447 respectively), were identified. However, when comparing the differences in the results of the pre- and post-course questionnaires of these two factors, there were no significant differences.

Due to the fact that the factors did not show any significant changes, the individual items were considered once more. *T*-tests were conducted, and ten items showed significant differences (mostly improvements). These items are discussed in more detail in Chapter 5.

CHAPTER 5: FINDINGS

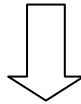


5.1 INTRODUCTION

In this chapter the differences in the knowledge levels of delegates before and after attending the EMDP, in cases where they occurred, are discussed.

CHAPTER 5: FINDINGS

5.1 Introduction



5.2 Findings

5.2 FINDINGS

This section contains details on the differences (i.e. post-course score minus pre-course score) found between the pre- and post-course questionnaires, where applicable. In cases where significant changes were found (i.e. p -values that are smaller than 0.05), further analysis in terms of the demographical groups amongst which these changes occurred, were conducted (as set out in Chapter 4). The findings are reported below.

Demographical information as obtained from the questionnaires can be summarised as follows:

Table 5.1: Respondents' overall race distribution

Race	Frequency	Percentage
Black	150	80.6
White	12	6.5
Coloured	9	4.8
Asian	14	7.5
Not indicated	1	0.5

Table 5.2: Respondents' overall gender distribution

Gender	Frequency	Percentage
Male	91	48.9
Female	95	51.1
Not indicated	0	0

Table 5.3: Respondents' distribution between national and provincial departments

Sphere of government	Frequency	Percentage
National	57	30.6
Provincial	129	69.4
Not indicated	0	0

Table 5.4: Length of respondents' employment in the public service

Length of service	Frequency	Percentage
0-5 years	31	16.7
6-10 years	29	15.6
11-15 years	36	19.4

Length of service	Frequency	Percentage
16-20 years	39	21
21+ years	33	17.7
Not indicated	18	9.7

Table 5.5: Distribution of respondents' highest qualification

Highest qualification	Frequency	Percentage
School qualification	64	34.4
Certificate / Diploma	77	41.4
Degree	23	12.4
Postgraduate	21	11.3
Not indicated	1	0.5

Table 5.6: Distribution of formal qualifications (National Certificate or higher) in the field of Public Management / Administration

Formal qualification?	Frequency	Percentage
Yes	46	24.7
No	135	72.6
Not indicated	5	2.7

From the above tables it becomes clear that most of the respondents in this survey were black, but that the distribution amongst males and females was basically equal. The respondents are mainly employed in the provincial sphere of government, and on average have 16-20 years of experience in the public service. Most of the respondents have a National Certificate or Diploma, which qualification is mostly not in the field of Public Management / Administration.

When *t*-tests were conducted on the difference in results between the pre- and post-course tests, no significant changes were found in the differences (post-course score minus pre-course score) of the following variables (*p*-values are larger than 0.05), and subsequently no further analysis was conducted on these items:

Table 5.7: Items where no significant differences occurred between pre- and post-course testing

Variable	Statement	Pre-course mean	Post-course mean	<i>p</i>-value of difference
9	Steps in the decision-making process: The decision-making process consists of three steps, i.e. the development of alternatives, the analysis of alternatives and the choice of the best alternative.	3.0225	3.1257	0.2542
10	Scope of creativity: Creativity means doing things completely different to others – it always involves radical changes.	2.2732	2.1793	0.3522
12	Purpose of affirmative action: Affirmative action attempts to monitor and control the changing demographics of an organisation. It always promotes the interests of blacks, women and the disabled.	3.0929	3.1129	0.6449
14	Requirements for the development of alternatives: The requirements for the development of alternatives are creativity and experience.	3.1639	3.0652	0.2258
15	Definition of creativity: Creativity includes the ability to take existing things and combine them in different ways for new purposes.	3.5110	3.4645	0.6157
16	Definition of consulting: Consulting the users of services calls for the public service to treat citizens with courtesy and consideration.	1.5000	1.5618	0.7411
17	Characteristic of Diversity: Diversity is a negative aspect of our community that always leads to conflict.	2.7889	2.7609	0.8754
18	Types of non-verbal communication: Non-verbal communication includes sign language, vocal intonation, appearance as well as spoken words.	2.9126	3.0000	0.3534

Variable	Statement	Pre-course mean	Post-course mean	<i>p</i> -value of difference
20	Characteristic of creative people: Creativity is something people are born with, although a limited number of people can learn to be creative.	1.9454	1.9239	0.9478
22	Resistance to diversity management: The main resistance to managing diversity comes from denial and the difficulty involved in learning new skills and adapting to different ways of solving problems.	3.2131	3.0757	0.1391
24	Human factors in decision-making: Human factors in decision-making include personal value systems, body language and attitudes.	1.9011	1.9891	0.3888
26	Features of government information programmes: Government information programmes should not be limited to disseminating factual information; it must also induce the citizen to take action.	3.0989	3.1154	0.7558
27	Relation between diversity management and other strategies: In some cases diversity management should be aligned to the organisational strategy and the human resource strategy.	3.0608	3.1577	0.1996
30	Factors hampering creativity: Being too busy, not allowing you time to relax and a lack of competition in the present environment can hamper motives for creative input.	3.0110	2.9286	0.3505
32	Factors underpinning valuing diversity: Valuing diversity is driven by ethics and assumes that a common set of values will be created.	3.1977	3.1148	0.3413

In Table 5.7 it is shown that no significant changes occurred after the intervention in 15 of the 25 items. From this it is clear that the learners' knowledge did not increase significantly after the training programme.

In terms of the items contained in Table 5.8 below, *t*-tests proved significant changes in the difference between the pre- and post-course questionnaires. Further analysis was then conducted to determine whether any particular demographic group (grouped in terms of race, gender, experience (years of service), highest qualification and whether a delegate had formal training in the field of Public Management / Administration) played a role in terms of which groups gained more from the programme than others.

Table 5.8: Items where differences between pre- and post-course testing did occur

Variable	Statement	Pre-course Mean	Post-course Mean	<i>p</i> -value of difference	Comments
11	Treating citizens as customers: To treat citizens as customers implies listening to their views, treating them with consideration and respect, ensuring that service is always of the highest quality, and responding swiftly and sympathetically when standards fall below the promised level.	3.6413	3.7676	0.0299	The correct rating for this question was a 4, as it does not contain any mistakes. The <i>p</i> -value indicates a significant improvement in the difference between the pre- and post-course questionnaires. However, when conducting the <i>GLM</i> , it became clear that there were no differences between the different race or gender groups. Distributions between national and provincial departments, qualifications and more specifically qualifications in the field of Public Management / Administration did not play a role in this regard either (<i>p</i> -value is 0.5433).
13	Interpersonal communication: Interpersonal communication takes place when two people communicate face to face, e.g. man and animal, plant or any other object.	2.2240	2.5914	0.0019	This statement is mostly correct (rating of 3), as it should be "e.g. in a group, in a lecture, or in mass communication". The <i>p</i> -value for this item indicates a highly significant improvement in the score between the pre- and post-course questionnaires. When conducting the <i>GLM</i> , a <i>p</i> -value of 0.0470 is obtained, indicating that the changes occurred amongst particular demographic groups. In analysing which demographic characteristics

Variable	Statement	Pre-course Mean	Post-course Mean	<i>p</i> -value of difference	Comments
					show differences through Scheffe's test, it becomes clear that both experience (years of service) and formal training received in the area of Public Management / Administration played a role (<i>p</i> -values of 0.0044 and 0.0271 respectively). Please refer to Table 5.13, 5.14, 5.15 and 5.16 below for further details in this regard.
19	Definition of impulsive decision-making: Impulsive decision-making can be defined as a decision that is reached based on a "hunch" or gut feeling of the decision-maker.	2.0169	1.8571	0.0454	This statement is completely incorrect (rating of 1), as the definition for intuitive decision-making was given. The <i>p</i> -value on the t-tests for this item indicates a significant decrease in the scores between the pre- and post-course questionnaires. When conducting the <i>GLM</i> , a <i>p</i> -value of 0.3273 was obtained, indicating that the decrease could not be attributed to any specific demographic group.
21	Number of Batho Pele principles: There are ten Batho Pele principles.	2.3056	3.0447	0.0000	This statement is incorrect (rating of 1), as there are only eight Batho Pele principles. The <i>p</i> -value for this item indicates a highly significant improvement in the difference between the results of the pre- and the post-course questionnaires. However, when conducting the <i>GLM</i> , it becomes clear that these changes appeared across demographical groups and that no group gained

Variable	Statement	Pre-course Mean	Post-course Mean	<i>p</i> -value of difference	Comments
					significantly more from the course than another group (<i>p</i> -value = 0.6131).
23	Types of verbal communication: Verbal communication refers to written and spoken words.	2.9568	3.2378	0.0032	This statement is correct; therefore a rating of 4 should be given. The <i>p</i> -value for this item indicates a highly significant change in the improvement between the results of the pre- and the post-course questionnaires. However, the <i>GLM</i> proves yet again that these changes appeared across all demographical groups and that no group gained significantly more from the course than another group (<i>p</i> -value = 0.3998).
25	Strategies for improving creativity: In order to be more creative, one has to surround yourself with people that love and support you.	2.4011	2.7500	0.0009	This statement is correct; therefore a rating of 4 should be allocated. The <i>p</i> -value for this item indicates a highly significant change in the difference of the results of the pre- and post-course questionnaires. In terms of the <i>GLM</i> it is clear that demographics played a role in this question (<i>p</i> -value = 0.0008) – in this case particularly qualifications (<i>p</i> -value = 0.0002). Please refer to table 5.17 and 5.18 for more information in this regard.

Variable	Statement	Pre-course Mean	Post-course Mean	<i>p</i> -value of difference	Comments
28	Vertical communication: Vertical communication takes place between staff members or departments on the same levels within the same office, department or branch.	2.3132	2.7322	0.0006	This statement is wrong (rating of 1), as the definition for horizontal communication is provided. In terms of the difference between the pre- and post-course results, a highly significant improvement occurred. However, the <i>GLM</i> indicates that this change appeared yet again across the board, and could not be allocated to any demographic group (<i>p</i> -value = 0.8573).
29	Management style: There are four basic management styles, i.e. supporting, coaching, delegating and directing management styles.	3.2514	3.4402	0.0382	This statement is correct; therefore a rating of 4 should be allocated. The <i>p</i> -value for this item indicates a significant change in the difference of the results of the pre- and post-course questionnaires. In terms of the <i>GLM</i> it is clear that demographics played a role in this question (<i>p</i> -value = 0.00014) – in this case particularly qualifications (<i>p</i> -value = 0.0010). Please refer to table 5.19 and 5.20 for more information in this regard.
31	Definition of redress: Redress implies that public institutions should strive to deliver a better service to all – it will, however, not be possible to	2.8352	3.1359	0.0019	This statement is completely wrong, and therefore receives a rating of 1. The <i>p</i> -value in this case indicates a significant change in the results of the pre- and post-course questionnaires. However, the <i>GLM</i> indicates that it is similar in all the demographic groups (<i>p</i> -value =

Variable	Statement	Pre-course Mean	Post-course Mean	<i>p</i> -value of difference	Comments
	apologise to all unhappy customers and therefore one should not waste your time trying to do so.				0.9957).
33	Improving active listening skills: Active listening can be improved by being motivated, making eye contact, showing interest, avoiding distracting actions, and so forth.	3.4246	3.7609	0.0033	A 4 is awarded to this statement as it contains no mistakes. When conducting a t-test on the difference in the results of pre- and post-course results, the <i>p</i> -value indicates a highly significant improvement, but the <i>GLM</i> yet again indicates that it could not be attributed to any demographic group (<i>p</i> -value = 0.5115).

Significant differences (95% significance level) could be attributed to certain demographic groups in three cases (variable 13, 25 and 29). These areas are discussed below.

5.2.1 INTERPERSONAL COMMUNICATION (VARIABLE 13)

Table 5.9: Difference between pre- and post-course means of groups with different years of experience in terms of interpersonal communication (Variable 13)

Years experience	Pre-course mean	Post-course mean	Difference between means
0-5 years	2.5102	2.2857	-0.2245
6-10 years	2.1034	2.7586	0.6552
11-15 years	2.2059	2.4722	0.2059
16-20 years	2.0769	2.8974	0.8205
21+ years	2.0938	2.6667	0.5312

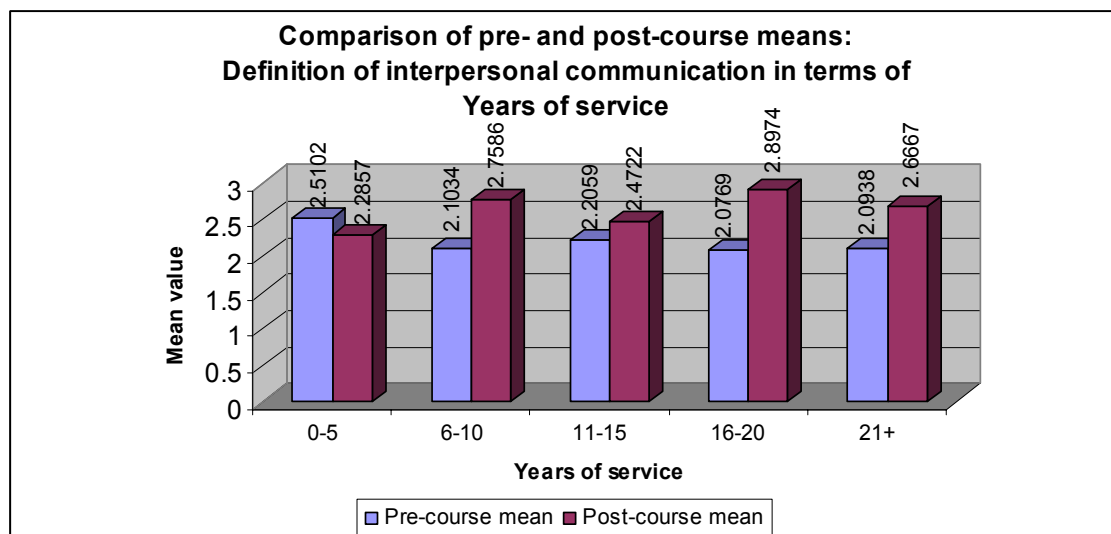


Figure 5.1: Graphic illustration of comparison of pre- and post-course means of groups with different years of service in terms of interpersonal communication (Variable 13)

Table 5.10: Comparison of differences between means of groups with different years of experience in terms of the definition of interpersonal communication (Variable 13)

Years experience	Comparison of differences between means	Significance level
21+ vs. 0-5	0.7729	Not significant
21+ vs. 6-10	-0.0442	
21+ vs. 11-15	0.3969	
21+ vs. 16-20	-0.2937	
16-20 vs. 0-5	1.066	P < 0.05
16-20 vs. 6-10	0.2495	Not significant
16-20 vs. 11-15	0.6906	
11-15 vs. 0-5	0.3760	
11-15 vs. 6-10	-0.4411	
6-10 vs. 0-5	0.8171	

Table 5.9 and Figure 5.1 illustrate the differences between the means of the pre- and post-course results for interpersonal communication for groups with different levels of experience. When these differences are compared, Scheffe's test indicates that delegates with 16 to 20 years of experience gained significantly more from the course than the delegates with 0 to 5 years of experience. The results of Scheffe's test are set out in Table 5.10.

Table 5.11: Difference between means of groups with different levels of formal training in the field of Public Administration / Management in terms of the definition of interpersonal communication (Variable 13)

Formal training received	Pre-course mean	Post-course mean	Difference between means
Yes	2.3043	2.3479	0.0435
No	2.1955	2.6519	0.4361

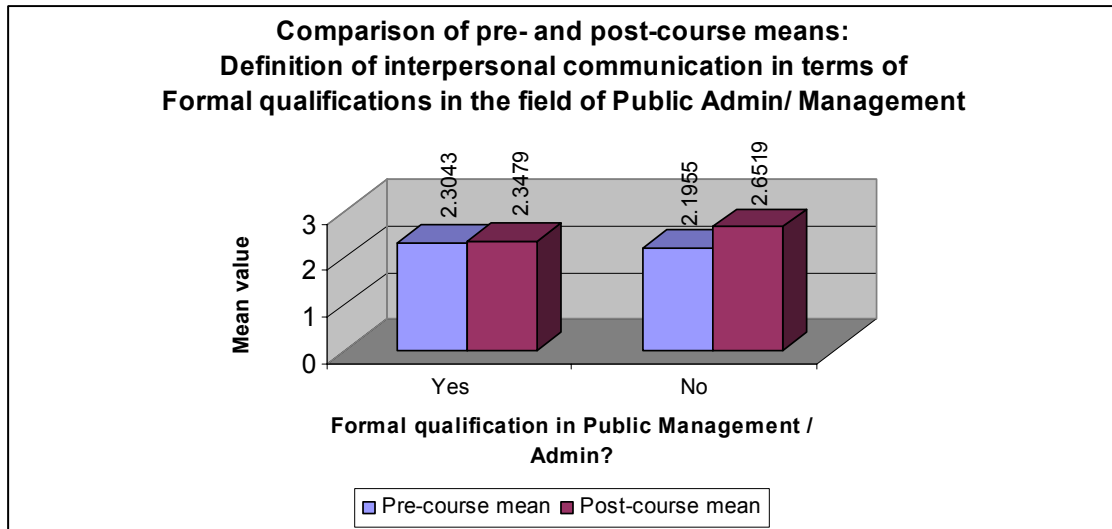


Figure 5.2: Graphic illustration of comparison of pre- and post-course means of groups with and without formal qualifications in the field of public management and administration in terms of the definition of interpersonal communication (Variable 13)

Table 5.12: Comparison of differences between means of groups with and without formal training in the field of Public Administration / Management in terms of the definition of interpersonal communication (Variable 13)

Formal training received	Comparison of differences between means	Significance level
Yes vs. No	-0.4128	P < 0.05

Table 5.11 and Figure 5.2 illustrate the differences between the means of the pre- and post-course results for the interpersonal communication for groups with and without formal qualifications in the field of public management / administration. When these differences are compared, Scheffe's test indicates that delegates without formal qualifications gained significantly more from the course than the delegates who already have a formal qualification in this subject area. The results of Scheffe's test are set out in Table 5.12.

5.2.2 STRATEGIES FOR IMPROVING CREATIVITY (VARIABLE 25)

Table 5.13: Differences between means of groups with different levels of qualifications in terms of strategies for improving creativity (Variable 25)

Level of qualifications	Pre-course mean	Post-course mean	Difference between means
School	2.6452	2.4762	-0.1475
Diploma / certificate	2.4533	2.9211	0.4933
Degree	2.1304	2.5217	0.3913
Postgraduate	1.7619	3.1905	1.4286

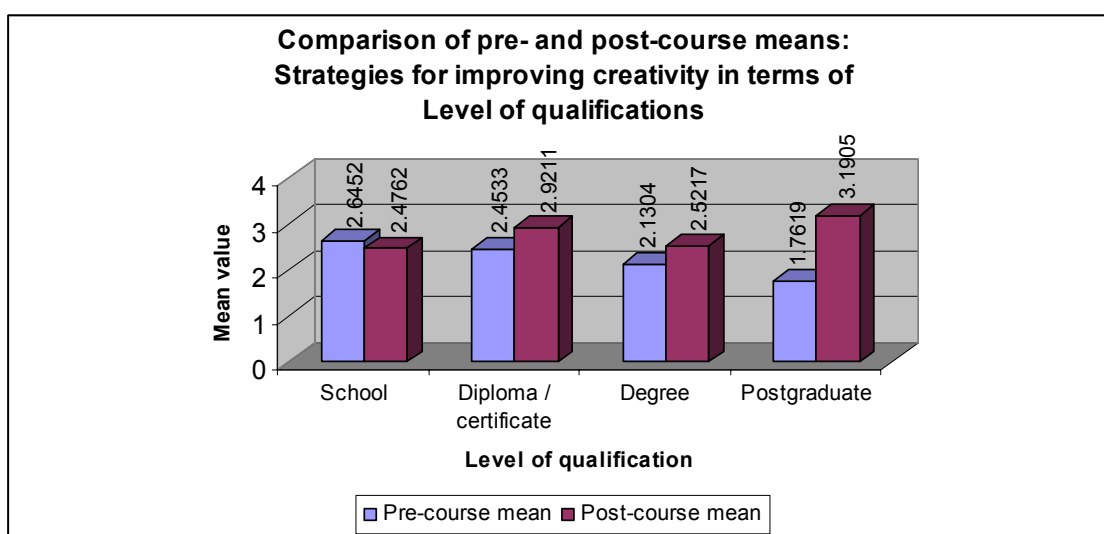


Figure 5.3: Graphic illustration of comparison of pre- and post-course means of groups with different levels of qualifications in terms of strategies for improving creativity (Variable 25)

Table 5.14: Comparison of differences between means of groups with different levels of qualifications in terms of strategies for improving creativity (Variable 25)

Qualifications	Comparison of differences between means	Significance level
Postgraduate vs. Degree	1.0373	Not significant
Postgraduate vs. Diploma / Certificate	0.8943	
Postgraduate vs. School	1.6150	p < 0.05
Degree vs. Diploma / Certificate	-0.1429	Not significant
Degree vs. School	0.5777	
Diploma / Certificate vs. School	0.7207	p < 0.05

Table 5.13 and Figure 5.3 illustrate the differences between the means of the pre- and post-course results in terms of strategies for improving creativity for groups with different levels of qualifications. When these differences are compared, Scheffe's test indicates that delegates with postgraduate qualifications, as well as those with diplomas and certificates, gained significantly more from the course than the delegates who only had school qualifications. The results of Scheffe's test are set out in Table 5.14.

5.2.3 *MANAGEMENT STYLES (VARIABLE 29)*

Table 5.15: Differences between means of groups with different levels of qualifications in terms of management style (Variable 29)

Level of qualifications	Pre-course mean	Post-course mean	Difference between means
School	3.5714	3.3333	-0.2581
Diploma / certificate	3.1733	3.4605	-0.2933
Degree	3.0435	3.5652	0.5217
Postgraduate	2.8095	3.5238	0.7143

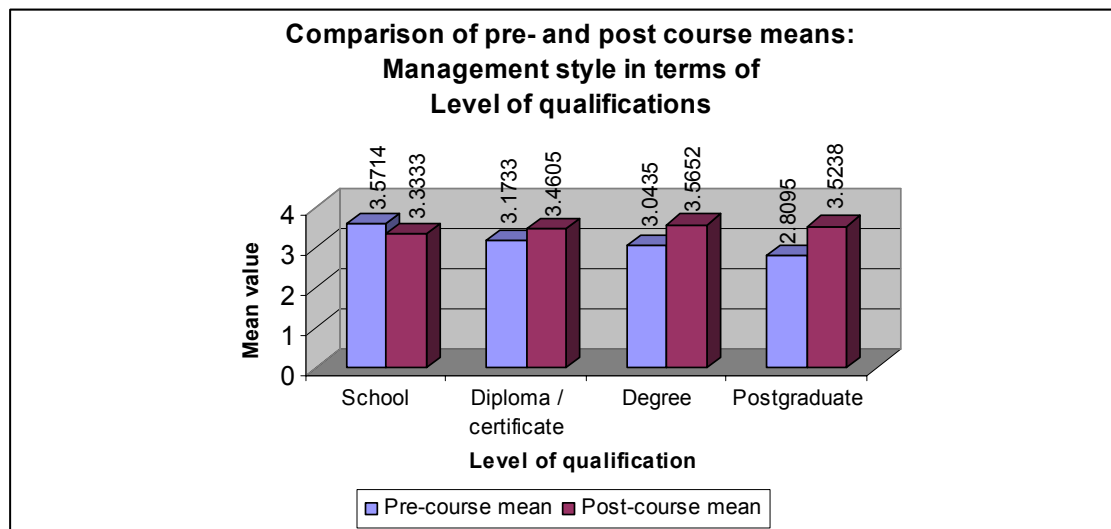


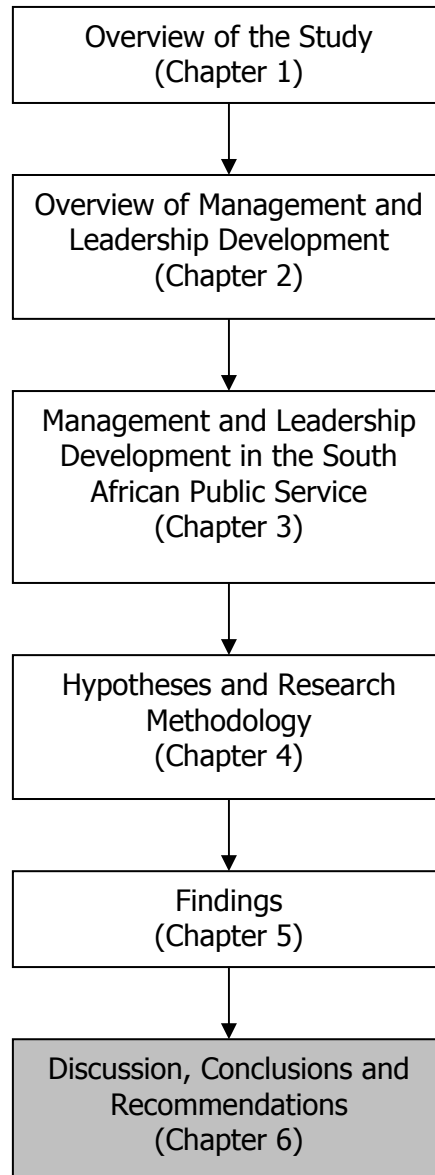
Figure 5.4: Graphic illustration of comparison of pre- and post-course means of groups with different levels of qualifications in terms of management style (Variable 29)

Table 5.16: Comparison of differences between means of groups with different levels of qualifications in terms of management style (Variable 29)

Qualifications	Comparison of differences between means	Significance level
Postgraduate vs. Degree	0.1925	Not significant
Postgraduate vs. Diploma / Certificate	0.3718	
Postgraduate vs. School	0.9810	p < 0.05
Degree vs. Diploma / Certificate	0.1793	Not significant
Degree vs. School	0.7884	p < 0.05
Diploma / Certificate vs. School	0.6091	p < 0.05

Table 5.15 and Figure 5.4 indicate the differences between the means of the pre- and post-course results in terms of management style for groups with different levels of qualifications. When these differences are compared, Scheffe's test indicates that delegates with postgraduate qualifications, degrees, as well as those with diplomas and certificates, gained significantly more from the course than the delegates who only had school qualifications. The results of Scheffe's test are set out in Table 5.16.

CHAPTER 6: DISCUSSION, CONCLUSION & RECOMMENDATIONS

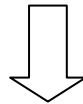


6.1 INTRODUCTION

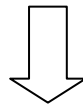
This chapter discusses the findings as set out in the previous chapter and draws conclusions regarding possible reasons for these findings, and thereafter makes recommendations regarding possible actions that could be taken in future.

CHAPTER 6: DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

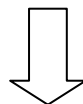
6.1 Introduction



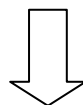
6.2 Discussion of Findings



6.3 Conclusions



6.4 Recommendations



6.5 Limitations of the Study

6.2 DISCUSSION OF FINDINGS

As already indicated, no significant changes were found between the pre- and post-course results of 15 of the 25 items, and subsequently the null-hypothesis (H_0 = there is no increase in the knowledge of delegates that attended the EMDP) has to be accepted.

When the factor analysis was conducted, one weak and one strong factor were identified. A possible reason for this could be the fact that management competencies are very much interrelated, and therefore a clear distinction in terms of different factors could not be made.

For a small number of the individual items contained in the questionnaires significant changes occurred amongst certain demographical groups. These cases can be summarised as follows:

6.2.1 INTERPERSONAL COMMUNICATION (VARIABLE 13):

In the case of this item delegates with 16-20 years' experience gained significantly more from the course than delegates with 0-5 years' experience. This could be the result of a number of factors, amongst which the following:

- Delegates with 0 to 5 years' experience were appointed in the new dispensation and legal framework and were therefore exposed to this new situation right from the start of their careers, whilst those with 16 to 20 years' experience started their careers in the previous dispensation and therefore had a lot more to learn on the programme, which covered the latest legislation etc.
- Delegates with 16-20 years' experience have been in the system for quite some time, and subsequently they have a well-established frame of reference. This frame of reference enables the transfer of learning as the delegates can process the new information easily in terms of real life situations.

Significant differences occurred between groups with formal training in the field of Public Administration / Management as well – delegates without this type of formal qualification gained significantly more than those without. Possible reasons include:

- Since the EMDP is based on the content of the university subject Public Administration which is presented over the first year and a half of studies towards a degree in this field, delegates who are already in possession of a qualification in Public Administration / Management may have experienced the course content as "nothing new", whilst

delegates without a qualification in this field of expertise probably had an eye-opening experience.

6.2.2 STRATEGIES FOR IMPROVING CREATIVITY (VARIABLE 25):

In the case of this item delegates with postgraduate qualifications, as well as those with diplomas and certificates, gained significantly more from the course than delegates who only had school qualifications. Factors leading to this result may be:

- Delegates with postgraduate qualifications and those with diplomas and certificates have been involved with training and development after school, and therefore they were in a position to learn easier as they are more used to it. Delegates who only have school qualifications may be a little out of practice in this regard, and therefore they gained less from the programme.
- The issue of a frame of reference again plays a role here – delegates with post-school qualifications have been exposed to more theories and arguments, and therefore have a broader frame of reference through which they can make sense of all the information obtained through the programme.

6.2.3 MANAGEMENT STYLES (VARIABLE 29):

In the case of this item all delegates with post-school qualifications gained significantly more from the course than delegates who had school qualifications only. In this case possible reasons can again be the following:

- Delegates with post-school qualifications have been involved with training and development after school, and therefore they may be in a position to learn easier as they are more used to it. Delegates who only have school qualifications may be a "little out of practice" in this regard, and therefore they gained less from the programme.
- The issue of a frame of reference again plays a role here – delegates with post-school qualifications have been exposed to more theories and arguments, and therefore have a broader frame of reference through which they can make sense of all the information obtained through the programme.
- Further to this, delegates with post-school qualifications have background experience that may assist in making knowledge more applicable.

6.3 CONCLUSIONS

This study could not prove an increase in the knowledge of delegates that attended the Emerging Management Development Programme. According to Mondy *et al* (1999:260), much remains to be discovered regarding the learning process, but several generalisations may assist in understanding the phenomenon of the transfer of knowledge. These include:

- Learners progress in an area of learning only as far as they need to in order to achieve their purposes.
- Individuals are more likely to be enthusiastic about a learning situation if they themselves have participated in the planning and implementation of the project.
- What is learned is more likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time it is needed.
- Practice may not make perfect, but it does make "better". Repeating the performance of a task is an almost certain approach for performance improvement.
- Depending on the type of training, a wise move may be to space the training sessions. For example, the period of time between training sessions for highly complex tasks may need to be increased to permit the learning to be assimilated.

From these generalisations the following may be concluded:

- The wrong people were nominated to attend the courses, and as a result of this limited progression took place since the delegates that did attend the courses, were not on the right levels to benefit from the programme.
- The nomination process is often controlled centrally, leaving delegates little if any room for participation in the planning and implementation of the training project. Delegates are often informed of training programmes at the last minute, and therefore they do not have the opportunity to participate in the planning and implementation of the training programme, which results in negative attitudes towards the training programmes they are sent on.
- Enough time should be allowed in the training programme for a number of repetitive exercises in order to ensure that delegates grasp the underlying principles properly.

Other possible questions include:

- The effectiveness of the course may be questionable as no significant increase in the knowledge of delegates was found.

- All facilitators may not be evenly and suitably equipped and skilled to present the EMDP, which will have an impact on the extent to which knowledge is transferred.
- The attitudes and willingness of learners (buy-in) to participate in the programme could also be questioned – were they there because they wanted to be there, or because the boss sent them?
- Although the questionnaires' development were based on the Middle Management Competency Framework, and despite the fact that questions were developed based on the content of the Emerging Management Development Programme's official course documentation, delegates were not in a position to answer the detailed questions to such an extent that a significant change could be observed.

6.4 RECOMMENDATIONS

Speculative recommendations can be made on a number of levels. In this case recommendations will be focused on matters that SAMDI can influence and/or control. The view is held that the implementation of the following recommendations can lead to an improvement in the successful transfer of knowledge:

- It is recommended that the SAMDI project manager have face-to-face meetings with clients enrolling for the EMDP, in order to explain and motivate the selection criteria of the programme. If clients have an in-depth understanding of the reasoning behind it, they may put more effort into identifying the right people to attend the programme.
- Delegates nominated for the EMDP should have a particular need for development in this area, as identified in their Personal Development Plans (PDPs). Further to this delegates should be consulted timely regarding the envisaged training intervention so that they can make the necessary arrangements to attend the training programme. Although these are the responsibilities of the departments concerned, SAMDI can require copies of PDPs in order to ensure that the nominee really requires training in this particular field. SAMDI can also put measures of communication with the individual delegates in place – SMS alerts and notifications, etcetera.
- Time should be allowed for experienced reflections. Even though the EMDP targets junior managers, they all have some level of experience and they can benefit tremendously from each others' experiences, if only allowed to share those. In terms of the action learning cycle, this step is often neglected, whilst numerous methods of reflection, e.g. learning journals, morning reflections, and the writing of reflection papers can be employed very successfully.
- SAMDI has realised that the allocated ten days for the EMDP is not sufficient – it is recommended that the process of extending the duration to fifteen days be fast-tracked

so that delegates can start benefiting from the additional time allocation as soon as possible. This change should ensure that sufficient time for repetitive activities as well as for reflections are available.

- At present the EMDP is presented in the form of workshops (classroom-type training). In terms of the proliferation of leadership development programmes (refer to 2.5.1 above), classroom-type leadership training should be complemented by activities as diverse as high ropes courses or reflective journaling. Since developmental experiences are likely to have the greatest impact when they can be linked to or embedded in a person's ongoing work and when they are an integrated set of experiences, it is recommended that SAMDI explore alternative methods to supplement classroom-type leadership training.
- It has been reported that some of the EMDP groups consisted of delegates that were quite diverse in terms of their experience, levels of qualifications, etc. Since it has been proven that, at least in some cases, both these factors play a role in determining whether delegates' knowledge levels increase significantly or not, it is recommended that delegates with more homogenous demographics be grouped together in attempt to group learners that will move at more or less the same pace together.
- If delegates were informed that they would be completing the same test after the completion of the programme as well, the results may have been more favourable.
- In terms of the content of the EMDP, the following is recommended:
 - Course content should focus on the basics – it is no use telling junior managers that they should achieve results through people, but not how to go about it. (Refer to sub-section 2.7.4 above.)
 - The issue of work/life balance is currently not addressed in the materials. In an environment of constant change and unrelenting competition, managing stress and personal renewal to avoid burn-out are becoming a central focus for leadership development. (Refer to sub-section 2.5.2 above.)
 - Soft skills, including self-awareness and management, emotional intelligence, "the voice within", honesty, being forward-looking and credibility could be emphasised more.
 - Studies indicate that younger employees have a keen interest in the global nature of their work, and therefore it is recommended that an introduction to global initiatives such as NEPAD be included in the course as well.
- Lastly it is recommended that the impact of this training programme be investigated in a broader sense, i.e. after the delegates completed their Portfolios of Evidence, and after they had the opportunity to implement what they have learned.

6.5 LIMITATIONS OF THE STUDY

The findings of this study were limited by the following aspects:

- Although the questionnaires' development were based on the Middle Management Competency Framework, and despite the fact that questions were developed based on the content of the Emerging Management Development Programme's official course documentation, delegates were not in a position to answer the detailed questions to such an extent that a significant change could be observed.
- The questionnaires were completed before the first block started, and on the last day of the second block. It can be argued that in-depth learning did not take place in that period – after the completion of Block 2 delegates have to complete a detailed work-based Portfolio of Evidence, and the actual learning may only take place at this stage when delegates engage with the materials and integrate the theory with their practical situations.
- Results may have been more positive if a second post-course questionnaire were completed after some time (e.g. one year after the completion of the course).
- The course is approached in a very practical way, where the pre- and post-course questionnaires focussed mainly on the theoretical information contained in the course manuals. These differences in emphasis may have caused results that are not a true reflection of the knowledge that were transferred.

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ANNEXURE A: LIST OF SAMDI COURSES

CHANGE MANAGEMENT AND SERVICE DELIVERY IMPROVEMENT

1. Batho Pele leadership engagements
2. Batho Pele implementation for middle managers
3. Induction & reorientation
4. Compulsory frontline staff training
5. Change management
6. Conflict resolution
7. Anti-corruption & ethics management
8. Excellent customer service:
9. Service delivery improvement plans
10. Team development
11. Administrative Justice Act
12. Executive support staff programme
13. Policy development & implementation
14. Diversity management
15. Gender equality and mainstreaming
16. Disability management

HUMAN RESOURCE MANAGEMENT TRAINING PROGRAMMES

17. Human resource management
18. Labour relations
19. Job evaluation
20. Job evaluation panel training

INTEGRATED MANAGEMENT DEVELOPMENT PROGRAMME (IMDP)

21. Foundation Management Development Programme (FMDP)
22. Emerging Management Development Programme (EMDP)
23. Advanced Management Development Programme (AMDP)
24. Presidential Strategic Leadership Development Programme (PSLDP)
25. Executive Leadership Programme
26. Senior Executive Programme
27. Mentorship training portfolio

SUPPLY CHAIN MANAGEMENT TRAINING PROGRAMMES

28. Logistical information system (LOGIS) I

Annexure A

29. Logistical information system (LOGIS) II
30. Acquisition management
31. Asset management
32. Supply chain management I
33. Supply chain management II
34. Provisioning and logistical management III

HUMAN RESOURCE DEVELOPMENT TRAINING PROGRAMMES

35. Training of trainers (TOT) programme
36. Presentation and facilitation skills
37. HIV/AIDS training and HIV/AIDS for government planners
38. Manage HIV/AIDS in the workplace
39. Skills development facilitation
40. Assessor training
41. Employee wellness programme

FINANCIAL & PROJECT MANAGEMENT

42. Finance for non-financial managers
43. Financial administration
44. Project management
45. Operational planning & budgeting
46. Contract management
47. Business plan development training

ANNEXURE B: PRE-COURSE QUESTIONNAIRE

Dear EMDP-Delegate,

You are kindly requested to complete the following questionnaire, which forms an important part of an approved study to determine the degree to which the Emerging Management Development Programme transfers vital knowledge. All information will be treated as confidential, and no individual results will be used.

1. Initials and surname: _____
2. ID or passport number: _____
3. Race (Please indicate with an X):

1: Black	2: White	3: Coloured	4: Asian
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4. Gender (Please indicate with an X):

1: Male	2: Female
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5. Are you employed in a National or Provincial department (Please indicate with an X)?

1: National	2: Provincial
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6. How long (number of years) have you been in the Public Service?

7. Highest qualification (Please indicate with an X):

1: Gr. 10/Std 8	2: Gr. 12/Matric	3: Certificate	4: Diploma
5: Degree	6: Honours	7: Masters	8: Doctorate
9: Post Doctorate			
8. Did you receive formal training (National Certificate or higher qualification) in the field of Public Management / Administration (Please indicate with an X)?

1: Yes	2: No
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9. Dates for attending the EMDP (if scheduled already):

Block 1:	Block 2:
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- | | | | | | | | | | | | | | | | | | | |
|----|--|----|--|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|------|
| V1 | <input style="width: 40px; height: 20px;" type="text" value="1"/> | 1 | | | | | | | | | | | | | | | | |
| V2 | <table border="1" style="border-collapse: collapse; margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | | | | | | | | | | | | | 2-14 |
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| V3 | <input style="width: 30px; height: 20px;" type="text"/> | 15 | | | | | | | | | | | | | | | | |
| V4 | <input style="width: 30px; height: 20px;" type="text"/> | 16 | | | | | | | | | | | | | | | | |
| V5 | <input style="width: 30px; height: 20px;" type="text"/> | 17 | | | | | | | | | | | | | | | | |
| V6 | <table border="1" style="border-collapse: collapse; margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | 18-19 | | | | | | | | | | | | | | |
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| V7 | <input style="width: 30px; height: 20px;" type="text"/> | 20 | | | | | | | | | | | | | | | | |
| V8 | <input style="width: 30px; height: 20px;" type="text"/> | 21 | | | | | | | | | | | | | | | | |

Please indicate whether you think the statements below are:

- 4 = Correct (No mistakes in statement)
- 3 = Mostly correct (One mistake in statement)
- 2 = Mostly incorrect (Numerous mistakes in statement)
- 1 = Incorrect (Statement is completely wrong)

PLEASE CHOOSE ONLY ONE OPTION. Circle the option you choose.

Statements		1	2	3	4
1	The decision-making process consists of three steps, i.e. the development of alternatives, the analysis of alternatives and the choice of the best alternative.	1	2	3	4
2	Creativity means doing things completely different to others – it always involves radical changes.	1	2	3	4
3	To treat citizens as customers implies listening to their views, treating them with consideration and respect, ensuring that service is always of the highest quality, and responding swiftly and sympathetically when standards fall below the promised level.	1	2	3	4
4	Affirmative action attempts to monitor and control the changing demographics of an organisation. It always promotes the interests of blacks, women and the disabled.	1	2	3	4
5	Interpersonal communication takes place when two people communicate face to face, e.g. man and animal, plant or any other object.	1	2	3	4
6	The requirement for the development of alternatives is creativity and experience.	1	2	3	4
7	Creativity includes the ability to take existing things and combine them in different ways for new purposes.	1	2	3	4
8	Consulting the users of services calls for the public service to treat citizens with courtesy and consideration.	1	2	3	4
9	Diversity is a negative aspect of our community that always lead to conflict.	1	2	3	4
10	Non-verbal communication includes sign language, vocal intonation, appearance as well as spoken words.	1	2	3	4
11	Impulsive decision-making can be defined as a decision that is reached based on a "hunch" or gut feeling of the decision-maker.	1	2	3	4
12	Creativity is something people are born with, although a limited number of people can learn to be creative.	1	2	3	4
13	There are ten Batho Pele principles.	1	2	3	4
14	The main resistance to managing diversity comes from denial and the difficulty involved in learning new skills and adapting to different ways of solving problems.	1	2	3	4
15	Verbal communication refers to written and spoken words	1	2	3	4

For office use

V9	<input type="checkbox"/>	22
V10	<input type="checkbox"/>	23
V11	<input type="checkbox"/>	24
V12	<input type="checkbox"/>	25
V13	<input type="checkbox"/>	26
V14	<input type="checkbox"/>	27
V15	<input type="checkbox"/>	28
V16	<input type="checkbox"/>	29
V17	<input type="checkbox"/>	30
V18	<input type="checkbox"/>	31
V19	<input type="checkbox"/>	32
V20	<input type="checkbox"/>	33
V21	<input type="checkbox"/>	34
V22	<input type="checkbox"/>	35
V23	<input type="checkbox"/>	36

Statements		1	2	3	4
16	Human factors in decision-making include personal value systems, body language and attitudes.	1	2	3	4
17	In order to be more creative, one has to surround yourself with people that love and support you.	1	2	3	4
18	Government information programmes should not be limited to disseminating factual information; it must also induce the citizen to take action.	1	2	3	4
19	In some cases diversity management should be aligned to the organisational strategy and the human resource strategy.	1	2	3	4
20	Vertical communication takes place between staff members or departments on the same levels within the same office, department or branch.	1	2	3	4
21	There are four basic management styles, i.e. supporting, coaching, delegating and directing management styles.	1	2	3	4
22	Being too busy, not allowing you time to relax and a lack of competition in the present environment can hamper motives for creative input.	1	2	3	4
23	Redress implies that public institutions should strive to deliver a better service to all – it will, however, not be possible to apologise to all unhappy customers and therefore one should not waste your time trying to do so.	1	2	3	4
24	Valuing diversity is driven by ethics and assumes that a common set of values will be created.	1	2	3	4
25	Active listening can be improved by being motivated, making eye contact, showing interest, avoiding distracting actions, and so forth.	1	2	3	4

For office use

V24	<input type="checkbox"/>	37
V25	<input type="checkbox"/>	38
V26	<input type="checkbox"/>	39
V27	<input type="checkbox"/>	40
V28	<input type="checkbox"/>	41
V29	<input type="checkbox"/>	42
V30	<input type="checkbox"/>	43
V31	<input type="checkbox"/>	44
V32	<input type="checkbox"/>	45
V33	<input type="checkbox"/>	46

ANNEXURE C: POST-COURSE QUESTIONNAIRE

Dear EMDP-Delegate,

You are kindly requested to complete the following questionnaire, which forms an important part of an approved study to determine the degree to which the Emerging Management Development Programme transfers vital knowledge. All information will be treated as confidential, and no individual results will be used.

10. Initials and surname: _____
11. ID or passport number: _____
12. Race (Please indicate with an X):
 1: Black 2: White 3: Coloured 4: Asian
13. Gender (Please indicate with an X):
 1: Male 2: Female
14. Are you employed in a National or Provincial department (Please indicate with an X)?
 1: National 2: Provincial
15. How long (number of years) have you been in the Public Service?

16. Highest qualification (Please indicate with an X):
 1: Gr. 10/Std 8 2: Gr. 12/Matric 3: Certificate 4: Diploma
 5: Degree 6: Honours 7: Masters 8: Doctorate
 9: Post Doctorate
17. Did you receive formal training (National Certificate or higher qualification) in the field of Public Management / Administration (Please indicate with an X)?
 1: Yes 2: No
18. Dates for attending the EMDP (if scheduled already):
 Block 1: Block 2:

- V1 1
- V2

 2-14
- V3 15
- V4 16
- V5 17
- V6 18-19
- V7 20
- V8 21

Please indicate whether you think the statements below are:

- 4 = Correct (No mistakes in statement)
- 3 = Mostly correct (One mistake in statement)
- 2 = Mostly incorrect (Numerous mistakes in statement)
- 1 = Incorrect (Statement is completely wrong)

PLEASE CHOOSE ONLY ONE OPTION. Circle the option you choose.

Statements		1	2	3	4
1	The decision-making process consists of three steps, i.e. the development of alternatives, the analysis of alternatives and the choice of the best alternative.	1	2	3	4
2	Creativity means doing things completely different to others – it always involves radical changes.	1	2	3	4
3	To treat citizens as customers implies listening to their views, treating them with consideration and respect, ensuring that service is always of the highest quality, and responding swiftly and sympathetically when standards fall below the promised level.	1	2	3	4
4	Affirmative action attempts to monitor and control the changing demographics of an organisation. It always promotes the interests of blacks, women and the disabled.	1	2	3	4
5	Interpersonal communication takes place when two people communicate face to face, e.g. man and animal, plant or any other object.	1	2	3	4
6	The requirement for the development of alternatives is creativity and experience.	1	2	3	4
7	Creativity includes the ability to take existing things and combine them in different ways for new purposes.	1	2	3	4
8	Consulting the users of services calls for the public service to treat citizens with courtesy and consideration.	1	2	3	4
9	Diversity is a negative aspect of our community that always lead to conflict.	1	2	3	4
10	Non-verbal communication includes sign language, vocal intonation, appearance as well as spoken words.	1	2	3	4
11	Impulsive decision-making can be defined as a decision that is reached based on a "hunch" or gut feeling of the decision-maker.	1	2	3	4
12	Creativity is something people are born with, although a limited number of people can learn to be creative.	1	2	3	4
13	There are ten Batho Pele principles.	1	2	3	4
14	The main resistance to managing diversity comes from denial and the difficulty involved in learning new skills and adapting to different ways of solving problems.	1	2	3	4
15	Verbal communication refers to written and spoken words	1	2	3	4

For office use

V9	<input type="checkbox"/>	22
V10	<input type="checkbox"/>	23
V11	<input type="checkbox"/>	24
V12	<input type="checkbox"/>	25
V13	<input type="checkbox"/>	26
V14	<input type="checkbox"/>	27
V15	<input type="checkbox"/>	28
V16	<input type="checkbox"/>	29
V17	<input type="checkbox"/>	30
V18	<input type="checkbox"/>	31
V19	<input type="checkbox"/>	32
V20	<input type="checkbox"/>	33
V21	<input type="checkbox"/>	34
V22	<input type="checkbox"/>	35
V23	<input type="checkbox"/>	36

Statements		1	2	3	4
16	Human factors in decision-making include personal value systems, body language and attitudes.	1	2	3	4
17	In order to be more creative, one has to surround yourself with people that love and support you.	1	2	3	4
18	Government information programmes should not be limited to disseminating factual information; it must also induce the citizen to take action.	1	2	3	4
19	In some cases diversity management should be aligned to the organisational strategy and the human resource strategy.	1	2	3	4
20	Vertical communication takes place between staff members or departments on the same levels within the same office, department or branch.	1	2	3	4
21	There are four basic management styles, i.e. supporting, coaching, delegating and directing management styles.	1	2	3	4
22	Being too busy, not allowing you time to relax and a lack of competition in the present environment can hamper motives for creative input.	1	2	3	4
23	Redress implies that public institutions should strive to deliver a better service to all – it will, however, not be possible to apologise to all unhappy customers and therefore one should not waste your time trying to do so.	1	2	3	4
24	Valuing diversity is driven by ethics and assumes that a common set of values will be created.	1	2	3	4
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V24	<input type="checkbox"/>	37
V25	<input type="checkbox"/>	38
V26	<input type="checkbox"/>	39
V27	<input type="checkbox"/>	40
V28	<input type="checkbox"/>	41
V29	<input type="checkbox"/>	42
V30	<input type="checkbox"/>	43
V31	<input type="checkbox"/>	44
V32	<input type="checkbox"/>	45
V33	<input type="checkbox"/>	46