

Chapter 1

Introduction and scope of problems with the framework for implementing skills development in South Africa

1.1 A changing world and country

The cliché that “change is the only constant” continues to accurately describe the world of work and economics. The more a person, an organisation, a country, or blocs of countries such as the latest grouping the, African Union (AU) bloc of nations, stay with the changes the more successful they will be (Heller, 1998).

A consensus has developed amongst policy makers that all countries are facing similar global challenges and opportunities, which include

Liberalisation of markets

Formation of new trade agreements

Rapid innovations in technology

Increasing importance of knowledge. (Department of Labour, 2000)

These challenges have an impact on the working environment and it is widely recognised that new industrial organisations and working practices are emerging in many countries. (Department of Labour, 2000)

However, to stay with and cope with change, all entities need to continually re-learn and re-skill their people. Added to that already enormous challenge is the fact that in South Africa there is an even greater need to catch up with the rest of the developed world when it comes to learning and skills development.

According to the World Competitiveness Yearbook 2003, South Africa has improved in competitiveness from 22nd in 1999 to 18th in 2003 out the 30 global economies with population greater than 20 million that were measured. (IMD 2003). However challenges continue to face the South African economy and society as a whole. These challenges must be met with a strategy that will allow the country to become even more competitive.

1.2 The “proposed” South African solution

The Minister of Labour adopted and presented the National Skills Development Strategy to the citizens of the country and in February 2001.

This was as a result of research and discussion within the Department of Labour, The National Skills Authority and consultations with several other key stakeholder organisations.

The title of the strategy document – Skills for productive citizenship for all – summarises the vision for the future (Department of Labour, 2001). The mission statement of the same strategy document directly addresses the need that South Africa has for addressing its skills deficiencies. It reads:

“To equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self advancement to enable them to play a productive role in society.”

The National Skills Development Strategy document is an articulate and well constructed document that lists five specific objectives and detailed, measurable success indicators for each objective. The strategy has a finite life span of four years from April 2001 to March 2005, by which date all of the success indicators need to have been met. A copy of the detailed National Skills Development Strategy is attached as Appendix 1.

However, such a document is simply a dream, albeit a good one, written on paper. To realise this dream action is required, action from the highest levels of society – the Government. This “action” had already in fact come from the Government, and more specifically the Department of Labour in form of an Act of Parliament on 2 November 1998 when the Skills Development Act (Act No 97 of 1998) was approved and promulgated (South Africa, 1998).

This particular Act empowered the Minister to “establish a sector education and training authority with a constitution for any national economic sector”.

On the 20th March 2000 the Minister of Labour under the auspices of the above Act established 25 such Sector Education and Training Authorities. These authorities are referred to in the Act as SETAs.

As explained by Adrienne P. Bird, Chief Director of Employment and Skills Development Services in the Department of Labour, “One of the most significant aspects of the Act is the provision for the 25 SETAs. The creation of sectoral authorities brings government, business and labour together in a way that promotes training in the workplace. The business and the workers themselves make the key decisions. This makes most sense, as they are the ones who understand the needs of the workplace best” (Succeed, 2001)

In essence, these SETAs are concerned with education and training. Their purpose is to help implement the National Skills Development Strategy and to increase the skills of people in their sector. This is the “proposed” solution to the lack of skills in South Africa.



1.3 Problems with the “proposed” solution

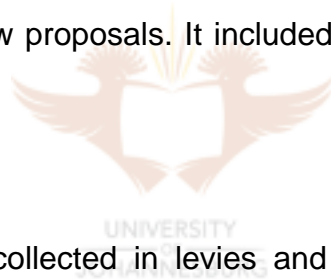
Since March 2000 to date, the success of the proposed solution has been mixed, as is usually the case with new ideas, especially when the idea is as big as the implementing of a national skills development strategy for a country with 40 million people.

Success has also been related to whether previous structures existed that had some contribution towards training in a specific sector. For example, the previous Mines Training Board, or MTB, was more or less converted to the

Mining Qualifications Authority or MQA. This particular SETA became very effective very quickly.

In other sectors, where no previous structures existed, SETAs had to be developed from scratch, such as in the Education Training and Development (ETD) sector, which, by its very nature, needs to set an example in the development of people within its constituency.

Over the past two years regular media reports have documented the successes and failures. In a special survey in October 2001, The Star (Star, 2001, p21-22) carried a very upbeat series of articles that appeared to indicate that it was “all systems go” with the new proposals. It included various articles with headlines such as:



- R 3,1bn has been collected in levies and that these funds are used to improve training in the workplace
- Empowering small business in the tourism industry
- Banking sector takes proactive approach
- Skills strategy puts South Africa on fast track to competitiveness
- Manufacturing SETA firing on all cylinders.

The Star survey would certainly leave the average South African reader with a very positive impression about the future of skills development in the country. However, much of the money that had been collected for skills development was apparently not being used for skills development, but was languishing in

SETA bank accounts as surplus funds. The Star in February 2002 carried an article that started off by saying that "Government is going to get tough with companies that are not training their employees, thus leaving millions of Rand in skills development funds unspent" (Star, 2002, p15).

Giving some insight into the cause of the problem, a Sunday Times article in April 2002 quoted the South African Chamber of Business as believing that the SETAs are not doing enough to educate companies about the government's national skills development strategy, now in its third year. (Sunday Times, 2002a, p26)

In the same month, the Business Day (Business Day 2002a, p5) under the headline "Some SETAs work, others are a disaster" quotes Sam Morotoba the Executive Officer of The National Skills Authority as saying that "leadership disputes have emerged as the common element in the SETAs where problems have been identified.

The same theme of successful and unsuccessful SETAs continues to be the situation since later reports, such as in the Sunday Times of July 14 (Sunday Time 2002b, p24), carries positive and negative articles that describe the performance of the various SETAs. The Minister of Labour is quoted as saying "that the 25 SETAs set up about three years ago are functioning well, as is evidenced by the fact that already 87% of the funds under their custodianship has either been paid out or allocated to firms and projects".

Clearly, the proposed solution to South Africa's skills development is not without its problems, and from the comments made by an individual involved at the highest levels with the process, Sam Morotoba, there appear to be problems around that revolve around leadership issues.

1.4 Developing a strategy to address the problems

SETAs are statutory bodies established by an Act of Parliament. However, they function under the authority of a Board that is made up of elected employer and trade union representatives from the relevant sector, thereby making the SETA more relevant and responsive to the needs of the stakeholders within the sector. They have specific functions they need to carry out, as described in the Act and as expanded by Regulations that issued in terms of the Act.

Everything a SETA accomplishes must add value to the organisations in their sector. These organisations are effectively their "customers" since the resources that are used to fund and give life to the SETAs come directly from levy payments made by these constituent organisations.

Adrienne Bird, the Chief Director Employment and Skills Development Services of the Labour Department, explains that "the SETA model is one of self governance within a nationally agreed framework embodied in the national strategy, and if employers are not satisfied with the way SETAs are operating it is up to them to fix it." (Business Day, 2002b)

In this way, SETAs are not at all dissimilar to any organisation that operates and serves a specifically demarcated market segment. Thus, any strategy that is developed to address the problems with the effectiveness of the SETAs should be linked to current theory on organisational design.

Organisations operating in the post-modern world can be described as a “network of dynamically interdependent nodes within a force field of effects and counter-effects which must be fused”. (Veldsman, 2002)

Figure 1 designed by Veldsman depicts a proposed map of the organisational landscape as a network.

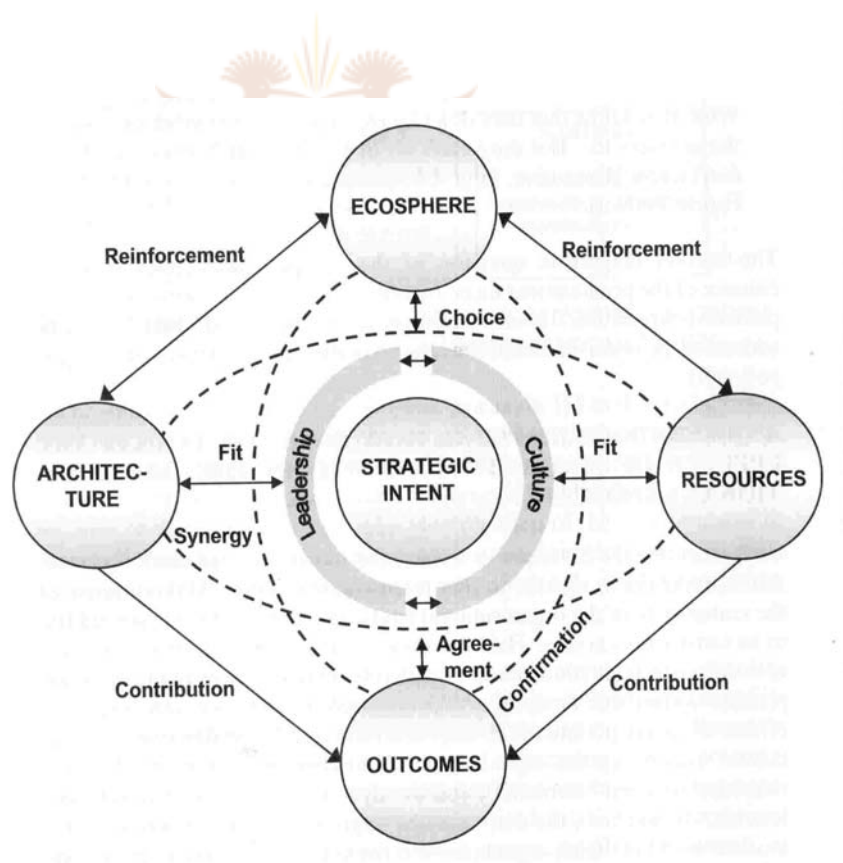
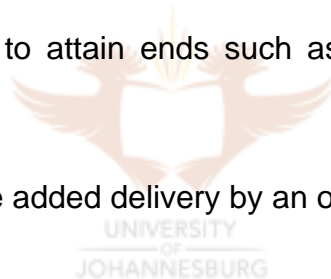


Figure 1: A suggested organisational map built upon the metaphor of a holographic network.

Veldsman describes each one of these nodes or contextual factors as follows:

- **Ecosphere** – the setting in which an organisation is embedded such as markets, clients, products, services, suppliers, communities and the broader society.
- **Strategic Intent** – sum total of vision, missions, values and goals of organisation
- **Leadership** – activities related to future creation, actualisation and continuity in an organisation
- **Culture** – shared ways of seeing, interpreting and doing
- **Architecture** – the shape, structure, roles, systems and practices of an organisation
- **Resources** – means to attain ends such as money, facilities, technology, knowledge, skills
- **Outcomes** – the value added delivery by an organisation to its stakeholders



If one were to rank the above contextual factors in importance, although all are relevant, what is required primarily by South Africa is **ACTION**, or in other words..... **Leadership – activities related to future creation, actualisation and continuity in an organisation.** – Becoming more competitive in the global environment, not staying at position 18 (IMD, 2003)

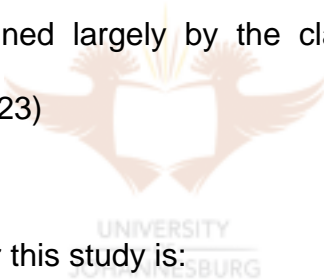
Leaders are change agents, especially when they apply transformational leadership competencies (van Maurik, 2001). That is exactly what SETA leaders need to become – **effective change agents.**

Their role as effective change agents will be moderated by factors that are largely beyond their control, including legislation as developed by the Department of Labour and Department of Education.

The strategy that needs to be developed (the focus of this study) is centred on the Transformational Leadership Competencies that are applicable, important and relevant to SETAs in South Africa.

1.5 The Research Question

One of the key criteria for research success is whether a set of clear conclusions can be drawn from the data collected. The extent to which this can be done will be determined largely by the clarity of the research question (Saunders *et al.*, 2000, p.23)



The research question for this study is:

What are the Transformational Leadership Competencies that are applicable, important and relevant to SETAs in South Africa?.

Once these specific Transformational Leadership Competencies have been identified, then a strategy – defined as a carefully devised plan of action to achieve a goal (Encarta, 1999) – can be developed for implementation.

Although the research focused on what appears to be the critical independent variable or contextual factor of transformational leadership, it must be noted that all other contextual factors received attention during the research process. The

research target groups were asked to rate all of the factors in importance in relation to Transformational Leadership Competencies.

1.6 Assumption

In any research, the success of the research is always dependent on the collection and analysis of valid and reliable data. In turn, the successful collection of such data is reliant on the cooperation of respondents to the research process.

The primary assumption made in this report is that the respondents identified and engaged with have the capacity and willingness to engage with the research process and supply such valid and reliable data.

Generic transformational leadership competencies that can be used as the basis for the research process must first be identified through a literature review the subject of the next chapter.

Chapter 2

Generic theoretical transformational leadership competencies applicable to SETA management teams

To identify these generic transformational leadership competencies a literature review was undertaken to determine what the current thinking around leadership competencies is.

2.1 The Development of Leadership and Related Competencies

The study of Leadership has been the subject of literally thousands of books, papers and other publications (van Maurik, 2001). Leadership thinking has been around since Biblical times but started to be formalised over four generations from before 1940 to date. Each generation is described hereunder, based on van Maurik's research.

2.1.1 **Trait Theories:** These were popular before 1940 when the prevailing belief had it that a person was born a leader and not made a leader. This approach was based on the premise that all leaders had certain basic "traits" in their personalities. Margaret Thatcher is used as an example by van Maurik (2001, p.5) in that she is said to have had specific traits that made her a good leader including:

- Ideological security – strong sense of conviction that she was right
- Moral courage – could stand alone if required

- Constancy – could not easily be turned
- An iron will – could do things alone
- A low need for love – respect was more important than love

A study of these traits made many researchers realise that although the traits are evident among many people genetically, the traits could also be learnt, or that the behaviour of people could be changed to include such traits. This led to the next generation of leadership theories that complemented rather than did away with the trait theories, since even in 2002 leaders should exhibit some very specific traits. (Manning, 2002)

2.1.2 Behavioural Theories: Behavioural theories took over from trait theories in the 1940s and remained popular into the 1960s. The basic assumption was that leadership could be taught and that good leadership was a matter of adopting the right sort of behaviour. This era saw the development of theories by people who have become common household names among business students, including McGregor (X and Y Theories), Maslow (Hierarchy of needs) and Herzberg (Hygiene Factors).

In discussing the various behavioural theories, Reddin developed a “rationalised” view called Theory Z (Reddin, 1960) in which he lists the factors that affect behaviours as being the following

- Man has a will
- Man is open to good and evil

- Situation drives man
- Reason motivates man
- Interdependence is man's basic mode of interaction
- Interaction is man's social unit of importance
- Objective best describes man's view of man.

A common misunderstanding from the behaviourist approach is that a leader should **always** follow a certain style, affected one way or another by the factors such as those listed in Theory Z. However, in time it was realised that the **situation** would demand a certain style from a leader. This resulted in the development of the next generation of leadership theories. (van Maurik, 2001,p19)

2.1.3 **Contingency Theories** – From the 1960s onwards the theory that developed was that success in leadership depends on the leader matching his or her style to the demands of the situation. The thinking around “transactions” between leader and follower became a dominant factor in leadership development.

Transactional leadership is built on reciprocity, the idea that the relationship between the leader and the followers develops from the exchange of some reward, such as performance ratings, remuneration, recognition and praise (Jones, 1996). The authors go on to explain that such a relationship depends on hierarchy and the ability to work through modes of exchange, thus transactional leadership.

Blanchard (as quoted by van Maurik, 2001 p.21) in his “One Minute Manager“ series argues that leadership styles during transactions depend on three factors:

- Characteristics of the leader
- Characteristics of the follower
- The situation

From here Blanchard and his co-authors proposed four basic styles

1. A directive approach – High Direction, Low Support
2. A coaching approach – High Direction, High Support
3. A supportive approach – Low Direction, High Support
4. A delegating approach – Low Direction, Low Support.

Adair (as quoted by van Maurik, 2001,p31) in his work on Effective Leadership developed the tri-circle diagram shown in Figure 2.

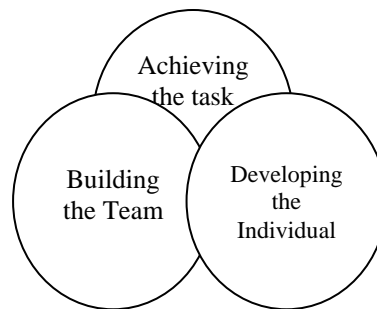


Figure 2 – Three Circle Diagram of Transactional Leadership Factors

This model searched out answers to specific questions in each of the three areas:

1. **TASK** – Why is the task worthwhile? What is its value to society?
How is the value measured?
2. **TEAM** – What is the commonly accepted framework for values – including ethics – that hold this group together?
3. **INDIVIDUAL** – Do I share the same values as this group? Is the task worthwhile in my eyes?

Transactions between leader and follower will also be undertaken on a basis of a common understanding as to why something is being done, thereby removing any vagueness around work situations.

These contingency theories of leadership, or in other words, leadership styles which are “contingent or dependent” on the situation and transactions between leaders and followers are still very applicable today. They cannot be ignored when developing strategies for the development of leadership competencies. Elements of earlier “trait” and “behavioural” theories are also often still applicable.

However, with the ever increasing element of change in our society, in particular in the world of work, that became so clearly dominant in the late 20th century, van Maurik identifies a fourth generation of leadership theory. This is known as the Transformational Theories of Leadership.

2.1.4 Transformational Theories – Here the idea of the leader as an agent of change replaces earlier schools of thought (van Maurik , 2001).

The expectations and demands being made by continuous change on leaders in the 21st century are listed as follows:

- To change organisations and the systems within
- To empower others and create organisational cultures that support this alteration in stance

- To work with, in and through teams in de-layered and increasingly technological environments
- To change peoples mindsets and to give them clarity of purpose and direction by “managing the meaning” of situations
- To drive forward adventurous, visionary strategies.

Any strategy to develop leadership competencies within any 21st century organisation such as a SETA will have to include the above factors in order to implement the National Skills Development Strategy in South Africa.

In aligning transactional and transformational leadership Jones (1996) produced the following:

Transactional Leadership	Transformational Leadership
Clarify goals and objectives to obtain immediate results	Establish a long term vision
Create structures and processes for control	Create a climate of trust
Solve problems	Empower people to control themselves; manage problem solving
Maintain and improve the current situation	Change the current situation
Plan, organize and control	Coach and develop people
Guard and defend the culture	Challenge and change the culture
Power comes from position and authority in the organisation	Power comes from influencing a network of relationships

Table 1 – Transactional versus Transformational Leadership

This comparison shows a trend towards the need for a more informal networked environment rather the more structured life of previous years. This shift in approach is another factor that needs to be carefully considered when developing the leadership development strategy for SETA leaders.

There is a growing plethora of writings around Transformational Leadership and the various elements within the theories such as teamwork, networking, change management, strategic thinking and so on. Van Maurik (2001) summarises the

writings of twenty four authors on leadership, including well known names such as Senge and Covey, by coming up with the mnemonic **WISST** that stands for these five basic competences:

- **WISDOM**
- **INTEGRITY**
- **SENSITIVITY (in approach)**
- **SENSITIVITY (in thinking)**
- **TENACITY**

Van Maurik (2001) carried out research through a qualitative story telling process around a questionnaire based on these competencies to see if they were relevant to what leaders actually did in the course of their work. His research was amongst leaders at the middle layer of organisations where people are subject to many pressures that challenged their competencies.

The result of his research was a list of competencies that were considered vital for success of leaders, as well as three definite behavioural needs of leaders.

The results of his work should be considered when building a strategy.

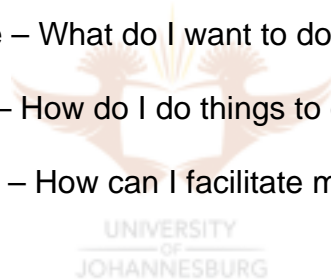
The list of “**vital**” competencies for leaders identified by him were:

1. Able to implement a vision
2. Being energetic
3. Having a sense of purpose
4. Being able to handle organizational politics
5. Understanding teams and being facilitative in approach

6. Being intuitive
7. Tending to welcome change
8. Are communicators and enjoy it
9. Able to handle stress
10. Encourage ambition
11. Keep integrity – considered it paramount
12. Keenly interested in their organisations
13. Able to keep learning.

The list of “**definite**” behavioural needs for leaders identified by him were

1. Purpose – What do I want to do with the person I am?
2. Politics – How do I do things to others in the organisation?
3. Process – How can I facilitate more and command/control less?



The above brief overview of the four basic generations of leadership theories and some related competencies to each generation provides a broad definition of leadership, as well as a context within which to work.

The next section will expand on the fourth generation of leadership competencies as they relate to SETA Leaders. However, none of the other generations can be completely ignored in this process, especially the contingency or transactional generation.

What seems to be evident in the literature review thus far is the apparent relationship between the level of competence that leaders achieve and the extent to which a group of leadership competencies is applied. In other words, the more comprehensive a group of leadership competencies are applied the more competent a leader should become.

2.2 Relating Transformational Leadership Competencies to the South African SETA Context

In this section of the report it is important to first establish what it is that SETAs in South Africa have to **do**. This is followed by the development of a list of “**generic**” competencies that relate to what the SETAs **do**. The second phase will include a further review of transformational leadership related literature and secondary research data.

2.2.1 SETA Functions

SETAs are statutory bodies that were established by the Skills Development Act (South Africa, 1998). Their functions are listed in Chapter 3, Section 10 of the Act. These functions are detailed in Table 2 and analysed in terms of the generic leadership competency analysis in Section 2.1.

This is by no means a comprehensive analysis, but is only a first brush to give some indication of the sort of competencies involved. This analysis was built up

through a qualitative research process to develop a final set of applicable, relevant and important leadership competencies.

For the purpose of this study these competencies have been expanded by additional related competencies as described by other authors on leadership and organisational development as described in Section 2.2.2. This information was entered into Table 2 only after section 2.2.2 was completed. This iterative approach to the development of this table allowed a refinement to the competencies related to each SETA function and resulted in a broadened review of the transformational leadership literature.

No.	Act Section Reference	Function Description	Related Leadership Competencies from Sections 2.1 and 2.2.2
1	10.(1)(a)	A SETA must develop a sector skills plan within the framework of the national skills development strategy	Technical Competence (Veldsman, 2002, pp. 33-34) Build a sense of mission, develop analytical intelligence, receptivity
2	10.(1)(b)(i)	A SETA must implement its sector skills plan by establishing learnerships	Transformational Competence (Veldsman, 2002, pp. 33-34) - Mission is more important than convention, tenacity, moral courage
3	10.(1)(b)(ii)	A SETA must implement its sector skills plan by approving workplace skills plans	Ethical Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control, solve problems
4	10.(1)(b)(iii)	A SETA must implement its sector skills plan by allocating grants in the prescribed manner to employers, education and training providers and workers	Technical Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control, solve problems
5	10.(1)(b)(iv)	A SETA must implement its sector skills plan by monitoring education and training in its sector	Transactional Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control, be obsessed with world class technologies
6	10.(1)(c)(i)	A SETA must promote learnerships by identifying workplaces for practical experience	Transformational Competence. (Veldsman, 2002, pp. 33-34) Surgency and sociability, lead the charge from the front
7	10.(1)(c)(i)	A SETA must promote learnerships by supporting the development of learning materials	Contextual Competence (Veldsman, 2002, pp. 33-34) Be a good strategist or get one, plan, organize and control
8	10.(1)(c)(i)	A SETA must promote learnerships by improving the facilitation of learning	Transactional Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control
9	10.(1)(c)(i)	A SETA must promote learnerships by assisting in the conclusion of learnership agreements	Transformational Competence (Veldsman, 2002, pp. 33-34) Build a fanatical team, go where angels fear to tread
10	10.(1)(d)	A SETA must register learnership agreements	Technical Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control
11	10.(1)(e)	A SETA must within a week from its	Technical Competence (Veldsman, 2002, pp. 33-34)

		establishment, apply to the South African Qualifications Authority for accreditation as a body contemplated in section 5(1)(a)(ii)(bb) and must, within 18 months from the date of that application, be so accredited	Capacity to learn, analytical intelligence, tenacity
12	10.(1)(f)	A SETA must collect and disburse the skills development levies in its sector	Ethical Competence (Veldsman, 2002, pp. 33-34) Solve problems, create structures and processes for control
13	10.(1)(g)(i)	A SETA must liaise with the National Skills Authority on the national skills development policy	Transformational Competence (Veldsman, 2002, pp. 33-34) Dependability
14	10.(1)(g)(ii)	A SETA must liaise with the National Skills Authority on the national skills development strategy	Transformational Competence (Veldsman, 2002, pp. 33-34) Dependability
15	10.(1)(g)(iii)	A SETA must liaise with the National Skills Authority on its sector skills plan	Transactional Competence (Veldsman, 2002, pp. 33-34) Solve problems, plan organise and control
16	10.(1)(h)(i)	A SETA must report to the Director General on its income and expenditure	Ethical Competence (Veldsman, 2002, pp. 33-34) Dependability, analytical intelligence
17	10.(1)(h)(ii)	A SETA must report to the Director General on the implementation of its sector skills plan	Transactional Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control
18	10.(1)(i)(i)	A SETA must liaise with the employment services of the department and any education body established under any law regulating education in the Republic to improve information about employment opportunities	Transactional Competence (Veldsman, 2002, pp. 33-34) Agreeableness, dependability, create structures and processes for control
19	10.(1)(i)(ii)	A SETA must liaise with the employment services of the department and any education body established under any law regulating education in the Republic to improve information between education and training providers and the labour market	Transactional Competence (Veldsman, 2002, pp. 33-34) Agreeableness, dependability, create structures and processes for control
20	10.(1)(j)	A SETA must appoint staff necessary for the performance of its functions	Ethical Competence (Veldsman, 2002, pp. 33-34) Build a fanatical team
21	10.(1)(k)	A SETA must perform any other duties imposed by this Act or consistent with the purposes of this Act	Technical Competence (Veldsman, 2002, pp. 33-34) Analytical intelligence
22	10.(2)(a)	A SETA has all such powers as are necessary to enable it to perform its duties referred to in subsection(1)	Transformational Competence (Veldsman, 2002, pp. 33-34) Establish a long term vision
23	10.(2)(a)	A SETA has the other powers conferred on the SETA by this Act	Ethical Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control
24	10.(3)	A SETA must perform its functions in accordance with this Act and its constitution	Ethical Competence (Veldsman, 2002, pp. 33-34) Create structures and processes for control

Table 2 – Relating SETA Functions to Transformational Leadership Competencies

2.2.2 Broadening the competencies required by SETAs to carry out their functions

From having established some basic competencies as they relate to the various functions of the SETAs, we can broaden the competencies needed by a further review of literature that describes the latest thinking around leadership practises.

Three factors were continuously evident in the literature search:

- Firstly, the volume of literature around leadership – a huge and growing volume. “There seems to be no end to this publication madness on leadership” (Kets de Vries, 2001).
- Secondly, that much of what is published is simply a re-arranging of the same basic ideas, coloured by new case studies, a few new diagrams and charts and everybody has their favourite guru (Brown, 2003, p.60).
- Thirdly, that leadership competencies are very fluid and flexible, with the actual application of a particular competency highly dependent on the leader, the follower, the situation and the relationships between all three at a specific point in time. Context is **critical**. (Nel, 2003 p31)

These factors indicate that in essence a review of a few recent books will cover most of what a person needs to know about basic leadership competencies.

Once these basic competencies have been identified, it was necessary to contextualise them within the SETA leadership environment as to applicability, relevance and importance.

Competencies around leadership are reviewed from three viewpoints:

- ❖ A review by a recognised **international non South African** author on leadership – Kets de Vries (2001)
- ❖ A review by a recognised **international South African** author on leadership – Veldsman (2002)
- ❖ A review of a recognised **indigenous South African** leader's competencies – Madi (2000).

The various competencies that are identified during the review of these sources are built back into Table 2 against what the researcher regarded as relevant functions.

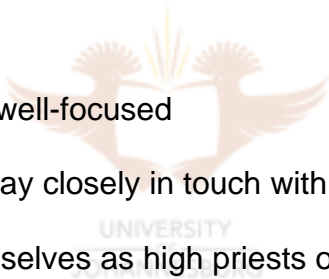
2.2.2.1 An International Non South African Perspective

Manfred Kets de Vries has worked in 30 different countries, published 17 books and 180 scientific papers on leadership. His research is of a high quality as proven by the fact many of his works have been translated into 16 languages. Manfred Kets de Vries is thus qualified to give an international perspective. (Kets de Vries, 2001)

Kets de Vries identified a high level of emotional intelligence as one of the key requirements for effective leaders. He lists the three primary components of emotional intelligence as (Kets de Vries, 2001 p30)

- Getting to know our own emotions
- Learning to manage those emotions
- Learning to recognise and deal with the emotions of others.

In reviewing companies that endure (SETAs are viewed as companies although established through statute), Kets de Vries lists the ten characteristics of leaders within such companies (Kets de Vries, 2001 p 66-68):

- 
- Leaders who stay well-focused
 - Leaders need to stay closely in touch with their customer base
 - Leaders view themselves as high priests of the company culture and act accordingly
 - Leaders remind themselves of their coaching and mentoring role as they are in the leadership development business
 - Leaders should never forget that without innovation their companies will die. They need to play a key role as catalyst of innovation and entrepreneurship
 - Leaders play a key role in creating a climate where employees enjoy themselves
 - Leaders need to set the example in satisfying the customer base
 - Leaders are the key knowledge officers and they should act accordingly

- Leaders play an essential role as the bridge between the various units in the organisation. They need to find ways to help these units learn from each other
- Leaders are the chief resource allocator and need to monitor the key financial indicators in the organisation very carefully.

Kets de Vries uses a three circle approach (Kets de Vries, 2001, p216) to confirm that leadership never happens in isolation and his view of the leadership domain is shown in Figure 3.

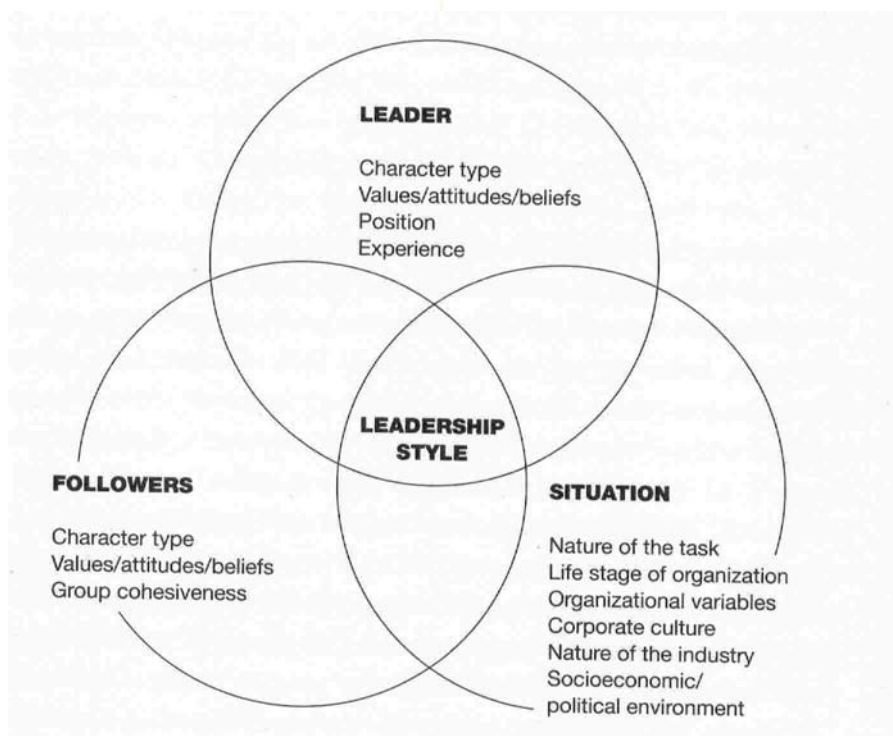


Figure 3 – The Leadership Domain

He also refers to the importance of the relationships between the leader and followers (he refers to them as subordinates, a term frowned upon in some cultures). He asks the question “what is the power relationship with a leader?”

and shows the results of one of four possible situations (Kets de Vries, 2001 p217) as depicted in Figure 4.

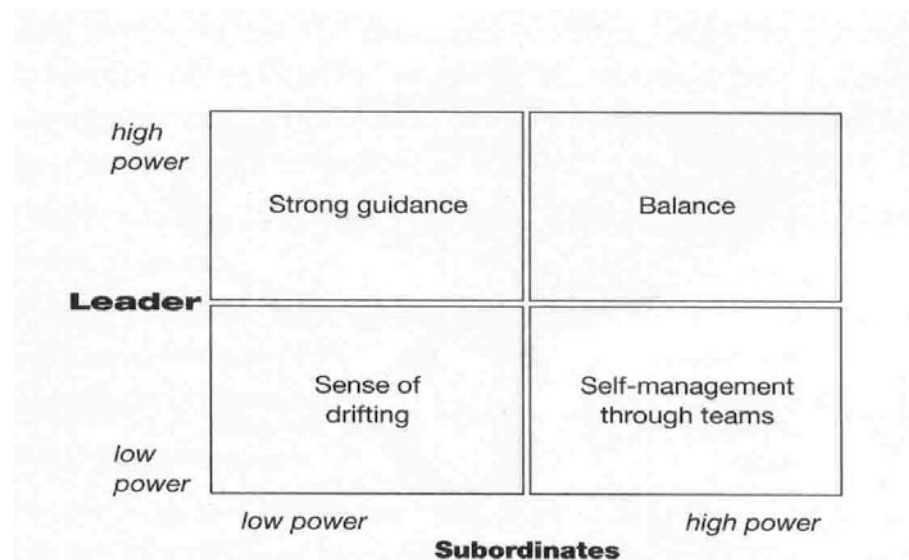


Figure 4 – Superior-subordinate power relationships

Kets de Vries maintains that in any given situation, a certain set of competencies contribute to effective leadership. The challenge for leaders is to develop a repertoire of competencies that covers most contingencies. Most effective leaders possess “clusters” of competencies in three areas:

- Personal competencies such as achievement, motivation, self-confidence, energy and personal effectiveness.
- Social competencies such as influence, political awareness and empathy
- Cognitive competencies such as conceptual thinking and a helicopter view.

Within thee clusters he goes on to list the following seven competencies that are closely linked to personality traits as the most crucial to leadership effectiveness.

- **Surgency** – people with a more assertive character, strong achievement orientation
- **Sociability** - people with the trait of extroversion, people’s people
- **Receptivity** – people who are open to new ideas and experiences
- **Agreeableness** – people who are flexible, likable, positive people
- **Dependability** – people who are conscientious, who deliver
- **Analytical intelligence** – people with more than average intelligence, think strategically
- **Emotional intelligence** – people who manage own and read other’s emotions.



In taking a view of the present and future scenarios of what he calls the “digital age”, de Vries sums up leadership qualities, traits, roles and practices in an interwoven, delicately balanced crucible (Kets de Vries, 2001, p291) shown in Figure 5.

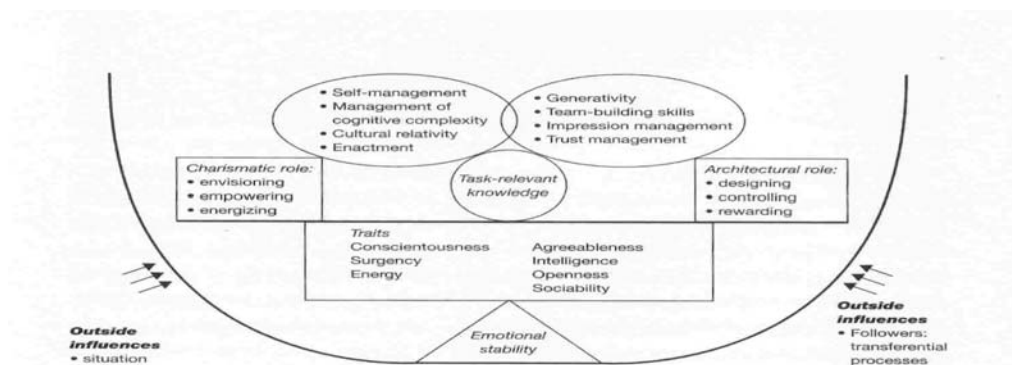


Figure 5 – Leadership in the digital age

Kets de Vries concludes his latest book with a discussion of what he calls an “authentizotic” organisation that will meet the human needs that will set the standard in the twenty first century.

This organisation reflects something that is worthy of trust and reliance (**authentic**) and is vital to life (from the Greek **zoteekos**). He explains that leaders need to create “**AIR**” for their followers (Kets de Vries, 2001, p308):

- ▶ **A** utonomy
- ▶ **I** nteraction
- ▶ **R** ecognition.



He also refers to the four “H’s” of effective leadership as being

- ▶ **HOPE** – to create a sense of hope for the future
- ▶ **HUMANITY** – treat people well, especially those you can gain nothing by
- ▶ **HUMILITY** – realise that no conquest is one persons alone
- ▶ **HUMOR** – even in the face of disaster laugh at your own foibles.

Kets de Vries (2001, p315) ends his book with an excellent although non scientific quote from the Chinese sage Lao-tzu

A leader is best when people barely knows he exists

Not so good when people obey and acclaim him

Worst when despise him

Fail to honour people and they will fail to honour you

But of a good leader, who talks little

When his work is done, his aim fulfilled

They will all say, "We did it ourselves"

2.2.2.2 A Local Perspective

Having worked for 20 years in research, development and consulting in fields such as organisational design and leadership, as well holding a Doctorate in Industrial and Organisational Psychology, the South African author Theo H Veldsman is well qualified to give a local perspective. (Veldsman, 2002)







Veldsman describes leadership as a “beacon for direction and guidance....one or more persons can manifest these activities, thereby creating a cluster of leadership”. This accurately describes the role of a SETA Management Team. Veldsman goes on to describe leadership using the metaphor of a star or galaxy of stars.

The context within which leaders work is the future and it is important for leaders to have insight into and a view of the future, to prepare themselves for specific actions within that future context. Veldsman lists his view of future challenges and the corresponding response required from leaders, which to an extent indicates the need for certain competencies. (Veldsman, 2002, p76-77) This is detailed in Table 3.

FUTURE CHALLENGE	CORRESPONDING RESPONSE
Rapid, radical unpredictable and continuous change	Navigate change proactively, coherently, integratively and holistically
Exploding variety in terms of beliefs, values, approaches, means, products/services	Build capacity within individuals, groups, organisations, communities to exercise informed and confident judgements by and for themselves
Widespread ambiguity around frames of reference, belief and meaning systems	Build common frames of reference, vocabularies, meanings and self-referenced, internal personal securities
Increasing complexity in the scope and range of systems, structures, processes, relationships, people, products/services	Think and respond in a system in a systemic manner at the right pitch of complexity relative to the issues at hand
Growing interdependency of systems, structures, processes, relationships, people, products/services	Create integrated organic action networks with the requisite checks and balances
Widening seamlessness in terms of interaction and movement of people, information, products and services	Negotiate mutually acceptable and clearly delineated responsibilities and accountabilities within reciprocally constituted and maintained boundaries

Table 3 – Expected future leadership challenges in a post-modern world with corresponding responses.

Working toward this expected “hyperturbulent” future Veldsman defines the roles of leaders as

-  Prophets
-  Architects
-  Poets
-  Sages
-  Conductors
-  Guides.

He depicts these roles in relation to the various challenges of leadership in Figure 6 (Veldsman, 2002, p79)

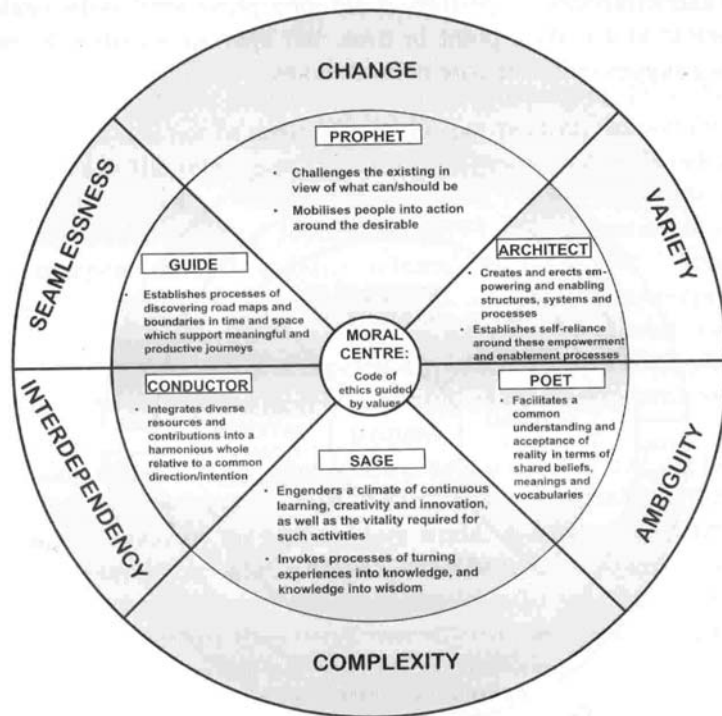


Figure 6 Proposed leadership roles relative to leadership challenges



In carrying out these roles leaders should develop certain competencies, which Veldsman believes to include the following:

- ✚ **Wisdom** – to know when, how, and with whom to do what
- ✚ **Ethical competence** – act consistently, coherently from moral convictions
- ✚ **Personal competence** – qualities of a person enabling a style of conduct
- ✚ **Transformational competence** – change the existing into something new
- ✚ **Transactional competence** – build, maintain and improve existing

- **Technical competence** – use knowledge, expertise and skills in a technical domain
- **Capacity to learn** – distil knowledge & wisdom from experience and change
- **Contextual competence** – handle the complexity of a situation at the appropriate level.

These competencies have been linked to each SETA function as a generic or primary competency for each function and reflected in Table 2 on pages 22 and 23 of this report.

It is interesting to note that Veldsman includes both transformational and transactional competencies in his model, supporting the idea that competencies from both “generations” of leadership theories are required. Although a possible current view is one that we need transformational leaders, transactional leadership competencies should still be considered, as should behavioural and trait theory competencies.

The challenges, responses and competencies that Veldsman thus develops leads him to develop a rather complicated but intriguing “Leadership Star” (Veldsman, 2002, p.83) that tries to reflect the complete picture of the challenges leaders have to contend with in the future. This leadership star is shown as Figure 7.

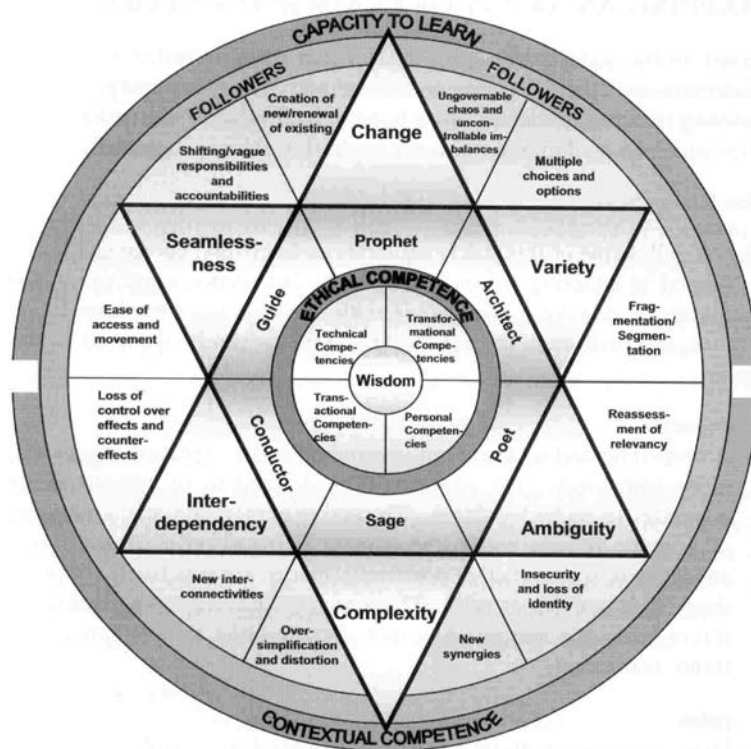


Figure 7 – The Leadership Star

As a conclusion to his discussion on leadership stars, Veldsman develops a **nurturing model** (Veldsman, 2002, p.95) for these stars to help them become brighter and brighter stars. This model is shown below as Figure 8.

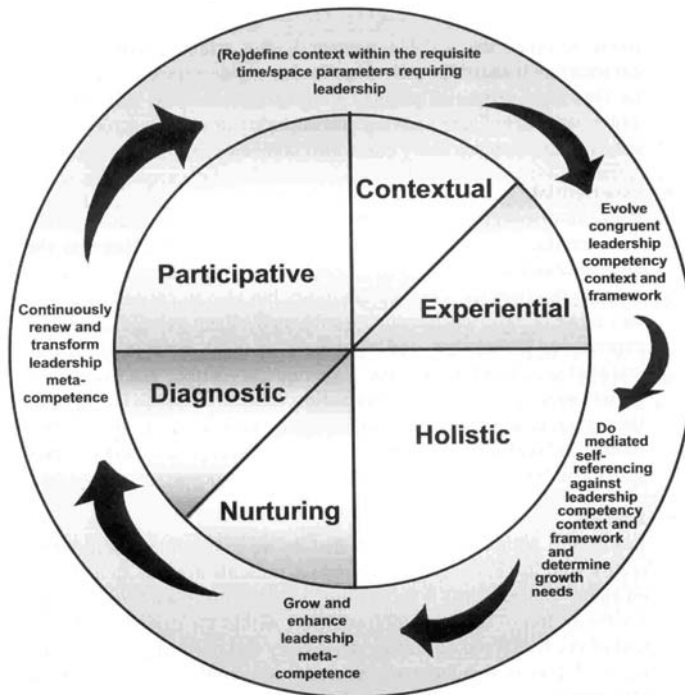


Figure 8 – Proposed philosophy and process for the discovery and nurturing of Leadership

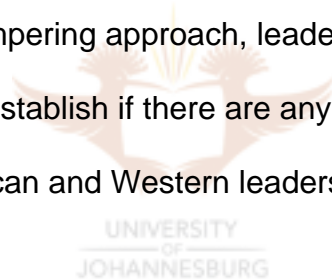
This process illustrated by Veldsman is a possible basis for the **national leadership skills training and development strategy for leaders within Sector Education Training Authorities (SETAs)** since it has process flow approach that does not ever end. This indicates a continuous improvement approach that is vital for SETA leaders. This model is repeated in Section 5.4 and is used in the research as a futuristic SETA contextualised leadership nurturing model. In this way the model is also explained in further depth.

In comparing Kets de Vries and Veldsman, a good view is obtained of past, present and future view of leadership competencies and what leaders need to do to transform organisations, and in the context of this report, to transform the sectors within which a SETA operates.

The competencies from both writers have been built into the SETA Functions as described in Table 2 that enabled careful albeit subjective analysis of each function in terms of leadership competencies. This was with particular reference to transformational leadership competencies but not to the exclusion of others.

This approach can be likened to the a Matreshka doll model which has Transformational Leadership competencies as the largest doll on the outside but within are competencies relating to transactional, behavioural and trait leadership theories that in fact support transformational leadership competencies.

As a third and almost tempering approach, leadership is considered from an “African” perspective to establish if there are any meaningful and major differences between African and Western leadership competencies.



2.2.2.3 An African Perspective

Jacob G. Zuma, the Deputy-President of South Africa, in his foreword to the book on King Shaka written by Madi (2000) describes “*the leadership magnificence of uShaka the monarch,.....the transformer,.....provides a good menu for many inbusiness, ...other institutions and sectors.*”

Born in 1787, King Shaka is recognised by many as having been one of Africa’s greatest leaders, highly effective in achieving his objectives. Madi translates Shaka’s secrets into ten valuable leadership lessons as follows:

- + **Build a sense of mission** – be certain of where you are going, set goals, actively promote the mission, get rid of people that do not promote the mission
- + **Be a conqueror or be apprenticed to a conqueror** – look for and approach mentors, use books as mentors
- + **Mission is more important than convention** – focus on the mission, how to achieve it should override any consideration for business, traditions or conventions
- + **Lead the charge from the front** – stick your neck out, dictate and follow the direction that the company must follow
- + **Build a fanatical team** – surround yourself with people that will help you make your dream come true, that believe in your dream
- + **Be a good strategist or get one** – plan your work and then work your plan. Never lose sight of the big picture
- + **Go where angels fear to tread** – courage is needed for any kind of leadership, take up challenges, stir the pot rather than put the lid on it
- + **Know the battlefield better than the enemy** – know the industry, know the market, know the competitors, communicate all the time
- + **Be obsessed with world-class technologies** – Use the best tools you can afford to grow the business, apply best systems you can find
- + **Never believe your own PR** – never think you have arrived, always seek ways to improve, even making way for better leaders

This list of leadership lessons seems to indicate that things have changed very little over the last two hundred years. There really is “nothing new under the sun” (Solomon, c 1000 BC) when it comes to basic leadership competencies.

The competencies that Shaka had to implement are very similar if not identical to current day competencies. ***This underpins the approach in this study that generically there is a very basic set of leadership competencies that can be used as a basis for developing a checklist for SETA leaders.***

As an aid to the understanding of these generic leadership competencies and linkages among them, a one-page summary of the findings in this report was developed and is attached as Appendix 2. This one page summary was a very useful tool to use when linking SETA functions to leadership competencies as reflected in Table 2 on pages 22 and 23 in this report.



2.3 Establishing a **basic** set of Transformational Leadership competencies for SETA Management teams.

In section 2.2 a process was followed to link the functions of a SETA as described by statute to generic transformational leadership competencies. This exercise was based on a review of some of the most current thinking around transformational leadership competencies.

The next part of the research process requires a qualitative approach that uses the Table 2 on pp.22-23 as a checklist from which can be built a basic set of

transformational leadership competencies **applicable to leaders** within the context of South African SETA Leaders.

This qualitative approach was implemented through a series of open-ended interviews with carefully selected individuals involved with SETAs and the implementation of the National Skills Development Strategy. The open-ended interviews were conducted using a pre-designed interview questionnaire that is based on Table 2, the development of which is described in the next section.

This qualitative and interpretive approach did not only assist in contextualising the research within the South African arena, but also broadened the identification of competencies that related to the various functions of the SETAs. In this way the generic competencies were validated and improved upon.

During this approach, each participant interviewed was also asked for his/her comments if they believed that Transformational Leadership Competency is the critical issue for SETA leadership teams and how would they rank the other contextual factors as detailed in Section 1.4 relative to Transformational Leadership Competencies.

Chapter 3

South African contextualised transformational leadership competencies applicable to SETA management teams.

3.1 Developing a mechanism to contextualise the basic set of Transformational Leadership competencies for SETA Management teams. (Interview Guide)

Table 2 that was developed in Section 2.2.1 forms the basis for the “interview guide” used to guide the interview process with specifically identified persons, the selection of which is explained in Section 3.2

To allow for consistent approach, the guide was sent to each interviewee and they were requested to write their comments directly onto the guide. To accommodate this process the table was expanded and developed to include some additional columns which allowed for recording of additional comments from the interviews.

A copy of the interview guide is attached as Appendix 3

3.2 Identifying persons to assist with contextualisation

From an analysis of Table 2, there are at least three organisations that the SETAs need to engage with. Individuals from those organisations were sent the

interview guide to contextualise the competencies required by SETA leaders

These organisations are:

- The South African Qualifications Authority (SAQA)
- The National Skills Authority (NSA)
- The Department of Labour.

In addition, other key role players involved with SETAs were approached, including but not limited to education training development providers and consultants working within the context of the SETA landscape.

3.3 Piloting the contextualisation process

Before engaging with the actual contextualisation process a one on one discussion was held with an individual that works very closely with SETAs, who is a current Board Member of the South African Qualifications Authority (SAQA) as well as an Management Board member of the Association of Private Providers of Education Training and Development (APPETD).

The interview guide was discussed in depth with the selected person and comments to the various sections noted. The result of this pilot process was that the interview guide was amended to become a suitable and understandable tool for distribution to other selected individuals.

3.4 Implementing the contextualisation process

A group of individuals from the various contexts described in section 3.2 were contacted telephonically or in person and asked to complete the interview guide with their comments. The individuals that participated are listed in Table 4 with their contextual relationship to the SETAs and Skills development processes in South Africa.

Interviewee No.	SETA/Skills Development Context Relationship
1	Standards & qualifications developer, author of book on Skills Development in South Africa, Facilitator for numerous SETAs, a co-creator of the NQF in South Africa
2	Member of Business South Africa which has direct input to the National Skills Authority on Skills Development and SETAs
3	Board Member of the South African Qualifications Authority, Executive Board member of the Association of Private Providers, Board member of a SETA
4	Consultant with the Department of Labour and European Union that works closely with members of the National Skills Authority that monitor SETA performance
5	Employee within Skills Planning Unit of the Department of Labour directly involved with the development of Sector Skills Plans
6	Consultant with Department of Labour and European Union that work across all the SETAs to implement contracts funded by the European Union for Skills Development
7	Researcher employed by the South African Qualifications Authority engaged with cross SETA research relating to accreditation and SMME development

Table 4 – Details of Interviewees used to contextualise the generic leadership competencies to the SETA context in South Africa.

3.5 Analysis of the contextualisation process

From the seven interview guides that were completed, an analysis was conducted to establish which of the related leadership competencies as listed in

Table 2 were **NA** (not applicable), **PA** (partially applicable) and **VA** (very applicable). The combined views of the interviewees are reflected in Table 5.

No.	Related Leadership Competencies	NA	PA	VA
1	Technical Competence Build a sense of mission, develop analytical intelligence, receptivity	0	3	4
2	Transformational Competence Mission is more important than convention, tenacity, moral courage	0	4	3
3	Ethical Competence Create structures and processes for control, solve problems	0	1	6
4	Technical Competence Create structures and processes for control, solve problems	0	1	6
5	Transactional Competence Create structures and processes for control, be obsessed with world class technologies	0	5	2
6	Transformational Competence. Surgency and sociability, lead the charge from the front	0	3	4
7	Contextual Competence Be a good strategist or get one, Plan, organize and control	2	3	2
8	Transactional Competence Create structures and processes for control	3	3	1
9	Transformational Competence Build a fanatical team, go where angels fear to tread	1	5	1
10	Technical Competence Create structures and processes for control	0	1	6
11	Technical Competence Capacity to learn, analytical intelligence, tenacity	1	2	4
12	Ethical Competence Solve problems, create structures and processes for control	0	1	6
13	Transformational Competence Dependability	1	2	4
14	Transformational Competence Dependability	1	3	3
15	Transactional Competence Solve problems, plan organise and control.	1	1	5
16	Ethical Competence Dependability, analytical intelligence	0	1	6
17	Transactional Competence Create structures and processes for control	0	3	4
18	Transactional Competence Agreeableness, dependability, create structures and processes for control	2	3	2
19	Transactional Competence Agreeableness, dependability, create structures and processes for control	0	3	4
20	Ethical Competence Build a fanatical team	0	5	2
21	Technical Competence Analytical intelligence	0	3	4
22	Transformational Competence Establish a long term vision	0	1	6
23	Ethical Competence Create structures and processes for control	2	1	4
24	Ethical Competence Create structures and processes for control	0	3	4

Table 5 – Analysis of leadership competencies in relation to applicability to SETA Leaders.

Additional comments made by each interviewee in relation to the various functions of the SETA, although not related to leadership competencies, gives some indication of the priorities of the functions and thus which competencies should possibly be developed first. These comments can be considered when drawing conclusions and developing recommendations.

Table 6 lists the various comments made by the interviewees in relation to each SETA function. The leadership competency for that function is listed next to each comment.

No.	Function Description	Additional Comments and/or Viewpoints Expressed	Related Leadership Competencies
1	A SETA must develop a sector skills plan within the framework of the national skills development strategy	Validate trends in local and international environments; promote longer term views. But the setting of NSDS & SSP is an iterative process Understanding the sector Research, analysis, strategic planning Research, carry out skills audit, apply RPL principles	Technical Competence Build a sense of mission, develop analytical intelligence, receptivity
2	A SETA must implement its sector skills plan by establishing learnerships	Learnerships are a small part of skills development Description vague, not entirely related to the learnership issue	Transformational Competence Mission is more important than convention, tenacity, moral courage
3	A SETA must implement its sector skills plan by approving workplace skills plans	Sell WSP as tool for companies to form strategies which include the skills development component Primary responsibility	Ethical Competence Create structures and processes for control, solve problems
4	A SETA must implement its sector skills plan by allocating grants in the prescribed manner to employers, education and training providers and workers	Incentivise processes leading to best practises Primary responsibility More specifically, have understanding & analytical ability to apply realistic plan	Technical Competence Create structures and processes for control, solve problems
5	A SETA must implement its sector skills plan by monitoring education and training in its sector	More than monitoring; promoting, guiding, incentivising change, promoting partnerships Primary responsibility Tern control too authoritarian, word obsessed too extreme Information management More focus on quality, not just on quantity, obsession never good	Transactional Competence Create structures and processes for control, be obsessed with world class technologies
6	A SETA must promote learnerships by identifying workplaces for practical experience	This is an unrealistic task, given the number of workplaces per SETA Applicable as SETA function but not necessarily as leadership role, more operational	Transformational Competence. Surgency and sociability, lead the charge from the front
7	A SETA must promote learnerships by supporting the development of learning materials	Contextual: recognise that this is a stupid long term strategy It says so in the act but I do not agree SETA per se not always responsible for learning materials.	Contextual Competence Be a good strategist or get one, Plan, organize and control
8	A SETA must promote learnerships by improving the facilitation of learning	Transformation: research, promote and incentivise best practise; develop partnerships Not the SETAs job	Transactional Competence Create structures and processes for control

		Again control could rather be replaced by a quality Proper liaison in ETQA accreditation functions, capacity building	
9	A SETA must promote learnerships by assisting in the conclusion of learnership agreements	Should not be the SETAs job Fanatical? Fanatical never good	Transformational Competence Build a fanatical team, go where angels fear to tread
10	A SETA must register learnership agreements	Primary responsibility Creative thinking, problem solving, innovative & long term planning	Technical Competence Create structures and processes for control
11	A SETA must within a week from its establishment, apply to the South African Qualifications Authority for accreditation as a body contemplated in section 5(1)(a)(ii)(bb) and must, within 18 months from the date of that application, be so accredited.	I am opposed to the SETAs doing the ETQA function, in spite of what the act says Not learn as such but ability to implement a given policy and structure. Anyone could do this	Technical Competence Capacity to learn, analytical intelligence, tenacity
12	A SETA must collect and disburse the skills development levies in its sector	Only if allowed to do so – maybe every SETA should collect their own. Control? Integrity, attention to detail, patience, reliability	Ethical Competence Solve problems, create structures and processes for control
13	A SETA must liaise with the National Skills Authority on the national skills development policy	Communication skills, conceptual skills	Transformational Competence Dependability
14	A SETA must liaise with the National Skills Authority on the national skills development strategy	Setting the NSDS and SSP is an iterative process	Transformational Competence Dependability
15	A SETA must liaise with the National Skills Authority on its sector skills plan	Primary responsibility	Transactional Competence Solve problems, plan organise and control
16	A SETA must report to the Director General on its income and expenditure	Should be done via the NSA Word dependability? It is not a dependent relationship as such Financial management	Ethical Competence Dependability, analytical intelligence
17	A SETA must report to the Director General on the implementation of its sector skills plan	This actually goes via the NSA Information management But presumably link to successful implementation – other skills	Transactional Competence Create structures and processes for control
18	A SETA must liaise with the employment services of the department and any education body established under any law regulating education in the Republic to improve information about employment opportunities	This is not done at present Statements very open ended, e.g any education body etc. Communication & research skills	Transactional Competence Agreeableness, dependability, create structures and processes for control
19	A SETA must liaise with the employment services of the department and any education body established under any law regulating education in the Republic to improve information between education and training providers and the labour market	This is not done at present Statements very open ended, e.g any education body etc. Communication strategies	Transactional Competence Agreeableness, dependability, create structures and processes for control
20	A SETA must appoint staff necessary for the performance of its functions	Transformational: build skills, develop organisational learning and service culture. Not sure that I would classify building a team as an ethical competence Again fanatical – seek interpretation of this word Human resource management and development Devoted and committed, not just team building, but finding right selection criteria, not just paper quality	Ethical Competence Build a fanatical team,
21	A SETA must perform any other duties imposed by this Act or consistent with the purposes of this Act.	I believe this is a nonsense statement in the act This is too vague for the purpose of describing competence	Technical Competence Analytical intelligence
22	A SETA has all such powers as are	Unfortunately SETAs exceed these	Transformational Competence

	necessary to enable it to perform its duties referred to in subsection(1)	powers This is too vague for the purpose of describing competence	Establish a long term vision.
23	A SETA has the other powers conferred on the SETA by this Act.	I know this is in the Act but believe it is a nonsensical statement This is too vague for the purpose of describing competence	Ethical Competence Create structures and processes for control
24	A SETA must perform its functions in accordance with this Act and its constitution	This is too vague for the purpose of describing competence	Ethical Competence Create structures and processes for control

Table 6 – Comments from Interviews on SETA Functions and Related Leadership Competencies

Also included within the interview guide was a request for each interviewee to rate transformational leadership competencies as **more** important, **as** important or **less** important than the other five contextual factors or nodes that impinge upon an organisation's performance as described by Veldsman and shown in Figure 1. The results of this analysis is shown in Table 7.

Other contextual Factors Source – Veldsman, 2002	Less Important	As Important	More Important	Reasons and/or comments given in relation to factor
Ecosphere – the setting in which an organisation is embedded such as markets, clients, products, services, suppliers, communities and the broader society	1	5	1	SETAs cannot possible provide leadership without understanding context wrt setting. Without knowledge of the ecosphere the leader cannot perform
Strategic Intent – sum total of vision, missions, values, goals of an organisation	0	6	1	Transformation is all these things. Intent needs to transparent to all. Should be more than paper exercise This seems to be part of transformational leadership Clear strategic intent will be needed to create an environment conducive to transformational leadership
Culture – shared ways if seeing, interpreting and doing	2	5	0	The aim is not to achieve consensus but rather mutual understanding Culture will determine work ethics etc. Relates to context
Architecture – the shape, structure, roles, systems and practises of an organisation	3	4	0	In SA we are obsessed with structural detail rather than getting the job done Architectural skills can be outsourced. Only if it is understood and related to context
Resources – means to attain ends such as money, facilities, technology, knowledge, skills	3	4	0	Resourcing lies at the heart of transformation. Without resources the organisation cannot function. The other contextual factors impact on the ability to use resources

Table 7 – Comparing other contextual factors to Transformational Leadership Competencies

Each interviewee was also given the opportunity to add any personal comments in regard to the interview guide that was used and/or possible suggestions of how to improve the research process. The comments received are detailed in Table 8.

Interviewee No.	General additional comments resulting from interviews
1	Not sure I understood everything correctly. What is the definition of “contextual competence”. Section 2 I find difficult to comprehend. In a systemic view of the world all of the factors play a role. Transformation leadership competencies respond to and influence these other factors. It’s like asking is the national sports team captain’s ability more important than the culture of the team, the playing conditions, the structure of the national association and its provincial and club affiliates or the amount of sponsorship
2	None
3	Additional interviewees recommended by name (not given for confidentiality)
4	None
5	None
6	None
7	None

Table 8 – General additional comments from interviewees

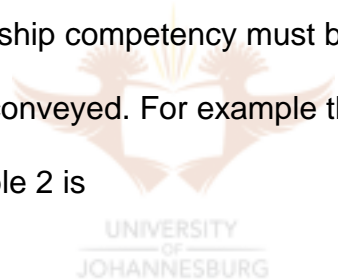
3.6 Establishing a basic set of **contextualised** Transformational Leadership competencies for SETA Management teams.

From the analysis of the results shown in Table 5, 6, 7 and 8 it was possible to develop a questionnaire that was used to conduct a quantitative survey of relevant individuals within SETAs to establish the importance and relevance of these generic leadership competencies.

From Table 5 it became apparent that **ALL** the generic leadership were found very applicable by at least one of the respondents. On this basis all the competencies were included in the questionnaire.

However, from the comments given in Table 6 it was decided to simplify the description of each leadership competency. Saunders *et al.* (2000) in referring to Foddy (1994) emphasises that “the question must be understood by the respondent in the way intended by the researcher; and the answer given by the respondent must be understood by the researcher in the way intended by the respondent”.

In particular, each leadership competency must be expressed in such a way that only one thought is conveyed. For example the, first related leadership competence given in Table 2 is



“Technical Competence”

“Build a sense of mission, develop analytical intelligence, receptivity”.

This formulation actually includes **THREE** competencies, namely:

Build a sense of mission

Develop analytical intelligence

Receptivity.

For the quantitative survey Veldman’s concept of technical competence (Veldsman, 2002, pp.33-34) will need to be treated as three different competencies.

A comment was also made by the respondents in the qualitative survey that words such as “control” and “obsess” are too extreme and should be avoided when developing the quantitative questionnaire.

The final list of transformational leadership competencies included in the quantitative survey as a result of qualitative research is shown in Table 8.

Competency
Building a sense of mission in all SETA Stakeholders
Developing the analytical skills of your staff
Creating an openness to new ideas from others
Creating structures and processes for control
Developing problem solving skills of your staff
Having tenacity
Having moral courage
Developing the assertiveness of your staff
Developing the social skills of your staff
Developing strategic planning skills in yourself
Developing organising capacity in yourself
Building a dynamic team
Developing the capacity to learn in yourself and your staff
Creating an agreeable spirit among your staff
Developing staff that are dependable

Table 9 – List of Contextualised Leadership Competencies Used for Quantitative Survey

From Table 6 and the general comment from an interviewee in Table 7 it becomes apparent that most of the other contextual factors are **AS** important as transformational leadership competencies. The high rating of Strategic Intent in particular is of interest - 6 out of 7 interviewees rated it **AS** important.

The comments made in relation to Strategic Intent are also indicative of the fact that Strategic Intent and Transformational Leadership Competencies are almost inseparable. They seem to mean the same thing in the opinion of the interviewees or at least have the same goal in mind.

This second analysis of contextual factors emphasises the necessity to consider not only transformational leadership competencies during the quantitative research process but also to check the importance of each contextual factor in relation to the other contextual factors. However, “strategic intent” will be considered as the same as transformational leadership competencies during this evaluation since an intent of a strategy will only be realised if leadership, (transformational and other types) are present within an organisation.

In discussion with some of the interviewees it was also suggested that the factors be described using more common wording to avoid respondents being confused by ambiguity during the survey.

Thus the five contextual factors and their “alternate” simplified descriptions that were ranked in relation to each other during the survey are as shown in Table 9.

Factor No.	Veldsman, 2002 Contextual Factor Description	Simplified Description Contextual Factor Description
1	Ecosphere – the setting in which an organisation is embedded such as markets, clients, products, services, suppliers, communities and the broader society	EXTERNAL ENVIRONMENT
2	Strategic Intent – sum total of vision, missions, values, goals of an organisation	LEADERSHIP COMPETENCIES
3	Culture – shared ways of seeing, interpreting and doing	ORGANISATIONAL CULTURE
4	Architecture – the shape, structure, roles, systems and practises of an organisation	ORGANISATIONAL STRUCTURE
5	Resources – means to attain ends such as money, facilities, technology, knowledge, skills	RESOURCES

Table 10 – Contextual Factors that were ranked during Quantitative Survey

Chapter 4

Importance and relevance of South African contextualised transformational leadership competencies applicable to SETA management teams.

4.1 Developing a mechanism to research “importance and relevance”

The qualitative research process and results from it as described and analysed in Chapter 3 was a very informative and gratifying process.

It indicated that transformational leadership competencies are generic no matter what the context or time period they are applied to, but the research also established the basic content for a primary quantitative research questionnaire.



This questionnaire was developed and finalised through a process of consultation with the study leader of the project and an advisor from the RAU Statistics Department. A copy of the final survey questionnaire is attached as Appendix 4.

4.2 Establishing and confirming primary quantitative research sample

The research was focused on the SETA leadership teams. At present there are twenty five SETAs in the country, one having varying numbers of managers that

are leading the SETAs in their quest to develop the skills in their respective sectors.

However, each SETA is structured fundamentally along the same lines with three primary delivery mechanisms supported by a Chief Executive Function. These functions are sometimes duplicated if the SETA has more than one Chamber as a result of the sector being diverse, such as is the case in the Services Sector.

The three primary delivery mechanisms are

- skills development planning
- grants learnerships
- quality assurance.



In addition each SETA is managed by a Board or sector representative made up of organised labour, organised employers, relevant government departments and other interested parties.

With this as a basic premise, the research sample selected was four SETA managers per SETA and four Board Members per SETA, a total of eight persons per SETA. The total number of research questionnaires that was sent out for the survey amounted to two hundred.

4.3 Implementing a pilot primary quantitative research process

“The validity and reliability of the data you collect and the response rate you achieve depends, to a large extent on therigour of your pilot testing”
(Saunders, 2000)

This questionnaire that was designed was carefully piloted at one specifically selected SETA by directly engaging with the eight members of the SETA. Each one was asked to complete the questionnaire and hand it back with a comment on whether it was, firstly, understandable and secondly, not too time consuming to complete.

Seven out of the eight person approached returned the questionnaire with favourable and positive comments. This constitutes an 87,5% return and was considered a confirmation that the questionnaire could be used with the complete survey.

4.4 Implementing a primary quantitative research process

The primary research process was implemented by distributing 192 questionnaires to the CEO's of each SETA by registered post over the period 13th to 17th January 2003. Each SETA was contacted beforehand by telephone to check correct postal address details.

Each package to the CEO included a simple and clear request for the CEO to assist with the research process by requesting four managers within the SETA (including the CEO) and four Board members of the SETA to complete the research questionnaire and return it by e-mail or by fax to a specified contact address/number.

This initial process was followed up by a series of ongoing phone calls and e-mails from the 21st January 2003 until the 28th March 2003. From both Telkom and Vodacom records the time spent on this recovery process amounted to over 20 hours full time spent on talking to CEO's or their personal assistants imploring them to assist in the research.

4.5 Results of the primary quantitative research process

The total number of questionnaires recovered through the ongoing research drive amounted to 35. In relation to the total sample of 200 questionnaires sent out 35 returns equals a 17,5% recovery rate, a rather poor rate of return. An analysis of the returns from SETAs indicated the following

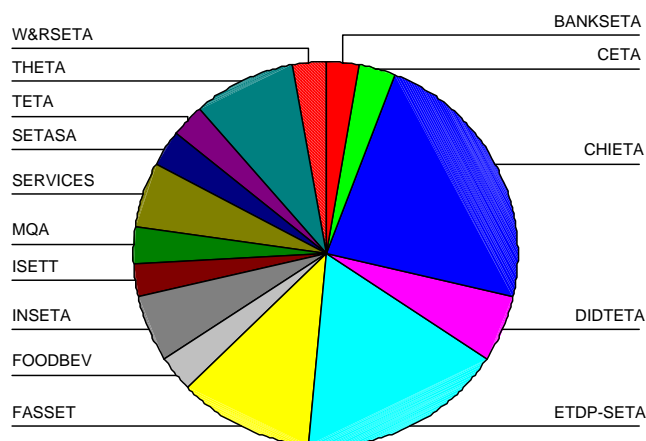


Figure 9 Analysis of questionnaires received from SETAs

The numbers of questionnaire returned as percentage of total returned is shown in Table 11 below

	Type of SETA stakeholder	
	Count	%
BANKSETA	1	2.9%
CETA	1	2.9%
CHIETA	8	22.9%
DIDTETA	2	5.7%
ETDP-SETA	6	17.1%
FASSET	4	11.4%
FOODBEV	1	2.9%
INSETA	2	5.7%
ISETT	1	2.9%
MQA	1	2.9%
SERVICES	2	5.7%
SETASA	1	2.9%
TETA	1	2.9%
THETA	3	8.6%
W&RSETA	1	2.9%
Total	35	100.0%

Table 11 – Percentage Analysis of questionnaires received from SETAs

Three SETAs namely CHIETA (Chemical), ETDP (Education & Training) and FASSET (Financial) responded well, while the others were less responsive.

It is interesting to note that in a recent survey carried out by ASTD Global Network and as reported in the press (Sunday Times c, 2003) a similar trend was found in the responsiveness of SETAs, with the CHIETA and FASSET also among the top four most active SETAs.

A total of fifteen out of the current twenty five SETAs responded. Research results thus include input from 60% of the SETAs. This research result gives validity to the research since more than 50% of the SETAs participated in the research.

The first analysis of the questionnaires returned indicated a significant difference between return rates from SETA Managers and SETA Board Members.

A recovery rate from SETA Managers of 30% was achieved, while the return rate from SETA Board members was only 5%.

The reasons for this disparity are not difficult to understand since the Board members are persons from Sector Organisations that only attend occasional meetings at the SETA offices. SETA Managers are also paid employees while Board Members are voluntary members. Access to the Board Members is very difficult and very rarely can a person actually get contact details for them. In addition, throughout the research process the interest shown by Board Members in participating in the research was almost non-existent. Many of the Board Members do not appear to be all that committed or involved with the SETA leadership processes. This research finding validates the assumption made in section 1.6 that research results will depend on whether respondents have the capacity and willingness to engage with the research process.

Research results are shown below

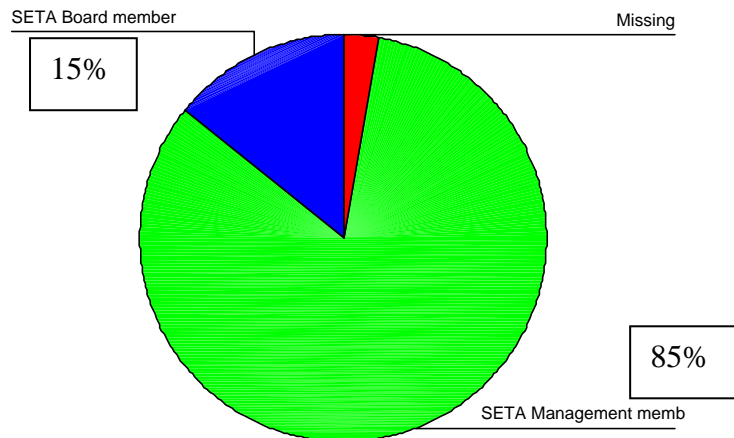


Figure 10 Comparing receipts from SETA Management Against SETA Board Members

This view is supported by a recent newspaper report (City Press, 2003) that quoted the Minister of Labour as saying that “we also have union representatives on the SETA Boards who have no clue of their policing role and government representatives who go to sleep at SETA Board Meetings”.

Thus the research findings and the conclusions reached will as a result of the 86% input from SETA Managers, be considered more the views of SETA Management members rather than the views of SETA Board members.

4.6 Analysis of primary quantitative research findings

The analysis showed that SETAs mostly employed between 21-40 full time employees countrywide. Figure 11 illustrates this

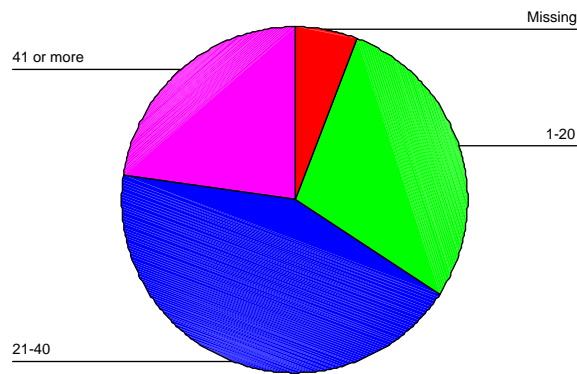


Figure 11 Number of full time employees per SETA

Considering the critical nature of the work that the SETAs have in leading the way forward to build the skills engine of the economy, it seems that they are considerably under capacitated with regard to human resources.

An analysis of the respondents to the survey shows the gender, race and ages breakdown of the SETA Management members that responded to the survey. Figures 12,13 and 14 refer to these breakdowns.

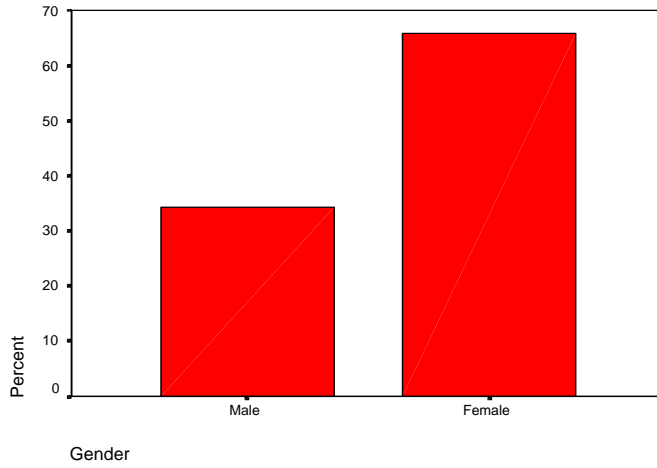


Figure 12 Gender breakdown of SETA Managers

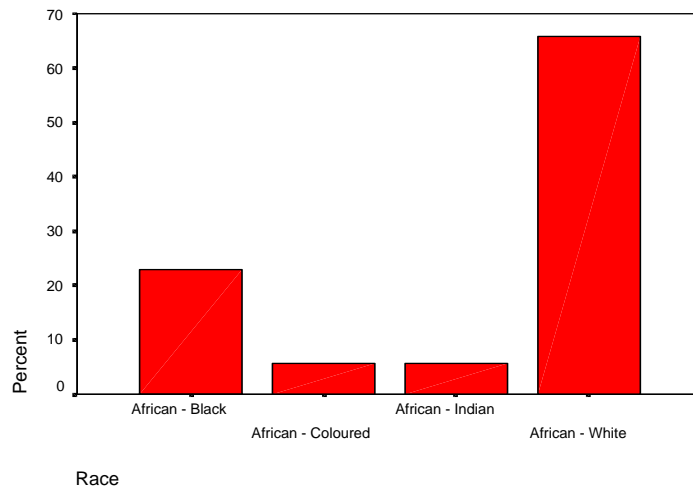


Figure 13 Race breakdown of SETA Managers

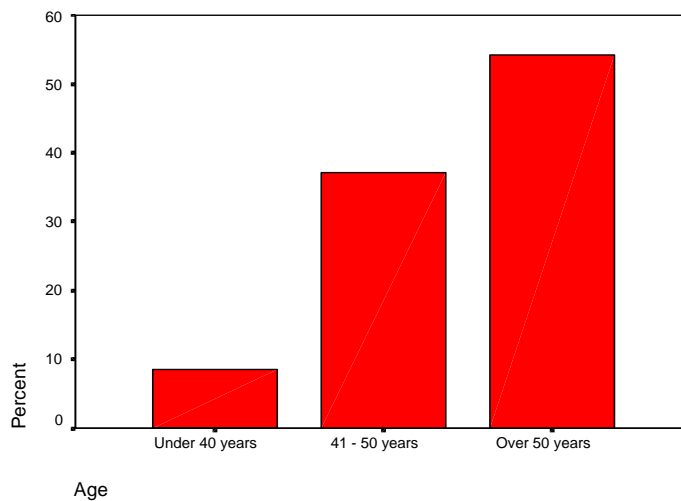


Figure 14 Age breakdown of SETA Managers

The above results are very important to consider when developing a strategy for training and skills development of SETA Management since the strategy will need to include a mechanism to correct imbalances in race, gender and age across all the SETA Management Teams. An obvious issue is that, based on the number of respondents to the survey, that there is large number of white people still at SETA Management level.

This relates to the important issue of “moderation factors“ referred to on page 10 of this report, the specific moderation factor being the employment equity legislation.

Apart from the above demographic type of information gleaned from the research, the **very** relevant and **very** important leadership competencies for SETA Managers were also established. These are shown in Table 12.

SETA Manager Leadership Competency	% Of respondents that said VERY Relevant	% Of respondents that said VERY Important
Building a sense of mission in all SETA Stakeholders	54.3	63.6
Developing the analytical skills of your staff	28.6	27.3
Creating an openness to new ideas from others	48.6	34.4
Creating structures and processes for control	65.7	60.6
Developing problem solving skills of your staff	40.0	33.3
Having tenacity	32.4	28.1
Having moral courage	42.9	52.9
Developing the assertiveness of your staff	17.1	17.6
Developing the social skills of your staff	14.3	8.8
Developing strategic planning skills in yourself	65.7	73.5
Developing organising capacity in yourself	45.7	50.0
Building a dynamic team	71.4	72.7
Developing the capacity to learn in yourself and your staff	52.9	55.9
Creating an agreeable spirit among your staff	30.3	32.4
Developing staff that are dependable	51.4	50.0

Table 12 - VERY relevant and VERY important leadership competencies for SETA Managers

The immediate and obvious result from the above analysis is how closely the relevant and important leadership competencies correlate to each other.

The correlation coefficient between the two sets of data shown in Table 11 is +0,946, which is a very strong positive correlation; almost a perfect correlation of +1. Saunders *et al.* (2000) explains that such a positive correlation means as the value of one variable increase so will the value of the other variable.

Clearly then, the more relevant a leadership competency, the more important that competency will become.

This close correlation is depicted graphically in Figure 15.



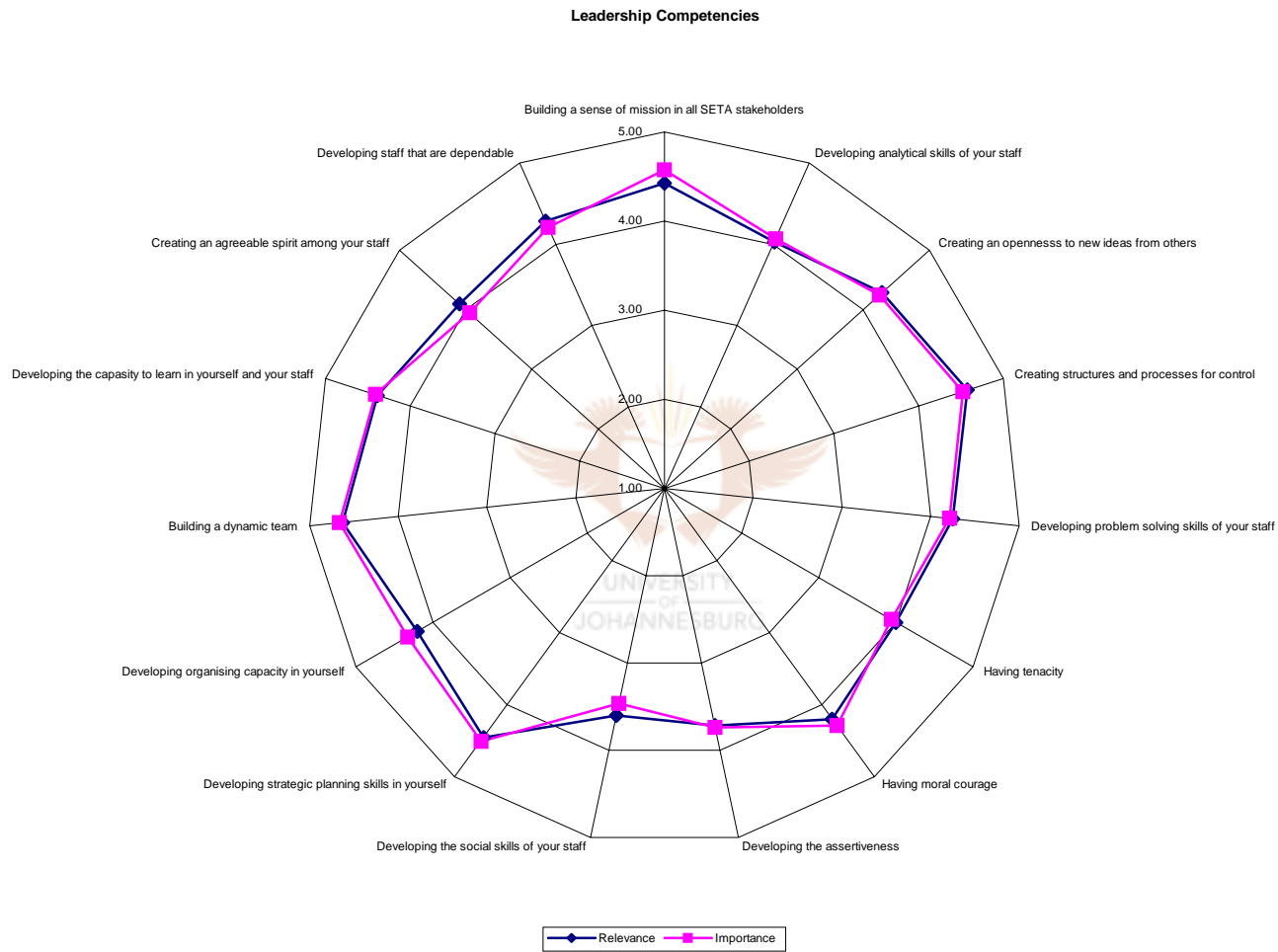


Figure 15 An relative analysis of relevance and importance of Leadership Competencies for SETA Managers

The close correlation between relevant and important competencies allows for an accurate ranking of the competencies from MOST relevant & important to LEAST relevant & important. Using the VERY important as primary index the competencies are ranked in Table 13.

Ranking 1=Most Important/relevant 15=Least important/relevant	SETA Manager Leadership Competency
73.5 = 1	Developing strategic planning skills in yourself
72.7 = 2	Building a dynamic team
63.6 = 3	Building a sense of mission in all SETA Stakeholders
60.6 = 4	Creating structures and processes for control
55.9 = 5	Developing the capacity to learn in yourself and your staff
52.9 = 6	Having moral courage
50.0 = 7	Developing organising capacity in yourself
50.0 = 7	Developing staff that are dependable
34.4 = 9	Creating an openness to new ideas from others
33.3 = 10	Developing problem solving skills of your staff
32.4 = 11	Creating an agreeable spirit among your staff
28.1 = 12	Having tenacity
27.3 = 13	Developing the analytical skills of your staff
17.6 = 14	Developing the assertiveness of your staff
8.8 = 15	Developing the social skills of your staff

Table 13 – Ranking very relevant & important leadership competencies for SETA Managers

This table gives a clear leadership competency development pathway for SETA Managers. The sequence of the competencies in Table 13 is used in the next chapter to develop a national leadership skills training and development strategy for leaders within SETAs, directly addressing the research problem as described in Section 1.5.

As was earlier indicated in this research report, Leadership Competency is only one of five contextual factors that impinge upon the effectiveness of any organisation. During the research process the other four factors were also evaluated by the SETA Managers.

In the first instance they were asked if the other factors were as important, more important or less important than leadership competencies. The results of this process are shown in Figure 16.

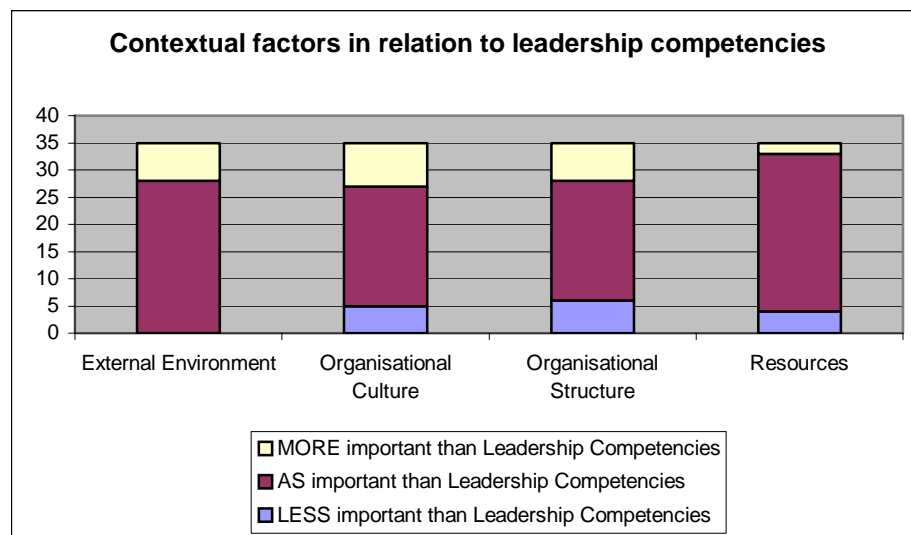


Figure 16 - Importance of leadership competencies in relation to other organisational contextual factors

Very clearly the other contextual factors were considered as important as leadership competencies, with the external environment considered particularly as important.

This research finding was validated by requesting the respondents to also rank each contextual factor in importance. The results of this process are shown in Figure 17.

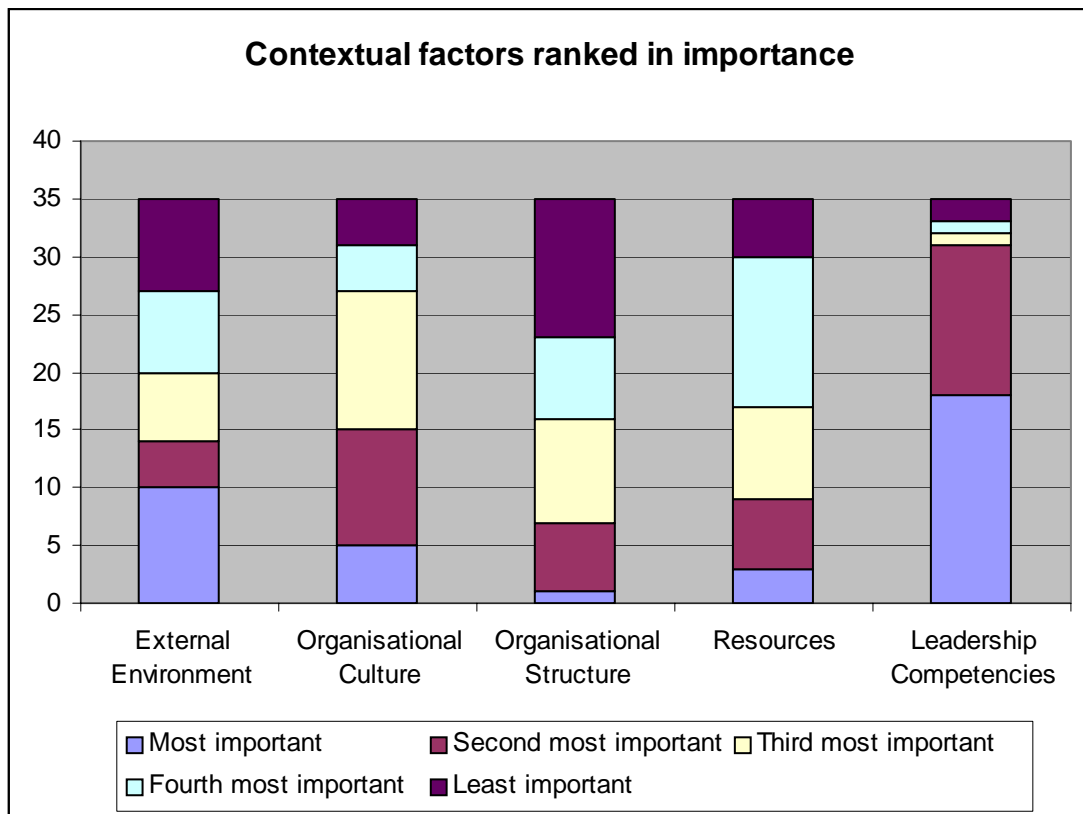


Figure 17 - Contextual factors ranked in importance

Significantly, leadership competencies are considered most important and second most important by over 88% of the respondents. External environment and organisational culture are also important, while organisational structure and resources were considered less important.

These research results also validate the hypothesis made in Section 1.4 of this report where it was stated that transformational leadership competencies are the most important of SETA organisational factors at the present time.

4.7 Relevant secondary research findings

Skills development under new South African legislation is only just starting to become a reality for many people in the country. The laws, regulations and

structures were only established in March 2000, with the SETAs under current legislation only having a life span of five years – up to 19 March 2005. This life span is expected to continue and is already a “burning” agenda item at the National Skills Authority – the body that advises the Minister of Labour in regard to the SETAs.

With such a short life span very little secondary research exists about the SETAs in the forms discussed by Saunders *et al.* (2000) (e.g. documentary, written material; *ad hoc* research, etc.). However, two specific sources of information were identified as useful to analyse for a basis of comparison with and validation of the primary empirical research reported in Chapters 3 and 4 above.



The first secondary research source is a special publication entitled “The Quiet Revolution – South Africa’s skills development programme” (Succeed, 2003).

This publication includes articles from key players involved with the SETA’s. An analysis of the articles against the transformational leadership competencies used in the primary research (Table 9) yielded references to competencies from various contributors, as listed in the review below. The name of the relevant contributor is given in brackets.

The review is not exhaustive, but serves to confirm where possible the transformational competencies identified as important and relevant by the primary research. Interpretive comments have been added to show the

linkages, if any, between the references from the secondary research source and the transformational leadership competencies identified in the primary research.

- For training (skills development) to be effective people must be passionate and personal about their job. (Clem Sunter)

Interpretive comment – this relates to the competencies of having tenacity and building a dynamic team

- Market and promote the skills strategy and get people to grasp that the changes being introduced cover a range of different and interrelated activities. (Adrienne Bird)



Interpretive comment – this relates to the competency of building a sense of mission in all SETA stakeholders

- We need to simplify procedures so that participation becomes easier. We need to be more flexible. (Adrienne Bird)

Interpretive comment – this relates to the competency of creating structures and processes for control, as well as having the capacity to learn in yourself and in your staff

- Many of the SETAs are investigating ways to make the levy/grant system more rewarding for small business. (Department of Labour)

Interpretive comment – this relates to the competency of creating openness to new ideas from others

- Giving these small business owners the tools to grow and facilitating change in the sector's demographic profile which must follow are the driving forces. (Cheryl James)

Interpretive comment – this relates to the competency of developing strategic planning skills in yourself

- Rather than dictate how organisations should manage this process, Inseta has adopted an exceptionally consultative approach. (Nelius Volschenk)

Interpretive comment – this relates to the competency of developing the social skills of your staff

- Inseta subsequently implemented projects to develop the sector's trainers and material developers, teaching them how to develop this information database. (Glen Edwards)

Interpretive comment – this relates to the competency of developing organising capacity in yourself

- We are determined to find ways to draw them (hawkers, tiny spaza shops and others) and provide them with the benefits we can offer. (Mokopi Mokotedi)

Interpretive comment – this relates to the competency of developing analytical skills of your staff

- Our job is to create a skills agenda for every one of our 29 member industries to ensure that standards and qualifications are in place. (Ivor Blumenthal)



Interpretive comment – this relates to the competency of developing the assertiveness of your staff.

- All SETAs are faced with the task of changing this dangerous mindset (referring to employers who resist any form of training other than single machine or single process operator training). (Ivor Blumenthal)

Interpretive comment – this relates to the competency of having moral courage

- TETA has encouraged participation from industry stakeholders at all levels, working closely with standards generating bodies as well as other SETAs that have added valuable input in the formation of unit standards.(Piet Bothma)

Interpretive comment – this relates to the competency of creating an agreeable spirit among your staff as well as having staff that are dependable

The analysis as documented above has resulted in linking **all** of the generic transformational leadership competencies for SETA leaders as detailed in Table 8 to comments made in the document. This confirms and validates the applicability and relevance of the competencies and confirms the need for them to be included in **identifying a national leadership skills training and development strategy for leaders within sector education training authorities (SETAs).**

The second source of secondary research is an *ad hoc* survey in the form of a research report compiled for an MBA degree in November 2002. This report is entitled Sector Education and Training Authorities – Growing Pains or Still Birth? (Zimmelman, 2002)

The key conclusion reached from the research as stated in the abstract is that “the organisational developmental stage of the SETA provides a strong explanation for the inconsistent and sometimes poor performance of the SETA”.

The report's conclusions and recommendations will further explain that the further successful development of a SETA will depend greatly on management styles that relate directly to the organisational practises as discussed by Greiner (1998) in his five phase growth model.

The management styles relevant to each phase of organisational growth are detailed in Table 14.

Phase No.	Phase Descriptor	Management Style
1	Creativity	Individualistic and entrepreneurial
2	Direction	Directive
3	Delegation	Delegative
4	Coordination	Watchdog
5	Collaboration	Participative

Table 14 – Management Styles relevant to Phase of Organisational Growth

To exhibit a certain management style a SETA leader will need to develop the corresponding competencies. Zimmelman's research has indicated that different SETAs have reached different phases of growth. She classifies them as

- Red Band SETAs – Phase 1 – Creativity
- Orange Band SETAs – Phase 1/Phase 2 – Creativity /Direction
- Green Band SETAs – Phase 2 – Direction

These findings could mean that a multi layered national SETA leadership skills development strategy is required relevant to the development phase of a SETA.

In summary; the secondary research compares favourably with the primary research findings and thus serves to validate the conclusions summarised in Chapter 5. and to support the recommendations made in Section 5.2.



Chapter 5

Recommending a national leadership skills training and development Strategy for SETA Leaders

5.1 Conclusions arising from research

The conclusions arising from the research as detailed in Chapters 3 (primary qualitative) and Chapter 4 (primary quantitative and secondary) provides a firm basis from which to arrive at recommendations about a national leadership skills training and development strategy for leaders within sector education training authorities.



The conclusions from the research are listed together with some interpretive comments. These interpretive comments are not yet recommendations, but simply a view on why the research indicates this conclusion and, where relevant, what other information supports the conclusions.

The interpretive comments are also a method of reasoning on the issues concluded and will assist in developing a set of recommendations that will ultimately inform the objective of the research - **Identifying a national leadership skills training and development strategy for leaders within sector education training authorities (SETAs).**

✓ Conclusion 1.

At least one person or more from more than half of the SETA Management members showed interest and responded to this survey.

Interpretive Comment – There is interest in and therefore acceptance of the need to develop a strategy for leadership's skills training and development among SETA Management members.

✓ Conclusion 2.

Very few SETA Board members showed interest in this survey at all.

Interpretive Comment – Board members appear not to be concerned with the development of leadership competencies of SETA leaders. This research finding also raises questions about the role and active involvement of SETA Board members in assisting SETA Managers.

✓ Conclusion 3.

SETAs have small numbers of employees in relation to the nature and enormity of their task.

Interpretive Comment – SETAs are finding it difficult to employ people that they require. It is possible though that some of the SETAs are using an

outsourcing model for implementing skills development in their sectors and not employing full time staff.

✓ Conclusion

Race and possible age imbalances will need to be redressed among SETA Management members when the legislative moderating factors such as employment equity are considered. Gender imbalance is less of a problem.

Interpretive Comment – A gap exists within the country of suitable qualified or interested persons from among black males that could become SETA Managers.

✓ Conclusion

A very close correlation exists between very relevant and very important leadership competencies for SETA Managers.

Interpretive Comment – This allows for an accurate and easy ranking of the leadership competencies in terms of most critical to least critical.

✓ Conclusion

Leadership competencies are clearly considered more important than other contextual factors and these should not be ignored.

Interpretive Comment – SETA Managers see the need for the development of leadership competencies as more important than other contextual factors.

5.2 Recommendations arising from conclusions on research.

The conclusions reached during the primary research processes and the results of the analysis of the secondary research allow the following recommendations to be made in regard to **Identifying a national leadership skills training and development strategy for leaders within sector education training authorities (SETAs).**

The recommendations are directly linked to the **strategy**. A strategy is defined in simplest of terms as a carefully devised plan of action to achieve a goal (Encarta, 1999).

Therefore, the recommendations are elements that could be included in a plan of action (**strategy**) for the training and development of leaders within SETAs.

Recommendation 1

A specific strategy needs to be urgently developed, agreed upon by SETA Leaders and implemented by the SETA Boards for the development of leadership competencies for all SETA Board Members and Managers.

Recommendation 2

SETA Board members should consider how they could become more involved in the development of the leadership competencies for SETA Board leaders.

⊕ Recommendation 3

A strategy for the leadership competency development for SETA Leaders must include developing the SETA Manager to have the competency for capacitating existing fulltime SETA staff or for identifying suitable service providers for outsourced activities.

⊕ Recommendation 4

A strategy for the leadership competency development for SETA Leaders must include competencies for developing black males to become competent SETA Managers. This relates to the organisational transformational needs of an organisation that include the necessity to consider situational factors in South Africa.

⊕ Recommendation 5

A strategy for the leadership competency development for SETA Leadership must address the competencies as listed in priority sequence in Table 12. This can be achieved through a structured learning programme that requires SETA Leaders to develop competencies in the same sequence as listed in Table 13.

⊕ Recommendation 6

A strategy for the leadership competency development for SETA Leadership must focus on the development of leadership competencies primarily but must consider the contextual factors of external environment and organisational culture as shown in Figure 17.

🌐 Recommendation 7

Secondary research (Zimmelman) indicates that a strategy for the leadership competency development for SETA Leadership should be implemented relative to the organisational development phase of the SETA. For example, SETA Leaders in the same development phase would be able to assist one other in moving through the phase and into the next phase.

All of the above recommendations need to be welded into a concise statement that describes a strategy – the carefully devised plan of action to achieve a goal – as previously defined.



Using the seven recommendations listed above as a basis, the **national leadership skills training and development strategy for leaders within sector education training authorities (SETAs)** is therefore described as follows:

OVERALL RECCOMENDATION – THE STRATEGY

A structured learning programme for all SETA Leaders (Board members and Managers) should be developed and implemented within the twelve to eighteen months across all SETAs to develop the following transformational leadership competencies in the priority as sequenced in Table 15 below:

Developing strategic planning skills in yourself
Building a dynamic team
Building a sense of mission in all SETA Stakeholders
Creating structures and processes for control
Developing the capacity to learn in yourself and your staff
Having moral courage
Developing organising capacity in yourself
Developing staff that are dependable
Creating an openness to new ideas from others
Developing problem solving skills of your staff
Creating an agreeable spirit among your staff
Having tenacity
Developing the analytical skills of your staff
Developing the assertiveness of your staff
Developing the social skills of your staff

Table 15 Required SETA Leadership Competencies listed in priority order

The learning programme should be developed and implemented through a process that involves and commits all SETA leaders to the process. The learning programme and process must include the following critical factors:

- ☞ develop SETA staff capacity
- ☞ implement and achieve national employment equity targets
- ☞ link development of leadership competencies to development of other related contextual factors as listed in Figure 16.
- ☞ allow leaders within specific SETAs to develop at their own pace.

5.3 Implications of recommendations

The research findings, including the conclusions reached, secondary research indicators and the recommendations made all clearly point to the **need** for a carefully planned structured learning approach around specific sequenced competencies as the “**strategy**” to developing leadership competencies of SETA leaders

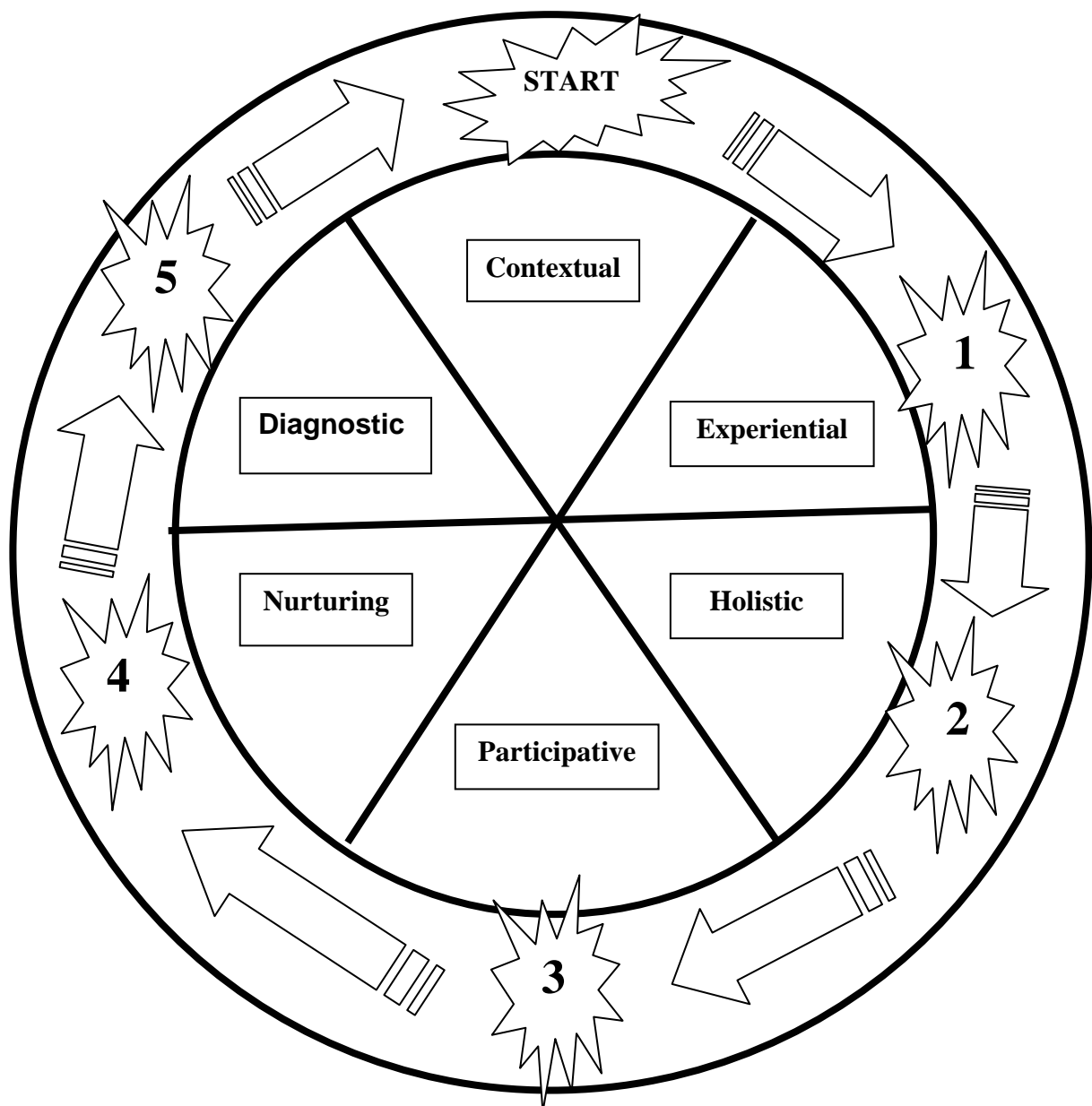
Such a carefully planned approach is synonymous with the description of a Learnership that is defined by the Department of Labour as *new paraprofessional and vocational educational and training programmes. A Learnership combines theory and practice and culminates in a qualification that is registered on the National Qualifications Framework. A person who successfully completes a learnership will have a qualification that signals occupational competence and which is recognised throughout the country.* (Department of Labour).

The strategy developed from research could therefore be realised through the development and implementation of a Learnership for SETA Leaders on leadership competencies identified in this report as well additional competencies identified from further or alternate research.

However, the strategy could also be realised through implementation of formal learning model based on an existing or new qualification designed by higher education institutions.

The learnership and/or the formal qualification process could both be informed by the model developed by Veldsman and depicted as Figure 8 on page 36 of this report. That model illustrates a philosophy and process for the discovery and nurturing of leadership as developed by Veldsman. Using that framework of that model combined with the research findings in this report we can develop a **new knowledge** model in the context of a learning programme for leaders within SETAs. This is shown in Figure 18 below

Figure 18 – Philosophy and process model for the development of a strategy for leadership competencies for SETA leaders.



The model in Figure 18 forms a basis for leadership discovery and growth for each SETA leader and allows the strategy to be implemented as follows:

- ☀️ **START [CONTEXTUAL]** – leadership competencies as identified in this report and other sources are built into a formal accredited learning programme leading to a qualification.

- ☀️ **STEP1 [EXPERENTIAL]** – A pilot is implemented with one person from each SETA leadership to test the learning programme. Changes are effected at the end of the pilot process.

- ☀️ **STEP 2 [HOLISTIC]** – a learning programme roll out plan is developed and implemented across all SETAs involving all SETA leaders. For most effective learning the SETA leaders need to interact with leaders from different SETAs within dynamic syndicate groups

- ☀️ **STEP3 [PARTICIPATIVE]** – As an integral part of the learning programme, mentors are sourced and assigned to each SETA leader to assist the learning processes. These mentors could be suitably qualified leaders within industry, government and communities with proven leadership track records.

- ☀️ **STEP 4 [NURTURING]** – As the learning programme develops ongoing assessment and quality assurance of the learning must take place but with a development approach; NOT a punitive approach. Recognition of learner

achievements, especially recognition of prior learning, needs to be implemented continuously.

☀️ STEP 5 [DIAGNOSTIC] – This equates to continuous improvement based on lessons learnt, especially from successful initiatives. All aspects of the learning programme should be regularly reviewed in order to improve it. Newly appointed SETA leaders should be required to enter into the learning programme, benefiting from the continuously improving programme.

5.4 Further research

From the outset of this research report the importance of skills development for South Africa and the pivotal role that is to be played by SETAs in the skills development process has been emphasized.



As this report was being finalised, another SETAs survey was published in the Sunday Time Business Times on March 30, 2003. (Sunday Times c, 2003). This report states that “in many cases individuals employed in senior positions in the SETAs are unsuitable. They are poorly qualified to do the job”. The implication is that over a period of twelve months there has been little or no improvement in the leadership competencies of the SETA managers. Clearly a strategy needs to be implemented to rectify this problem.

Therefore, a further research topic could be the evaluation of the effectiveness of the strategy described in this report

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