

**Section 1 – Contextual Factor : Transformational Leadership Competencies**

No	Act Reference	Function Description	Related Leadership Competencies	NA	PA	VA	Additional and/or Alternate Competencies
1	10.(1)(a)	A SETA must develop a sector skills plan within the framework of the national skills development strategy	<b>Technical Competence</b> 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	<b>transformational Competence</b> 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	<b>Ethical Competence</b> 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	<b>Technical Competence</b> 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	<b>Transactional Competence</b> 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	<b>Transformational Competence.</b> 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	<b>Contextual Competence</b> 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	<b>Transactional Competence</b> Create structures and processes for control				
9	10.(1)(c)(i)	A SETA must promote learnerships by assisting in the conclusion of learnership agreements	<b>Transformational Competence</b> Build a fanatical team, go where angels fear to tread.				
10	10.(1)(d)	A SETA must register learnership agreements	<b>Technical Competence</b> Create structures and processes for control				
11	10.(1)(e)	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.	<b>Technical Competence</b> Capacity to learn, analytical intelligence, tenacity.				
12	10.(1)(f)	A SETA must collect and disburse the skills development levies in its sector	<b>Ethical Competence</b> 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	<b>Transformational Competence</b> Dependability				

Interview with \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_

Interviewees position \_\_\_\_\_

14	10.(1)(g)(ii)	A SETA must liaise with the National Skills Authority on the national skills development strategy	<b>Transformational Competence</b> Dependability				
15	10.(1)(g)(iii)	A SETA must liaise with the National Skills Authority on its sector skills plan	<b>Transactional Competence</b> Solve problems, plan organise and control.				
16	10.(1)(h)(i)	A SETA must report to the Director General on its income and expenditure	<b>Ethical Competence</b> Dependability, analytical intelligence				
17	10.(1)(h)(ii)	A SETA must report to the Director General on the implementation of its sector skills plan	<b>Transactional Competence</b> 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	<b>Transactional Competence</b> 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	<b>Transactional Competence</b> Agreeableness, dependability, create structures and processes for control				
20	10.(1)(j)	A SETA must appoint staff necessary for the performance of its functions	<b>Ethical Competence</b> 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.	<b>Technical Competence</b> 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)	<b>Transformational Competence</b> Establish a long term vision.				
23	10.(2)(a)	A SETA has the other powers conferred on the SETA by this Act.	<b>Ethical Competence</b> Create structures and processes for control				
24	10.(3)	A SETA must perform its functions in accordance with this Act and its constitution	<b>Ethical Competence</b> Create structures and processes for control				

Interview with \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_

Interviewees position \_\_\_\_\_

**Section 2 – Other Contextual Factors in relation to Transformational Leadership Competencies**

<b>Other contextual Factors Source – Veldsman, 2002</b>	<b>Is the Factor Less Important, As Important or More Important than Transformational Leadership competencies</b>	<b>Reasons and/or comments given to substantiate answer in Column 2</b>
<b>Ecosphere</b> – the setting in which an organisation is embedded such as markets, clients, products, services, suppliers, communities and the broader society.		
<b>Strategic Intent</b> – sum total of vision, missions, values and goals of organisation		
<b>Culture</b> – shared ways of seeing, interpreting and doing		
<b>Architecture</b> – the shape, structure, roles, systems and practises of an organisation		
<b>Resources</b> – means to attain ends such as money, facilities, technology, knowledge, skills		

**General additional comments resulting from interviews**



Interview with \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_

Interviewees position \_\_\_\_\_