

**A STRATEGY FOR THE DEVELOPMENT OF TEAM LEADERS
IN THE EAST CAPE MOTOR INDUSTRY CLUSTER:
A COMPETENCY BASED APPROACH**

By

GRAHAM MORRISON MELAMED

Thesis presented in fulfilment of the requirements for the degree:

DOCTOR TECHNOLOGIAE in Business Administration

Faculty of Management at the Nelson Mandela Metropolitan University

Promoter: Dr. T.S. HUTTON

January 2006

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DECLARATION

"I, Graham Morrison Melamed, hereby declare that:

- the work in this paper is my own original work;
- all sources used or referred to have been documented and recognised; and
- this paper has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised educational institution."

Graham Morrison Melamed

Date

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ABSTRACT

The research undertaken in this study was to identify the strategy needed to be adopted by the East Cape Motor Industry Cluster (ECMIC) in order to develop the competencies of its Team Leaders.

Hamel and Prahalad (1994: 28) are of the opinion that the focus of a company must move from current market share, to the share of tomorrow's opportunities that the company can reasonably expect to gain. The company must therefore consider what it can achieve with its existing set of competencies, and what new competencies need to be acquired in order to prosper in the future. The development of competencies is thus deemed to be critical to the South African economy as the various local automotive manufacturers enter the export field.

The ECMIC has traditionally been considered the heart of the automotive industry in South Africa with three of the major manufacturers located in the Nelson Mandela and Buffalo City Metropoles. In order to support these manufacturers, a vast number of component manufacturers and service providers have been established to support the automotive manufacturers both in the ECMIC and in other areas of the country. Since the establishment of a democratic South Africa and the removal of sanctions, the automotive industry has started to establish itself globally.

This study will undertake a literature study of the application of competencies in the workplace, teams and team leaders and how competencies are applied in the ECMIC. The results of an empirical study into core competencies in the ECMIC will be used to elucidate a set of competencies which will be used to develop a strategy utilising the competency approach in team leaders in the ECMIC.

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CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF RESEARCH PROJECT

1.1 INTRODUCTION

As South Africa emerges into the twenty first century, the legacy of years of sanctions and an unequal education system has resulted in the need for a determined effort to overcome the resultant lethargy. This is caused by the inadequate application of sophisticated manufacturing expertise, redundant business methods, limited literacy and skills levels, conflict at the workplace together with rampant crime. As a means to address the shortage of qualified artisans, inferior levels of literacy and those employees (of the previously disadvantage group) with skills not recognised, the South African Government introduced the South African Qualifications Authority (SAQA) Act.

The SAQA Act provided a strategy for the advancement of proficiency within a general competency-based structure, with the intention to stimulate organisations in becoming internationally competitive. Fischer and Maritz (1994: 22) are of the opinion that the competency-based methodology is used to the best advantage within the South African context, since it is the solitary impartial source upon which appraisal can be made across industries.

Porter (1990: 9) argues that when focusing on productivity and its determinants, one should steer one's attention away from the economy and the nation as a whole and instead, focus on specific industries and industry segments. It is because productivity, and measures to improve it, can only be effectively addressed at this level of the industry. This is the area, which deals with the specialised skills and technologies required for competitive advantage and subsequent success. Porter (1990: 10) contends that nations could have an impact on productivity and effectiveness as well as influencing whole industries or industry segments. When this occurs competitors tended to concentrate within a single city or area. This is attributed to the existence of a factor advantage such as raw materials or cheap labour. The situation in Korea, which has established heavy manufacturing industries such as shipbuilding, despite the absence of a factor advantage, belies this phenomenon. Porter (1990: 11) continues that apart from industry dependence on natural resources, an explanation of comparative advantage in terms of factors of production proves inadequate. The growing trend towards knowledge as the prime source of wealth only accentuates this because:

- The skills of the workforce and the technology available to them are becoming more important for productivity and competitiveness than a country's natural endowments; and
- The globalisation of the marketplace enables firms to establish international networks and alliances to overcome any weakness or shortfalls in production or service delivery.

Any specific factor advantage that a country might have is usually temporary, as there is usually somewhere else around the world which emerges as the next cheapest place to do business.

The Workplace Challenge (WPC) is a joint initiative of the National Economic Development Labour Council (Nedlac) and the Department of Trade and Industry (DTI) that aims to actively encourage and support negotiated workplace change to improve productivity and job creation. It is believed that within this context the importance of team leaders, and the concept of empowering effective teams, lies. In an interview, Hutton (2004) stated that the concept of team leaders was a new innovation to many automotive component companies. This posed a problem, owing to the lack of exposure of many of the candidates to formal leadership and management training. The introduction of the WPC by the National Productivity Institute (NPI) in the ECMIC has contributed too many organisations adopting the team concept and therefore team leaders needed to be developed.

The aim of this study is to determine what competencies are required by team leaders in order to perform optimally. In order for any enterprise to achieve competitive advantage, the development of its human resources becomes a priority. The delimitation of those competencies required by various categories of employees, as determined by the study, is an attempt to allow the automotive industry the ability to achieve a degree of competitive advantage. This leads to the main problem set out below.

1.2 MAIN PROBLEM

The main problem with regards to team leaders and the core competencies they exhibit, has resulted in these competencies being investigated, and gives rise to the following question:

What generic competencies are applicable to team leaders in the East Cape Motor Industry Cluster?

1.3 SUB PROBLEMS

In order to develop a research strategy to deal with and solve the main problem, the following sub-problems have been identified:

1. What generic competencies does the literature study show are applicable to team leaders?
2. What does a literature study reveal about the importance of the development of these generic competencies to industry?
3. What competencies may be developed through training?
4. What competencies may be developed through formal education?
5. What are the methods of training most applicable for the development of generic competencies that arise out of this study?
6. According to knowledgeable people, how are the core competencies of personnel developed?

7. What is required from the East Cape Motor Industry Cluster (ECMIC) in order to develop generic competencies of the personnel?

1.4 DELIMITATION OF THE RESEARCH

In order to ensure that the research project is of a manageable size, it has been found necessary to demarcate the research to the said area. By doing so, it does not imply that research on the same topic is not needed in other regions of the country, or in other parts of the world or in different business sectors.

1.4.1 Demarcation of organisations to be researched

The scope of the research was limited to local and multinational automobile manufacturers and allied suppliers operating in the ECMIC.

1.4.2 Geographic demarcation

The area researched was confined to the Port Elizabeth/Uitenhage and surrounding areas of that region of the Nelson Mandela Municipal Metropole and the East London/Berlin region of the Buffalo City Metropole and surrounding areas within the province of the Eastern Cape of the Republic of South Africa.

1.5 DEFINITION OF KEY TERMS

1.5.1 Development

According to Walton (1999: 57) development is deemed to be a series of systematic actions which are performed within a specified time with the intention of producing a change in the behaviour of individuals who are employed within the organisation. Nadler (1979) according to Walton (1999: 57) states that expansion and enlightenment within these firms is made up of three types of occupational learning responses that will encourage individuals to become more effective at work. These are:

- instruction which concentrates on immediate changes in job performance;
- studies that view changes in the individual's capabilities in the medium-term; and
- learning that is concerned with the propensity for long-term improvement in the performance of the individual.

Walton (1999: 58) links development with the recognition of an individual employee's potential. This is achieved by undergoing various activities. It is also the supporting processes that place people in the situation whereby they are able to make use of effective medium- and long-term opportunities. And through these opportunities, the improvement, of their perception, expertise and competencies which result in enhanced behaviour within the organisation. McGoldrick and Stewart (1996: 71) agree; they believe that development is that accomplishment whereby

employees are prepared with the discernment, expertise and attitudes that are necessary to perform successfully in the business situation.

In addition, Mondy, Noe and Premeaux (1999: 4), contend that development also involves knowledge that goes beyond a persons' present job description, and concentrates on those long-term processes that relate to the future. This development prepares employees to keep abreast with those organisational strategies that are crucial to maintain a competitive advantage.

Development may therefore be seen as the procedure whereby an individual gains skills and competencies, over a period of time, through on the job and other learning experiences, which prepares them for their present and future vocation.

1.5.2 Strategy

In this study, a strategy is deemed to be a process that is followed in order to achieve a specific objective, whilst taking into account influences of the environment, and acting on those influences, to ensure that the final objective is obtained.

1.5.3 Competencies

Competence and competency are used as having identical meaning in the literature. According to Woodruffe (1993: 29) the difference in the concepts can be made whereby competence relates to an individual's ability to perform within a specific job

whereas competency refers to overall ability. Thus competence is the characteristic of the job that has to be carried out competently, whilst competency is the characteristic which a person needs to bring to the job in order to perform responsibilities to the essential level of competence.

At a careers workshop on competencies held by the Massachusetts Institute of Technology (2002: 1) competencies were defined as a collection of characteristics (i.e. skills, knowledge, self-concept, traits and motives), which enables one to be successful in interactions with others at work, school, home, and in the community at large. These competencies are used for both professional and personal development. Professional bodies are utilising competencies in order to set standards for members of their specific group, whilst employers are tending towards competency-based interviews when recruiting staff.

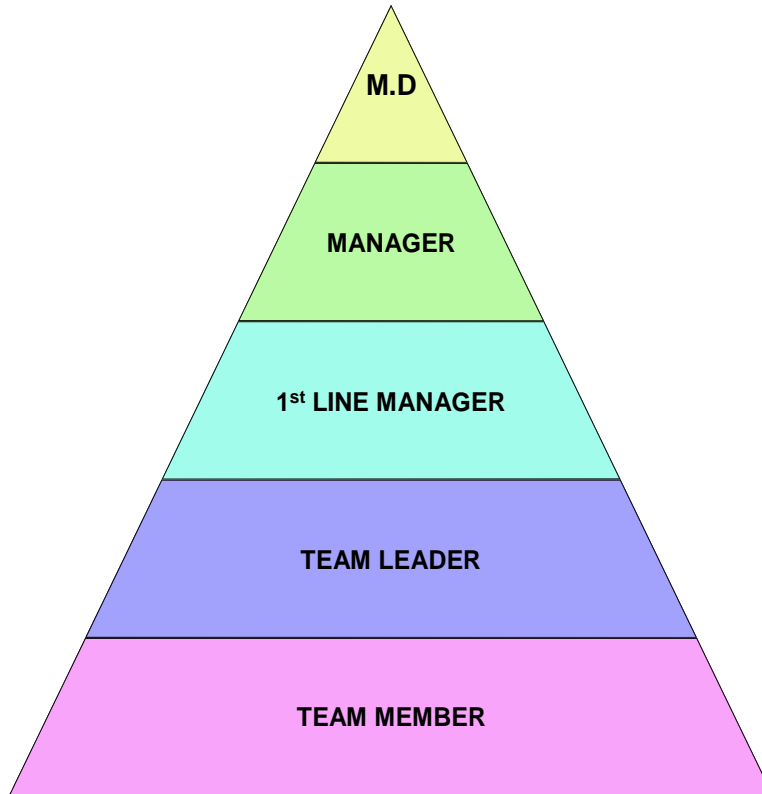
1.5.4 Team Leaders

The research in this study concentrates on the team leader because of the unique position they hold in the manufacturing process in the ECMIC. According to Fourie (2002) team leader skills are some of the hardest skills to master. Positioned between the demands of management and the workers, team leader competencies must include the ability to manage the various priorities while keeping performance high and cost under control. The role of the team leader is to challenge the current status, identify opportunities for improvement and implement change, in a bid to achieve ever higher

performance in quality, cost and delivery. This will result in competitive advantage. Wielding influence involves a test of various skills amongst these is the skill in interpersonal communications. A team leader going hat in hand, begging or throwing themselves at a colleague's mercy with a request is not a powerful or very effective option. On the other hand, making demands and bullying can be costly as well. Teamwork is the key to accomplishing goals and individuals must use a variety of skills to manage the conflicts that routinely occur in the workplace. The team leader plays the pivotal role in manufacturing. They are in the unique position of directly managing the resources, (materials, people and machines) used to create the product. Sustainable continuous improvement will depend on the organisation recognising this pivotal role and actively supporting it. Sustainable continuous improvement enables ongoing competitiveness by managing and reducing excess costs. Effective team leaders combine three basic skills - personal, people and process.

Fisher (1993: 8) states that people who lead teams of individual contributors will be named as *operational team leaders*, since they interface directly with those who perform the core work of the organisation. In the traditional process these are the employees who would have been called supervisors, lead people, or foremen. According to Poisat (2001: 5) the functional groups of a typical motor manufacturer can best be depicted by Figure 1.1 below:

Figure 1.1: Organisational structure of a typical motor manufacturer



Source: Adapted from Poisat (2001: 5)

According to Wrycza (2000: 383) the role of the team leader is to act as a facilitator, where the primary focus is on aiding team members to increase their personal reward and satisfaction, by aligning the team member's individual goals with those of the team. It is also to ensure that this relationship is understood by all team members. An important characteristic of the team leader is the flexibility to adopt the leadership style to suit the particular circumstances prevailing. This is required as the objectives of management and the projects being undertaken are dependent on the specific phase

of the manufacturing process. This flexibility is also necessary as different requirements are needed to handle individual team members and also to manage any conflict which might arise within the team. Wrycza (2000: 384) is of the opinion that team leaders should be selected not only on their technical expertise, but also on their ability to co-ordinate and motivate team members.

According to Phillips (1995: 236) the team leader's role can be divided into three categories:

- i) Firstly there are the leadership duties. This involves determining what is required by the team as well as the appointment of members to the team. There is a need to be able to conduct employee performance appraisals as well as guiding team members in providing information about the performance of co-workers. Leadership involves enforcing the rules and aiding team members to ensure that there is compliance with the rules amongst co-workers, team leaders need to be able to carry out the disciplinary policies of the company. They should be able to ascertain from team members information about any problems that exist between co-workers, and be able to document evidence on any individual whose performance is inadequate.

- ii) The second category of duties of a team leader according to Phillips (1995: 236) is the ability to control administrative records. This can include, amongst other actions, keeping attendance sheets, ensuring that employees

are paid on time, preparing the budget for the team and ensuring that supply requirements are available.

- iii) Phillips (1995: 236) viewed communication as the third activity necessary for the team leader. This involved the ability to effectively handle telephonic communication. The team leader had to be able to communicate with team members, managers and others in the company. A team leader should be able to answer questions posed by the team and if necessary facilitate the team in investigating any issues raised. Communication involves listening to team members, managers and others in the company.

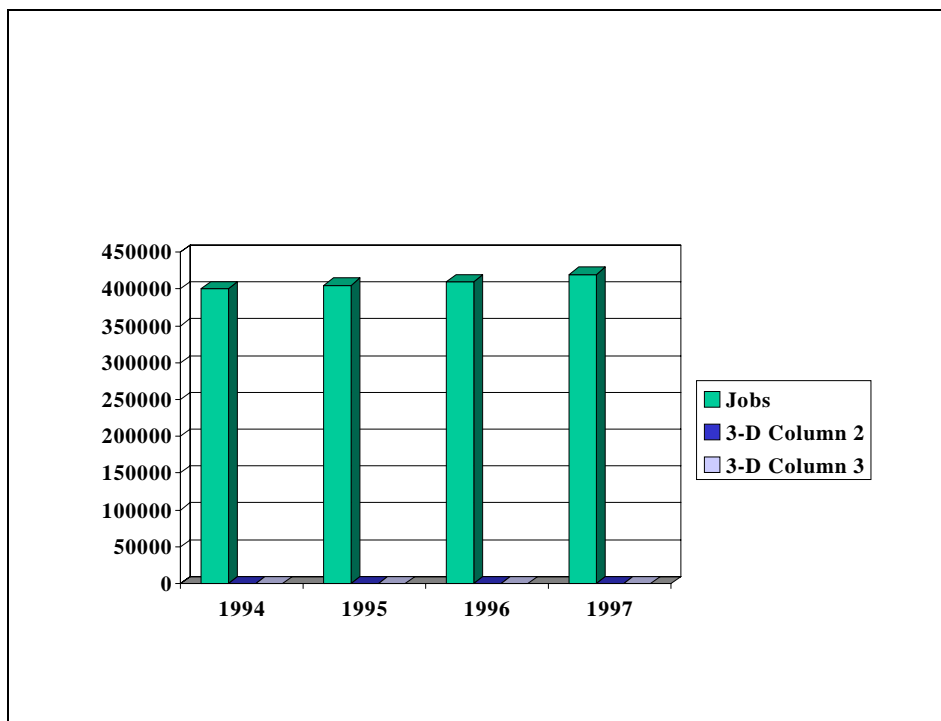
1.5.5 East Cape Motor Industry Cluster

Hutton (2002: iv) describes the East Cape Motor Industry Cluster (ECMIC) as being the centre of the South African automotive industry with three of the major automobile manufactures having their assembly plants located in the Nelson Mandela and the Buffalo City Metropoles. Associated with these automotive manufacturing plants are a considerable number of constituent producers, and their providers, that sustain these automobile manufactures in the area as well as those situated in other areas of the country. With South Africa becoming export focused, the increase in global demand has resulted in these motor manufacturing facilities being equipped to facilitate the export of a large quantity of automobile components as well as the completed vehicle.

1.6 SIGNIFICANCE OF THE RESEARCH

According to Ginsberg (1998: 223) the worst effects of sanctions is reflected by the fact that between 1985 and 1990 only 33,000 new jobs were created whilst there were 392,600 new job entrants per year.

Figure 1.2: Annual entrants into the South African Labour Market.

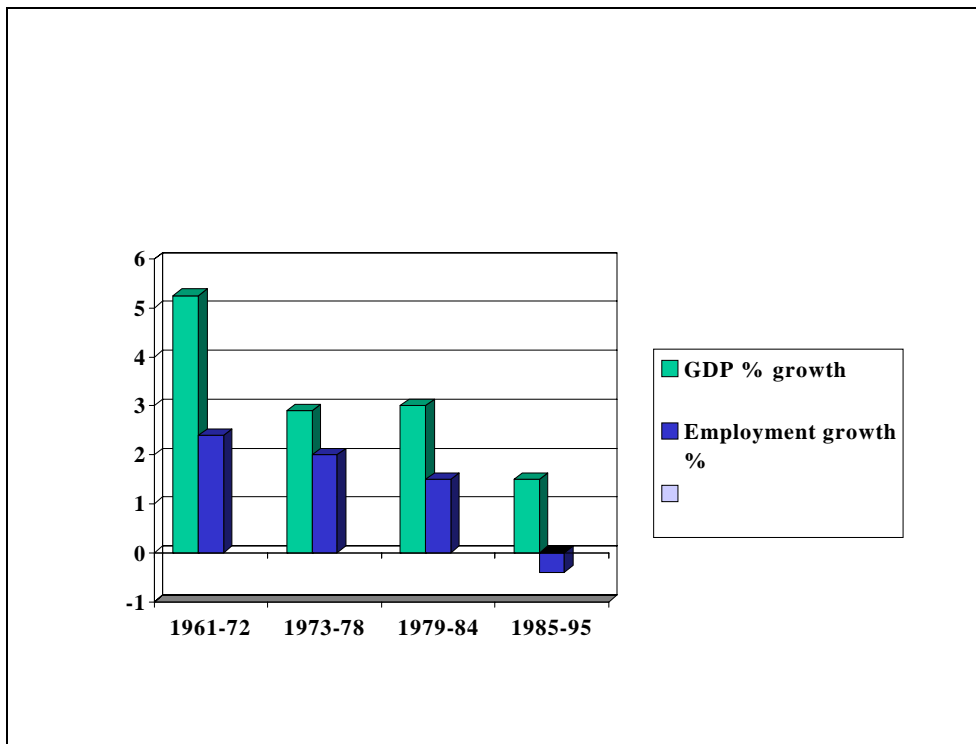


Source: Adapted from Ginsberg (1998: 5)

This represents only one of the reasons for the existing high unemployment rate (Figure 1.3). In the period 1992-1997, South Africa has recorded net job losses equivalent to at least 5% of its formal sector workforce, raising unemployment to a

level of 40%, asserted Ginsberg (1998: 9). The gold mining industry, formerly the largest employer has reduced its total employment from 550,000 employees in 1988 to only 300,000 by the year 1998. Whilst the population has grown by over 1% faster than the gross domestic product (GDP) annually since 1980 this has resulted in a falling per capita income. GDP per capita achieved a high of R8380 in 1991 but had fallen to a thirty year low in 1993 of R6816. This decline in GDP and declining job creation is reflected in Figure 1.4.

Figure 1.3: Lack of Job Creation



Source: Adapted from Ginsberg (1998: 9)

Ginsberg (1998: 224) contends that South African students should be encouraged to undertake apprenticeship training and technical courses. Companies should be motivated to support such courses and employ graduates from them. It would be in both the enterprise's best interests and those of the students for firms to be in the position to offer students the prospect of a secure job, the *proviso* being that they achieve the level of training required.

The Private sector has been found guilty of not investing in the training of its employees. During the period 1988-91 Ginsberg (1998: 224) states that a government study revealed that the number of persons who obtained artisan status had declined by 39%. The same report stated that among the numerous state-assisted services training programmes, the number of people trained had declined from 243,000 to 161,000 over the same period.

While prosperous international companies had invested more than 5% of their salary bill in training and developing their human resources further, South African companies had on an average invested no more than 1% of their payroll. Despite South Africa's workforce being largely unskilled, it may not be as cheap as that in the Far East. For higher value-added manufacturing such as in the areas of information technology, Ginsberg (1998: 226), states South Africa is as price competitive as Singapore, Barbados, Hong Kong and other countries where computer manufacturing, data-base management, and other information-related technologies are generating sizeable employment.

Countries such as Australia, South Korea and Singapore have incentivised companies that invest in human resource development by introducing national training awards, which recognise companies that have become leaders in their particular industry. Ginsberg (1998: 234) asserts that the high staff turnover costs enterprises approximately R2 billion annually. Since there is a lack of skills in South Africa, those with the expertise are enticed to other firms by bigger pay packages. Table 1.1 depicts the educational levels of Economically Active Population in South Africa in the year 1991.

Table 1.1: Educational levels of Economically Active Population (EAP) In South Africa ---1991 (in % terms of the EAP)

| | Whites | Coloured | Asians | Blacks | Total |
|-------|---------------|-----------------|---------------|---------------|--------------|
| 1 | 26.2 | 3.9 | 10.5 | 2.6 | 7.8 |
| 2 | 66.4 | 29.4 | 57.3 | 20.9 | 32.4 |
| 3 | 5.6 | 50.6 | 27.5 | 45.6 | 37.4 |
| 4 | 1.8 | 16.1 | 4.7 | 30.9 | 22.4 |
| Total | 100 | 100 | 100 | 100 | 100 |

Notes 1 = high-level manpower – grade 12 plus diploma or degree;
 2 = middle-level manpower – grades 10 to 12;
 3 = low-level manpower – grade 4 to 9;
 4 = low-level manpower – lower than grade 4.

Source: Adapted from Ginsberg (1998: 225)

Ginsberg (1998: 234) continues by stating that interest groups agreed that the manufacturing sector was the area in which South Africa was dependent upon, in

order to create employment This is a concern as South Africa produced 15 times fewer graduate engineers, per million of the population, than Japan; eight times fewer than the United States of America and six times less than Australia. A worrying factor is that of the number of black South African students, less than 0,5%, is enrolled for engineering courses and that the number of engineering students at all universities has been declining since 1990. This is despite the fact that the number of students at South African universities has increased by 80% in the last ten years. In contrast to this is the situation where Japan maintains it has to increase its engineering enrolment numbers by ten percent annually. There is an increasing imbalance between those students reading for the arts and humanities as opposed to those reading for science and technology degrees.

Table 1.2: Occupational structure of the South African workforce in 1981 and 1990 (%)

| | 1981 | 1990 |
|--------------------------|------|------|
| High-level occupations | 11.2 | 15 |
| Middle-level occupations | 32.2 | 35.3 |
| Low-level occupations | 56.6 | 49.7 |
| Total | 100 | 100 |

Source: Adapted from Ginsberg (1998: 225)

The question arises as to whether South Africa can afford to train students taking three-and four-year courses which do not teach them to generate economic growth once they have left university. Table 1.2 shows how the number of High and Middle-level occupations has only increased marginally.

Ginsberg (1998: 235) continues in the same vein by stating that as the number of those with engineering degrees remains insignificant, the numbers of technicians are not supplementing the shortage. It is apparent that South Africa has an increasing skills shortage with respect to the arena of manufacturing and this will hinder South Africa's economic competitiveness and growth potential. Despite South Africa spending 23% of its national budget on education, the highest amongst developing nations, 46% of its population remains illiterate. This high level of illiteracy is deleterious to the general social and economic improvement of South Africa's people and to job creation.

Only eight percent of black adults have matriculated; just 43% of the black population is literate, which is ascertained by having obtained a Standard Six level of education or higher. Only seven percent of school leavers continue with further education as opposed to 42% in Singapore. Estimates are that as many as two and a half million children do not attend school. Ginsberg (1998: 241) appears to highlight the disparity of within South African education when the question is posed as to whether South Africa is maintaining too high a standard for many of its professional qualifications. An example is that despite the requirement of thousands of new black accountants, these posts cannot be filled because of the some of the highest educational standards in the world. Accountancy graduates in the United States of America seldom fail their board examination whereas in South Africa the failure rate of between 40 and 50% occurs despite the four arduous years of accountancy studies.

1.7 RESEARCH DESIGN

This section describes the methodology followed in the research project.

1.7.1 Research methodology

In conducting the research, the following procedure will be adopted to solve the main problem and the sub-problems.

1.7.2 Literature study

In order to achieve the objectives of the study, both primary and secondary sources of information will be used. The necessary information in order to identify the key factors leading to success in industry clusters, as well as methods employed to develop those core competencies within the cluster, will be gleaned from a literature study. As far as possible, only recent publications will be researched. However, in some cases, older texts will be used to source and back up certain information. Additional information on the training models from the ECMIC will be compared with those methods for identifying core competencies identified in the literature study. Literature will be obtained from the libraries of the Port Elizabeth Technikon and the University of Port Elizabeth, the Internet, local and national news media and the companies in the ECMIC.

1.7.3 Empirical study

The empirical study consists of the following:

- A survey will be undertaken in the delimited area in order to determine the problem areas, as identified at the various functional levels, with respect to generic competencies.
- A comprehensive questionnaire will be developed, based on information gained from the literature study, and will be used as the measuring instrument in the survey.
- The population consisted of the training personnel, human resources practitioners, team leaders and general management from the companies delimited in the study.

1.7.4 Questionnaire

For the purpose of determining competencies and team leaders, questionnaires will be developed in order to support or reject the propositions set out in the text. One of the questionnaires will be sent to the Human Resources Departments of members of the ECMIC within the selected geographical area. A second questionnaire will canvass the opinions of a percentage of the management of the ECMIC while a third questionnaire will survey the opinions of a percentage of Team Leaders within the ECMIC.

1.7.5 Interviews

In order to gain first hand information relating to competencies required by team leaders, interviews will be conducted at a number of organisations utilising the following method:

- Human Resources Managers will be identified and interviewed in order to establish the competencies required by the team leaders within their organisation.

1.7.6 Set of competencies for the functional levels

Based on the information obtained from the results of the questionnaire, a set of competencies for team leaders will be developed and ranked in order of importance.

1.7.7 Identification of methods of development of team leaders

Once the competencies have been identified an appropriate method of development for the team leaders will be identified.

1.7.8 Identification of service providers

Once the competencies and methods of delivery have been determined, service providers will be identified and accredited.

1.7.9 The development of a strategy

The results of the literature study coupled with the findings of the empirical study will be utilised to evolve a strategy for the development of the human resources in the ECMIC.

1.8 OUTLINE OF THESIS

The research layout will be as follows:

Chapter 1 contains the problem statement and definition of key terms.

Chapter 2 comprises a literature study on general competencies and the reasons organisations embark on the competency approach.

Chapter 3 comprises a literature study on teams and team leaders.

Chapter 4 determines a generic list of competency modules

Chapter 5 determines a list of competencies within the South African context.

Chapter 6 demonstrates a means of measuring competencies.

Chapter 7 contains the results of questions relating to generic competencies.

Chapter 8 gives the results of questions regarding the development of competencies.

Chapter 9 discusses the strategy for the development of Team Leaders utilising the competency approach in the ECMIC.

Chapter 10 reaches conclusions and makes recommendations as to the process of implementation of the strategy proposed in Chapter 9.

1.9 SUMMARY

In Chapter One the importance of the study has been discerned. In order to resolve the main problem, several sub-problems were identified. This subdivision of the main problem was made in order to ensure that the study was manageable and concentrated on the specific sub-problem identified. In order to assist the reader, key terms were identified and a proposed outline of the research methodology was delineated.

A list of chapter contents was identified in order to allow the reader to follow the research being undertaken this study. Chapter Two introduces a study of general competencies and why organisations embark on the competency approach

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CHAPTER TWO

REASONS ORGANISATIONS EMBARK ON THE COMPETENCY APPROACH

2.1 INTRODUCTION

Chapter One covered the importance of the research being undertaken and identified the main problem and sub problems involved in formulating a strategy to identify those competencies required by team leaders in the ECMIC. Key terms were defined and discussed. In Chapter Two the rationale into the reasons why the competency approach is utilised will be introduced.

According to Weightman (1994: 1) much has been written on the precise difference between competence/competence's and competency/competencies. In this text the latter terms have been utilised. Fundamentally, competencies underlie the behaviours thought necessary to achieve a desired outcome. A competency is something that can be demonstrated, an example being able to change gear whilst driving an automobile or the ability to slice bread. The result is shown by a successful conclusion to the exercise. These in turn can be broken down into smaller steps, when the overall competency is difficult to achieve. Not every conduct within a work environment can

necessarily be easily described and analysed. Many of the most useful reactions involve subtle application and experience to be effective.

Weightman (1994: 1) quotes in an interview with a human resources manager, with respect to the utilisation of the competency approach that the opinion of that department was:

“The framework is good. It is superb for developing staff, development planning and for promotions. I see enthusiasm, target setting and development plans. It plays up the behavioural side as well as the technical side. There is a balance between looking at behaviours, skills and knowledge. By involving folk we get the commitment.”

Competencies are being used by organisations in diverse ways, in fact for anything that is even vaguely affected by performance. It is employed by varying people to relate to different things. The purpose could be job specific, easily available skills or for complex, core competencies. This chapter will view the varying reasons organisations embark on the competency approach. Amongst the possible reasons for the use of competencies are:

- i) Management concerns together with the possible impact on strategic management;
- ii) The use of Porter’s five forces and developing a competitive advantage;
- iii) Human resources management and the role played by core competencies;
- iv) Core competencies within professional bodies;

- v) The effect of core competencies on individuals in the working environment;
and
- vi) An international perspective on core competencies.

The chapter will conclude with discussion on competencies, which are displayed by organisations, as opposed to those exhibited by individuals.

2.2 MANAGEMENT CONCERNS TOGETHER WITH THE POSSIBLE IMPACT ON STRATEGIC MANAGEMENT

According to Weightman (1994: 22) management is especially useful to scrutinise for various reason:

Firstly because a great deal has been written about management, secondly the feeling is that management is concerned with power and control, and finally that management is considered a vague notion. This has led to management competencies attracting a lot of fervent debate. An interesting application of the reasons listed above, is the attempt to gain a consensus on a list of management competencies. These reasons should be considered to be neither universal, nor obvious; nor too specific, prescriptive or controlling.

The objective of investigating management competencies is to improve management performance by making training and recruitment more appropriate, this is in itself a means of being able to measure management performance. Management

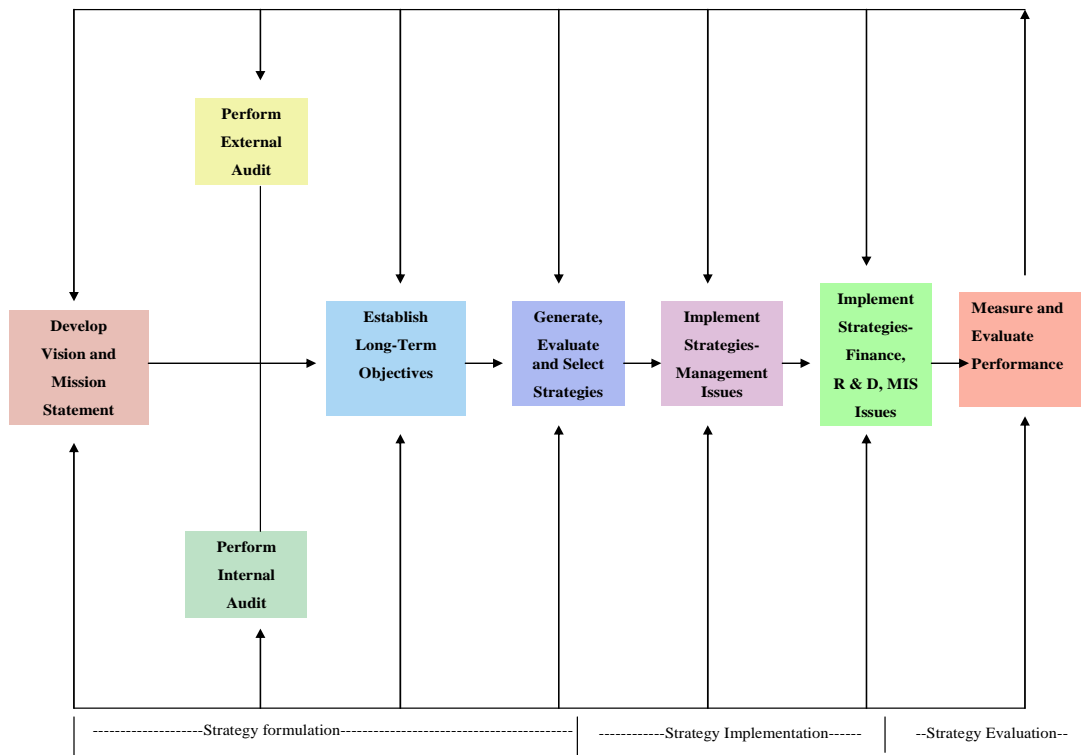
competencies are viewed as being more than just the possession of skills to do the job; they are in fact seen as a cluster of skills, knowledge and values. A register of these competencies might also include personal qualities, such as self-confidence, and mindsets, as for example being pro-active. Most studies on competencies are based on observation, interviews and statistical evaluation of information gathered. The competency approach places importance on the fact that there are several ways of being an effective or competent manager. It emphasises that as an alternative to training managers in just a particular technique, consideration should be given to the use of a variety of means for developing the various competencies.

The attraction for those in charge of management performance and development is to hastily utilise the lists of clusters of competencies to measure management performance. This situation is likely to occur when there is pressure to make people accountable and when it involves performance-related remuneration. An example could be a means of accounting for poor company performance on the release of the financial year-end results. Various firms should be encouraged to apply the clusters of competencies to their own employees in order to ascertain the specific management abilities, which are statistically associated with good performance. The material available on management competencies is often based on a very thin definition on the various aspects of management, and should therefore be applied with some sense of proportion. Thus the secret to applying management competencies is to align these competencies to organisational strategy. This allows the managers to meet their strategic objectives through aligning management competencies and performance with those required in a specific organisation.

2.2.1 Core Competencies within Strategic Management

David (2003: 5) states that strategic management is the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organisation to achieve its objectives. “Strategic management” refers to strategy formulation, implementation and evaluation whilst the term “strategic planning” refers only to strategy formulation. The reasons for being involved in competencies are varied. They are used as a basis for the development of strategic planning by top management, as core competencies are often viewed as a competitive advantage. According to David (2003: 13) the strategic management process can best be viewed by using a model as illustrated in Figure 2.1 below.

Figure 2.1: A Comprehensive Strategic-Management Model



Source: Adapted from David (2003: 14)

David (2003: 14) is of the opinion that strategic management is made up of three processes. It is initiated by strategic formulation wherein strategists analyse the company and view with regards to its external threats and opportunities as well as its own internal strengths and weaknesses. This Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is deemed to be an external and internal audit of the company. The initial development of the vision statement allows the organisation to view its long-term goals, whilst the mission statement is a means of stating the uniqueness of the company within its sector of the industry.

On combining the vision and mission statements together with the SWOT analysis, the platform is set for the strategy formulation wherein the goals of the organisation can be established. After the strategy has been formulated, the implementation of the strategy has to take place. David (2003: 236) states that successful strategy formulation does not mean the success of the strategy implementation. There is a definite distinction between the two processes. David (2003: 236) continues that strategy formulation is positioning of forces before the action whilst strategy implementation is managing of those forces during the action. Strategy formulation is a concentration on effectiveness whilst implementation concentrates on efficiency. Whereas strategy formulation is primarily an intellectual process, the implementation is an operational process. Strategy formulation requires good intuitive and analytical skills while strategy implementation requires special motivational and leadership dexterity. Co-ordination amongst a few is a characteristic of strategy formulation, but

strategy implementation requires co-ordination amongst many individuals. It is at the implementation stage where the various competencies of the different members of the organisation as well as those of the organisation itself are able to create a competitive advantage for that establishment.

Weightman (1994: 32) states that the 1990s have seen an ever increasing interest in, and emphasis on, the behavioural aspects of strategy as opposed to the traditional structural model. In support of this contention Hamel and Prahalad (1990: 83) state firstly a core competence presents prospective *entrée* to a wide variety of markets. Secondly, a core competence should make an important contribution to the apparent customer benefits of the end product and finally, a core competence should be difficult to copy. And it will be difficult if it is a complex harmonisation of separate technologies and production skills. Stalk, Evans and Shulman (1992: 62) use the term “capabilities-based” as opposed to core competencies. More emphasis is placed on the operating processes within an organisation as opposed to technologies and skills. Stalk et al. (1992: 63) advocate that the four basic principles of capabilities-based competition are:

- That business processes are the building blocks of corporate strategy not products or markets;
- Competitive success is dependent on changing a company’s key processes into strategic capabilities that unfailingly provide superior value to the customer;

- These capabilities are created by making strategic investments in a support infrastructure that links together and surpass traditional strategic business units and functions; and
- The advocates of capabilities-based strategy are the chief executive officers because capabilities are necessarily cross functional.

Weightman (1994: 34) continues that at the heart of recognising the core competencies of a firm are the decisions that top management has to make which involves strategic management decisions. Some of the questions, which are required to be answered, are as follows:

- What are we good at?
- What skills, processes, relationships, technology make us good at this?
- What makes us different from others in this business?
- What could we not do without in the future?
- To do these things, what do we need?

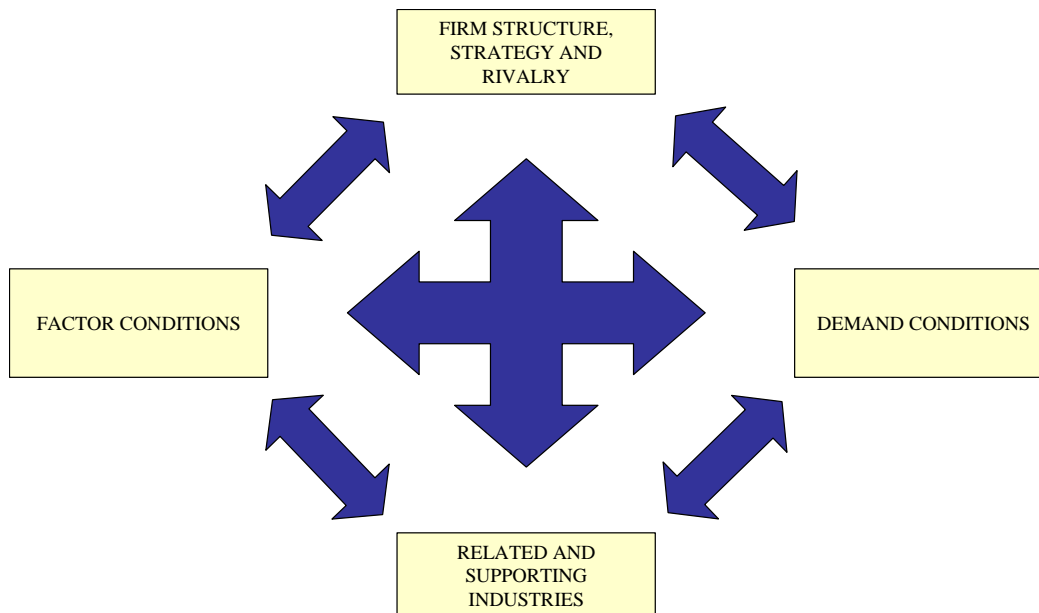
The strategic process of identifying core competencies can be deemed to be the starting point for involvement with competencies.

2.3 THE USE OF PORTER'S FIVE FORCES AND DEVELOPING A COMPETITIVE ADVANTAGE

Porter's (1990: 139) "Diamond" described the forces that lead to competitive advantage. These forces comprised the factor conditions (i.e. the nation's position in

factors of production, such as skilled labour and infrastructure), demand conditions (i.e. sophisticated customers in home market), related and supporting industries, and firm strategy, structure and rivalry (i.e. conditions for organisation of companies and the nature of domestic rivalry). Porter (1990: 33) states that competitive advantage is based upon the environment of the areas in which the organisations operates as opposed to the individual organisation. With this situation in mind, Porter created a diamond shaped diagram, (Figure 2.2) to show those forces, which lead to a national competitive advantage and the manner in which these forces interrelate.

Figure 2.2: Porter's Diamond



Source: Adapted from Porter (1990: 139)

2.3.1 Factor Conditions

Factor conditions refers to inputs used as factors of production - such as labour, land, natural resources, capital and infrastructure. This sounds similar to standard economic theory, but Porter argues that the "key" factors of production (or specialised factors) are created, not inherited. Specialised factors of production are skilled labour, capital and infrastructure. "Non-key" factors or general use factors, such as unskilled labour and raw materials, can be obtained by any company and, hence, do not generate sustained competitive advantage. However, specialised factors involve heavy, sustained investment. They are more difficult to duplicate. This leads to a competitive advantage, because if other firms cannot easily duplicate these factors, they are valuable. Porter (1990: 73) argues that a lack of resources often actually helps countries to become competitive. Abundance generates waste and scarcity generates an innovative mindset. Such countries are forced to innovate to overcome their problem of scarce resources. An example is the Japanese situation with its high priced land and hence factory space is at a premium. This has resulted in the adoption of the just-in-time inventory techniques as Japanese companies need to optimise factory space.

In the past, newly developed countries (NDCs) were, according to Porter (1998: 297), generally recognised as possessing an abundance of economical, semi- and unskilled labour. The attractiveness of this type of workforce is now diminishing as the flow of technology now allows these NDCs to invest in modern, world-scale plants. By this means Porter (1998: 297) suggests that this investment now allow NDCs to come in

contention with respect to capital-intensive industries and that this could possibly even extend to the manufacture of automobiles. Because of this factor, the shortage of highly skilled labour has become a significant hindrance for entrance into world markets, which is the opposite of NDCs principal source of competitive advantage. With respect to NDCs, the generally accepted source of their competitive advantage was initially the low cost of but poorly skilled labour. Nowadays the skills levels of labour are a source of competitive advantage.

Porter (1990: 76) adds that factor conditions refer not only to the factors themselves, but also to the method in which they are managed in order to use them effectively. Factor advantage has an impact on the other determinants in the “diamond” and this stimulus translates into international success, which results from the way in which the factors are arranged to meet these circumstances.

2.3.2. Demand Conditions

Porter (1990: 86) argues that a sophisticated domestic market is an important element to producing competitiveness. Firms that face a sophisticated domestic market are likely to sell superior products because the market demands high quality and a close proximity to such consumers enables the firm to better understand the needs and desires of the customers. An example of demand conditions is the French wine industry. As sophisticated wine consumers, French wineries have been forced to produce high quality wines.

Govindarajan and Gupta (1999: 43) support Porter's view, they state that organisations must develop knowledge and skills domestically and transfer this knowledge and skills across their organisations to other regions through transferring locally trained staff to subsidiaries in a foreign country. This will create the knowledge transfer critical to faster product improvement, decrease the cost of innovation and reduce the danger of competitive decline within the organisation.

2.3.3 Related and Supporting Industries

Porter (1990: 105) also argues that a set of strong related and supporting industries is important to the competitiveness of firms. This includes suppliers and related industries. This usually occurs at a regional level as opposed to a national level. An example is the ECMIC where the phenomenon of competitors both upstream and/or downstream industries are located in the same area. Advantages of being located in a cluster include the potential of technology knowledge spillovers, an association of a region on the part of consumers with a product and high quality and therefore some market power, or an association of a region on the part of applicable labour force. Disadvantage of being located within a cluster include the possibility of employees being poached by rival companies and obvious increase in competition possibly decreasing mark-ups.

2.3.4 Firm Strategy, Structure and Rivalry

- Strategy

Domestic capital markets affect the strategy of firms. Some countries' capital markets have a long-run outlook, while others have a short-run outlook. Industries vary in how

long the long-run is. The computer industry in the United States is an example of a country with a short-run outlook, while Switzerland with its pharmaceutical industry is an example of a country with a long run.

- Structure

Porter (1990: 105) argues that the best management styles vary among industries. Some countries may be oriented toward a particular style of management. Those countries will tend to be more competitive in industries for which that style of management is suited. Germany tends to have hierarchical management structures composed of managers with strong technical backgrounds and Italy has smaller, family-run firms.

- Rivalry

Porter (1990: 107-119) maintains that intense competition spurs innovation. competition is particularly fierce in Japan, where many companies compete vigorously in most industries. International competition is not as intense and motivating. With international competition, there are enough differences between companies and their environments to provide handy excuses to managers who were outperformed by their competitors.

A different view in this regard, according to Hutton (2002: 23), was expressed by Schiro and Moore (2000). In the light of changes which have occurred, Schiro and Moore (2000) have developed a new set of factors that are considered to lead to an

increase in competitive advantage. Hutton (2002: 23) continues that Schiro and Moore (2000) developed a further factor that they called value chain integration. This additional factor was deemed to be essential in regional competitive advantage.

Hutton (2002: 23) argues that Schiro and Moore's new model suggests that human resources are the means to achieve a competitive advantage. They catalogue a knowledge-based economy, vying for the best people and e-commerce as features that are crucial to achieving a competitive advantage. It is worthy of note to mention how the function of human resources in the creation of competitive advantage has changed from being a reactive role (the utilisation of unskilled labour in the manufacturing process) to that of being proactive (development, distribution and management of knowledge and information). Meddows-Taylor's (1999: 6) opinion is that the development, distribution and supervision of knowledge and information are drivers of competitive advantage.

The Heckshler-Ohlin theory, which according to Hutton (2002: 23) forms the basis for Porter's "Diamond" and the theory of national competitive advantage was discussed above. Hutton (2002: 23) continues that Hill (1999: 140) queries why certain countries exhibit distinguishing features in particular industries. The Heckshler-Ohlin theory according to Hill (1999: 140) puts forward the argument that competitive advantage between nations results from the scale to which countries are endowed with assets such as land, labour and capital. These are known as factor endowments and their value is based on the bounty of these factors. The more bountiful the factor, the greater the decrease in the costs relative to that factor.

The Hecksler-Ohlin theory further continues that countries will export merchandise that makes use of extensive local content as opposed to goods that are sparse. In the opinion of Hill (1999: 135) the above theory has been one of the most influential theories in international economics simply because of its simplicity in making fewer presumptions than those made by other theories. Despite this, the Hecksler-Ohlin theory does not, however, unravel the enigma of what makes certain countries more productive in certain industries.

2.4 HUMAN RESOURCES MANAGEMENT AND THE PART PLAYED BY CORE COMPETENCIES

Weightman (1994: 1) argues that the use of competencies might be as a result of a desire for a more systematic Human Resource Management. It might in fact be for a simpler reason namely wanting to improve recruitment procedures or training. A further reason might be a proposal to attempt to ensure equality and fairness of employment. The utilisation of competencies is envisaged as a method to achieve this. With respect to Human Resource Management, Weightman (1994: 5) was of the opinion that the Human Resource (HR) Manager was composed of eight facets, namely:

- The HR manager as a selector;
- The HR manager as a paymaster;
- The HR manager as a negotiator;
- The HR manager as a performance monitor;

- The HR manager as a welfare worker;
- The HR manager as a human resource planner;
- The HR manager as a trainer; and
- The HR manager as a communicator.

Each of the duties of the HR manager consists of one or more of these roles. Selector and trainer are the most commonly found to comprise a complete job. There is usually some combination of two or three; all the roles are highly interdependent. In chapter Four a list of generic competencies across jobs will be proposed. These competencies will be approximately what each jobholder requires.

2.4.1 Core competencies and recruitment

Recruitment of personnel for an organisation implies that there is an understanding of the sort of person required and considering the entrants available for selection. The recruitment process must be capable of producing suitable candidates in a cost-effective and fair manner.

The Advisory Conciliation and Arbitration Service (ACAS) (1986: 4) suggested that a job description is a precursor to recruitment and selection. ACAS (1986: 4) intimate that an acceptable job description would contain the following points:

- Main purpose of job – implies that if the main purpose cannot be found, then the entire job needs reviewing;

- Main tasks of the job – the use should always be made of active verbs such as; “writing”, “filing”, “repairing”, which describes precisely what is done, as opposed to vague terms such as “in charge of”, “deals with”; and
- Scope of the job – despite the fact that the “main tasks” describe what is done; it does not necessarily specify the scope or importance of the job. An example of this can be achieved by describing the value of equipment or materials handled, the degree of precision required or the number of people supervised.

Weightman (1994: 47) has suggested that it might be desirable to list the main duties of the jobholder. This might be achieved by compiling a job description wherein the competencies required to do the job are described. The job description is thus able to suggest ways of inducting and training the newcomer. With the compilation of the job description, it then becomes possible to draw up a person specification, which would describe the knowledge, skills and abilities that an ideal candidate would possess.

2.4.2 Core competencies and selection techniques

Weightman (1994: 106) states that when an appropriate list of competencies have been compiled according to the job specification and job description, the decision then has to be made as how to measure people’s competencies against the list. Thus some degree of judgement is required. The competency approach is a manner of attempting to minimise the subjective nature of judgement. There is however a point at which

someone has to judge another against the competencies listed. Weightman (1994: 106) continues that when this judgement is to last a long time, and may affect the individual's chances of employment, careful consideration of the assessment process is required. The use of the competency approach does not alter the basic questions deemed necessary when any sort of assessment is required. Using competencies attempts to elucidate the performance that is being judged and on which judgement the decision is made. There are several ways of doing this.

2.4.2.1 Self assessment

The compiling of many lists of competencies according to Weightman (1994: 108) originates with a degree of self-assessment. Employees are presented with a list of a wide range of competencies and their behavioural descriptions. They are then required to rate each of them in terms of its importance for effective performance of their job. The use of this approach is based on the premise that the employee knows how to get the job done whilst others do not. It appears reasonable thus to include a degree of self assessment when assessing individual jobholder's competency, because the assumption is made that the individual knows something about the manner in which they perform which is not known by others. The self-assessment can be achieved by asking a simple series of questions after each behavioural description such as:

- I have difficulty doing this;
- I sometimes have difficulty doing this;

- I can usually do this; and
- I do not need to do this at present.

Self-assessment can also be achieved by asking employees to keep a diary. This would contain examples of times when particular competencies are demonstrated. Hence over a period of time, for example a week, the employee may seek to record examples of competencies in such things as influencing or communication and record these facts when they observe themselves doing so.

According to Weightman (1994: 108) the advantages of self-assessment are:

- It emphasises self-development and an individual's responsibilities to ensure their own competency. This fits in with the model of being a professional;
- It uses the individual's detailed understanding of the job and how it is performed; and
- It is economical in time and effort.

The disadvantages of self-assessment are:

- It is liable to excessive subjectivity;
- It is uneven – some will be overly harsh on themselves whilst others over generous; and
- It requires some sort of external validation if the competency assessment is required for critical judgements.

2.4.2.2 Peer assessment

Generally speaking, formal assessments by colleagues are not common practice at the workplace. It is rather informal assessments of competency by fellow workers, which are more common. It would thus appear to be more logical to include a degree of peer assessment of competency where these competencies include situations where team working is concerned. It is only those intimate fellow workers who are in the position to ascertain whether the employee has made a substantial contribution, be it of content or process, which is important to the outcomes of the group activity. Weightman (1994: 110) is of the opinion that one should assess competency by asking the colleagues.

The initial starting point is to ascertain the degree of competence of the group as a whole and what should be required to improve the situation. An example should be that after a meeting, questions should be asked with regards to the process of the meeting and to find out if anything can be done to make the meetings more efficient. It is still a large leap from that of assessing group competency to that of assessing individual competency by peers. This can be achieved by several methods. It can be simply achieved by asking the team members to rate everyone in the group for their contribution against the various competencies, this eliminates individual prejudices. A similar list of questions as to that of self-assessment can be utilised. Each member of the group is assessed against each competency. An alternative method would be to ask individual members to record specific incidents where a colleague had illustrated a particular competency.

The advantages of peer assessment are:

- It includes a contribution from the group or team;
- It encourages a collective responsibility for developing competency; and
- Individuals are able to feel that they are talking to an individual who really understands their job.

The disadvantages of peer assessment are:

- It is time consuming;
- It is dependent on the credibility and trust of those involved; and
- It may be counter-cultural to be assessed by colleagues and may require a large degree of preparation where the assessment is to be of an individual.

2.4.2.3 Supervisor assessment

Weightman (1994: 111) views this as certainly the most common form of performance assessment practised in organisations, both formally and informally. Over the past two decades, performance appraisal schemes are becoming more prevalent and the idea of being formally assessed by our superior is familiar to most employees. The use of the competency approach is an attempt to be more objective and systematic. It generally gives the supervisor a model on which to base the assessment.

The assessment process itself might include a formal period of observation, exercises and the collation of evidence. However, the process is generally more informal with the supervisor using a list of competencies and relying on their memory of the individual's performance over a period of time to verify the list. This process can be modified by the use of a more senior member of staff to check the assessment to ensure that there are no gross discrepancies between sections and individual managers.

Figure 2.3: Job profile sheet

| | |
|---|---|
| Job title | |
| Purpose | |
| Responsibility | |
| Skills | Knowledge |
| Technical and specific listed here for each job profile | Technical and specific listed here for each job profile |
| Competencies | |
| Various behavioural statements of transferable skills such as communication and influencing | |

Source: Adapted from Weightman (1994: 112)

An example of supervisor assessment is depicted in Figure 2.3 above. This is a job profile sheet. The managers use the sheets to assess individuals through feedback and noted behaviour during the year.

The advantages of supervisor assessment are:

- The supervisor is responsible for the competency of the section and it is beneficial to be committed to developing the competency of employees;
- As team leaders they are viewed as having a legitimate right to assess – both by the organisation and the individual – and the procedure enhances this; and
- The supervisor should be aware of who is working in their section as well as their capabilities.

The disadvantages of supervisor assessment are:

- Employers are not always aware of the detailed competencies involved in the separate jobs of those working for them;
- It can be very time consuming if there are several people in a section and a detailed competency list is utilised;
- The degree of credibility and trust is not always sufficient; and
- Ensuring comparability between supervisors can be difficult since there may be disparity between the various teams.

2.5 CORE COMPETENCIES WITHIN PROFESSIONAL BODIES

From a firm's point of view, according to Weightman (1994: 44) in the understanding of competencies within the national framework, it is important to note that it is necessary to understand what events are affecting those professional bodies of those employees who work for the organisation. Amongst the different professions within the engineering field, which is the most widely employed within the automotive industry, is the fact that each professional group is controlled by varying bodies.

Professional bodies are an important set of stakeholders who are concerned with training and competencies. These bodies customarily focus on concerns, with regards to the competency of its members, since at the nucleus is the matter of the possession of a licence to practice. Some are closed professions, with only licensed practitioners allowed to practice, whilst others are open, where anyone can practise. The medical fraternity is a closed profession; however management is notorious as an open profession. The foundation for accreditation in closed professions has been to ensure that the public is protected in matters where significant harm can result. Examples are the health and accounting professions, a case in point being the demise of the accounting firm Arthur Andersen due to the collapse of Enron and the accompanying accounting scandal. Thus the very process for licensing for a closed profession makes for establishment of a regulatory body, which controls minimum training standards.

With the current attention being placed on competencies, the issue of continuing professional development is crucial. A level of competency over a period of time has to be maintained and in this regard, according to Cyril Lang, a dental surgeon, during a personal interview in July 2003, the South African Medical and Dental Council have set as a prerequisite for continuing annual registration in these two professions that the practitioners should have acquired 250 Continuing Professional Development (CPD) points within a time frame of five years. These CPD points being attained by the attendance at lectures and the answering of various questions after a published magazine article has been studied. With respect to CPD points and the varying professions, there are several points that have to be answered, namely:

- From both an individual's and an employer's point of view should there in fact be compulsory CPD points; and
- What does 'compulsory' mean when it is a prerequisite in professional bodies' rules for continuing membership, which is dependent upon CPD points? Does this require that:
 - i) logbooks are maintained?
 - ii) time is made available to do CPD?
 - iii) judgement of professional output?
- Should the professions facilitate, prescribe or control the CPD?
- How does this fit in with the South African Qualifications Authority (SAQA) Act and the employers' own lists of competencies?

2.6 THE EFFECT OF CORE COMPETENCIES ON INDIVIDUALS IN THE WORKING ENVIRONMENT

Some of the core competencies of organisations are individually controlled. Hairdressing salons rely on particular stylists for their reputation. This results in constraint of practice, which forbids that former employee practicing within a set radius of their former employer. Manufacturing organisations realising that there is a dependence on technically competent persons have started to introduce pay and status commensurate with management scales for technical people. The computer company ICL (Financial Times 1993: 14) has been reported as having given status and financial rewards to experts.

Figure 2.4: Relationship between organisation and individual competency

| | | ORGANISATIONAL LOW | COMPETENCY HIGH |
|--------------------------|------|--|---|
| INDIVIDUAL COMPETENCY | HIGH | PEOPLE-BASED HIGHLY VULNERABLE TO EXIST | BALANCED EXPERTISE AND ORGANISATIONAL MATURITY |
| | LOW | UNLIKELY TO SURVIVE | ROUTINE -OR MODEL-BASED HIGHLY VULNERABLE TO OBSOLESCENCE |

Source: Adapted from Lowendahl (1993:74)

Lowendahl (1993: 74) in a study of strategic management in professional business service firms (Figure 2.4 above) such as engineering design, management consultancy and insurance brokerage, found that the relationship between the competencies of the firm and the individuals working in the organisation can lead to different outcomes. The relevance of the model (Figure 2.4 above) and the continuing success of the establishment depends not only on identifying the core competencies, but also on developing those individual competencies, which are of import. This can be achieved according to Lowendahl (1993: 74) by building competency through the contracts won and services delivered, competencies thus being developed as contracts are completed. A methodical method for large firms is future planning whereby the organisation predicts what the future needs would be and invest in those employees by developing them to meet the anticipated needs.

2.7 AN INTERNATIONAL PERSPECTIVE ON CORE COMPETENCIES

Weightman (1994: 11) states that increasing competitive forces, predominantly from overseas international organisations, are compelling firms to adopt market strategies with an increased emphasis on product quality and customer orientated products. The resulting production techniques, together with the resultant increase in worker discretion, management structures, which have become flatter as well as a tendency towards decentralisation, have all highlighted the importance of skills and competencies in the workplace. Questions, regarding how adequate current activities for the generation of these skills and competencies, have arisen.

The advent of the European Union with the resultant right to travel and work across borders has led to a need for equivalence between qualifications. Britain has a more informal system of qualification than many other countries such as Germany. Certification for all domestic electrical undertaken has to be issued, if carried out in Spain. In the United Kingdom no certificates of safe installation are expected, or given. The use of competencies as a foundation for national qualifications and then equality across borders lessens the complications of distinctions between job titles and cultures, as competencies concentrate on the ability to do the job.

2.8 COMPETENCIES WITHIN ORGANISATIONS

The study has to this stage concentrated on competencies displayed by individuals as opposed to those exhibited by organisations. These core competencies are entrenched within the personnel employed. This section will analyse the manner in which either the organisation or its human resources can be optimised by the utilisation of a competency approach. This section will concentrate on views of:

- Gamonal and the utilising of focus points;
- Kanter and the ability to transform an organisation; and
- Hamel and Prahalad and the four factors approach.

2.8.1 Gamonal and the utilisation of focus points

Gamonal (2002: 1) in an article “Core Competencies - Working Smarter, Not Harder!” stated that in most cases, greatness does not come from doing the same things but trying harder. When this is done, even the combined efforts of all the people employed are too diffuse to make much of a difference. Greatness comes from focus. Core competencies are "focus points" that funnel peoples' skills and efforts to make a greater effect. Successful companies often have one main core competency, or a closely related cluster of core competencies, that support each other. Having the effort of all the employees concentrate on one purpose will be more effective than being diffused amongst many.

Core competencies are the key skills, characteristics and assets that a company brings to the marketplace. These competencies, on an organisational level, are a synergistic blending of the core competencies that the employees individually bring to work every day. Examples of a company core competencies include:

- Excellent Customer Service;
- Information Networking (State, Nation, Worldwide);
- New Product Research and Development;
- Market Research; and
- Relationship Development/Outreach.

These are obviously very broad competencies that would work for nearly any company. A company should determine its own unique market niche and the core competencies that it brings to the marketplace, and then analyse the skills that are required from the workforce. It's important that this is done objectively, so as to envisage the ideal workforce.

People competencies that would support the above include:

- Customer Service;
- Information Technology/Knowledge Management;
- Scientific/Creative skills;
- Marketing Skills; and
- Sales Skills.

Gamonal (2002: 2) further states that it cannot be over emphasised that evaluating employees must be done in a way that is objective and respectful to the employees. Solicit their help, if possible, in determining the best way to evaluate their skill levels on the core competencies that have been identified. Make sure that this is a positive experience. Let them see what they have to gain by making unknown skills known, obtaining certifications or taking industry-standard tests that will make themselves more valuable to the marketplace.

Use should be made of certifications, tests, and assessments that are standard to the particular industry wherever possible. That way, use is made someone else's research (rather than devoting time to building individual programs) and ensures that the employees have an incentive to participate because it gives them something of value. Staying ahead of the changing economy is becoming more and more difficult to achieve by merely working harder. Adapting to changes and working smarter requires specific focus. Focusing on the core competencies of the company is the means to develop that application. More specific is the need to determine what core competencies are needed to meet the company's specific goals and objectives. Once this "wish list" of core competencies is developed, what is required is to identify gaps and overlaps, and resolve these gaps by developing or augmenting the current staff. Continued effort is needed to make sure those competencies and that everyone in the company is leveraging skills.

2.8.2 Kanter and the ability to transform an organisation

Kanter (1997: 27) was of the opinion that success for companies was derived from its ability to create change. Products and services presently being provided to the marketplace created a temporary competitive advantage, however sustainable competitive advantage was based on an organisation's ability to master change.

Organisational sources of competitive advantage include core competence, time compression, continuous improvement and closer relationships to key partners. New understanding about how to compete has surfaced in recent years. These views have

the influence to transform organisational life by placing social factors at the forefront of business success. Kanter (1997: 29) postulated that companies were shifting away from defining their strategies by means of the classic sources of competitive advantage namely, lower costs and differentiated features. In an unpredictable, intensely competitive world, success is derived from the ability to respond and act, not from features of the present products or markets. Of the four bases for sustainable competitive advantage guide the actions of successful companies; Kanter (1997: 29) lists core competence as a factor.

Companies compete on the basis of unique skills; Honda has its expertise in their knowledge of engines whilst 3M's competence is adhesives. Successful companies remain focused on their core strengths; invest in creating a critical mass in them, and reducing the emphasis activities, which do not add value. DuPont as an example utilised its skills in fibres to take the company into new arenas by opening a market for carpet manufacturers when it conceived the Stainmaster process.

The other three bases for competitive advantage according to Kanter (1997: 29) were:

- Time compression;
- Continuous improvement; and
- Relationships.

Kanter (1997: 30) further stated that in order to utilise these four sources of competitive advantage, companies would have to pay more attention to human factors. The hurdle to effective use of these sources was largely social, not strategic.

They arise from rigid distinctions between organisational classes, by level, by function and by division within an organisation, which interferes with the ability to adapt. Building competitive advantage around a company's core competencies requires spreading and sharing knowledge. Leaders will have to spend more time actively communicating priorities by translating them into tangible working requisites, making sure that different factions learn from one another, and by personally recognising achievements that best demonstrate these priorities. Crucial skills must be first in people's minds; they must recognise the position of their own work in terms of contributing to or drawing from the pool of collective information.

Every company, according to Kanter (1997: 30), has to envisage itself as being knowledge based. It is therefore important that there should be a diffusion of tactics throughout the company, down to the lowest level and into the remotest corner. This should become the leader's central task. Companies cannot maintain distinctions between organisational classes based on individuals' "need to know". It is imperative that all need to know.

2.8.3 Hamel and Prahalad and the four factors approach

Hamel and Prahalad (1994: 184) are of the opinion that there are four factors that tend to determine the extent of the influence a business is able to exert in the market. These are:

- Establish coalitions with others who have parallel resources;
- Develop core competence pertinent to the industry of the future;
- Learn quickly and adjust along the way; and
- Build world-wide brand recognition and global distribution capacity.

Hamel and Prahalad (1994: 192) continue that the developing of coalitions is not merely putting together a collection of various partners. It is rather the construction of a compatible relationship, which evolves from a clear view about the future of the industry. As in a cluster, such a coalition may include natural competitors. This requires careful management to achieve an appropriate balance between the competitive and co-operative agendas.

Hamel and Prahalad (1994: 199) continue that core competencies are especially important since they are the source of each firm's current and future competitiveness. The development of a particular competence issues from an awareness of its potential, and a willingness to invest in future opportunities. Hamel and Prahalad (1994: 199)

give the example of Sharp and Toshiba who saw the potential of flat-screen technology and developed themselves as world leaders in liquid crystal displays when their use at the time was limited to calculators. As a consequence of this foresight these two companies now have industry leadership and a degree of dominance in a multibillion-dollar market.

It is the ability to build core competence that reveals an array of potential products and markets. In this manner Sony focussed on miniaturisation. Core competence according to Hamal and Prahalad (1994: 199) is in these terms not so much a commitment to a specific product or line, as a collection of skills and technologies that enables a company to provide a particular benefit to customers. Sony provides the benefit of pocketability whilst the core competence is miniaturisation. Such products as the Walkman or the portable Compact Disc player show this. The building of core competence, unlike that of product development, does take a substantial amount of time. It arises from cumulative learning rather than any sudden advance. A clear sense of what is core and what is non-core is required in order for senior management to focus its attention on what really matters for the long-term success of the company. According to Hamal and Prahalad (1994: 204) the core competencies are those that:

- Make a unequal contribution to the delivery of those benefits that really matter to customers;

- Are unequalled strengths of the company in comparison to its competitors. They are not necessary unique in the sense of being exclusive, but rather are used better here than anywhere else; and
- Can be visualised as leading to the development of new products to compete in future markets.

Hamal and Prahalad (1994: 209) view a core competence as more than just a company asset, or a competitive advantage, which arises from non-people sources such as the exclusive rights to a particular technology. It is a corporate skill or aptitude that needs to be continually developed. Therefore what constitutes a core competence will change over a period of time, since competitors will develop the technologies and the industry environment will change.

Hamal and Prahalad (1994: 209) argue that companies need to compete at four levels to develop core competence leadership:

i) Competition for skills and technologies

These comprise the specific core competence. An example being the competition between accountancy firms to hire the best graduates from the top business schools. An important element of competition at this level is the formation of associations with others to obtain access to important skills and technologies that are already possessed.

ii) Competition to merge the different competencies

These are those competencies which have been acquired and developed in order that they are able to be put to multiple uses, an example being that of EDS possessing the expertise in scheduling, utilising this competence across various industries such as the airline and car rental sectors.

iii) Competition to achieve core product or service share

This is the result of the transformation process facilitated by the competence of employees that creates a competitive advantage for the end product. An example of this is that a considerable degree of Samsung's turnover is the production of components for the end products of other firms, so that its share of manufacturing far exceeds its recognised brand share, and its production levels and competence building opportunities are correspondingly enhanced.

iv) Competition for brand share

This generally receives the most attention from senior management. However, in some ways it contributes the least to the continual development of core competence. This is most evident in companies, which rely heavily on others for important product components, this being the result of failure to initially compete effectively for core product share. Hamal and Prahalad (1994: 220) suggest that a central object of corporate strategy is the development of core competence and therefore a key role of senior management is to ascertain which competencies to build. Hamal and Prahalad (1994: 224) continue that in order to develop a core competence perception within the organisation it was suggested that the entire management panel should fully

understand and be actively involved in the five key competence management tasks, namely:

- The identification of the core competencies the organisation already possesses;
- Develop an agenda for the attainment of core competencies required;
- Build new core competencies for the future;
- Deploy and redeploy the core competencies that are available; and
- Protect the core competencies, which the organisation already possesses.

2.9 SUMMARY

In this chapter the reasons for involvement in competencies was discussed. Three main areas were identified, namely:

- It is a means of continuing a systematic approach to management; it focuses on what personnel can actually accomplish;
- There are both financial and public relation incentives for some firms to become involved with national schemes; and
- South Africa, with the Sector Education and Training Authorities in place and the advent of the skills levy, offers real incentives for training.

The passionate involvement of top management and a lot of resources and time has to be involved in an analysis of the core competencies of the whole firm and the strategic planning process. Chapter Three will address competencies within the team setting.

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CHAPTER THREE

COMPETENCIES WITHIN THE TEAM SETTING

3.1 INTRODUCTION

In Chapter Two the reasons why organisations embarked on the competency approach was discussed. Core competencies within the different facets of management were reviewed both as regards to those competencies which are displayed by individuals and by competencies exerted by the companies themselves. In this chapter the reasons for the formulation of teams will be discussed. The characteristics of successful teams will be discerned and the analysis of the attributes of an enlightened team leader will be enunciated.

3.2 THE DEVELOPMENT OF TEAMS

Stewart, Manz and Sims (1999: 2) maintain that despite teams being a relatively new development in work organisations, research has in fact been undertaken on small groups of employees for almost one hundred years. The existence of such studies has led to several group level theories that can be applied to the specific situation of teams in the work environment. Guzzo and Dickson (1996: 310) deem a team as consisting of a collection of individuals who exist within a larger social system such as an organisation. The individuals can be acknowledged by themselves as well as others as a team, who are interdependent, and who undertake tasks that affect other individuals and groups. In essence to be a team, members and observers must therefore be able to

discriminate clearly to those people who are included in the team from those who are part of the larger social system, but are not themselves included in the team.

Stewart et al (1999: 3) are of the opinion that employees, working in an automobile plant, form a team when they identify themselves as a unique group within the plant. This occurs when they, and others, can clearly distinguish who is a team member. The team formation also occurs when the work tasks require them to work closely with each other, and when they produce a good or service that is used by others. A vital concept embedded in this view of teams is that employees who are organised into teams characteristically work together to complete a whole or a distinct part of a product or service. By this process the team members are able to see the fulfilment of their accomplishments and hence gain a sense of meaningfulness from their endeavours. Many teams make decisions on a variety of issues, which might include amongst other things, the determination of who will perform a particular task, the solving of quality problems, conflict resolutions within the team and the election of the team leader.

The reasons for joining teams are numerous, one of the being it allows the member to produce more goods and services than when working alone. It provides employees with social rewards such as friendship, self-esteem, and a feeling of control.

3.3 THE EFFECTIVENESS OF TEAMS

The changing interests and requirements of employees are believed to be an influential explanation for the move towards teams in business. The two most critical elements of competitiveness being, that of productivity and quality, are essentially the strongest drivers towards team establishment. The critical factor being that the move towards teams will only result if these teams actually work. Stewart et al (1999:10) state that teams are a way to undertake continuous improvement designed to increase productivity. Teams are now viewed as an essential element of many Total Quality Management programs. These teams have characteristically reduced conflict between management and labour. The reasons why teams make sense for modern business organisations are as follows:

- Increased productivity;
- Improved quality;
- Enhanced employee quality of work life;
- Reduced costs;
- Reduced turnover and absenteeism;
- Reduced conflict;
- Increased innovation; and
- Better organisational adaptability and flexibility.

While leveraging human potential cannot guarantee anything, it does however provide enormous benefits. Many organisations in the consumer products, aerospace, automotive and paper industries are actively using teams because of the belief that Self-Directed Work Teams (SDWT) provides significant competitive advantage, Fisher (1993: 23). A team environment gives a unique opportunity to react to a customer's needs. As they are the closest to the work process, they have the ability to think creatively and implement their ideas. Zenger, Musselwhite, Hurson and Perrin (1994: 137) are of the opinion that in order to improve work processes, there is a need for the team to be cognisant of the customers' ever changing needs. Zenger et al (1994: 137) continue that there should be ongoing analysis of the process in which the team is involved and be able to revise and preferably exceed customer expectations. Process improvement does not rely on a single quick fix technique but a long-term, permanent change in on-the-job behaviours. The benefits are a continuously improving operation, and freedom from those problems and inefficiencies that might have been keeping team members from doing their best. For the organisations this leads to a greater efficiency and customer satisfaction, with the resultant greater customer loyalty and improved bottom-line results.

3.4 CHARACTERISTICS OF EFFECTIVE TEAMS

Davis Fogg (1994: 268) says that there are many models of team building; all provide a framework against which to judge team effectiveness. In this context several typical factors were included. It is proposed to discuss each of these factors.

3.4.1 Co-ordination

Davis Fogg (1994: 268) proposed that in this situation members collaborate, exchange information, and coordinate efforts within the team. It is deduced that the more effective the co-ordination amongst the members of the team the more efficient is the entire structure. This co-ordination is then effectively transmitted to the rest of the organisation outside the sphere of the team.

3.4.2 Communication

Another prime factor according to Davis Fogg (1994: 268) is the ability members have to state their positions clearly and engage in direct, constructive dialogue. It is thought that this is paramount to a team's success. In this regard it is the ability of team members to overcome the various barriers to effective communication.

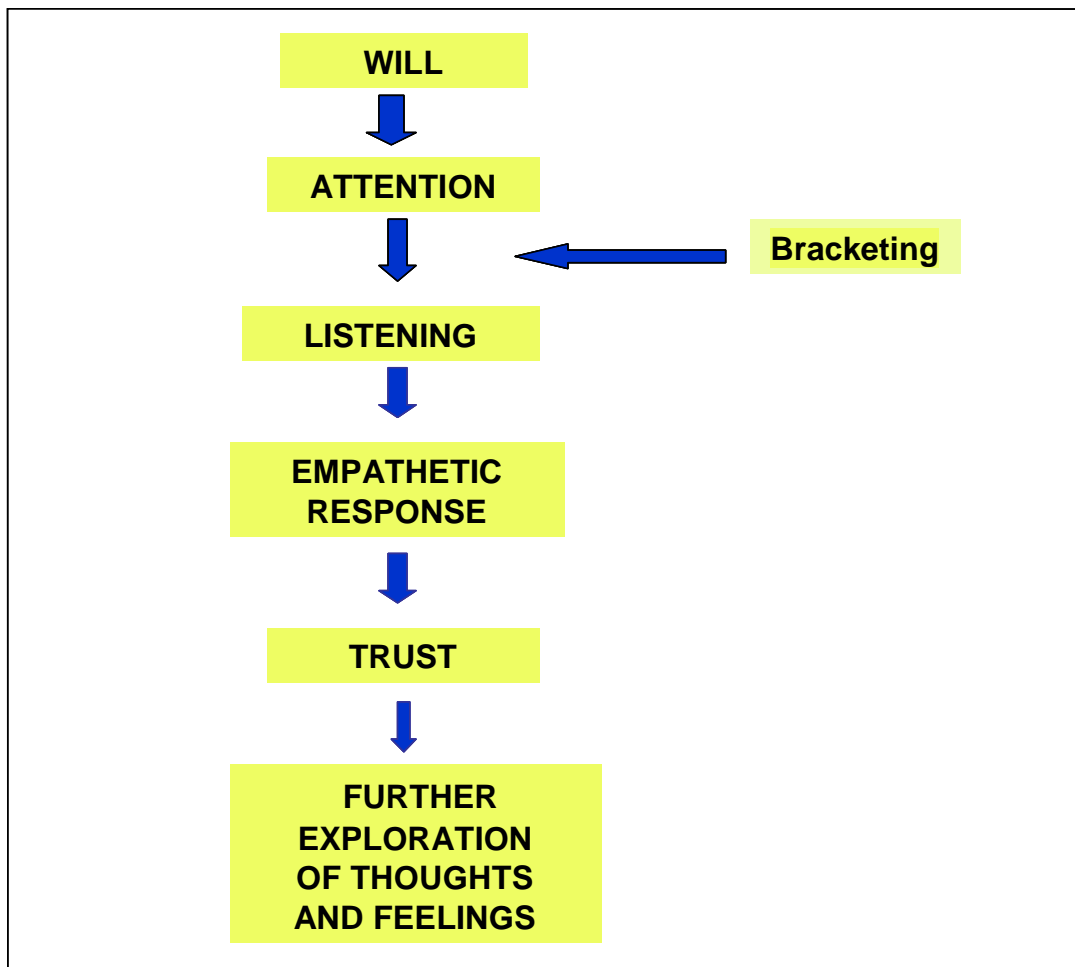
Ivancevich and Matteson (1996: 500) listed several factors as barriers to communication. Chief of these was selective listening, value judgments, filtering and communication overload.

3.4.3 Probing and listening

Members are encouraged to probe and persuade others to present their views. They are careful and attentive listeners, utilising active listening skills. Squier (1990: 325-339) is of the view that no other skills are more valuable in developing trust with others than those of listening and empathic understanding. In order to clarify and accurately define a problem as seen by the members of the team; listening is absolutely necessary. Listening is an active process and requires hard work, as opposed to simply hearing, which is passive. From Figure 3.1 below it can be seen

that the listening process begins with the will to listen. One must consciously want to listen and must give complete and undivided attention to what is being said. Often people do not pay attention long enough to be good listeners. As either the team leader or as a member of a team, giving other members attention is a powerful manner of informing them of their importance as a participant in the team. Giving attention requires that the listener be not subjected to any distraction or interruption. Simply repeating the words back is not listening. The team leader or member must focus energy on the needs of the other members of the team.

Figure 3.1: The Listening Process



Source: Adapted from Berger (2000: 21)

Berger (2000: 21) states that the greatest barrier to true listening is probably the tendency to judge or evaluate the communication, problems or feelings of the other. The process of understanding is different from the evaluation of correctness of the problem. For example, a female team member relates an upsetting encounter to a male team member whose reaction is to think that the episode is of typical female nature.

The male team member has not been truly listening but instead making a judgement about the speaker. By classifying the speaker with “all females” the listener has failed to see how the female member had been uniquely affected by the encounter. The result is that the listener, has in fact, failed to listen and be empathic with the team member. Bracketing, on the other hand, is the process of truly listening, when the listener gives up the inclination to judge as well as the perspective that their frame of reference is the correct one. This is a very difficult process to do successfully. Only through true listening can a person be empathic, which is to understand from the point of view of the speaker and then feed that information back.

The focus of true listening is not centred on the correctness of an idea that is being expressed, which is in itself subjective, since it is in itself not absolute. But the ability of being able to listen, results in the focus shifting from ideas to the feelings being used to express the idea, which is the commitment to the idea. True listening is seeing the idea from the speaker’s perspective.

An analogy of a couple going to the cinema, best illustrates the meaning of true listening. The husband remarked that he thought the film was good whilst the wife disagreed. Neither was truly listening to the other since in the husband’s eyes the film

was good because of the acting, whilst the wife thought it was bad because it was depressing. The film was thus being evaluated from different points of view and neither clarified the position. Listening takes great courage, since the process of truly listening to another's ideas without judgement might result in the listener's ideas being either changed or questioned.

After having listened carefully to the other member's problems, many team leaders attempt to fix either the problem or the person. When this situation arises, the team leader often has feelings of anxiety and that something must be done immediately. The tendency to opt for a quick solution to the problem in order to reduce the team leader's own anxiety should be avoided. The purpose of listening is not necessarily to solve the problem but rather to ensure that fellow team members feel less alone or isolated.

According to Berger (2000: 21), empathy is derived from the German word *emfuehlung*, which means to share the actual experience of another. Whereas sympathy is feeling sorry for another, empathy is a neutral process, which involves neither judgement nor evaluation of the person or of the feelings involved. Before an empathic response can occur, the affective state of the other person must firstly be identified. This however does not require either being totally identified with the other person or having shared the same experiences. Imitation is also part of the empathic process. Often, without realising it, the listener imitates or mimics the facial expressions or body posture of the talker, especially when an experience is being told.

This type of imitation sets off identification with the communicator and some empathic understanding results. This form of communication and imitation, which is so necessary to experience the affective state, cannot be achieved if there is distraction or interruption.

The empathic process always results in the acquisition of knowledge by both partners. Each of the people involved become aware of the other's position in relationship to the problem or situation. Empathy requires courage in that the person must be exposed to the affective experience of another. Reflecting understanding back to another is transforming or produces growth. If this does not occur, then true empathy does not take place. Whilst empathic understanding is transforming, it is not soothing, in fact it might actually be painful. There may be a tendency to avoid the experience, rather than be involved and thus be truly useful and available to the other.

Berger (2000: 24) continues that a second aspect is that empathy does not imply giving in or giving up. Empathy is concerned with the person's affective state or situation, not with their demands. A final distinction that should be made is that empathy can be shown without responding in a manner that reflects that understanding has taken place. It is through the empathic response that the other feels understood. Therefore, the way one responds is important and often difficult. Sometimes, the best empathic response is simply to listen, occasionally nod one's head and not speak at all. The question that arises is whether empathy makes the relationship between team members "too personal". Gadow (1990: 80) states that in

order to resolve the personal/professional dichotomy it should be realised that professional involvement is not an alternative to other types of involvement such as emotional, aesthetic, physical or intellectual. It is an intentional integration of all of these, a participation of the entire self, utilising every dimension of the person as a resource in the professional relationship. In fact, anything less reduces the team member to an object. Rogers (1961: 47) holds the view that to withhold one's self as an individual and to deal with another, as an object, does not have a high probability of being helpful.

3.4.4 Conflict and disagreement

Members freely voice disagreement and systematically explore all sides of an issue before it is resolved. They use consensus to determine the "optimal" solution, which is willingly accepted. It is believed that much of the discussion relating to communication is appropriate to this section and to subsequent sections where communication is involved. Without the use of the best possible communication skills by the members, individuals would not be able to freely express themselves and to receive relative feedback in order to arrive at a favourable conclusion.

3.4.5 Meeting quality

The possession of efficient communication skills allows the quality of meetings to be enhanced. Team members are involved, present constructive ideas, listen attentively, and engage other's interest. The team generally runs effective meetings according to generally accepted good meetings rules. The more efficient the meeting quality, the more satisfactory is the general outcome.

3.4.6 Participation

According to Davis Fogg (1994: 268) members participate in team activities, contribute useful ideas, and do not attempt to dominate situations. Participation is enhanced since all the team members understand the rules of effective communication and hence the fear of individuals being victimised is reduced to a minimum and constructive participation occurs.

3.4.7 Planning

The success of the quality of a meeting is often measured in the subsequent decisions made, and this generally is attributed to the plans that have to be brought to fruition. The planning process relies on joint work, partitioning of tasks and the delegation of responsibilities to those individuals assigned to carry out objectives. If the planning process is carried out efficiently then the results generally exceed expectations.

3.4.8 Objectives and expectations

Objectives that are realistic and achievable are established. These objectives however set leadership standards for the organisation and the industry as a whole. The setting of new and improved standards, and successful attainment of such standards, establish new benchmarks within the organisation and the industry. By managing these mutually agreed upon objectives, and each team member being accountable, expectations are realised.

3.4.9 Decision making/problem solving

The team systematically according to Davis Fogg (1994: 268) analyses alternatives before finally selecting the most advantageous. It gets appropriate inputs and data from insiders and outsiders who should be involved. It stays objective and factual. It is at this stage where the expertise of the team leader comes to the fore. Decision making/problem solving exposes members of the team to a degree of conflict. It is the resolution of this conflict between organisational and personal values that predetermines the success of the team.

3.4.10 Facilitation

When members use efficient facilitation skills, share the facilitation role, and cooperate with and support other facilitators, then effective teams ensue.

3.4.11 Representation of the team to the organisation

Team members delegate team objectives, integrate organisation inputs into the team's planning and action, and develop teamwork within their own units. This representation of the team to the organisation presupposes that any conflict between organisational and personal values is resolved. These values can be divided into the following values:

- The Profit Motive as expressed by the factor that it leads on the one hand to either exploitation or alternately is required to keep the organisation going;
- The Technology Value where society is dehumanised or where society's problems are so complex that they can only be solved by technology; and

- The Growth Value where it is the view that our planet has limits whereas the opposing view is that without growth, death would ensue.

3.4.12 Candor/feedback

Members are appropriately direct, open, objective, specific, and honest in interchanges. This is viewed as the ultimate successful use of the communication process.

3.4.13 Execution/follow-up

In the final analysis it is believed that the success of the team lies in the ability of the team to achieve its objectives consistently. Members follow through, take initiative, and ensure effective execution by involving others, obtaining their understanding and commitment. They accept responsibility for accomplishing accepted objectives and tasks. The team as a whole has an internal locus of control and views any successes or failures as a result of its own actions. Hackman (2002: ix) specifies five specific conditions that foster work team effectiveness namely:

- Having a real team;
- A compelling direction;
- An enabling team structure;
- A supportive organisational context; and
- Expert team coaching.

3.5 TEAM LEADERS

Davis Fogg (1994: 260) states that by simply putting a group of people together, calling them a team, and informing them that they should use the process of teamwork to complete a task, is a recipe for failure. The process of setting up a team requires that the correct personnel must be chosen and they should be given a clear charter, trained in team skills, and should be started off with professional facilitation. Of paramount importance is the selection of the correct team leaders, as they require extraordinary attributes. Team leader skills are some of the hardest business skills to master. Positioned between the demands of management and the workers, team leader skills must include the ability to juggle the various priorities while keeping performance high and cost under control. Wielding influence in a dotted line or matrix type of organisational structure becomes a test of skill in interpersonal communications. A team leader going hat in hand, begging or throwing themselves at a colleague's mercy with a request is not a powerful or very effective option. On the other hand, making demands and bullying can be costly as well. Teamwork is the key to accomplishing goals and individuals must use a variety of skills to manage the conflicts that routinely occur in the workplace. According to Davis Fogg (1994: 260) team leaders need to be capable of handling a variety of tasks, including:

3.5.1 Facilitating the team

Maznevski and Mendenhall (2004: 219) state that research indicates that the development of a “collective mind” within the team is a critical step in the process of facilitating the team, which allows team members to come together and pool their

respective knowledge. The team leader's function within this context is the allocation of work and the co-ordination of the team's activities. A function of the team leader is the assessment of team members' performance and their competence in fulfilling set tasks that the team leader has negotiated with management to ensure that there is continuous improvement of the process. The ability to communicate job-related information and impart knowledge to operators newly assigned to the work station is vital through being able to create an environment that enables a climate of mutual assistance

It is in light of the above factors it is believed that the core competencies of team leaders are borne out. This, together with the criteria listed below, determines the necessary requirements of a team leader.

3.5.2 Developing the team and building the team culture

Pell and Pell (1999: 94) believe that the entire team should be involved in developing the team's plans, with the team leader co-ordinating and leading the process. However, the responsibility of the team leader lies in the ability to monitor and maintain shop floor discipline and if necessary, to take whatever disciplinary action is appropriate according to company policy. Team leaders are responsible for the induction of new team members and must be able to provide counselling for subordinates. In the management of performance in achieving the agreed team goals, there is a need to be able to optimise the use of manpower available. Team leaders need to be able to carry out job observations and develop written safe work practices

and be able to handle corrective follow-up action if necessary. The team leader should develop a climate of trust co-operation and respect in the workplace.

3.5.3 Managing the company hierarchy

This section according to Davis Fogg (1994: 260) could be further subdivided into the following structures.

3.5.3.1 Administration

The managerial competency of the team leader is revealed in the manner by which they are able to fulfil the various activities identified below. The core competences required by team leaders are depicted by the team leader who has ability of doing the mundane administrative tasks as well as the more creative functions of development and training of individual team members. Factors identified are the ability to attend to:

- Administration duties – record and store information;
- Maintain attendance register/boards;
- Maintain efficiency control system/committed targets and losses;
- To ensure that target boards are updated on hourly basis;
- Attend all required meetings and give daily feedback;
- To ensure all relevant process documents are completed on daily basis;
- Monitor and control documentation with respect to clocking-times/sick notes/transfers/leave promotions;
- Complete and forward all sick notes, time sheets and overtime sheets to payroll office on daily basis;

- Check on manpower availability before start of shift;
- Ensure the availability of hand tools;
- Co-ordinate any salary queries with Human Resources Management;
- Maintain skills/attendance boards;
- Maintain and update skills matrix;
- Complete shift reports and communicate to production coordinator;
- Administer team member personal records; and
- Manage cell within daily expenditure allowance.

3.5.3.2 Procurement and inventory control

With the advent of the just-in-time (JIT) process in order to minimise inventory and costs to the betterment of the company's financial standing, the various aspects of procurement and inventory control fall within the competencies required by team leaders. In this respect the team leader should be able to manage the procurement of relevant materials required and ensure that stock levels are maintained in order for the operations to continue. This involves the balancing of resources across teams with the aid of other team leaders. Budget constraints need to be met and there is a need to monitor the indirect usage of materials.

3.5.3.3 Quality

The process of building quality control into the manufacturing procedure is almost a common goal throughout the automotive industry. It is judged to be so important that it could be deemed an essential rule amongst manufacturers. Quality signifies a degree of excellence which is used as a basis for competitive advantage. Panasonic with their

slogan of “zero defect” is an example of utilising quality as a defining objective. Davis Fogg (1994: 268) further states that in regards to quality, team leaders should be able to stress the importance of quality, while at the same time update the quality indicators, ensuring that this quality is maintained within the team area. A team leader needs to be able to conduct audits of team areas in preparation for International Standards Organisation (ISO) audits and to ensure that specified quality requirements are met. There is requirement that reworks are monitored and that the problem does not re-occur, which will involve the facilitation, generation and implementation of improvement ideas. In order to adhere to customer quality specifications, standards need to be maintained, or exceeded, and if necessary, all deviations occurring in the designated area/section need to be investigated and if necessary, corrective action is taken. This will allow for improved production processes. There should be a record and investigation of all anomalies with respect to excessive scrap, ensuring continuous improvement and waste reduction. Periodic quality audits need to be conducted. This is achieved by the monitoring of the production process through the use of hourly production boards and ensuring that production is carried out according to a sequence list. Amongst the methods to check the operation of auto-quality systems there are:

- Poka-yokes;
- Self-inspection by operators; and
- Machine-integrated inspection;

3.5.3.4 Safety

It is believed that it is impossible to design a man-machine situation which is devoid of human error or the possibility of machine failure. Lambing and Kuehl (1997: 5) view the industrial plant of the future as having only two employees: a man and a dog. The man will be there to feed the dog and the dog will be there to see that the man does not touch the equipment. Despite this vision of the future, it is believed that safety will always be a factor in the manufacturing process. Team leaders according to Davis Fogg (1994: 268) should be able, by conducting safety audits within production area, to play an active role in the identification and maintenance of plant safety and thereby actively be involved in the generation and maintenance of plant safety procedures. Paramount to this process is ensuring that all work areas are tidy and organised and the verification that all safety systems work properly. Team leaders need to enforce and improve safety rules.

3.5.4 Co-ordinating team member efforts outside of meetings

Most decisions are hybrids, being neither totally right nor totally wrong. They are the result of analysing either consciously, or sub-consciously, conflicting factors. In this regard Davis Fogg (1994: 268) regards the ability to handle exceptional issues on a one-to-one, or in small groups, as an important factor.

3.5.5 Performing functional tasks

These are tasks that are related to both team assignment and the leader's regular job.

This could include such matters as:

3.5.5.1 Training

Day, Zaccaro, and Halpin (2004: 346) cite Kozlowski et al. (1996) by stating that the importance of team leader training has focused on the promotion of continuous learning within the team. Team leaders should incorporate the team's learning cycle with both the stage of development and natural cyclical variations in task performance requirements. Amongst the factors identified was the need to identify and support training needs within the team, which would involve the maintaining and updating of the skills matrix. A skills/attendance board should be maintained allowing for the coordination of job rotation training of team members, which will ensure that cross training is maintained as per training plan. This board will ensure that team members are trained and are capable, as per relevant line-plans and quality requirements. Another feature of the board will allow for progressive training to use other work stations until team members have attained the required standards of quality and productivity so that they are able to perform several functions on the same workstation, according to their degree of polyvalence (self-inspection, maintenance, adjustment, series changeover). This process should encourage a process of life-long learning.

3.5.6 Sharing leadership

According to Davis Fogg (1994: 261) both for relief from the burden and the development of members' leadership skills, leadership needs to be shared. Some teams have formal co-leaders; this especially occurs if there are two functions which are equally critical to the success of a project. All teams benefit if members share facilitation tasks. Occasions may arise when a team member, with specific expertise,

takes over team leadership, when that expertise is most needed. An example of this would be that a team member with expertise in the manufacturing field would assume team leadership, while a new product moves out of the development phase into pilot production.

The choice of a team leader would, according to Davis Fogg (1994: 261) depend on identifying a personality whom would be able to handle the above responsibilities, together with the ability to have had:

3.5.7 Experience in leading teams or the capability to learn

Such people exhibit both the helping behaviours required of a team leader together with traditional managerial skills. They are communicative, articulate, supportive, results-orientated, and used to dealing in a collaborative environment. They possess the knowledge on how to motivate, set objectives, and keep a program on track. They are categorically not narcissistic tyrants.

3.5.8 Functional expertise in one or more areas important to the project

In this regard it would preferably be that the area most important to the success of the project. With respect to new product development, a marketing expertise would be most appropriate.

3.5.9 Respect from peers

Potential team leaders earn respect for their technical skills, accomplishments, and leadership ability.

3.5.10 Types of Leadership

Steinhoff and Burgess (1993: 335) identify three types of leadership, these are:

- **Autocratic leadership:** This type of leadership is dependent on the leader commanding and expecting others to follow despite little feedback. The use is made of the strict punishment and reward system and decisions are generally made without much input from others.
- **Democratic or participative leadership:** Here the leader attempts to balance differing views held within the group in order to avoid domination of the group. Members of the group with specific expertise are able to contribute to the final decision taken in order to produce a more successful result.
- **Low-key or Laissez-faire leadership:** These leaders give workers a high degree of choice. An attempt is made to select suitable individuals, who are given a solid understanding of the leader's expectations. They are then allowed to proceed with what they were employed to do. This type of leadership is appropriate when individuals have a common vision and understanding of the final goal.

Of the leadership types, that of democratic leadership has been proven to be the more effective.

3.6 SUMMARY

The literature study has revealed that employee empowerment and self-direction is a holistic approach to corporate systems. This system when implemented correctly yields unqualified results. Profits improve, grievances decline, quality increases and employees take pride in satisfying the customer and serving each other.

Ray and Bronstein (1995: 231) report that from an organisational psychologist's viewpoint, the workplace can be viewed as a learning environment where future skills will be learned today. It is a vision of a joint allegiance between labour and management to one another's well-being and prosperity, in a workplace where distrust of one group by another is abolished through absolute sharing of information. This vision necessitates a workplace where mutual survival is achieved through previously unheard levels of co-operation; where there is a focus on mutually beneficial goals. It is an environment where shared information magnifies the power of everyone. The web of communication and relationships within the company allows influence and information to flow instantly to the most advantageous place for the company. It is a situation in which everyone who is committed can achieve prosperity; it is however not guaranteed to all.

The study in Chapter Three outlined the requirements of teams and team leaders. Each of the attributes of team leaders can be ascribed to one or more generic competency. A generic list of these competencies will be formulated in Chapter Four.

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CHAPTER FOUR

AN ANALYSIS OF COMPETENCY MODULES

4.1 INTRODUCTION

In Chapter Three the formation of Teams with the characteristics and the attributes of successful team leaders were discussed. This, the fourth chapter will identify, through the literature study, various opinions on what is deemed to be those constituents that make up core competencies within an individual. Once these opinions have been categorised, they will be summarised in order to establish a consolidated list of what is deemed to be those generic competencies that are prevalent.

Weightman (1994: 2) states that where general statements of competency are required, and these reflect higher order attributes, competency lists also include knowledge, understanding and personal qualities to temper the strictly behavioural descriptions of simpler competencies. Weightman (1994: 21) is further of the opinion that competency is about performance: how it is defined, assessed, developed and acquired. Certain desired performances, or competencies, are easy to define, measure and develop. An example being anything which requires physical effort can be observed; if a physical outcome is desired, it can be measured. The tasks of digging a ditch or starting a motorcar are typical examples of such competencies.

Many desired performances or competencies are more complex and difficult to observe or measure. When the co-operation of others is required in order to complete

a task, the performance of an individual is difficult to quantify. Judgement with respect to competency is made difficult where the effectiveness of the performance depends on the judgement of others. Such tasks as negotiating trade agreements, attracting individuals to come into a restaurant or ensuring the presence of directors at a board meeting are examples where the actions of others are involved. Despite the difficulties of being able to ascertain performance, some individuals' performance is more effective than that of others. The importance of competencies as formulated by a workshop conducted by Massachusetts Institute of Technology (2002: 8), were:

- Competencies provides both an entree into, and progression/advancement in, the chosen occupation/career field;
- Enabling one to become a contributing member to one's community (school, organisation, or profession, etc.); and
- Helping to find job satisfaction/career fit between one's competencies and the competencies required of that organisation or job function.

4.2 COMPETENCY MODULES

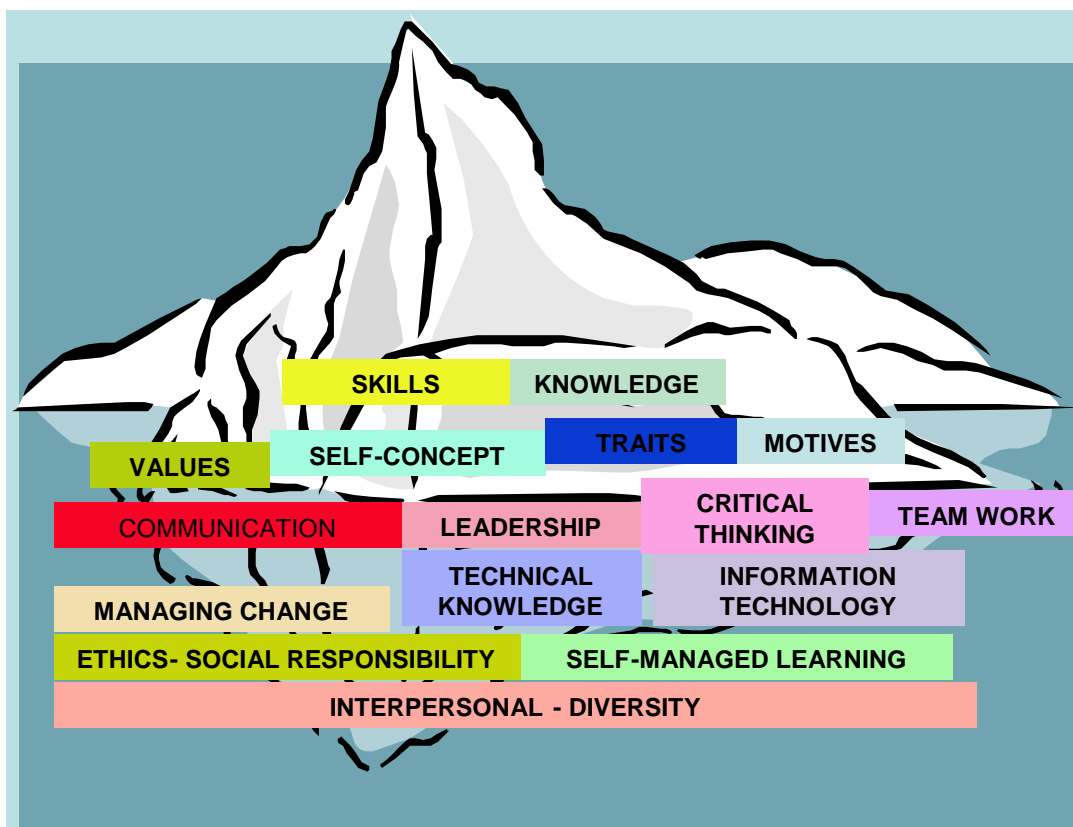
This section will deal with the various theories pertaining to competencies as revealed by the literature study. At a workshop, the Massachusetts Institute of Technology (2002: 3) described competencies in the form of an iceberg (Figure 4.1 below). The competencies identified were:

- Skills - a learned ability.
- Knowledge - acquiring information in a particular field.

The above two competencies were viewed as being the tip of the iceberg. The majority of the competencies, the main body, remained basically unseen and consisted of a further number of identified competencies. Amongst the other competencies were:

- Self-image – which incorporated personal attitudes and values;
- Traits - the why and how of behaviour as expressed in a certain way; and
- Motives - what drives a person? I.e., the need to seek achievement, power/influence, affiliation.

Figure 4.1: The Competencies “Iceberg”.



Source: Adapted from Massachusetts Institute of Technology (2002: 3)

The United States of America Departments of Labour and Education (1991: xvii) formed the Secretary's Commission on Achieving Necessary Skills (SCANS) in light of the ever-changing world of employment requirements. The United States of America Departments of Labour and Education (1991: xvii) SCANS report was established to study the various competencies and skills that workers needed in order to succeed in today's workplace. The results of the study were published in a report entitled *What Work Requires of Schools: A SCANS Report for America 2000*. The United States of America Departments of Labour and Education (1991: xvii) SCANS report was able to distinguish between three specific skills and personal qualities as opposed to five competencies. In order to compete in the workplace the United States of America Departments of Labour and Education (1991: xvii) SCANS determined a Three-Part Foundation of Skills and Personal Qualities.

Firstly there were the Basic Skills:

The first of the basic skills was the ability to read which involved being able to locate, understand and interpret written information in text and in such documents as manuals, graphs and schedules. Writing was the second skill required and was being able to communicate by means of writing any thoughts, ideas, information and messages. It was also the ability of being able to create documents such as letters, directions, manuals, reports, graphs, and flow charts. Arithmetic or mathematical literacy was another of the basic skills and was deemed as having the ability to execute basic calculations and having the capability of approaching practical problems by choosing a suitable mathematical technique. Communication was viewed

as a basic skill and involved the ability to listen which was the capacity to receive, attend to, interpret and respond to verbal messages and other cues while speaking was the ability to organise ideas and communicate verbally.

The second of the basic skills was that of the possession of thinking skills. This involved having a creative thought process and thereby being able to generate new ideas. Under the title of thinking skills was the ability to make decisions. This was being able to specify goals and restrictions, generates alternatives, consider the possible risks involved, while being able to evaluate and choose the best alternative. When placed in a problem solving situation, the individual has the ability to recognise the problem and is able to devise and implement a plan of action. Being able to classify and process symbols was seen as a visualising skill. In order to employ efficient learning methods, there was the need to know how to learn. It was being able to acquire and apply new knowledge and skills. The final of the skills required as part of thinking skills was the ability to reason, to discover a rule or principle underlying the relationship between two or more objects and its application when solving a problem.

The final of the Three-Part Foundation was the possession of personal qualities. These personal qualities were being able to accept responsibility when a high level of effort and perseverance is exerted in order to attain goals. Self-esteem, the belief in own self-worth and maintaining a positive view of self was an essential personal quality as was being able to demonstrate sociability which involves the demonstration of understanding, friendliness, adaptability, empathy, and politeness in group settings.

The last two of the personal qualities was self-management which was being able to assess self accurately, the setting of personal goals, supervising progress, and showing self-control. The choice of ethical courses of action demonstrates the integrity/honesty which is required as a personal quality.

Cripe and Mansfield (2002: 14) determined that there were thirty-one major competencies, which could be compiled into three clusters of similarly related common skill sets (Figure 4.2 below). These competencies were distinctive and had observable behaviours that indicated the existence of a competency in a person. The skill sets were:

- Competencies Dealing with People,
- Competencies Dealing with Business, and
- Self-Management competencies.

Figure 4.2: Cripe and Mansfield's 31 Core Competencies

| CORE COMPETENCIES | | |
|--|--|--------------------------|
| PEOPLE | BUSINESS | SELF-MANAGEMENT |
| LEADING OTHERS CLUSTER | PREVENTING & SOLVING PROBLEMS CLUSTER | 28. Self Confidence |
| 1. Establishing Focus | 16. Diagnostic Information Gathering | 29. Stress Management |
| 2. Providing Motivational Support | 17. Analytical Thinking | 30. Personal Credibility |
| 3. Fostering Teamwork | 18. Forward Thinking | 31. Flexibility |
| 4. Empowering Others | 19. Conceptual Thinking | |
| 5. Managing Change | 20. Strategic Thinking | |
| 6. Developing Others | 21. Technical Expertise | |
| 7. Managing Performance | ACHIEVING RESULTS CLUSTER | |
| COMMUNICATION AND INFLUENCING CLUSTER | 22. Initiative | |
| 8. Attention to Communication | 23. Entrepreneurial Orientation | |
| 9. Oral Communication | 24. Fostering Innovation | |
| 10. Written Communication | 25. Results Orientation | |
| 11. Persuasive Communication | 26. Thoroughness | |
| 12. Interpersonal Awareness | 27. Decisiveness | |
| 13. Influencing Others | | |
| 14. Building Collaborative Relationships | | |
| 15. Customer Orientation | | |

Source: Adapted from Cripe and Mansfield (2002: 14)

Cripe and Mansfield (2002: 14) stated that the competencies dealing with people could be further sub-divided into two sub-clusters namely:

- Leading Others Cluster
- Communication and Influencing Cluster

The competencies dealing with business was sub-divided into:

- Preventing and Solving Problems Cluster
- Achieving Results Cluster

4.2.1 Competencies dealing with people

These competencies relate to the interaction between individuals.

4.2.1.1 Leading Others Cluster

Amongst the list of competencies employers would seek, the Massachusetts Institute of Technology (2002: 6) workshop identified:

- **Leadership**

Within this competency were identified features which included the ability to facilitate groups in the decision-making process. The skill of being able to implement sound decisions while at the same time remaining flexible when decisions are made. This competency also involved the talent to explain unpopular decisions to others. Within the leadership competency was the capability to use effective coaching skills with peers/subordinates.

- **Managing Change**

The skill to manage change within oneself, and organisations, is a competency that aids in the understanding of forces that control the ever changing environment (e.g., customers, governments, global trends, competitors, employees and society as a whole).

- **Team Work**

Within the team work competency lays the active participation in, and facilitation of, the teams' effectiveness. It is being aware of the effect of one's behaviour on others. It also is the acknowledgement of other team members' concerns and contributions and involves collaborating on projects.

Cripe and Mansfield (2002: 14) stated that the competencies involved where:

- **Establishing Focus**

This is the ability to develop and communicate goals in support of the business' mission.

- **Providing Motivational Support**

This is the ability to enhance others' commitment to their work.

- **Fostering Teamwork**

As a team member -The ability and desire to work cooperatively with others on a team.

As a team leader - The ability to demonstrate interest, skill, and success in getting groups to learn to work together.

- **Empowering Others**

The ability to convey confidence in employees' ability to be successful, especially at challenging new tasks; delegating significant responsibility and authority; allowing employees freedom to decide how they will accomplish their goals and resolve issues.

- **Managing Change**

The ability to demonstrate support for innovation and for organisational changes needed to improve the organisation's effectiveness; initiating, sponsoring, and implementing organisational change; helping others to successfully manage organisational change.

- **Developing Others**

This is the ability to delegate responsibility and to work with others and coach them to develop their capabilities.

- **Managing Performance**

This is the ability to take responsibility for one's own or one's employees' performance.

The Department of Education, Employment and Training State of Victoria (1999: 1) stated that the key competencies are a set of seven generic competencies that people need for effective participation in the workforce. The key competencies provide an excellent structure for the development of life-long, generic and transferable skills, as well as a framework for the development of more specific industry and enterprise

competencies. The competencies identified with respect to the Leading Others Cluster were:

- **Working in Teams**

The aptitude to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

- **Planning and Organising**

This is the competence to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

The United States Department of Labour's SCANS report (1991: xvii) identified five specific competencies and when viewed in relationship to the other competency approaches, there is little difference in the choice of competencies. It appears that the groupings and allocations are an arrangement based on personal semantics.

The first of these five competencies deals with resources. It is the ability to identify, organise, plan and allocate resources. The definition of resource includes the use of time factors in the selection of goal-orientated responses, being in the position to respond, being able to allocate time as well as the preparation and following of schedules. Financial aspects were included within the resources competency and within this context it was the use and preparation of budgets, the making of forecasts,

record keeping and being able to make the necessary adjustments in order to meet objectives. Apart from the financial aspect it was the acquisition, storage, allocation and use of materials and the utilisation of facilities and space efficiently. The competency of utilising the human capital available was demonstrated by an ability to assess skills and distributes work accordingly, it was also being able to evaluate performance and provide feedback.

Interpersonal or the ability to work with others was the United States Department of Labour's (1991: xvii) SCANS report's second competency. This competency defined interpersonal relationships as:

- **Participates as member of a team:** hence contributes to group effort;
- **Teaches others new skills;**
- **Services clients/customers:** works in order to satisfy customer expectations;
- **Exercises leadership:** communicates ideas to justify position, is able to use the power of persuasion to convince others, responsibly contests existing procedures and policies;
- **Negotiates:** works toward agreements involving interchange of resources, analyses divergent interests; and
- **Works with diversity:** has the ability to work well with both genders and varying demographic cultures.

The Council on Linkages between Academia and Public Health Practice was created in order to assist the United States of America Public Health Service in efforts to

implement components of “*The Public Health Workforce: An Agenda for the 21st Century*” report pertaining to public health competencies. To achieve this, the Council developed a list of core competencies for public health professionals (2000: 15). This list represented ten years of work on this subject by the Council and numerous other organisations and individuals in public health academia and practice settings. According to the Council (2000: 15) it utilised several mechanisms to receive feedback from reviewers, which included e-mail, focus groups, sessions at various conferences, and the competencies web site. The comments from public health professionals in a broad array of disciplines and practice settings have led to this consensus set of core competencies for guiding public health workforce development efforts. The intention is that these competencies would ultimately help guide curriculum and content development of public health education and training programs. The use could be made of the competencies as a framework for hiring and evaluating staff.

Figure 4.3: Domain Number 6: Leadership and Systems Thinking Skills

| Specific Competencies | Front Line Staff | Senior Level Staff | Supervisory and Management Staff |
|--|-----------------------------|-----------------------------|----------------------------------|
| Creates a culture of ethical standards within organisations and communities | Knowledgeable to proficient | Proficient | Proficient |
| Helps create key values and shared vision and uses these principles to guide action | Aware to knowledgeable | Knowledgeable to proficient | Proficient |
| Identifies internal and external issues that may impact delivery of essential public health services (I.e. strategic planning) | Aware | Knowledgeable to proficient | Proficient |
| Facilitates collaboration with internal and external groups to ensure participation of key stakeholders | Aware | Knowledgeable to proficient | Proficient |
| Promotes team and organisational learning | Knowledgeable | Knowledgeable to proficient | Proficient |
| Contributes to development, implementation, and monitoring of organisational performance standards | Aware to knowledgeable | Knowledgeable to proficient | Proficient |
| Uses the legal and political system to effect change | Aware | Knowledgeable | Proficient |
| Applies the theory of organisational structures to professional practice | Aware | Knowledgeable | Proficient |

Source: Adapted from www.trainfinder.org/competencies/list_levels.htm (2003: 5)

The Council on Linkages between Academia and Public Health Practice adopted the Core Competencies for Public Health Professionals on April 11, 2001 for a three-year period. According to the Council on Linkages between Academia and Public Health Practice (2002: 15) Core competencies can be differentiated into six different domains or skills. The sixth of these domains deals with leadership skills. Figure 4.3 above details the specific competencies required by varying levels of seniority within an organisation with respect to leadership.

An analysis of the individual competencies required as well as those needed by teams with respect to the *leading others cluster* reveals that there are several common threads which run throughout the cluster. The chief of these is leadership and team work. All of the modules regarded the ability to lead, being able to facilitate group decision-making processes, adaptable, the ability to empower others and organise oneself as paramount.

Team leaders were motivated and generally possessed of an internal locus of control. This is the belief in one's own abilities, not without making mistakes but within one's own limitations. Mistakes are seen as learning experiences and a successful team leader is unlikely to repeat the mistake in the future. Those with an external locus of control believe that they are victims of fate. They believe that circumstances beyond their control are responsible for either positive or negative circumstances. The team leader will have an intimate knowledge of the technology prevalent in their environment. Amongst the features of their leadership are their patience, the capability of installing tangible visions and the managing for the longer haul. At the

same time as being a teacher, the team leader is a learner and a doer whilst also being a visionary.

4.2.1.2 Communication and Influencing Cluster

Cripe and Mansfield (2002: 16) further introduced the “Communication and Influencing Cluster” when discussing competencies dealing with people. It identified the following criteria as competencies required within this cluster:

- **Attention to Communication**

This was the ability to ensure that information is passed on to others who should be kept informed.

- **Oral Communication**

It is the ability to express oneself clearly in conversations and interactions with others.

- **Written Communication**

This is the ability to express oneself clearly in business writing.

- **Persuasive Communication**

It is the ability to plan and deliver oral and written communications that make an impact and thus persuade their intended audiences.

- **Interpersonal Awareness**

This is the ability to notice, interpret, and anticipate others' concerns and feelings, and to communicate this awareness empathetically to others.

- **Influencing Others**

It is the ability to gain others' support for ideas, proposals, projects, and solutions.

- **Building Collaborative Relationships**

The ability to develop, maintain and strengthen partnerships with others inside or outside the organisation who can provide information, assistance, and support.

- **Customer Orientation**

It is the ability to demonstrate concern for satisfying one's external and/or internal customers.

The Massachusetts Institute of Technology (2002: 6) workshop identified the following requirements pertinent to this cluster:

- **Communication**

The ability to express one's needs, wants, opinions and preferences without offending the sensitivities of others. Listen with objectivity and clarify messages, and have the capacity to give and receive feedback effectively. The different characteristic of the listening process with respect to communication was discussed in detail in the previous chapter.

- **Interpersonal /Diversity**

Accepting others' opinions in a non-judgmental way is a further characteristic, according to Massachusetts Institute of Technology (2002: 6) since it is a means of:

- i) Establishing relationships with, and learning more about people of other racial, religious, ethnic, or cultural backgrounds. To advocate the value of diversity.
- ii) Examining one's own biases and behaviours to avoid stereotypical actions or responses, understanding sexist, racist, ageist and homophobic behaviour and exhibiting non-sexist, non-racist, non-ageist, and non-homophobic behaviour.
- iii) Interacting with and appreciating physically or mentally challenged individuals.

The State of Victoria's Seven Generic Competencies (1999: 1) viewed communicating ideas as the ability to communicate effectively with others, using a range of spoken, written, graphic and other non-verbal means of expression. The United States Department of Labour's SCANS report (1991: xviii) determined that the ability to communicate was a basic specific skill required order to succeed in today's workplace.

Valencia Community College (2000: 1) has established four core competencies that have been described as the learning outcomes for their students. They are Think, Value, Communicate and Act. It is maintained that these competencies can be applied

in several circumstances and have to be developed over a lifetime. They specify how education can be stated and gauged in practice. They facilitate the setting of learning goals both for the student and the college and allow for the assessment of learning within and across the many spheres of human examination. Valencia Community College (2000: 1), in instructing their students to utilise these competencies, has set out the following instructions with regards to communication with respect to different audiences using varied means.

To communicate, what must be done?

- Identify one's own strengths and needs for improvement as a communicator;
- Employ methods of communication appropriate to one's audience and purpose; and
- Evaluate the effectiveness of one's own and others communication.

How and where must one communicate?

- By speaking, listening, reading and writing;
- Verbally, non-verbally, and visually;
- With honesty and civility; and
- In different disciplines and settings.

Figure 4.4: Domain Number 3: Communication Skills

| Specific Competencies | Front Line Staff | Senior Level Staff | Supervisory and Management Staff |
|---|-----------------------------|--------------------|----------------------------------|
| Communicates effectively both in writing and orally, or in other ways | Proficient | Proficient | Proficient |
| Solicits inputs from individuals and organisations | Knowledgeable to proficient | Proficient | Proficient |
| Advocates for public health programs and resources | Knowledgeable | Proficient | Proficient |
| Leads and participates in groups to address specific issues | Knowledgeable | Proficient | Proficient |
| Uses the media, advanced technologies and community networks to communicate information | Aware to Knowledgeable | Proficient | Proficient |
| Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences | Knowledgeable | Proficient | Proficient |
| Attitudes Listens to other in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives | Proficient | Proficient | Proficient |

Source: Adapted from www.trainfinder.org/competencies/list_levels.htm (2003: 3)

The third of the Council on Linkages between Academia and Public Health Practice (2002: 15) domains deals with communication skills. Figure 4.4 above details the specific competencies with respect to communication skills required by varying levels of seniority within an organisation.

The different aspects of the communication process, and the importance placed on the competencies required by each of the competency modules, has been examined. All the different forms of communication, oral and written, were analysed. The ability to communicate with both those above and below the corporate hierarchy determines the role played by the employee within the team structure. The inarticulate will not enthuse any respect, or consideration, and hence, as a team leader, an individual will need the capability to be able to communicate effectively to all.

4.2.2 Competencies Dealing with Business

These competencies relate to the interaction of the individual with the environment.

4.2.2.1 Preventing and Solving Problems Cluster

As with the cluster on dealing with people, Cripe and Mansfield (2002: 19) subdivided this cluster into two sub-clusters. The first is designated the “Preventing and Solving Problems” cluster. Within this sub-cluster could be found the following competencies:

- **Diagnostic Information Gathering**

The ability to identify the information needed to clarify a situation, seek that information from appropriate sources, and use skilful questioning to draw out the information, when others are reluctant to disclose it.

- **Analytical Thinking**

This is the ability to tackle a problem by using a logical, systematic, sequential approach.

- **Forward Thinking**

It is the ability to anticipate the implications and consequences of situations and to take appropriate action so as to be prepared for all possible contingencies.

- **Conceptual Thinking**

This is seen as the ability to find effective solutions by taking a holistic, abstract, or theoretical perspective.

- **Strategic Thinking**

It is the ability to analyse the organisation's competitive position by considering market and industry trends, existing and potential customers (internal and external), and strengths and weaknesses as compared to competitors.

- **Technical Expertise**

This is the ability to demonstrate depth of knowledge and skill in a technical area.

The Massachusetts Institute of Technology (2002: 6) identified the competencies within the preventing and solving problems cluster as:

- **Critical thinking**

Which according to the Massachusetts Institute of Technology (2002: 6) is further defined into:

Analytic: Whereby data is critically evaluated. Problems are identified and defined. The ability to come up with suggestions for a solution and probable causes are recognised

Conceptual: Being able to think in abstract terms, to see the “big picture” and understand how the various parts of an organisation and ideas can fit together. Critical thinking determines the ability to make decisions and allows for judgement to be made when uncertain conditions prevail.

- **Technical Knowledge**

This competency concerns the ability to demonstrate satisfactory levels of technical and professional skills in job-related areas. It is the keeping abreast of current product developments and trends and knowing where to get in-depth expertise on specific technical areas. Skills involved include the understanding of technical terminology and developments, knowing how and when to apply a technical skill or procedure and synthesising new solutions to problems based on professional principles.

- **Information Technology**

The competencies relates to the use of information technology to organise, summarise, analyse, and transform data into meaningful and useful information.

- i) Knowing how to find and gather information from multiple sources;
- ii) Knowing how to organise, summarise, analyse, and convert it into meaningful and useful information for making decisions or taking specific actions; and
- iii) Applying information creatively to specific tasks or problems.

The Department of Education, Employment and Training State of Victoria (1999: 1) listed the following competencies as requirements necessary to prevent and solve problems:

- **Using Information**

This is the capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.

- **Using Mathematics**

The competence to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes is central to this competency.

- **Using Technology**

The capability to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

- **Solving Problems**

This is the ability to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident, and in situations requiring critical thinking and a creative approach to achieve an outcome.

The ability to acquire and evaluate *Information* was the third of the United States Department of Labour's SCANS (1991: xviii) competencies. This competency was evaluated as the ability to acquire and evaluate information and being able to organise and maintain this information. The process involved being able to interpret and communicate information and, with present day technology, the use of computers to process information.

Systems, which are the understanding of complex inter-relationships, are the fourth of the United States Department of Labour's SCANS' (1991: xvii) list of competencies. The underlying feature of this competency is the ability to understand systems whereby the individual knows how social, organisational, and technological systems work and to be able to operate effectively with them. It also involves the monitoring

and correcting of performance so as to able to distinguish trends and predicting the impact on system operations. It is the capability of being able to diagnose differences in systems' performance and correcting malfunctions. By improving or designing systems suggests the ability to alter present systems and develop new or alternative systems to enhance performance.

The final of the United States Department of Labour's SCANS' (1991: xviii) list of competencies is *Technology*. This is the capability of being able to work with a variety of technologies. To select the correct technology when necessary and this choice of procedures, tools, or equipment will include computers and other related technologies. It is the application of the technology to the tasks and thus showing an understanding of the intent and correct procedures for installation and operation of equipment. At the same time it is being able to maintain and troubleshoot equipment thus preventing, identifying, or solving problems with equipment, including computers and other technologies.

By the use of the competencies, Think and Act, it is believed that the Valencia Community College (2000: 1) had addressed those competencies which are related to the preventing and problems solving cluster. The instructions given to its students are:

Thinking:

Think clearly, critically, and creatively, analyse, synthesise, integrate and evaluate in many domains of human inquiry.

To think, what must be done?

- Analyse data, ideas, patterns, principles and perspectives;
- Employ the facts, formulas, and procedures of the discipline;
- Integrate ideas and values from different disciplines;
- Draw well-supported conclusions; and
- Revise conclusions consistent with new observations, interpretations, or reasons.

How and where must one think?

- With curiosity and consistency; and
- Individually and in groups.

Act:

Act purposefully, reflectively, and responsibly

To act, what must be done?

- Apply disciplinary knowledge, skills, and values to educational and career goals;
- Implement effective problem-solving, decision-making, and goal-setting strategies;

- Act effectively and appropriately in various personal and professional settings;
- Assess the effectiveness of personal behaviour and choices; and
- Respond appropriately to changing circumstances.

How and where must one act?

- With courage and perseverance;
- Individually and in groups; and
- In ones personal, professional, and community life.

Although the Valencia Community College lists of competencies relates to students and are listed as the learning outcomes for their students, there are a number of constants amongst all the competency modules discussed. These were the ability to think, personal values, communication skills and to implement actions.

With reference to the ability to utilise those competencies within the domain of analytical assessment skills, the Council on Linkages between Academia and Public Health Practice (2002: 15) identified the specific competencies within the skill and ascertained the degree of competence that was required for each level of its employees. Domain Number 1 which relates to the Analytic Assessment Skill is depicted in Figure 4.5 below.

Figure 4.5: Domain Number 1: Analytic Assessment Skill

| Specific Competencies | Front Line Staff | Senior Level Staff | Supervisory and Management Staff |
|---|-----------------------------|------------------------|----------------------------------|
| Defines a problem | Knowledgeable to proficient | Proficient | Proficient |
| Determines appropriate uses and limitations of both quantitative and qualitative data | Aware to knowledgeable | Proficient | Proficient |
| Selects and defines variables relevant to defined public health problems | Aware to knowledgeable | Proficient | Proficient |
| Identifies relevant and appropriate data and information sources | knowledgeable | Proficient | Proficient |
| Evaluates the integrity and comparability of data and identifies gaps in data sources | Aware | Proficient | Proficient |
| Applies ethical principles to the collection, maintenance, use and dissemination of data and information | Knowledgeable to proficient | Proficient | Proficient |
| Partners with communities to attach meaning to collected quantitative and qualitative data | Aware to knowledgeable | Proficient | Proficient |
| Makes relevant inferences from quantitative and qualitative data | Aware to knowledgeable | Proficient | Proficient |
| Obtains and interprets information regarding risks and benefits to the community | Aware to knowledgeable | Proficient | Proficient |
| Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies | Aware to knowledgeable | Aware to knowledgeable | Aware to knowledgeable |
| Recognises how the data illuminates ethical, political, scientific, economic, and overall public health issues | Aware | Aware to knowledgeable | Proficient |

Source: Adapted from www.trainingfinder.org/competencies/list_levels.htm (2003: 1)

Figure 4.6: Domain Number 2: Policy Development/Program Planning Skills

| Specific Competencies | Front Line Staff | Senior Level Staff | Supervisory and Management Staff |
|---|------------------------|-----------------------------|----------------------------------|
| Collects, summarises, and interprets information relevant to an issue | Knowledgeable | Proficient | Proficient |
| States policy options and writes clear and concise policy statements | Aware | Knowledgeable to proficient | Proficient |
| Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs | Aware | Knowledgeable to proficient | Proficient |
| Articulates the health, fiscal, administrative, legal, social, and political implication of each policy option | Aware | Knowledgeable | Proficient |
| States the feasibility and expected outcomes of each policy option | Aware | Knowledgeable | Proficient |
| Utilises current techniques in decision analysis and health planning | Aware | Knowledgeable to proficient | Proficient |
| Decides on the appropriate course of action | Aware | Knowledgeable to proficient | Proficient |
| Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps | Aware | Knowledgeable to proficient | Proficient |
| Translates policy into organisational plans, structures, and programs | Aware | Knowledgeable to proficient | Proficient |
| Prepares and implements emergency response plans | Aware to Knowledgeable | Knowledgeable to proficient | Proficient |
| Develops mechanisms to monitor and evaluate programs for their effectiveness and quality | Aware to Knowledgeable | Proficient | Proficient |

Source: Adapted from www.trainfinder.org/competencies/list_levels.htm (2003: 2)

Figure 4.7: Domain Number 5: Financial Planning and Management Skills

| Specific Competencies | Front Line Staff | Senior Level Staff | Supervisory and Management Staff |
|--|------------------------|-----------------------------|----------------------------------|
| Develops and presents a budget | Aware | Knowledgeable | Proficient |
| Manages programs within budget constraints | Aware | Knowledgeable to Proficient | Proficient |
| Applies budget processes | Aware | Knowledgeable | Proficient |
| Develops strategies for determining budget priorities | Aware | Knowledgeable | Proficient |
| Monitors program performance | Aware to knowledgeable | Proficient | Proficient |
| Prepares proposals for funding from external sources | Aware | Proficient | Proficient |
| Applies basic human relations skills to the management of organisations, motivation of personnel, and resolution of conflict | Aware to knowledgeable | Proficient | Proficient |
| Manages information systems for collection, retrieval, and use of data for decision-making | Aware | Knowledgeable to Proficient | Proficient |
| Negotiates and develops contracts and other documents for the provision of population-based services | Aware | Knowledgeable | Proficient |
| Conducts cost-effectiveness, cost-benefit, and cost utility analyses | Aware | Knowledgeable | Proficient |

Source: Adapted from www.trainfinder.org/competencies/list_levels.htm (2003: 5)

The competencies identified in the *preventing and solving problems cluster* according to the literature study of the various modules revolve around the ability to think constructively. The ability to think “out of the box” appears to be a defining characteristic of team leaders. Competencies include the capacity to assimilate both technical knowledge and information technology. The Valencia Community College (2001: 1) summarised this cluster as *Think and Act*

4.2.2.2 Achieving Results Cluster

The second of the sub-clusters within the context of competencies dealing with business, according to Cripe and Mansfield (2002: 21), is that of the “Achieving Results” cluster. This sub-cluster contained the following competencies:

- **Initiative:** Identifying what needs to be done and doing it before being asked or before the situation requires it.
- **Entrepreneurial Orientation:** The ability to look for and seize profitable business opportunities; willingness to take calculated risks to achieve business goals.
- **Fostering Innovation:** The ability to develop, sponsor, or support the introduction of new and improved method, products, procedures, or technologies.

- **Results Orientation:** The ability to focus on the desired result of one's own or one's unit's work, setting challenging goals, focusing effort on the goals, and meeting or exceeding them.
- **Thoroughness:** Ensuring that one's own and others' work and information are complete and accurate; carefully preparing for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled.
- **Decisiveness:** The ability to make difficult decisions in a timely manner.

The *achieving results cluster* revolves around those competencies which tend towards the entrepreneurial skills of the team leader. In this regard, Timmons (1999: 27) views that the entrepreneurial leader should possess the characteristics to be able to inject imagination, motivation, commitment, passion, tenacity, integrity, teamwork and vision, are appropriate. Timmons (1999: 27) further maintains that when they face dilemmas entrepreneurial leaders are able to make decisions despite ambiguity and contradictions.

4.2.3 Self-Management Cluster

This is the third of the main clusters according to Cripe and Mansfield (2002: 23). The competencies are related to personal management.

- **Self Confidence**

This is to have faith in one's own ideas and the capability to be successful. It also involves a willingness to take an independent position in the face of opposition.

- **Stress Management**

The ability to keep functioning effectively when under pressure and maintaining self control in the face of hostility or provocation.

- **Personal Credibility**

This is the ability to demonstrate concern so that one is perceived as responsible, reliable, and trustworthy.

- **Flexibility**

It is openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

- **Ethics/Social Responsibility**

Within this competency lies the aptitude of being able to consider the impact of one's actions and decisions on others, both inside and outside one's organisation. It is the ability to define and practise ethical behaviour in difficult situations.

- **Self-Managed Learning**

This competency relates to the capability of actively identifying new areas for learning, regularly creating and taking advantage of new learning opportunities. It is being self-directed and self-motivated.

Valencia Community College (2000: 1) utilises values as a demonstration of competencies with the self-management cluster.

Value:

How to make reasoned value judgements and responsible commitments

To value, what must be done?

- Recognise values as expressed in attitudes, choices, and commitments;
- Distinguish among personal, ethical, aesthetic, cultural, and scientific values;
- Employ values and standards of judgement from different disciplines; and
- Evaluate one's own and others' values from individual, cultural, and global perspectives, articulate a considered and self-determined set of values.

How and where must one value?

- With empathy and fair-mindedness; and
- Individually and in groups.

Figure 4.8: Domain Number 4: Cultural Competency Skills

| Specific Competencies | Front Line Staff | Senior Level Staff | Supervisory and Management Staff |
|--|------------------|-----------------------------|----------------------------------|
| Utilises appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences | Proficient | Proficient | Proficient |
| Identifies the role of cultural, social, and behavioural factors in determining the delivery of public health services | Knowledgeable | Proficient | Proficient |
| Develops and adapts approaches to problems that take into account cultural differences | Proficient | Proficient | Proficient |
| Attitudes Understands the dynamic forces contributing to cultural diversity | Knowledgeable | Knowledgeable to proficient | Proficient |
| Understands the importance of a diverse public health workforce | Knowledgeable | Proficient | Proficient |

Source: Adapted from www.trainfinder.org/competencies/list_levels.htm (2003: 3)

The *self-management cluster* identified competencies the various modules viewed as pertinent to the cluster. These were personal values of the individual team leaders and members of the team. The competencies are reflected in ones own attitude towards situations and events. There is a need to achieve, and they possess personal drive,

perseverance and energy. Team leaders exhibit self-confidence and are ethical in their relationship with others.

4.3 SUMMARY

This chapter has been devoted to a literature study on the various theories on core competencies. The literature study has shown that a commonality exists between the various authors and competencies. It appears that the same competency occurs repeatedly. There exists only a semantic change of name to represent the identical situation. A comparison of the different theories is illustrated in Figure 4.9 below. The use has been made of Cripe and Mansfield's 31 core competencies in Figure 4.9 as the reference point as it is believed that all the competency modules discussed are encapsulated in the five clusters within said module.

Figure 4.9: Comparison of Generic Competencies

| | Cripe and Mansfield | M.I.T. | 7-Generic Competencies | SCANS | VALENCIA | A & T |
|--|---|--|---|--|------------------|--------------------------------------|
| LEADING OTHERS CLUSTER | Establishing Focus Motivational Support Fostering Teamwork Empowering Others Managing Change Developing Others Managing Performance | Leadership Managing Change Teamwork | Teamwork Planning and Organising | Resources Interpersonal Systems | | Managing Performance |
| COMMUNICATION AND INFLUENCING CLUSTER | Communication Interpersonal Awareness Influencing Others Collaborative Relationships Customer Orientation | Communication Interpersonal/ Diversity | Communication | | Communication | Communication |
| PREVENTING & SOLVING PROBLEMS CLUSTER | Information Gathering Analytical, Forward, Conceptual and Strategic Thinking Technical Expertise | Critical Thinking Technical Knowledge Information Technology | Using Information, Mathematics and Technology Solving Problems | Information Technology | ACT THINK | Analysis Strategies Technology |
| ACHIEVING RESULTS CLUSTER | Initiative Innovation Orientation Thoroughness Decisiveness | | | | | |
| SELF MANAGEMENT CLUSTER | Self Confidence Stress Management Personal Credibility Flexibility | Ethical/Social Responsibility Self Managed Learning | | | VALUES | |

Source: Developed from literature study

In the Chapter Five it is proposed to analyse the South African situation and to develop a composite list of competencies that are needed to be exhibited by Team Leaders within the ECMIC.

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CHAPTER FIVE

THE SOUTH AFRICAN APPROACH TO COMPETENCIES

5.1 INTRODUCTION

In the previous chapter the international approach and theories on competencies was discussed. Chapter Five will argue the views of South African authorities in general and the applications employed in the East Cape Motor Industry Cluster (ECMIC) in particular. The various training facilities established in the ECMIC and the method implemented by the major motor vehicle manufacturers in the adoption of the competency approach will be discussed in this chapter. The chapter will discuss the objectives of the Skills Development Act, the recommendations of the task team of the ECMIC in the development of a broad human resource strategy and the identification of the steps required in the strategy process.

Human (1991: 142) was of the opinion that education in South Africa was, to a greater degree than in any society in the western world, racially prejudiced to the extent that education could be used by cynical organisations as a substitute for race. Because of this, the need arises in jobs, which do not require specific qualifications of an academic or professional quality, to resourcefully measure the degree to which skills, abilities and aptitudes can be determined by alternative or additional methods. One way according to Human (1991: 142) for this to be achieved is through an assessment of competencies or related competencies.

5.2 COMPETENCIES WITHIN THE SOUTH AFRICAN CONTEXT

Hall (2004: 202) stated that the sustainability of the local automotive industry with its annual sales of around 200,000 new vehicles from 800 module derivatives was in doubt due to the small size of the local market. With eight large assemblers and several component manufacturers it was maintained that there was not enough profit for all the participants. However the Motor Industry Development Plan developed in the 1990's and driven by the Department of Trade and Industries and the industry itself took a high-level macroeconomic view and decided to shift the focus of production from local to targeted export markets. As a result, core competency areas were developed and capitalised on. Examples being the export of right-hand drive vehicles, and the utilisation of South Africa's platinum resources for catalytic converter production.

The Manufacturing, Engineering and Related Services Sector Education and Training Authorities' (MERSETA) training manual for assessors compiled by Competency International SA (2002: 8) determines a competency as being comprised of knowledge, skill and attitude, and relates to the application of that knowledge and skill within an occupation or industry level to the standard of performance required in employment. Competency International SA (2002: 14) further goes on to state that there are various Critical Cross-Field Outcomes, which should be embedded within various unit standards and compares them to several countries as shown in Figure 5.1 below.

Figure 5.1: Critical Cross-Field Outcomes

| AUSTRALIA Key Competences | UK Core Skills | USA Workplace know- how | NZ Essential skills |
|--|--|--|---|
| Collecting, analysing and organising information | Communication | Information, foundation skills (basic skills) | Information skills |
| Communicating ideas and information | Communication, Personal skills (improving own Learning) | Information, foundation skills (basic skills) | Communication skills |
| Planning and organising activities | Personal skills (improving own Learning and Performance) | Recourses foundation skills (personal qualities) | Self-management skills, word and study skills |
| Working with others and in teams | Personal skills (working with Others) | Interpersonal skills | Social skills, work and study skills |
| Using mathematical ideas and techniques | Numeracy (application of Numbers) | Foundation skills (basic skills) | Numeracy skills |
| Solving problems | Problem solving | Foundation skills (thinking skills) | Numeracy skills, decision-making skills |
| Using technology | Information Technology | Technology systems | Information skills, communication skills |

Source: Adapted from Competency International SA (2002: 13)

Competency International SA (2002: 14) continues that the following Critical Cross-Field Outcomes should be embedded within unit standards:

- i) Work effectively with others as a member of a team, group, institution, and community.

This competency was addressed in Chapter Four and according to Cripe and Mansfield (2002: 14) relates to the Leading Others Cluster.

- ii) Communicate effectively using visual, mathematical and/or language skills in the form of oral and/or written presentations.

The ability to communicate within the team and with management was an integral part of the 31 competencies described by Cripe and Mansfield (2002: 14) in Chapter Four. This competency is paramount in the Communication and Influencing Cluster.

- iii) Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- iv) Collect, analyse, organise and critically evaluate information.
- v) Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- vi) Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The above four components of the Critical Cross-Field Outcomes standards are, according to Cripe and Mansfield (2002: 14), amongst the competencies dealing with business described in Chapter Four. These competencies lie within the ambit of the Preventing and Solving Problems Cluster.

vii) Organise and manage oneself and one's activities responsibly and effectively

This final standard of the Critical Cross-Field Outcomes standards falls within Cripe and Mansfield (2002: 14) third major section of core competencies, labelled Self-Management.

Fischer and Maritz (1994: 29) stated that it was essential for every major South African organisation to have incorporated a competency framework into the development of its human resource practices. Poisat (2001: 63) states that studies undertaken by Cresswell (1995), Tromp (1993) and Kemp (1997) were suggestive of the wide acceptance that job competence was enjoyed in South Africa.

The objectives of the Skills Development Act (Act 97 of 1998) according to Berry (2003: 125) who cited Bendix (2001: 138) were the development of skills within the South African workforce with its resultant increase in the return on investments. This would encourage employers to use the workplace as an active learning environment. Employees who acquired new skills would be encouraged to participate in learnership and other training programmes, while new recruits would gain work experience.

Berry (2003: 125) cites Mercurio and Mercurio, (2000: 50) in support of the objectives of the Skills Development Act. It is argued that the Act provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce while simultaneously provide for and regulate employment services. At the same time it integrates these strategies with those of the National Qualifications Framework as envisaged in the South African Qualifications Authority Act, 1995. The intention of the Skills Development Act is to provide learnerships that lead to recognised occupational qualifications. The financing of the skills development would be by means of levies imposed on employers.

It is thus seen that the competencies displayed by human resources are deemed to be intricate factors in the employment process and reinforces the objectives of the Skills Development Act.

5.3 OBJECTIVES OF THE ECMIC

The competency approach to employment in the ECMIC is exemplified by an advertisement in the Herald (2003: 14) which shows the key competencies required for the position of a Production Shift Team Leader at Hella, situated in Uitenhage.

The competencies included:

- Planning;
- Monitoring and controlling daily production output to ensure maximum efficiency;
- Achievement of Quality Standards;
- Allocating duties and responsibilities to team members;
- Managing performance;
- Managing and maintaining team morale, discipline and training;
- Ensuring a high degree of housekeeping;
- Maintaining safe and environmentally friendly work practices;
- Being able to operate efficiently under constant deadline pressure;
- Being able to adapt to rapid changes of direction;
- Having sound management skills; and
- Being a team player.

In personal correspondence with Ms Benita Fourie, Human Resources Manager at Luk Africa, she stated that Team Leaders are required to apply the following key strategies:

- i) Focus on simultaneous improvement of quality, speed and cost effectiveness;
- ii) Establish close links with customers and suppliers;
- iii) Drive both linear, continuous improvement as well as non-linear break-through improvements in the work place;
- iv) Eliminate all forms of waste and make value flow as pulled by the customer; and
- v) Apply leadership practices that promote teamwork, continuous learning, participation and flexibility.

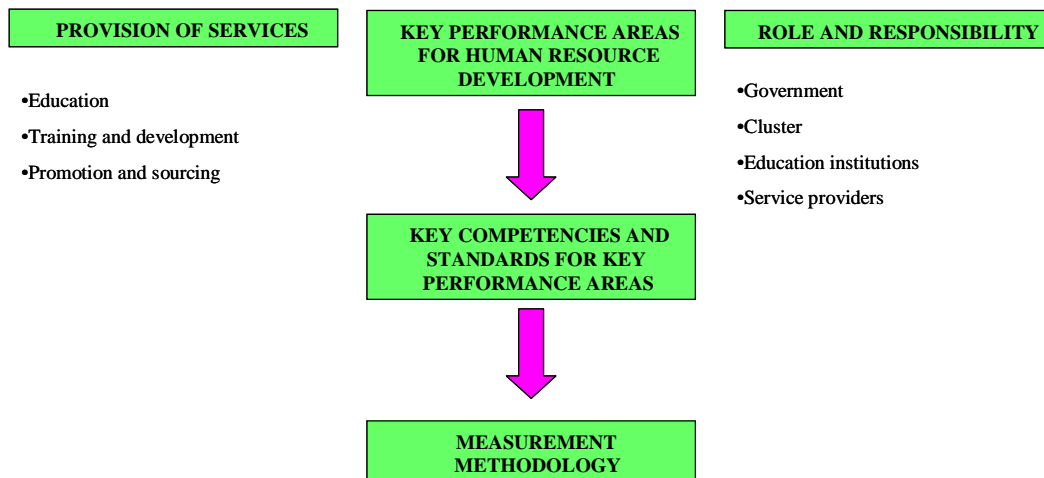
The Critical Outcomes as determined by Competency International (2002: 14) mentioned in Figure 5.1 above, incorporates those depicted in the Hella Advertisement in the Herald (2003: 14) together with those obtained from the personal communication with Ms Benita Fourie of Luk Africa. All the competencies quoted above are reflected within the 31 core competencies, as outlined in Chapter Four, quoted by Cripe and Mansfield (2002: 14).

According to Hutton (2002: 114), the East Cape Motor Industry Cluster (ECMIC) executive set up a task group to develop a broad human resource strategy that would ensure that the ECMIC would have the ability to face the challenges that would be posed in the future by the local industry. It would insure that the appropriate quality

and type of human resources would be available. The task group was of the opinion that the need existed for representation of government, the educational institutions and trade unions if it was to be successful. To ensure practicality the task team developed a Human Resource Development Model (HRDM) as shown in Figure 5.2 below. Four specific steps in the strategy process were identified. The steps identified were namely:

- the recognition of crucial performance areas;
- key competencies and standards;
- outcomes based on specific performance areas; and
- methods utilised to measure the results achieved.

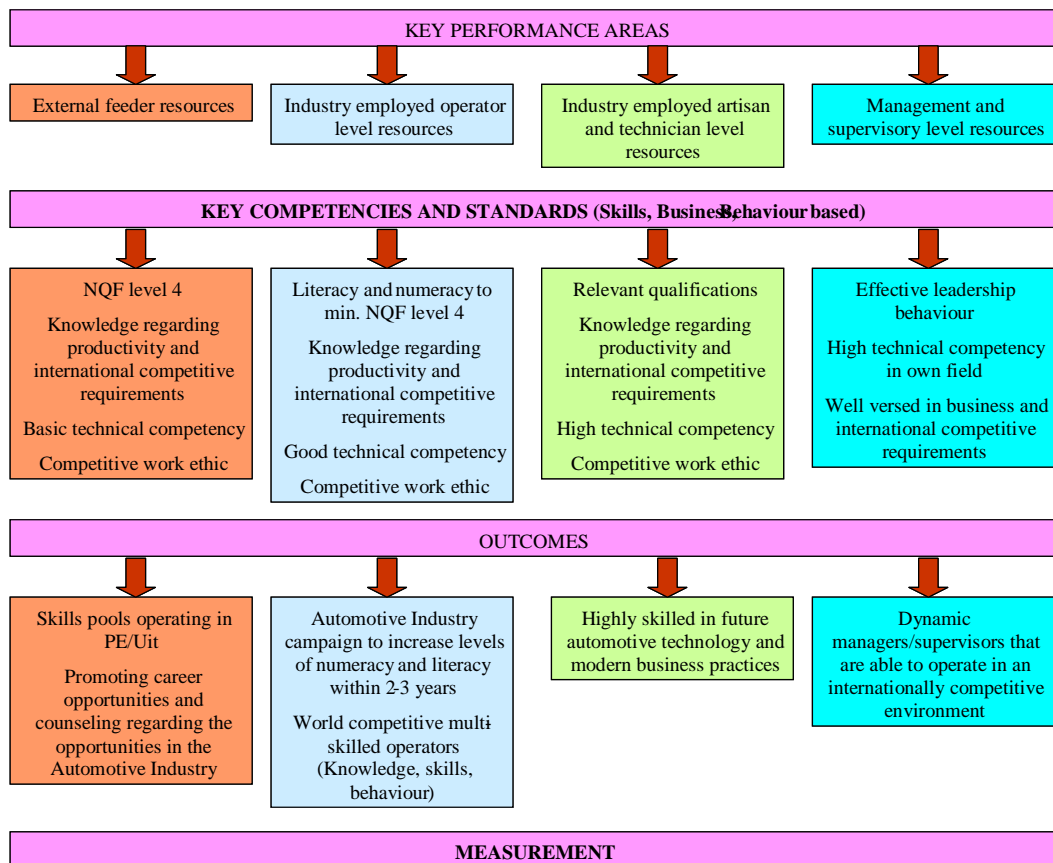
Figure 5.2: Human Resource Development Model (HRDM)



Source: Adapted from Hutton (2002: 114)

Hutton (2002: 115) further went on to subdivide each of the three steps into a further four major performance areas with their equivalent key competencies and values and ensuing outcomes for each key performance area. In this respect Hutton (2002: 115) produced a model Figure 5.3 below, which was a graphic representation of the measurement methodology that was generic to each key performance area.

Figure 5.3: Human Resource development Strategy



Source: Adapted from Hutton (2002: 116)

With respect to each of these key performance areas specific competencies and standards, definite skills, business orientation and behaviour are required. Objectives for each key performance have to be measured as regards to each of the key competencies and standards identified. The outcomes for each key performance measured are tabled and listed. Finally, the movement towards the objectives is measured in terms of strategic initiatives or actions and demonstrated in terms of meeting specified competencies and standards for each quality level.

The first area consisted of the external feeder resources, which were made up of unemployed adults in the Nelson Mandela and Buffalo City Metropoles. Hutton (2002: 118) cited Russell Consulting (1999) who stated that the main purpose of the Human Resource Development Project (HRDP), developed by a task team from the East Cape Motor Industry Cluster (ECMIC), was to establish an internationally competitive HRD competency framework and delivery system that would benefit the cluster. Human Resources would be developed for the motor industry to ensure that they were internationally competitive. With the improved competencies within the cluster, international partnerships would be forged through acceptance into the global market, while an environment would be created in which world-class employee relations are practised.

Hutton (2002: 116) included the supply of key services in which education, training and development were identified, as well as the responsibility of government and the industry itself as key players, as additional critical elements to support the structure.

From figure 5.3 above, the key competencies and standards from the external feeder resources requires the following competencies:

- NQF level 4;
- Knowledge regarding productivity and international competitive requirements;
- Basic technical competency; and
- Competitive work ethic.

According to the South African Qualifications Authority Act, 1995 and the Level Descriptors Regulations (NQF levels 1 to 4), 2003 the following standards and competencies are required to reach NQF level 4.

With respect to applied competence at NQF level 4 a learner should demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study. They should have an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields, or disciplines, as well as an understanding of the organisation or operating environment, as a system within a wider context. They should also exhibit an ability to apply essential methods, procedures and techniques of the field or discipline, while utilising and carrying out actions necessary to interpret information from text and operational symbols or representations. They also require the ability to use their knowledge to solve common problems within a familiar context and adjust an application of a common solution within relevant parameters to meet the

needs of small changes in the problem or operating context. Another factor is the ability to motivate change, using relevant evidence, while being able to gather analysis and evaluate relevant information. They should also be able to communicate and present information reliably and accurately in writing and verbally.

With respect to autonomy of learning, a learner should show the capacity to take responsibility for their own learning within a supervised environment. They should be able to take decisions about, and responsibility for their actions, and be able to evaluate their own performance against given criteria while having the capacity to take the initiative to address any shortcomings they find. The criteria with respect to satisfying the requirements of NQF level 4 fall within the 31 core competencies recognised by Cripe and Mansfield (2002: 14).

During 1999, Russell Consulting (1999: 7) felt that progress had been made in that the strategic leaders in the cluster supported the main project objective, to establish an internationally competitive HRD competency framework and delivery system. It was decided that this could be best achieved through working closely with Eastern Cape educational institutions.

In this regard Burkett (2001: 48) states that the Nelson Mandela Metropole has traditionally enjoyed a good reputation for the delivery of education. Townsend (2000: 39) adds that the quality of students produced in the Buffalo City Metropole is

an attraction for investors who are seeking a region that has an abundant supply of human capital. While (Porter, 1990: 74) stated that one of the sources of competitive advantage is the supply of potential employees in possession of skills that are required by local industry.

Russell Consulting (1999: 7) stated that an audit had been completed of industry competency levels as well as the ability of regional educational institutions to deliver internationally competitive services to the cluster. The educational ability to deliver competitive services has been enhanced by the amalgamation of the University of Port Elizabeth, Port Elizabeth Technikon and Vista University to form the Nelson Mandela Metropolitan University. This has resulted in complex spread throughout the Nelson Mandela Metropole offering both degree courses as well as diplomas in various faculties. While the availability of various technical colleges within the Nelson Mandela Metropole also allows for the education of those, without the necessary formal qualification, to advance utilising aspects of the Recognition of Prior Learning. The Buffalo City Metropole has the presence of Rhodes University, East London College, Border Technikon and the Eastern Cape Technikon in the region to meet its needs. The Border Technikon and Eastern Cape Technikon recently amalgamated to form the Walter Sisulu University.

Russell Consulting (1999: 7) reported that the cluster leadership had reached agreement on HRD priorities for the following three years. They were as follows:

- a) a strategic leadership development programme;
- b) a first tier leadership development programme;
- c) a shop steward/union leadership programme;
- d) a learnership development programme; and
- e) a programme to retrain displaced employees at all levels.

The following areas: potential employees, human resources development, manufacturing skills and learnerships and educational facilities will be discussed in the development of human resources capital in the ECMIC.

5.3.1 Development of potential employees

An article in the Herald business section (2005: 1) of June 25, 2005 records that the Nelson Mandela Metropole had launched its automotive experiential career development programme (AECDP) in a bid to increase the number of black engineers available to the area's burgeoning automotive industry. The programme involves the mentoring and guidance of 30 Grade 12 pupils and would include a two-week winter school at the Summerstrand North Campus of the Nelson Mandela Metropolitan University.

Berry (2005: 94) states that there is a substantial amount of evidence which suggests that having a mentor can facilitate the successful psycho-social outcomes and lead to more frequent promotions, higher incomes and greater satisfaction with pay and benefits. Berry (2005: 94) cites Saal & Knight (1995) and Tsukudu (1996) who support this evidence by stating that several studies have found that mentoring relationships are a significant factor in career development, organisational success and career satisfaction.

The Herald business section (2005: 1) article continues that the Automotive Industry Development Centre (AIDC), which designed and structured the programme mentioned above, aims to ensure that participants make a successful transition from school to university and eventually enter the motor industry. The top 30 of the 50 participants from disadvantaged schools in the metropole, who had shown promise with mathematics and science at the recently held nine-week mathematics development programme hosted by the NMMU maths department, would continue with the main programme. The goal of the mathematics development programme was to improve their insight, understanding and problem-solving skills, after which they will be evaluated on their progress and performance.

The Herald business section (2005: 1) stated that the programme specifically aimed to uplift learners and assist them to make an informed career choice by providing them with training and exposure to various engineering disciplines, with specific emphasis on the automotive industry. The AIDC skills development and training manager, Estelle Gathercole (2005), was quoted as saying that the skills required of employees

in the industry had become progressively more sophisticated. Gathercole (2005) maintained that in the face of the demand for highly skilled workers it is socially and economically imperative that previously disadvantaged individuals not only join the mainstream economy but contribute to it and their prospective employers.

Metropole automotive specialist, Msokoli Ntombana (2005), said in the article that the interaction of pupils with the automotive industry was one of the critical success factors of the programme. He also stated that industry participation and the exposure of learners to it would ensure that the fundamentals of engineering and technology are instilled with the learners from an early point. Gathercole said many of the participants in the programme would also qualify for financial assistance, to ensure their successful entry into industry.

Prince (2001: 7) stated that Delta Motor Corporation (now General Motors South Africa (GMSA)) in 1994 established the Delta Foundation as an independent development agency which has played an important role in the company's community enrichment programmes. Sue Westraad managed the Ready for Business Project which was established in 1996. This is a partnership between business, Higher Education and the Department of Education with the intention of preparing learners from previously disadvantaged backgrounds with the necessary skills to make the successful transition from high school to the tertiary environment, thus reducing the high drop out rate. *Infocom* (2000: 18) reports that the success achieved by this programme has resulted in it being launched in the remainder of South Africa.

In partnership with the Eastern Cape Education Department, another programme on offer is a learning initiative called the Centres for Learning Project. The intention of the project is to develop a framework within schools in disadvantaged communities to improve their effectiveness as centres of learning and teaching within disadvantaged communities. The programme concentrates on building strong leadership, governance, management and administration structures that are necessary fundamentals on which to build an effective teaching and learning foundation. The Economic Affairs, Environment and Tourism MEC for the Eastern Cape Mr Enoch Godongwana announced in the Eastern Cape Legislature on March 17, 2003 a number of new initiatives, including a development centre to look at the technology needs of the automotive sector and a programme to re-manufacture redundant IT equipment for use in schools and other institutions. Mr Godongwana said the Automotive Industry Development Centre (AIDC) was an initiative of the Gauteng Blue-IQ that “seeks to build a network of Government and technical service providers aimed at addressing the technology needs of the automotive industry in South Africa. In the Eastern Cape, we will establish a partnership with the Blue-IQ/AIDC to provide accessible and affordable world-class technical and project-focused resources for building a local motor industry with world-class automotive competencies.”

5.3.2 Human resources development model

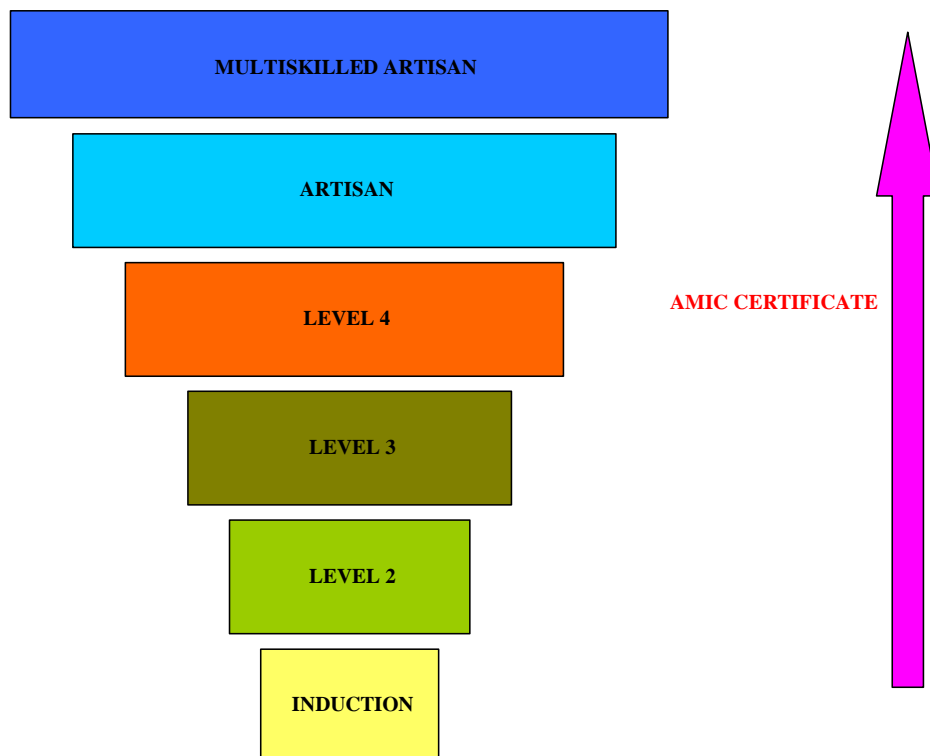
The second area in the model developed by Hutton (2002: 115) was the industry employed operator level resources, which included all those employees who fell

within operative grades one to four. The key competencies and standards from those already employed in the industry, the operator level resources require:

- Literacy and numeracy to a minimum of NQF level 4;
- Knowledge regarding productivity and international competitive requirements;
- High technical competency; and
- Competitive work ethic.

Figure 5.4 below shows the progression of the entry-level employees as they move through the various stages of employment from the initial induction, through the various levels, until they become multi-skilled artisans.

Figure 5.4: Career Path Structure



Source: Adapted from Hutton (2002: 116)

From Figure 5.4 above the change from induction to artisan requires four levels. These levels are further sub-divided into three categories.

The nucleus of the first category, the *fundamental* category, is the Adult Basic Education and Training Programme (ABET), which comprises a literacy section and a competence in numerical ability. According to Poisat (2001: 79), a competency-based approach, together with the outcomes promulgated by the NQF and the principles it embraces, sets the foundation for Recognition of Prior Learning (RPL) within the South African context. It acts as an integral part of the progression gained within the NQF in that experience gained at work is quantified, and credit is given for skills and competences acquired. The progression is from a base of rudimentary knowledge, through conversational to operational competence, in both literacy and numeracy. ABET programmes are run in-house by external providers or company personnel.

The generic skills and knowledge that are required by employees in a manufacturing environment is the focal point in this, the second category, the *core* category. The modules that are required are an understanding of the company's business and manufacturing concepts, the quality expected and the necessity for teamwork. The module requires the ability to manage materials, the enforcement of a healthy and safe environment, effective communication and being able to maintain good employer/employee relations.

There seems to be little difference between the key competencies and standards required from the external feeder resources and the industry employed operator

resource. The Recognition of Prior Learning (RPL) allows for the development of those employees who, by virtue of the education system previously prevailing, were unable to satisfy the requirements of the NQF level 4. Credits are allocated for each core module at each level and progression may only be achieved with the successful completion of the prior level.

Hutton (2002: 116) stated that *Specialisation* is the third category. A three-phase approach is used in this category. The three phases are:

- **Knowledge** which is gained through training and testing in a classroom environment;
- **Skills** which are taught and tested at a technical training centre or learning island; and
- **Application to standards** where a test for competence is conducted in normal working time and conditions on the relevant production line.

On completion of all four modules an AMIC Certificate is issued. This renders the operator fully qualified and they may enter vocational training to become an artisan. In order to establish how the career path structure for manufacturing skills development is applied in the ECMIC, an analysis was made of how it is applied in each of the original equipment manufactures that operate in the ECMIC. This is set out below:

5.3.2.1 Mentoring as a form of human resources development

The Herald (2003: 4) stated that Berry, Port Elizabeth Technikon Human Resources Management Head, had addressed businessmen at a Port Elizabeth Regional Chamber of Commerce and Industry (PERCCI) breakfast meeting. He had said that when mentoring was effectively managed and integrated into overall development and committed to transformation, these programmes could make a considerable contribution.

5.3.2.1.1 Benefits to mentee

The support a mentee receives through the learning process is according to Berry (2005: 147) a major benefit. The circumstances of the mentoring relationship relates to the specific benefits gained from the process. Depending on the relationship, be it in a systematic and structured programme or alternatively, a more informal/casual approach, will determine the benefits gained by the mentee.

The generic benefits according to Berry (2005: 147) that are likely to accrue for any learner include the following:

- Personal benefits

Within a healthy mentee-mentor relationship, mentees develop the ability to satisfy their social needs such as affection, a sense of belonging and friendship. This form of relationship can also assist mentees in satisfying self-respect and self-esteem needs,

while as skills and capabilities increase, the result is the building of self-confidence and self-respect.

- Developing 'learning to learn' skills

With the acquisition of greater knowledge and skills, the mentee becomes more confident more confident and competent as a learner. This leads to being able to increasingly focus on the mentee's learning processes, approaches and styles.

- Greater understanding of the total organisational perspective

Berry (2005: 148) states that by participating in the programme mentees are able to gain knowledge of the organisation outside of their own functional or business areas. The seniority of the mentor allows mentees to pick up knowledge and acquire an understanding of the general business infrastructure as well as gaining access to additional information, resources or other support structures within the organisation. Mentoring can also greatly aid the mentee to understand and understand the culture and the 'politicking' which occurs within the organisation.

- Strengths and weaknesses

The continuing interrelationship between mentor and mentee with its regular feedback, and counselling and coaching sessions allows the mentee to gain an insight into their strengths and weaknesses.

- Problem-solving and problem-solving approaches

Problem solving activities, which are a natural outcome of the relationship between the mentee and mentor, allows the mentee to confidently undertake problems on their own.

- Career benefits.

Through the intervention of the mentor, whether it is induction, orientation or career advancement, the mentee derives career benefits, which may become an explicit part of the mentoring relationship.

5.3.2.1.2 Benefits to mentors/managers

Berry (2005: 149) states that many senior and experienced managers consent to the responsibility of mentoring not merely out of obligation, but out of personal fulfilment and the individual benefits they may derive, such as enhancing their own roles, skills and contributions. Similarly to the benefits gained by the mentees, the benefits gained by the mentors or managers will also depend on the particular circumstances of the mentoring relationship. Lewis (1996: 13) believes that if the mentor is the mentee's line-manager there ought to be specific benefits in terms of performance, efficiency or productivity. However, there are substantial generic benefits:

- Increased loyalty

Loyalty is often enhanced during the process, as the mentee becomes to realise that the mentor/manager cares for them beyond just their ability to contribute to achieving

work objectives and is in fact concerned as to their future. The realisation contributes to an increased loyalty towards the mentor/manager and the organisation.

- Role enhancement and the expansion of skills repertoire

There is often a symbiotic relationship if during the mentoring process the mentor is susceptible and cognisant that the mentor could learn from the mentees, such things as different functional or technical skills. Mentees may have different approaches or styles and may be strong where the mentors are weak.

- Improved one-to-one communication and a sense of belonging to a team

Time spent by the mentees with the mentors/managers on discussions around the mentee's future can often dispel any uncertainty that may have risen. These uncertainties are often as a result of rumours found on the company grapevine. The mentees are able to communicate group concerns to mentors/managers, thus placing them in a better position to focus on group "gripes" in team problem-solving sessions, or other departmental meetings.

- Sense of competence and self worth

Berry (2005: 151) cites Clutterbuck, who noted that various surveys and reviews had been undertaken in recent years to assess the outcomes of mentoring programmes and that the most frequent and powerful benefits for mentors can be summarised as follows:

- a) Mentors learn from the mentoring experience, both when having to explain instinctive reasoning and when listening to a different perception. An example could be that a mentee could espouse problems that they are having with their bosses often causing mentors to consider similar issues that their direct subordinates may have with them; and

- b) Mentoring gives mentors the opportunity, despite a heavy and chaotic schedule, to reflect and gain satisfaction from the knowledge that their actions have made a difference to someone else. They also benefit from the intellectual challenge of working on issues for which they do not have to take personal responsibility and that may take them into unfamiliar territory.

5.3.2.1.3 Benefits to the organisation

Lewis (1996: 15) argues, that the benefits of mentoring, for the organisation is dependent, to some degree, on whether there is a systematic approach to mentoring within the organisation. Lewis (1996: 15) continues that if specific outcomes are identified and implemented, then the delivery of those outcomes will be to its own benefit. The argument has been put forward that whether or not outcomes were achieved, organisations accrued accumulative benefits, when mentees received mentoring support. The generic benefits that are likely to accrue to the organisation from mentoring programmes include the following:

- Reduced turnover at a time when quality recruits are hard to find

Organisations, which have managed to attract talented, competent individuals to their employ, wish for them to have an extended stay with the organisation. The utilisation of senior personnel within the organisation to act as mentors is a means to ensure that once the formal mentoring programme is completed, the mentee will become invisible within the company strata. Their evident visibility should allay any of the mentee's concerns and prevent the mentee from beginning to look for another job shortly after joining the organisation.

- More effective management development

The introduction of a mentorship programme within an organisation is beneficial not only to the mentees. As the organisation trains and develops managers to participate in the programme, the mentors may well become more effective managers and adopt improved managerial development approaches with all their staff.

- Empowered employees

Arming mentees with self-development skills and setting them on the track of learning increases their capabilities and their willingness to take responsibility.

- Enhanced communication.

Mentoring increases the amount of communication to the higher echelons within an organisation, and provides a method for changing or reinforcing organisational culture.

5.3.3 Manufacturing skills

a) Daimler Chrysler

According to the Global Supplier (2000: 11), Daimler Chrysler South Africa (DCSA), in East London, has a technical training centre that is a recognised skills provider which is addressing the broader training needs of both the Daimler Chrysler plant and its suppliers.

In respect to the key competencies and standards, as required by the external feeder resources, Hutton (2002: 120) cited a personal interview with Johan Smit, from the Human Resources Development Department at Daimler Chrysler, in that the company utilised the Automobile Manufacturing Industry Education and Training Board (AMIETB) which was issued in October 1996 and entitled AMIETB Multi-Skilling Technical Training Schedules (Hutton 2002: Annexure 5.2). The schedule set out the skills that are common to the automobile manufacturing process. Smit (1999) identified six career paths for manufacturing personnel to become qualified namely:

- assembly;
- truck assembly;
- body shop;
- paintshop;
- materials management;
- vehicle finalising.

An employee who has completed the programme, which consists of both skills and knowledge components, was awarded the Automobile Manufacturing Industry Certificate (AMIC).

The training is conducted in-house and the fundamental section, numeracy and literacy, is conducted by an external service provider who specialises in ABET. Training in core aspects is conducted in-house as these items, although generic to the industry, cover specific practice in the DCSA plant. Topics covered include the company's business and manufacturing concepts, the quality expected and the necessity for teamwork. The module requires the ability to manage materials, the enforcement of a healthy and safe environment, effective communication and being able to maintain good employer/employee relations.

According to Hutton (2002: 129) Smit (1999) stated in an interview that DCSA conducts training at their in-house training centre which is manned by highly trained personnel, who have been recruited for their skills in the manufacturing processes in the areas identified above.

Each of the career paths has a syllabus with two components namely, skills and knowledge. Smit (1999) confirmed that Daimler Chrysler uses a system based on the AMIC system this leads to an AMIC Certificate, that equates to an NQF level 4 or matric equivalent. Figure 5.4 above depicts the stages in the operator-development model.

Trainees from the external feeder resources are recruited and undergo 30 days on-line technical training and 11 days off-line training at the DCSA Training Centre (*Star*, 2000: 3). Each week the performance of the trainees is evaluated with a final formal evaluation at the end of five weeks. Those, whose competency levels meet the criteria for employment, after the training period, are recommended for a position and made a formal job offer. A one-day induction programme is undertaken by those who accept the offer of employment where, the new employees are presented with an official company identity card and new work clothes. Those trainees that are not offered positions still benefit from the process as they are assisted by the company to find jobs.

b) Volkswagen South Africa

Savides (2000a: 1) stated that Volkswagen South Africa (VWSA) has recently opened the VW Education and Training Institute (ETI). In light of its export promotion VWSA requires the services of highly trained personnel to manufacture the Golf 4. Training methods therefore had to be devised in order to turn new recruits into semi-skilled operators in a period of six to eight weeks. Savides (2000a: 1) also believes that the ETI will lead to a competitive advantage for the company in the global automotive market, and would also be of assistance to its suppliers and local emerging business. The ETI has expected to have wide reaching implications to component suppliers to the VWSA plant and is making available its facilities to improve the skills levels of employees working for local suppliers. Although all components for the new Golf were initially imported, through training by the ETI, a substantial number of

component suppliers are utilising the training opportunities available to increase workforce skills levels to become suppliers of components for both Golf and Jetta vehicles.

Savides (2000b: 2) believes that the success of VWSA and the efforts to raise the skill levels to achieve world class manufacturing standards has resulted in VWSA becoming part of the worldwide Volkswagen supply chain for the new generation Golf 4. Savides (2000b: 1) adds that VWSA is retaining and attracting skilled people because they are offering education, training and development opportunities that have aligned the company to develop a high performance culture with a focus on world-class performance. This is in line with the main purpose of the cluster HRDP which is to establish an internationally competitive Human Resource Development Competency Framework (Russell Consulting, 1999: 6). Hutton (2002: 123) cites (De Klerk, 2001) who states that the ETI offered an internationally accredited Management/Supervisory Development Programme which is based on leadership competencies and is practical and job-related in nature, since it focuses on key management standards. De Klerk, (2001) states that VWSA are in the fortunate position to be in possession of “highly skilled, dedicated and competent” training personnel who provide a wide variety of programmes and expertise.

c) General Motors South Africa

Boy (2001), in an interview with Hutton (2002: 123), states that in order to advance the skills and competencies of their manufacturing personnel, General Motors South

Africa (GMSA) makes use of the AMIC qualification. Boy (2001) believes that the development of skills and knowledge are critical to achieve the standards required to become internationally competitive. GMSA has its own training centre situated at the Kempston Road plant that is used to train operators in line with the training scheme set out by the AMIETB in order to qualify for the AMIC. In order to improve management development and affirmative action within GMSA, the company has made use of various methods of management development that includes the use of the UCT Business School for their AIM Programme, as well as cross-functional assignments and mentoring programmes. Boy (2001) believed that that in-house management training was critical to reinforce the current management philosophy in the organisation.

5.3.4 Learnerships

According to Hutton (2002: 129) De Klerk (2001) supported by Boy (2001) stated that the Volkswagen Education and Training Institute is used by both VWSA and GMSA for formal learnerships in certain trades. These trades include:

- turner machinist;
- electronics mechanic;
- electrician;
- machine fitter;
- auto electrician;
- motor mechanic;

- tool, jig and die maker (ETI, 2001: 1).

The third area in the model developed by Hutton (2002: 115) consisted of the artisans and technicians employed in the industry, and the fourth was the management and the supervisory personnel who served in the industry.

5.3.5 Team Leaders within the ECMIC

In the discussion above attention has been given to the source of the future employees of the ECMIC as well as to the educational requirements of the different stages of development of these employees. The general core competencies required have been outlined. In the development of their team leaders, General Motors South Africa, have divided their team leader function into three levels namely: A; B; and C. All three levels of team leaders are evaluated under the following set of requirements:

- Education Levels;
- Core; and
- Technical.

a) Level A

The entry level criteria for level “A” team leaders are a Grade 10 Education. Twelve core competencies have been identified by GMSA. These core competencies have

been grouped below according to the core competency approach of Cripe and Mansfield (2002: 14) which identified 31 competencies.

Leading Others Cluster

- Role responsibility of the team leader; and
- Team leadership (supervising teams).

Communication and Influencing Cluster

- Communication (team interaction);
- Meetings and presentations; and
- Induction of a team member.

Preventing and Solving Problems Cluster

- Multi-Skills processes; and
- Problem solving.

Achieving Results Cluster

- Quality awareness and quality in station;
- Understands, identifies and uses safety equipment; and
- All the AMIC “Core” requirements.

Self-Management Cluster

- On-the-Job instruction / training skills; and
- Delta I.R. procedures and awareness.

While 18 technical skills are also documented, several of which can however be classified as a competency, namely:

Leading Others Cluster

- Worked successfully as a team leader in at least one area;
- Establish and maintain SOS sheets and pillar charts for team;
- Co-ordinate and distribute work amongst team members and follow up;
- Co-ordinate and maintain housekeeping in the team area;
- Co-ordinate and promote CIP activities and the suggestions scheme;
- Actively maintain discipline in the work environment;
- Maintain team visual management systems;
- Train and develop team members; and
- Induction of new team members.

Communication and Influencing Cluster

- Communicate job-related information to team members;
- Co-ordinates required maintenance and technical support; and
- Takes timely action on supply of material to allow team operations.

Preventing and Solving Problems Cluster

- Solve problems relative to team operations; and
- Resolves “hands on” concerns in team area; and
- Monitors indirect materials usage.

Achieving Results Cluster

- Manage performance by achieving agreed team goals;
- Takes timely action on supply of material to allow team operations;
- Co-ordinates required maintenance and technical support; and
- Ensures “quality in station”, in team area.

Self-Management Cluster

- Perform tasks of all team members when required
- Administration duties (record and store information);

b) Level B

The education requirements for “B” level team leaders are six subjects towards a nationally recognised Degree / Diploma or N4 Certificate (four Subjects) or Matric plus two years team leader experience or a Grade 10 education plus three years experience as a team leader. The competencies of a “B” level encompass all those of an “A” level team leader but are more general in classification. This level of team leader is involved to a degree in acting as a supervisor. With respect to the leadership

cluster, the itemising of competencies with respect to the team has been reduced to merely team building. The twelve competencies have been reduced to nine. Using the cluster classification of Cripe and Mansfield (2002: 14):

Leading Others Cluster

- Team Building;
- Work place procedures and requirements; and
- Delegation.

Communication and Influencing Cluster

- Inter departmental/group relationships;
- Internal customer relations; and
- Inter-personal / counselling skills.

Preventing and Solving Problems Cluster

- Conflict handling.

Achieving Results Cluster

- Managing performance.

Self-Management Cluster

- Time management.

The technical components are:

Leading Others Cluster

- Been exposed as a team leader to 50 percent of their co-ordinator's areas; and
- Co-ordinate job rotation training of team members.

Communication and Influencing Cluster

- Promotes quality awareness in team

Preventing and Solving Problems Cluster

- Ensures availability of hand tools.

Achieving Results Cluster

- Start up and close down line at start and end of shift;
- Check on manpower availability before start of shift;
- Handle corrective action follow up.

Preventing and Solving Problems Cluster

- Ensure team performs TPM tasks and updates TPM SOS

The education criteria for a team leader on level "C" are a nationally recognised Diploma/ Degree, or Matric plus three years team leader experience or Grade 10 plus four years team leader experience. The core components for this level of a team leader are based to a large degree on the self-management of the team leader.

It involves improving the competence level of the team leader by introducing educational aspects into the competencies required. The team leader acts in a more supervisory role rather than being “hands-on”. The competencies required are:

Leading Others Cluster

- Manage motivation.

Communication and Influencing Cluster

- Job planning.

Preventing and Solving Problems Cluster

- Manage change.

Achieving Results Cluster

- Managing and understanding productivity.

Self-Management Cluster

- Further career development;
- Training and development;
- Supervisory safety training. (E.H.S);
- Internal quality series (SPC course); and
- ISO auditor’s course.

The technical skills required are:

Leading Others Cluster

- Been exposed as a team leader to 100 percent of their Co-ordinator's areas;
and
- Do visual management of entire area.

Communication and Influencing Cluster

- Understudies the co-ordinator in discipline hearings of team members; and
- Assess team member competence.

Preventing and Solving Problems Cluster

- Monitor costs against budget;
- Balance resources across teams with the aid of other team leaders; and
- Carry out job observations and develop written safe work practices.

Achieving Results Cluster

- Conduct audits of team area in preparation for ISO audits;
- Install and maintain SPC Charts; and
- Administer SOS change control.

Self-Management Cluster

- Demonstrates the ability to administer team member personal records

5.3.6 Educational facilities

The Eastern Cape Region can be divided into two distinctive areas as regards to the educational institutions. The two regions will be discussed individually.

a) Nelson Mandela Metropole

The Nelson Mandela Metropole according to Burkett (2001: 48) has enjoyed an enviable reputation for the quality of the education delivered in the area. Despite the inequality of means with respect to the facilities on offer, the access to education and qualifications of the educational staff, there exists within the townships and northern areas pockets of distinctive excellence. The merger of the University of Port Elizabeth, Port Elizabeth Technikon and Vista University to form the Nelson Mandela Metropolitan University (NMMU) has resulted in an education hub that is set to fulfil the educational needs for the area for the foreseeable future. The faculties are spread over eight campuses, six of which are in the Nelson Mandela Metropole and two in the Western Cape in George, and in some cases programmes are duplicated on more than one campus. The NMMU Summerstrand Campus (South), former UPE Main Campus, offers degree courses in Arts, Science, Education, Economic Sciences, Law and Health Sciences. The NMMU Bird Street Campus, former UPE Bird Street Campus, is where a wide range of programmes focusing on community and management development occurs. The NMMU Vista Campus, former UPE Vista Campus, because of its location, is conveniently situated off the Uitenhage Road at Missionvale, and is assessable to both the Port Elizabeth and Uitenhage communities.

The degree courses presently on offer include Science, Commerce, Business Administration, Education and Law. Two campuses, NMMU Summerstrand Campus (North) and NMMU 2nd Avenue Campus have been formed from the Port Elizabeth Technikon. These campuses at present have eleven faculties that offer diplomas, Technikon first degrees and masters degrees in Management, Engineering, Computer Science, Applied Science, Education, Communication, Commerce and Public Management. The amalgamation of the educational institutions to form the NMMU is a recent occurrence and over time, it is expected that there will be a degree of rationalisation to eliminate any duplication of programmes. The last of the six campuses is the NMMU Algoa Campus the former PET Algoa Campus with its emphasis on education.

Apart from the various campuses of the NMMU there is a profusion of higher and further educational institutions in the Port Elizabeth/Uitenhage area. Figure 5.5 below sets out other educational facilities, and the courses on offer, within the Nelson Mandela Metrople.

The list from Figure 5.5 below, according to Burkett (2001: 52), is not complete, yet it does point out the various institutions within the region as well as expounding on the courses that are available.

Figure 5.5: Further and higher educational institutions in the Nelson Mandela Metropole

| INSTITUTION | COURSES OFFERED |
|--|--|
| Russell Road College | Technical, commerce, arts, utility services. |
| Kwanobuhle Technical College | Information processing, computer practice, office practice, business management, business English, applied accounting, mechanical and electrical engineering. |
| Bethelsdorp Technical College | Education, educare, commercial subjects, computer courses, commercial English, computer aided design, management, secretarial courses, hair care and cosmetology, food services, clothing production, multidisciplinary drawing office practice. |
| Almega College | Matric, S A Institute of Management diplomas, computers and information systems, office administration. |
| Academy of Learning | Computer related courses, typing, public relations, tourism, marketing management and advertising. |
| Beckley Secretarial School | Full-time and part-time secretarial courses. |
| Damelin College | Various degrees and diplomas offered in commercial, management and other areas. |
| East Cape Training Centre | Clerical, secretarial and telephonist courses, managerial courses including supervisory, bridging courses for artisans proceeding to Technikon, enrichment courses in computers, electronics and flower arranging. |
| Global School of Business | Post Grade 12 courses in business studies, computers and secretarial. |
| Iqhayiya | Building and construction, business, engineering, community education, secretarial, administration, hair care, educare and computer courses. |
| Lyceum Correspondence and Success Colleges | Wide range of courses |
| Varsity College | BA and B Com degrees, diplomas in business management, hotel management, secretarial and computer skills, sport and health club management |

Source: Adapted from Burkett (2001: 53)

With its university, various government educational colleges as well as commercial colleges, the Nelson Mandela Metropole has a profusion of higher educational institutions which offer a vast array of subject material for the development of the human resources within the Metropole.

b) Buffalo City Metropole

Hutton (2002: 128) cites Townsend (2000) who stated that Rhodes University was, in association with the Johnson Leadership Development Institute and the Institute of Social and Economic Research, and their involvement with local commerce and industry, making an important contribution to the Metropole. They were also co-operating with the University of Toronto, to work on specific development projects.

On July 1, 2005 the University of Transkei, the Border Technikon and the Eastern Cape Technikon amalgamated to form the Walter Sisulu University (WSU.) As a new comprehensive university, WSU offers both technologically-focused (former 'Technikon'-type programmes) and 'traditional university' programmes. Courses range from one-year certificates, national diplomas; higher diplomas and degrees to post-graduate degrees and doctoral studies.

The former Border Technikon is situated in the Buffalo City Metropole and undertakes National Diploma courses in Civil Engineering, Mechanical Engineering and Electrical Engineering. The campuses of the Eastern Cape Technikon and the University of Transkei remain in Butterworth and Mthatha (formerly Umtata.)

According to Hutton (2002: 128), Townsend (2000) stated that these institutions offer career specific education and research that is sensitive to market, community and national priorities and assists in producing a skilled workforce for the region. The WSU brings together a host of special projects initiated under the auspices of the three

merger partners. These include international linkages throughout the world, government partnerships and community-based interventions. These projects will continue under the WSU name and further projects will be pursued in line with WSU's vision of innovation, research, community partnerships and responsiveness to local, regional, national and continental priorities.

Buffalo City College was formerly known as East London Technical College and then East London College. The 1980's marked a rapid growth phase with a number of new programmes being introduced and partnerships forged. Technikon programmes have been offered since 1998 and a number of international partnerships have been formed. The college established two satellite campuses, namely the King Campus, in King William's Town in 1989 and the Aliwal North Campus in 1995. The East London Campus offers a wide range of full-time and part-time programmes in the Art & Design, Business and Utilities sectors. An Engineering Studies Department offers the National Certificates in Orientation, Electrical Engineering (N1-N6), Mechanical Engineering (N1-N6) and Civil Engineering (N1-N6.) It is also home to the Business Skills Centre, which offers part-time courses geared towards skills training, re-training and enrichment.

Apart from the various campuses of the WSU there are several educational institutions for further study in the Buffalo City Metropole. Figure 5.6 below sets out those have been identified. As in the case of the Nelson Mandela Metropole the educational needs of this area has been addressed.

Figure 5.6: Further and higher educational institutions in the Buffalo City Metropole

| INSTITUTION | COURSES OFFERED |
|-----------------------------|---|
| Academy of Learning | Computer related courses, typing, public relations, tourism, marketing management and advertising |
| Almega College | Full Time Career Diplomas, One year certificate courses One year diplomas. Short courses. IAC Diplomas. Matric Certificate. Travel, Tourism & Computer Courses. |
| Althorpe College | Public Relations, Business Communication, Personnel Management |
| Border Technical College | Business Studies, Engineering Studies Computer & Information Technology, Practical Workshop |
| Damelin (East London) | Various degrees and diplomas offered in commercial, management and other areas |
| East London Science College | Arts, Business & Technology |
| MSC Private College | Computer & Management Studies Professional Office Support and Secretarial |
| Metro Training College | Computer training and short secretarial courses |
| Oxford College | Grade 10 to Post Matric |
| John Knox Bokwe College | Engineering and Business Studies |

Source: Developed from Research

The part played by the various educational institutions within the Nelson Mandela and Buffalo City Metropolises is an important factor in the academic development of the team leaders in the automotive industry. These academic requirements, for the different levels of team leaders, have been indicated earlier. In this respect the Nelson

Mandela Metropole is fortunate in that there are several centres in close proximity to the different residential areas where the team leaders are able to enhance their academic abilities. Amongst these are the East Cape Training Centre, Iqhayiya and the Russell Road College. All these centres offer tuition and practical training to complete the National Certificates on the N1 to N6 level. The Nelson Mandela Metropolitan University (NMMU) and Damelin College offer both diploma and degree courses. The Business School at the NMMU, in particular, is forging a close relationship with the automotive industry within the Nelson Mandela Metropole as can be seen by the emphasis being placed on the automotive industry in its various business programmes. In addition to the degree and diploma courses offered at the various campuses of the NMMU, various short courses aimed at enriching the training of team leaders, in various facets, team leader education is undertaken at the Bird Street campus of the university.

Within the Buffalo City Metropole, the initial academic requirement of team leaders is met by the East London Campus of Buffalo City College. The college facilitates the training of team leaders from Daimler Chrysler and other automotive component manufactures in the Electrical and Mechanical Engineering Departments of the Engineering Studies division of the college. The team leaders are able to complete the National Certificates on the N1 to N6 level. The Border Technikon and Eastern Cape Technikon campuses of the Walter Sisulu University (WSU) are able to offer both diploma and degree courses in all spheres, and are continuously striving to enhance the development of the populace in the region.

5.4 SUMMARY

This section dealt with the application of the competency approach within South Africa, and concentrated on the situation within the ECMIC. The study acknowledged the need to have human resources suitably trained in order to be competitive in the global market. The various training organisations within the defined boundaries of the ECMIC were identified, but what is apparent is that despite the recognition that it is necessary to form close relationships with educational institutions within the Eastern Cape as a means of establishing an internationally competitive workforce, very little has been achieved in this respect. Hutton (2002: 129) cites Boy (2001) and De Klerk (2001), who acknowledged that there was very little commonality amongst organisations within the ECMIC with respect to human resources development. The AMIC Certificate has been acknowledged by the automotive manufacturers as the path that needs to be undertaken by human resources where the manufacturing skills model is utilised for manufacturing operator development. Hutton (2002: 129) is of the opinion that there are many spheres where common competencies are generic to the automotive industry, and therefore co-operation within the ECMIC would lead to economies of scale resulting in a reduction of training costs. Owing to the inadequate training facilities and the limited financial means of the small component manufacturer, co-operation in the field of training could assist the development manufacturer of the human resources available. In Chapter Six the empirical study will attempt to establish possible strategies that could be implemented within the ECMIC to utilise the generic competencies required for the development of the team leaders.

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THE EMPIRICAL STUDY, METHODS USED AND ANALYSIS OF THE DEMOGRAPHIC DETAILS OF RESPONDENTS

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CHAPTER SIX

THE EMPIRICAL STUDY, METHODS USED AND ANALYSIS OF DATA

6.1 INTRODUCTION

In Chapter Two the reasons why organisations embark on the competency approach was discussed. Chapter Three analysed the formation of teams and identified the attributes of a successful Team Leader. A generic list of competencies was developed in Chapter Four, while Chapter Five examined the South African, with emphasis on the East Cape Motor Industry Cluster (ECMIC), application of the competency approach. The various training facilities within the ECMIC were identified in Chapter Five.

The intention of this chapter is to record the method used during the empirical study and the results obtained from Section A of the questionnaire which was developed from the literature study. This is achieved through the following steps:

- The research design will initially be documented so as to explain the procedure taken during the study;
- The second aspect will be the layout of the study which will encompass the population size, the development of the questionnaire, the pilot study, the administration of the questionnaire, and the responses to the questionnaire; and

- The final step will be a quantitative analysis of the demographic data of the respondents in order to identify the groups which responded to the questionnaire.

6.2 RESEARCH DESIGN

McMillan and Schumacher (1993: 479) are of the opinion that qualitative data analysis is inclined to be principally an inductive method of organising data into groupings and identifying patterns among the various groups. There is agreement with this description and is the basis of Section A of the questionnaire utilised in this study. Allison, O'Sullivan, Owen, Rice, Rothwell and Saunders (1996: 4) define research as an organised investigation that is recorded in a specific form, which allows the research methods and results to be available to others. By this means others are able to continue the research, which is aimed at seeking solutions to problems or, alternatively, answers to questions. Welman and Kruger (1999: 2) state that research involves the application of various methods and techniques to create knowledge through the use of scientific methods and procedures. According to Riley, Wood, Clarke, Wilkie and Szivas (2000: 8) there are two forms of research. The first category is pure research which they state has no clear practical use apart from contributing to a specific area of intellectual enquiry. The second category is applied research which concentrates on a specific problem and solutions are sought for identifiable academic questions that functional uses for persons outside the academic world. The objective of this research is to develop a strategy to solve a problem and is thus applied. According to Welman and Kruger (1999: 12), a

research problem refers to some hurdle that is experienced in the context of either a theoretical or practical situation and for which they wish to obtain a solution. In the case of this study the problem posed is:

What generic competencies are applicable to team leaders in the East Cape Motor Industry Cluster?

In order to assist in resolving the main problem, seven sub-problems were identified:

1. What does a literature study reveal about the importance of the development of these generic competencies to industry?
2. What generic competencies does the literature study show are applicable to team leaders?
3. What competencies may be developed through training?
4. What competencies may be developed through formal education?
5. What are the methods of training most applicable for the development of generic competencies that arise out of this study?
6. According to knowledgeable people, how are core competencies of personnel developed?
7. What is required from the East Cape Motor Industry Cluster (ECMIC) in order to develop generic competencies of the personnel?

The procedure used to solve the main problem and the sub problems was as follows:

- A literature study was undertaken to determine the reasoning behind the rationale for organisations to embark on the competency approach to employment and development of its human capital (discussed in Chapter Two). The diverse divisions within an organisation and their utilisation of the competency approach resolved sub problem one.
- Chapter Three utilises a literature study to discuss the formation of teams, the characteristics of a successful team and an analysis of an enlightened team leader. The establishment of a consolidated list of generic competencies was achieved in Chapter Four by means of a literature study. These two chapters address sub problem two.
- Chapter Five analyses, by means of a literature study, competencies within the South African context and specifically within the ECMIC. An analysis of the present situation with respect to the training and development of team leaders within the ECMIC together with the location of suitable education facilities addresses sub problems three and four.
- Chapter Six describes the empirical study, the methods used and the results of the demographic details of the respondents.
- Chapters Seven and Eight documents the results of the empirical study. These two chapters assist in resolving sub-problems five and six.

- In Chapter Nine a strategy for the development of core competence of team leaders in the ECMIC is developed. In this chapter information obtained in the literature study is combined with the results of the empirical study to develop the strategy mentioned above. This chapter resolves the final sub-problem.

6.3 PLANNING THE EMPIRICAL STUDY

The empirical study was conducted by means of a mail survey with the use of a questionnaire (see Annexure 6.1) developed from the literature study. A statistical analysis was then undertaken based on the results received from the questionnaire. The process followed during the empirical study is set out below.

6.3.1 The Questionnaire

Leedy (1997: 191) views the questionnaire as the common instrument for observing data that is beyond the physical reach of the observer. The questionnaire (see Annexure 6.1) as stated above was developed from information gathered from the literature study (discussed in Chapter Two to Chapter Five). The questions were selected to address each of the factors required to develop a strategy which would utilise the competency approach within the ECMIC for the development of team leaders. The questionnaire was developed as follows:

Instructions: The instructions to a questionnaire must ensure that all respondents are treated equally. Two principles form the foundation for good instructions; clarity and courtesy. These two principals were used in the development of the questionnaire.

Types of questions used: Allison et al (1996: 82) state that there may be open and closed questions. When the responses are predetermined it is only possible to use a closed question, which typically requires the respondent only to tick boxes. Open-ended questions do not impose restrictions on the possible answer, but are difficult to accumulate and computerise into relevant statistics. The results are often detailed and informative. Cooper and Schindler (1998: 333) state that open-ended questions may be used for comments and to capture any unusual circumstances not covered in the structured factor list. Sudman and Blair (1998: 289) believe that open-ended questions work well in personal interviews, reasonably well in telephonic interviews but not at all well in mail surveys as respondents are reluctant to write essay answers, not only because of the time and effort required but also because they do not want to embarrass themselves by making errors in spelling and grammar. Jancowicz (2000: 269) notes that a structured questionnaire must provide questions possessing an element of ‘steering’ information for the respondent without any prompting from the individual conducting the research. This is the method that was used in the questionnaire developed for the empirical study.

The questionnaire was divided into two parts. Section A consisted of biographical questions that offered choices for the respondent to tick. Questions in this section

surveyed the geographical location of the organisation, age of the respondent, position of the respondent in the organisation and whether the respondent was employed in a component supplier organisation, an original equipment manufacturer or another related industry. The number of employees in the organisation was polled, as well as the educational and years of experience of the team leaders.

Section B was made up of closed questions requiring respondents to record the degree to which they agree with certain statements while the balance of the questions require the “yes” or “no” type of response. Allison et al (1996: 83) state that the most widely used form of scaled items where the respondent chooses a point on a scale that best represents their view, is the Likert scale. In this section a five point Likert-type scale was used. The scale for scoring is as follows; 1 indicates strong agreement, 2 agreement, 3 uncertainty, 4 disagreement and 5 strong disagreement. According to Riley et al (1999: 121) the Likert scale should have a dividing point between positive and negative. This task is achieved by the mid-point in this scale, which is neutral. The scale is used to measure a batch of attitudes that are added together in order to draw conclusions.

Despite Singleton et al (1993: 111) considering that ordinal measurement, where numbers are used to rank the order of cases on some variable, is relatively unsophisticated and that few statistical operations may be used in their analysis, the use was made of ordinal measurement to assess the intervals between variables pertaining to certain practices in the organisations surveyed.

Wording of questions: Leady (1997: 192) states that the language used in a questionnaire should be unmistakably clear. Communication is a deceiving skill and what might be clear and concise to the interviewer, may in fact be worthless jargon to the respondents. Thomas (1996: 121) asserts that questions should not lead respondents, who do not have specific views of their own, on a particular issue. Grammar should be straightforward and the things that the respondents have to bear in mind in order to understand the question should be limited. Precise terminology should be used in preference to intangible language, ensuring a clear understanding of the question by the respondent. The questions should be straightforward for the respondent to answer. An example is “tick one block only”. Cooper and Schindler (1998: 332–333) note that it is impossible to say which wording of a question is best: there may be several areas that may cause a respondent confusion and which results in measurement error. Riley et al (1999: 96–97) name the following key issues pertaining to questionnaire design:

- Use simple and concise language;
- Do not make unrealistic demands of those who fill in the questionnaire;
- Each question should ask about only one topic;
- Each question should have no ‘escape route’, for example, don’t know, no comment;
- Each question should be polite;
- Be straightforward and guard against double meanings;
- Get the question order right;
- Make the layout easy to follow;

- Give clear instructions; and
- Test the questionnaire first.

Length of questionnaire: Thomas (1996: 121) maintains that a questionnaire should not be long and complicated. A questionnaire of several pages with a concise and user-friendly design is preferable to one that has less pages but with an overcrowded and intimidating arrangement. The above principles were applied when formulating the questionnaire. In addition, a draft questionnaire was tested in a pilot study.

6.3.2 Contents of the Questionnaire

Sudman and Blair (1998: 329) state that the first step in evaluating a questionnaire is to consider the research objectives. In formulating the questions to be asked, several Human Resources Managers from different automotive companies within the ECMIC were interviewed. Valuable input was obtained from Bonita Fourie, Fae Flynn and Heather Steel. The reasoning why certain questions were included in the questionnaire is set out with an explanation of the rationale for the structure of each section of the questionnaire. For ease of answering questions and the subsequent analysis of data gathered by in the empirical study, the questionnaire was divided into six sections. Each section will be discussed below.

Section 1: This section covered the demographical data of respondents. The data gathered in this section are of independent variables that were used to establish the relationships between the dependant variables measured in the rest of the questionnaire.

Section 2: In this section respondents were requested to indicate the degree of importance they attributed to the five clusters identified by the literature study. These five clusters were further divided into various identifiable sub-divisions. The votes received for each of these factors would give an indication of the level of importance placed on various facets of competency.

Section 3: This section dealt with development of competencies. Respondents were asked to vote on the relevance of certain statements that had been made and the degree of acceptance of these statements would indicate the respondents' views on the development of competencies.

Section 4: As in the former section, the views of respondents on the development of competencies were necessitated. Four specific competency clusters were identified and the votes received for each factor within the competency cluster would give an indication of the level of importance placed on the ability to develop competencies by means of training.

Section 5: This section requires the respondents to express their views on the development of competencies by means of the mentoring approach. The votes received for each statement gave an indication of the views of respondents with respect to mentoring and the development of competencies.

Section 6: This section poses questions relating to the use of training institutions. The views of the respondents to the relationship of their organisation with these training institutions will aid in the attempt to measure the levels of training in the organisation, the amount of hours spent on training entry level operations employees, the learnerships presented and service providers used at various organisational levels.

6.3.3 Process of Survey Design

According to Sudman and Blair (1998: 282) a questionnaire is not just a collection of questions. It is rather a structured, task-orientated conversation between the interviewer and the respondent. The process outlined by Sudman and Blair (1998: 302) in the development of a questionnaire was:

- To prepare a list of information needs;
- To draft questions;
- To sequence the questionnaire to minimise order effects and develop a logical flow;

- To determine skip instructions for branching;
- To format the questionnaire to minimise confusion;
- To pre-code all closed questions;
- To pilot test the questionnaire to find out what people know and what they see as important issues;
- To review the pilot responses;
- To obtain peer evaluations of draft questionnaire;
- To revise, draft and test the revised questionnaire;
- To pilot the questionnaire to find out what people know and what they see as important issues; and
- To finalise the questionnaire.

Prior to conducting the pilot study, the questionnaire was checked by a former senior lecturer, who had been a member of staff at the MBA Unit at the Port Elizabeth Technikon, as well as by a statistician, and the necessary adjustments were made. Once these changes had been effected, the questionnaire was e-mailed to 10 members of the automotive industry in the Western Cape who closely represented the population to be used in the empirical study. There was a 100 percent response from the human resources managers to whom the questionnaire was addressed. The wording with respect to a few of the questions with regards to the development of competencies (Question 8.1) was queried and, in consultation, this was changed to bring more clarity to the intention of the research design.

6.3.4 Pilot Study

Pilot tests according to Sudman and Blair (1998: 300) involve administering the questionnaire under field conditions. The testing usually occurs after initial basic testing and revision. The pilot test may utilise respondents who are targets of the research or might be specifically aimed at those who are expected to have the most difficulty with the questionnaire. The primary objective of the pilot test is to uncover any remaining problems in the questionnaire. It is also, according to Sudman and Blair (1998: 301), used to identify questions which are not useful. Welman and Kruger (1999: 146) have identified three purposes for conducting a pilot study on a limited number of persons having characteristics similar to those of the target group of respondents. These are:

- The detection of possible defects in the measurement procedure, such as indistinct instructions and insufficient time limits;
- Identification of indistinct or obscurely formulated items. Not only should the actual question be presented to the participants of the pilot study, but they should also be asked to indicate how they have interpreted the formulated questions;
- Simultaneously, the pilot study permits the interviewer or their assistants to notice non-verbal behaviour displayed by the participants, which may indicate discomfort or embarrassment about the content or wording of the question.

The results of the pilot survey were not included in the survey results.

6.3.5 Mail Survey

Kemp (1997: 181) concurs with Singleton, Straits and Straits (1993: 264) in that the mail survey is considered the least expensive of the survey modes, despite the fact that the budget for printing and postage must be sufficiently high to permit follow-up mailings. There is no need for interviewers or their supervisors, nor is there need for travel or telephone expenses. Very little office space is required and the staff complement is small.

The time required to complete the data-collection phase of the study is greater than that for telephonic surveys but generally less than that for face-to-face surveys. Sample size may be very large and no problem is encountered with geographic dispersion. Further, there is greater accessibility to respondents with mail survey method, since persons who cannot be contacted by telephone or who are infrequently at home usually receive mail.

6.3.6 Administering the Questionnaire

The addresses of those who operated in the automotive industry within the Nelson Mandela Metropole were obtained from the Port Elizabeth Regional Chamber of Commerce and Industry (PERCCI), from the Web sites of the National Association of Component Manufacturers of South Africa and the Association of Automobile

Manufactures of South Africa. Similarly the addresses of those organisations operating in the automotive industry in the Buffalo City Metropole were obtained from the Border/Kei Chamber of Commerce and Industry. The questionnaire was posted, together with a covering letter (see Annexure 6.2), on September 20, 2005. The purpose of the covering letter was to provide the following information:

- The aim of the research;
- The fact that the questionnaire would take less than 15 minutes to complete;
- Reference to the self-addressed envelope enclosed; and
- An offer to make a summary of the study available if so desired.

A cut-off date of October 20, 2005 was set for return of the completed questionnaires.

Thereafter, in order to expedite the responses, the various companies were contacted telephonically with the request that if they not responded they should do so as soon as possible. The final cut off date was then set at November 1, 2005.

6.3.7 The Population

A list of organisations falling under ECMIC was used to gain the names and addresses of the population to be studied. Due to the size of the population it was decided to use the

total population and not a sample. The population numbered 56 companies in the Eastern Cape Region. A breakdown of companies by region may be seen in Table 6.1.

Table 6.1: Number of companies to be surveyed

| AREA | NUMBER OF COMPANIES |
|--------------------------|---------------------|
| Buffalo City Metropole | 14 |
| Nelson Mandela Metropole | 42 |
| TOTAL | 56 |

Source: List of automobile and automotive component manufactures supplied by the Port Elizabeth Regional Chamber of Commerce, the National Association of Component Manufactures of South Africa and the Border Kei Chamber of Commerce.

Each of the companies from the list shown above was contacted and the name of the human resources managers was obtained and where possible their e-mail address. The human resources managers were contacted telephonically and requested to obtain the assistance of both team leaders and management in the completion of the questionnaire. The questionnaires were either e-mailed or posted to the human resources managers, by name, dependent on their preferred means of correspondence. Some of the companies did not have human resources managers and the person responsible for training was identified. Forty three of the human resources managers preferred to receive e-mailed

correspondence and the remaining thirteen, who requested posted questionnaires, were sent four questionnaires for completion by both selected team leaders and management. Ms Bonnita Fourie stated that there was general discontent amongst the workforce at Luk Africa at the time the study was being undertaken and did not expect to have a positive reply from team leaders at that company. Table 6.7 appears to reflect this attitude amongst team leaders in general, in that only six (11.8%) respondents replied. Many of the human resources managers contacted felt that wide spread circulation of the questionnaire would lead to uncertainty within their organisations.

Table 6.2: Size of population

| AREA | SIZE OF POPULATION |
|--------------------------|--------------------|
| Buffalo City Metropole | 29 |
| Nelson Mandela Metropole | 99 |
| TOTAL | 128 |

Source: List of questionnaires sent out

The questionnaires were sent out on September 20, 2005 with a return date of October 20, 2005.

6.3.8 Response Rate

The response rate for the questionnaires as at October 20, 2005 is shown in Table 6.3 below.

Table 6.3: Responses on or before due date

| AREA | RESPONSES | QUESTIONNAIRES | PERCENTAGE |
|--------------------------|-----------|----------------|------------|
| Buffalo City Metropole | 7 | 29 | 24.14 |
| Nelson Mandela Metropole | 32 | 99 | 32.32 |
| TOTAL | 39 | 128 | 30.47 |

Source: Responses from mail survey

Despite the original telephonic conversation to the human resources managers the response was generally poor. East London returned only 7 of the 29 questionnaires which were posted. In the Nelson Mandela Metropole responses numbered 32 of the 99 questionnaires sent out.

After the due date of October 20, 2005, the human resources managers were contacted telephonically and those individuals who had not returned the questionnaire were requested to do so before the final due date of November 1, 2005. Table 6.4 represents the total responses after this telephonic follow-up. The results showed that there were 10 respondents representing 34.48 percent from East London/Bisho, while from the Nelson

Mandela Metropole 41 responded representing a return of 41.41 percent. A total response rate of 39.84 percent was achieved.

Table 6.4: Responses after follow up

| AREA | RESPONSES | QUESTIONNAIRES | PERCENTAGE |
|--------------------------|-----------|----------------|------------|
| Buffalo City Metropole | 10 | 29 | 34.48 |
| Nelson Mandela Metropole | 41 | 99 | 41.41 |
| TOTAL | 51 | 128 | 39.84 |

Source: Responses to mail survey

According to Welman and Kruger (1999: 152), responses frequently fall below fifty percent. Emory and Cooper (1991: 333) state that thirty percent is an acceptable response rate for postal surveys. The response rate of 39.84 percent was acceptable.

6.3.9 Analysis of demographic data

The first section of the questionnaire was utilised to obtain general information about respondents with respect to their position within the company and the organisation itself. The purpose was to highlight independent variables that could then be used to facilitate comparisons between responses to the dependant variables which would be obtained from the replies given in Part Two of the questionnaire.

The results of the questions posed in Part 1 are provided in Tables 6.5 to 6.11 set out below.

Table 6.5: Respondents by product manufactured

| PRODUCT | RESPONSE FREQUENCY | PERCENTAGE |
|----------------|---------------------------|-------------------|
| Motor Vehicle | 1 | 2 |
| Components | 48 | 94.1 |
| Unanswered | 2 | 5.7 |
| TOTAL | 51 | 100 |

Source: Results obtained from analysis of products manufactured

Table 6.5 showed that only one motor vehicle manufacturer responded to the survey. Two of the respondents failed to answer question 1.2. The balance of the survey was completed by component manufacturers who made up 94.1 percent of the respondents.

Table 6.6: Respondents by size of organisation

| SIZE OF ORGANISATION | RESPONSE FREQUENCY | PERCENTAGE |
|-----------------------------|---------------------------|-------------------|
| 0 to 50 Employees | 10 | 19.6 |
| 51 to 100 Employees | 2 | 3.9 |
| 101 to 300 Employees | 8 | 15.69 |
| 301 to 500 Employees | 13 | 25.49 |
| 501 to 1000 Employees | 15 | 29.42 |
| More than 1000 Employees | 3 | 5.9 |
| Total | 51 | 100 |

Source: Results obtained from analysis of size of organisation

Companies with between 301 and 1000 were the most active in the development of the competencies of its personnel (Table 6.6), but of interest is that nearly twenty percent of companies (19.6%) with relatively few employees (0-50) showed an interest in the competency approach to human resources development. Only three organisations (5.9%) with a staff complement of greater than a thousand replied to the questionnaire.

Table 6.7: Area of responsibility of respondents

| AREA OF RESPONSIBILITY | RESPONSE FREQUENCY | PERCENTAGE |
|------------------------|--------------------|------------|
| Human Resources | 24 | 47.1 |
| General Management | 19 | 37.2 |
| Team Leader | 6 | 11.8 |
| Other | 2 | 3.9 |
| Total | 51 | 100 |

Source: Results obtained from an analysis of area of responsibility of respondents

Nearly fifty percent of the respondents (47.1%) were from the Human Resources Departments (Table 6.7), General Management was represented by 37.2% while the representation of team leaders was 11.8%.

From discussions with Benita Fourie of Luk Africa (who blamed industrial unhappiness) and other Human Resources personnel it is believed that, though the response from the

team leaders was disappointing, they are a reasonable reflection of the present team leaders within the automotive industry of the ECMIC.

Table 6.8: Area of responsibility of Team Leaders

| AREA OF RESPONSIBILITY | RESPONSE FREQUENCY | PERCENTAGE |
|------------------------|--------------------|------------|
| Construction | 1 | 16.67 |
| Painting | 1 | 16.67 |
| Assembly | 3 | 50 |
| Trim Manufacture | 0 | 0 |
| Warehousing | 1 | 16.67 |
| Other | 0 | 0 |
| Total | 6 | 100 |

Source: Results obtained from an analysis of area of responsibility of Team Leaders

Table 6.8 shows that 50% of the respondent team leaders were responsible for the Assembly division, while there was equal representation from Construction, Painting and Warehousing

Table 6.9: Age of Team Leaders

| AGE OF TEAM LEADER | RESPONSE FREQUENCY | PERCENTAGE |
|--------------------|--------------------|------------|
| 20- 30 | 1 | 16.67 |
| 31-40 | 2 | 33.33 |
| 41-50 | 2 | 33.33 |
| > 50 | 1 | 16.67 |
| Total | 6 | 100 |

Source: Results obtained from an analysis of age of Team Leaders

Table 6.9 above shows that two thirds of the team leaders are within the 31 to 50 year age bracket (66.67%) while only one of the team leaders was older than fifty years of age and one below thirty years of age.

Table 6.10: Education of Team Leaders

| Education of Team Leader | RESPONSE FREQUENCY | PERCENTAGE |
|--------------------------|--------------------|------------|
| Grade 7-11 | 3 | 50 |
| Matric | 1 | 16.67 |
| Technical College | 2 | 33.33 |
| Degree/Diploma | 0 | 0 |
| Other | 0 | 0 |
| Total | 6 | 100 |

Source: Results obtained from an analysis of education of Team Leaders

Table 6.11: Experience of Team Leaders

| Experience of Team Leader | RESPONSE FREQUENCY | PERCENTAGE |
|---------------------------|--------------------|------------|
| 0-5 years | 0 | 0 |
| 6-10 years | 3 | 50 |
| 11-15 years | 2 | 33.33 |
| 15 - 20 years | 1 | 16.67 |
| Greater than 20 years | 0 | 0 |
| Total | 6 | 100 |

Source: Results obtained from an analysis of experience of Team Leaders

The educational qualifications of the team leaders in Table 6.10 above reveal that 50% of the respondents have complete grade 7 to 11. When viewed with the age of respondents (Table 6.9) above and the experience of the respondents (Table 6.11) above as well as those conditions set down for the requirements of team leaders at GMSA identified in Chapter Five, the effect of the previous unequal education policy on the majority of the population is apparent.

6.3.10 The validity and reliability of the questionnaire use in the study

Leedy (1997: 32) is of the opinion that validity and reliability are phrases used in association with measuring instruments. The integrity of the study is based on the authoritative and creditability of that piece of work and, as such, it is important that the study should meet the demands of validity and reliability. A precise explanation of the concepts will follow with a description of their relationship to the study that was conducted.

6.3.10.1 Validity

Leedy (1997: 32) continues that validity is concerned with the reliability and efficacy of the measuring instrument. Does it measure what it is intended to measure or not, and how

factual is that survey? In the status of this study, does the questionnaire measure what it was intended to measure?

According to Leedy (1997: 33) there are several types of validity. These are:

- **Face validity:** This relates to a subjective validity where the questions are examined to establish their relation to the subject under debate. Face validity refers to whether the questions seem appropriate;
- **Criterion validity:** Here the validity is determined by relating a performance measure to another measure that may be set as a standard against which to measure results;
- **Content validity:** There is a relationship between content validity and face validity and it is the point at which the precision of the instrument in measuring the factors of concern to the survey is assessed;
- **Construct validity:** This is the degree to which the content of the study is measured by the questionnaire. In this situation the content refers to the question, “What are the generic competencies of Team Leaders?”
- **Internal validity:** This is the independence from prejudice in formulating conclusions originating from the data received; and
- **External validity:** This is the extent to which the conclusions reached in the study may be embraced.

The expertise of experienced people was obtained in order to vouch for the validity of the measuring instrument used in the study. This was obtained through the medium of a pilot study. The pilot study was conducted amongst ten members of the automotive industry in the Western Cape who closely represented the population to be used in the empirical study. In addition, the guidance of a senior lecturer who had been a member of the Business School was obtained.

6.3.10.2 Reliability

According to Leedy (1997: 35) reliability is seen as the evenness with which the measuring instrument performs. This implies that, apart from delivering accurate results, the measuring instrument must produce comparable results consistently. Singleton, Straits and Straits (1993: 121) state that reliability may be improved by conducting investigative studies in the sphere of interest or by performing pre-tests on a small sample of individuals similar in uniqueness to the target group. In the study under consideration, both of these processes were utilised in that an extensive literature study (see Chapter 2 to Chapter 5 of the study) was undertaken as well as a pilot survey was conducted on members of the automotive industry of similar profile to the beneficiaries of the questionnaire. The intention of the pilot study was to make certain that all questions were understandable and pertinent.

6.4 SUMMARY

The purpose of this chapter was to set out the planning, the execution and the results of the empirical study. The research population was clearly defined and a questionnaire was prepared based on the list of competencies developed from information gained from the literature study. An accompanying letter for the questionnaire was composed and the questionnaire posted to potential respondents. In the discussion reference is made to the fact that a satisfactory response rate was gained through a follow-up with potential respondents after the due date. The demographic details of the respondents reported in Part 1 of the questionnaire were presented in tabular form. The chapter concluded with a brief discussion of the validity and reliability of the data gathered through the use of the questionnaire.

Chapter Seven deals with an analysis of the data gathered in Part 2 of the questionnaire.

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CHAPTER SEVEN

ANALYSIS OF RESPONSES TO QUESTIONS RELATING TO GENERIC COMPETENCIES

7.1 INTRODUCTION

In Chapter Six the methods used during the empirical study was discussed. This included the development of the questionnaire, the research method used and the establishment of reliability and validity of the questionnaire as a survey instrument. The results of the demographic study from Part 1 of the questionnaire, the independent variables, were also discussed.

The results from Part 2 of the questionnaire relating to generic competencies will be discussed in this chapter. The questions are aimed at analysing the dependent variables as well as endeavouring to relate the results to the theory obtained from the literature study described in Chapters Two to Five. The results of the questions will be analysed individually below.

7.2 GENERIC COMPETENCIES

An analysis of the questions posed in Part 2 of the questionnaire is set out below. In order to facilitate discussion the raw figures have been converted to percentages; the raw scores are however shown in Annexure 7.1

7.2.1 Generic competencies clusters

Generic competencies having been divided into five clusters, the respondents were requested to indicate the degree of importance the attached to each cluster.

Table 7.1: Analysis of response to Question 2.1 of questionnaire

| | | PERCENTAGE | | | | | |
|---------------------------|---------------------------------|------------|----|----|---|---|---|
| | | Ranking | 1 | 2 | 3 | 4 | 5 |
| Question 2.1 | 2.1.1 Leading Cluster | | 75 | 19 | 6 | 0 | 0 |
| | 2.1.2 Communication Cluster | | 80 | 16 | 4 | 0 | 0 |
| | 2.1.3 Problem Solving Cluster | | 76 | 19 | 4 | 0 | 0 |
| | 2.1.4 Achieving Results Cluster | | 75 | 19 | 6 | 0 | 0 |
| | 2.1.5 Self-Management Cluster | | 80 | 16 | 4 | 0 | 0 |
| Rank in Importance | | | | | | | |

Source: Results obtained from analysis of questionnaire

7.2.1.1 Leading Cluster: 75% of respondents agreed that the ability to lead others was a very important competency, 19% agreed that it was an important factor while 6 % were undecided. None of the respondents thought that the ability to lead was unimportant. Apart from actually leading a team, other competencies, according to the Massachusetts Institute of Technology (2002: 6), within this cluster relate to the management of the team.

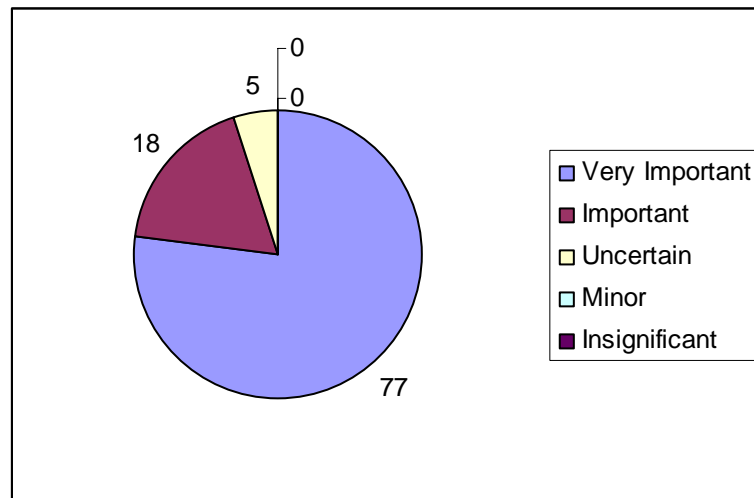
7.2.1.2 Communication Cluster: 80% of the respondents agreed that the ability to communicate effectively was an extremely important competency, 16% thought it was important while 4% were undecided. None of the respondents thought that the ability to communicate was unimportant. Cripe and Mansfield (2002: 16) viewed the ability to communicate with members of the team and management as a vital competency, without the ability to communicate a team leader would be ineffectual. This and the self-management cluster received the highest percentage of being extremely important criteria.

7.2.1.3 Problem Solving Cluster: 76% of the respondents viewed the ability to solve problems as a critical factor when viewing competencies. 19% thought it was an important factor while 4% were undecided. None of the respondents thought that the ability to solve problems was unimportant. The team leader's role involves the ability to address problem as they arise. Any inability to solve problems is viewed adversely hence 76% of the respondents viewed this as very important.

7.2.1.4 Achieving Results Cluster: 75% of the respondents viewed the ability to a set goals and achieve results as very important. 19% were of the view that it was important while 6% were undecided. As in the case with the previous clusters, none of the respondents thought that the ability to achieve results was unimportant.

7.2.1.5 Self-Management Cluster: 80% of the respondents viewed the ability to be able to manage one's self as a very important competency, 16% thought that it was an important competency while 4% were undecided. None of the respondents thought that the ability to self-manage was unimportant.

Figure 7.1: Analysis of response to Question 2.1 of questionnaire



Source: Results obtained from analysis of questionnaire

An average of 77% of the respondents thought that the competency clusters were very important, 18 % thought they were important, while 5% were undecided. None of the respondents thought that the competency clusters were unimportant. The open ended question on whether any cluster had been omitted produced the view of one of the respondents who believed that the ability to strive for continuous improvement was a very important competency not covered by the questionnaire.

7.3 FURTHER SUB-DIVISION OF CLUSTERS

7.3.1.1 The Leading Cluster

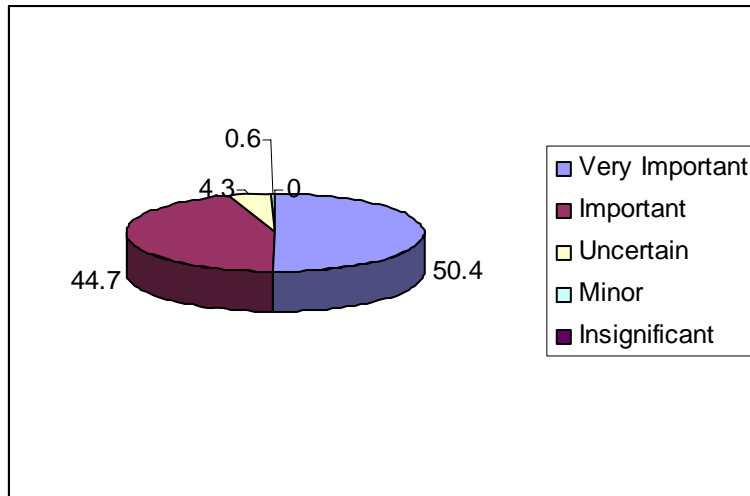
The clusters were further sub-divided into a different array of features within the cluster. The views of respondents were analysed to judge the degree of importance they placed upon each of these features.

Table 7.2: Analysis of response to Question 3.1 of questionnaire

| | | PERCENTAGE | | | | | |
|---------------------------|----------------------------|------------|----|----|---|---|---|
| | | Ranking | 1 | 2 | 3 | 4 | 5 |
| Question 3.1 | 3.1.1 Establishing Focus | | 47 | 43 | 6 | 4 | 0 |
| | 3.1.2 Motivational Support | | 35 | 59 | 6 | 0 | 0 |
| | 3.1.3 Fostering Teamwork | | 27 | 68 | 5 | 0 | 0 |
| | 3.1.4 Empowering Others | | 47 | 49 | 4 | 0 | 0 |
| | 3.1.5 Managing Change | | 47 | 49 | 4 | 0 | 0 |
| | 3.1.6 Developing Others | | 71 | 24 | 5 | 0 | 0 |
| | 3.1.7 Managing Performance | | 79 | 21 | 0 | 0 | 0 |
| Rank in Importance | | | | | | | |

Source: Results obtained from analysis of questionnaire

Figure 7.2: Analysis of response to Question 3.1 of questionnaire



Source: Results obtained from analysis of questionnaire

An analysis of the factors representing the components of the Leading Cluster revealed that 50.4% of the respondents viewed the factors as very important, 44.7% viewed them as important. While 4.3% of the respondents were uncertain of the degree of importance the factors played, only 0.6% thought of them as being a minor factor in the degree of importance within the Leading Cluster.

West and Markiewicz (2004: 75) are of the opinion that the team leader's role is to maximise the potential benefits of teamwork, while at the same time minimising the weaknesses. In managing the team, the team leader must focus on team member's roles, team structures and goal setting.

7.3.1.2 The Communication Cluster

The Communication cluster was divided into five attributes of the communication spectre. These were communication itself, both verbal and written, an interpersonal awareness, the ability to sway and influence others, the ability to engage in a collaborative relationship and a factor when dealing with individuals from outside the firm, the ability to be customer orientated.

Table 7.3: Analysis of response to Question 4.1 of questionnaire

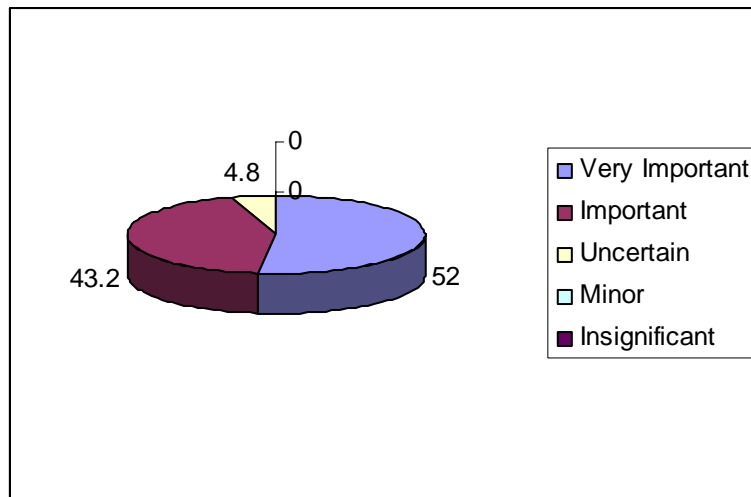
| | | PERCENTAGE | | | | | | |
|-------------------------|-------------------------------|----------------------------------|----|----|----|---|---|---|
| | | Ranking | 1 | 2 | 3 | 4 | 5 | |
| Question 4.1 | 4.1.1 Communication | | 94 | 6 | 0 | 0 | 0 | |
| | 4.1.2 Interpersonal Awareness | | 41 | 53 | 6 | 0 | 0 | |
| | Rank in Importance | 4.1.3 Influencing Others | | 39 | 55 | 6 | 0 | 0 |
| | | 4.1.4 Collaborative Relationship | | 47 | 49 | 4 | 0 | 0 |
| | | 4.1.5 Customer Orientation | | 39 | 53 | 8 | 0 | 0 |

Source: Results obtained from analysis of questionnaire

Table 7.3 and Figure 7.3 depicted respondents response to question 4.1 and showed that they believed that those aspects of communication identified were rated as very important by 52% of the respondents, 43.2% believed them to be important while 4.8% of the population were undecided on the degree of importance communication played in the context of competencies.

West and Markiewicz (2004: 75) state that communicating a shared vision or a set of objectives and the strategies to achieve them is central to achieving a team's objectives. The team leader's role is also to ensure there is a climate of optimism and enthusiasm and that anxiety and anger are never allowed to build up in the team.

Figure 7.3: Analysis of response to Question 4.1 of questionnaire



Source: Results obtained from analysis of questionnaire

7.3.1.3 The Problem Solving Cluster:

The results expressed by the respondents in relation to the facets of the problem solving cluster is similar to the previous clusters. 63.75% deemed the facets as very important, 35.25% thought them to be important whilst only 1% were undecided. None of the respondents viewed the facets as either minor or insignificant.

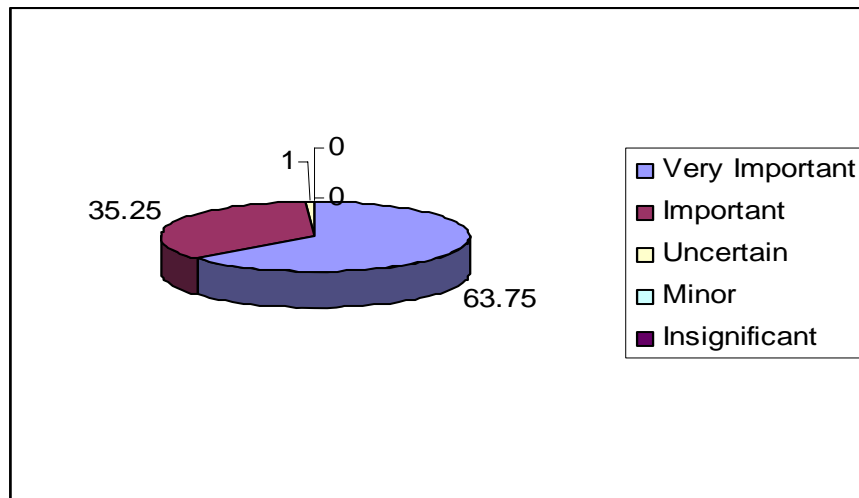
Table 7.4: Analysis of response to Question 5.1 of questionnaire

| | | PERCENTAGE | | | | | |
|--------------------|--|------------|----|----|---|---|---|
| | | Ranking | 1 | 2 | 3 | 4 | 5 |
| Question 5.1 | 5.1.1 Information Gathering | | 94 | 6 | 0 | 0 | 0 |
| Rank in Importance | 5.1.2 Analytical and Conceptual Thinking | | 47 | 49 | 4 | 0 | 0 |
| | 5.1.3 Strategic Thinking | | 59 | 41 | 0 | 0 | 0 |
| | 5.1.4 Technical Expertise | | 55 | 45 | 0 | 0 | 0 |

Source: Results obtained from analysis of questionnaire

West and Markiewicz (2004: 76) are of the opinion that a team should regularly review processes, strategies and objectives. This is achieved by ensuring that the team regularly and effectively reflects upon, and appropriately modifies, its objectives, strategies and processes in order to maximise effectiveness. It ensures that the team is doing the right things in the right way.

Figure 7.4: Analysis of response to Question 5.1 of questionnaire



Source: Results obtained from analysis of questionnaire

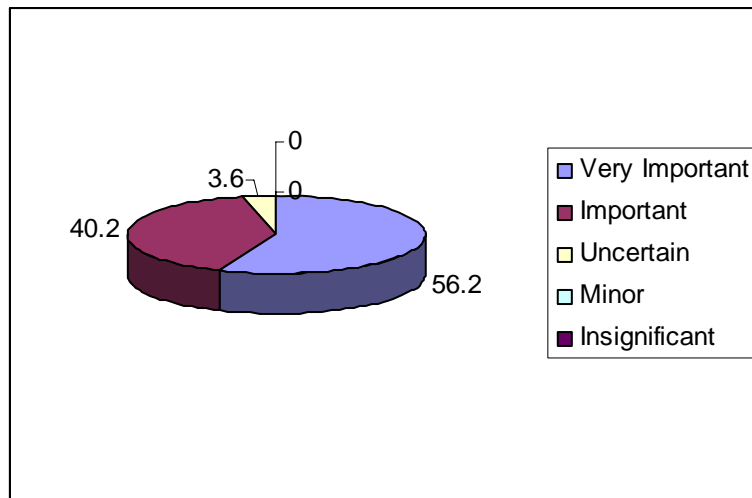
7.3.1.4 The Achieving Results Cluster:

Table 7.5: Analysis of response to Question 6.1 of questionnaire

| | | PERCENTAGE | | | | | |
|---------------------------|--------------------|------------|----|----|----|---|---|
| | | Ranking | 1 | 2 | 3 | 4 | 5 |
| Question 6.1 | 6.1.1 Initiative | | 59 | 41 | 0 | 0 | 0 |
| | 6.1.2 Innovation | | 59 | 41 | 0 | 0 | 0 |
| | 6.1.3 Orientation | | 49 | 41 | 10 | 0 | 0 |
| | 6.1.4 Thoroughness | | 59 | 37 | 4 | 0 | 0 |
| | 6.1.5 Decisiveness | | 55 | 41 | 4 | 0 | 0 |
| Rank in Importance | | | | | | | |

Source: Results obtained from analysis of questionnaire

Figure 7.5: Analysis of response to Question 6.1 of questionnaire



Source: Results obtained from analysis of questionnaire

West and Markiewicz (2004: 75,76) state that by designing tasks that are meaningful, i.e. units of work that give opportunities for individuals to use their skills and to develop personally, satisfactory results can be achieved. The team leader also needs to be skilled in co-ordination, planning and monitoring: team objectives will only be achieved if tasks are allocated appropriately and carried out effectively.

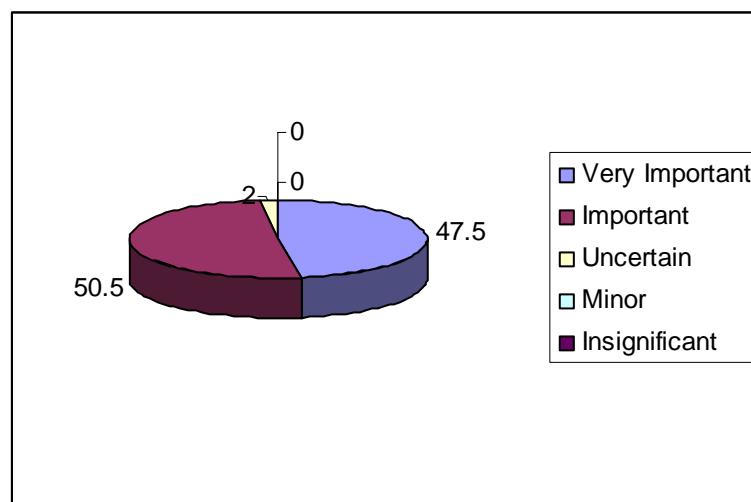
7.3.1.5 The Self-Management Cluster:

Table 7.6: Analysis of response to Question 7.1 of questionnaire

| | | PERCENTAGE | | | | | |
|--------------|----------------------------|------------|----|----|---|---|---|
| | | Ranking | 1 | 2 | 3 | 4 | 5 |
| Question 7.1 | 7.1.1 Self Confidence | | 53 | 47 | 0 | 0 | 0 |
| Rank in | 7.1.2 Stress Management | | 49 | 51 | 0 | 0 | 0 |
| Importance | 7.1.3 Personal Credibility | | 41 | 51 | 8 | 0 | 0 |
| | 7.1.4 Flexibility | | 47 | 53 | 0 | 0 | 0 |

Source: Results obtained from analysis of questionnaire

Figure 7.6: Analysis of response to Question 7.1 of questionnaire



Source: Results obtained from analysis of questionnaire

According to Hellriegel, Jackson and Slocum (2005: 24), Self-management is taking responsibility for one's life at work and beyond. This competency includes integrity and ethical conduct, personal drive and resilience, balancing work and life issues as well as self-awareness and development. Cherniss and Adler (2000: 23) citing Goleman (1995) are of the opinion that self-management is the ability to manage one's internal states, impulses, and resources to facilitate reaching goals. It revolves around the adaptability and flexibility in handling change. When situations arise it is the ability for self-control by means of keeping disruptive emotions and impulses in check.

An analysis of the results of the questionnaire has revealed that in excess of eighty percent of the respondents have confirmed that the competencies identified were either very important or important component of the core competencies required by Team Leaders.

7.4 SUMMARY

The purpose of this chapter was to set out the planning, the execution and the results of the empirical study. The research population was clearly defined and a questionnaire was prepared based on the list of traits developed from information gained from the literature study. An accompanying letter for the questionnaire was composed and the questionnaire posted to potential respondents. In the discussion reference is made to the fact that a

satisfactory response rate was gained through a follow-up with potential respondents after the due date.

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ANALYSIS OF RESPONSES TO QUESTIONS RELATING TO THE DEVELOPMENT OF COMPETENCIES

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CHAPTER EIGHT

ANALYSIS OF RESPONSES TO QUESTIONS RELATING TO THE DEVELOPMENT OF COMPETENCIES

8.1 INTRODUCTION

In Chapter Seven the results of the questionnaire with regards to generic competencies was analysed and discussed. Chapter Eight analyses the results from Part 2 of the questionnaire relating to the development of competencies within the ECMIC as well as the educational facilities utilised within this region. As in Chapter Seven, questions are aimed at analysing the dependent variables as well as endeavouring to relate the results to the theory obtained from the literature study described in Chapters Two to Five. The results of the questions will be analysed individually below.

8.2 COMPETENCY DEVELOPMENT

Cripe and Mansfield (2002: 12) stated that in most cases competencies are probably not attained as a result of specific training but are rather the outcome of a situation forced upon a person where it is important to succeed and where success depends upon certain skills and behaviours. In this situation, one might attempt to emulate available role

models and may also strive to try out various new behaviours. If these new behaviours are successful, they become habits or skills. In this natural acquisition process, success is not inevitable. For those who do succeed, the success arises from a combination of situational pressure, willingness to try out new behaviours and specific aptitudes. In addition to this natural acquisition process, according to Cripe and Mansfield (2002: 12), there is an additional process by which competencies can be developed as part of a professional development program. This program has seven steps namely:

- **Identification of the required competencies**

This means that either through a job competency model or other means, one is able to understand each competency sufficiently that it can be recognised in other's behaviour. By means of studying the characteristics of each competency, one is able to achieve this step. It is the ability to apply to ones self, to realise that when one has had the ability to apply the competency and also to realise situations when the competency has not been applied. It allows for the understanding of the competency, the actual utilisation of the competency within a workplace and gives one the ability to reflect on whether one took the opportunity to employ a competency or lost the chance to do so.

- **Self-assessment**

This process allows for the generation of an accurate assessment of how frequently and effectively one utilised a competency. A critical factor in this determination is that people

often over estimate their strengths. Research according to Cripe and Mansfield (2002: 13) has shown that two thirds of all employees envisage themselves as being in the top third in overall performance. To assess one accurately, requires honest feedback from co-workers who can observe one's actions.

- **Observation and study**

Accompanied by the other six steps, will help most people attain a competency. One's ability to learn, the so called "learning style", will decide the most effective manner in which one is able to develop a competency. Various methods are available including, studying the competency to understand it conceptually, by observing others, by methodically practicing certain aspects of the competency, or by attempting to use the competency when the situation arises for the use of the competency.

- **Practice**

This implies trying out new behaviour and skills in a relatively "safe" environment. Examples of this are training courses, in situations outside of the workplace where one can make mistakes and try to develop the skill.

- **Feedback**

This revolves about receiving constructive comment that conveys the extent to which one's "new" behaviour is observed and is effective. The feedback from others that adds to the self-assessment stage is important to determine whether a competency is

developing or strengthening. If one does not know how well or badly one is doing then one will not modify ones actions to ensure that the competency is learnt.

- **Goal setting**

This means that a specific goal and time-table have been established in order to acquire a competency.

- **Support and reinforcement**

As one demonstrates the competency in the workplace, the support one receives allows one to realise the importance that is attached to the correct utilisation of the competency and that one's actions mattered. This support and reinforcement can be formal or informal, subtle or not subtle, immediate or long-term. It could be a pat on the back or satisfying appraisal discussion. This is another form of feedback and is useful in maintaining the new behaviours of a competency.

8.2.1 Analysis of competency statements

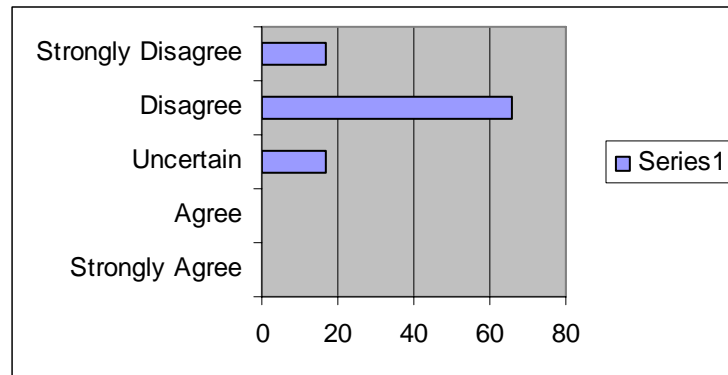
Table 8.1: Analysis of response to Question 8.1 of questionnaire

| | | CATEGORY (%) | | | | | |
|--|--|--------------|----|----|----|----|----|
| | | RESPONSE | | | | | |
| | | RANKING | 1 | 2 | 3 | 4 | 5 |
| Question 8.1 Rank in Importance | 8.1.1 Competencies are inherited | | 0 | 0 | 17 | 66 | 17 |
| | 8.1.2 Competencies can be developed in personnel | | 46 | 52 | 4 | 0 | 0 |
| | 8.1.3 Certain competencies are generic to automotive industry employees | | 0 | 46 | 20 | 20 | 14 |
| | 8.1.4 Automotive companies have identified these competencies for different levels of employees | | 0 | 44 | 30 | 26 | 0 |
| | 8.1.5 There are financial benefits to train basic competencies at a central automotive industry cluster training centre | | 0 | 70 | 30 | 0 | 0 |
| | 8.1.6 Skilled coaches should conduct company specific production training in on-the-job conditions | | 36 | 57 | 7 | 0 | 0 |
| | 8.1.7 International companies should use the services of the parent companies' overseas staff to enhance the transfer of competencies to local employees | | 32 | 60 | 8 | 0 | 0 |
| | 8.1.8 A formal mentoring system should be utilised to strengthen the development of skills | | 36 | 56 | 8 | 0 | 0 |
| | 8.1.9 Competencies can be developed at formal teaching institutions | | 38 | 52 | 10 | 0 | 0 |
| | 8.1.10 All team leaders should undergo a formal induction programme when appointed at formal teaching institutions | | 28 | 62 | 10 | 0 | 0 |

Source: Results obtained from analysis of questionnaire

Question 8.1.1 asked respondents whether they thought competencies could be inherited.

Table 8.2: Analysis of response to question 8.1.1 of the questionnaire

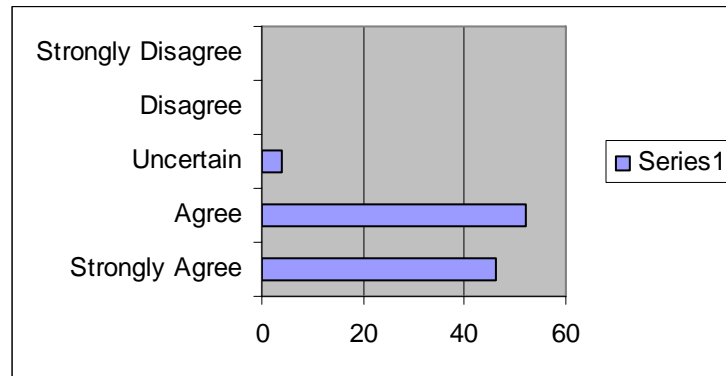


Source: Results obtained from analysis of questionnaire

None of the respondents believed competencies could be inherited, 17% were uncertain while 83% either disagreed or strongly disagreed with the statement. It is apparent from these results that competencies are not inherited. If the converse were true then science should have been able to identify the specific chromosome on which the Deoxyribonucleic acid (DNA) for competency is situated.

The response to Question 8.1.2 where respondents were asked whether they thought competencies could be developed in personnel is shown in Table 8.3

Table 8.3: Analysis of response to question 8.1.2 of the questionnaire

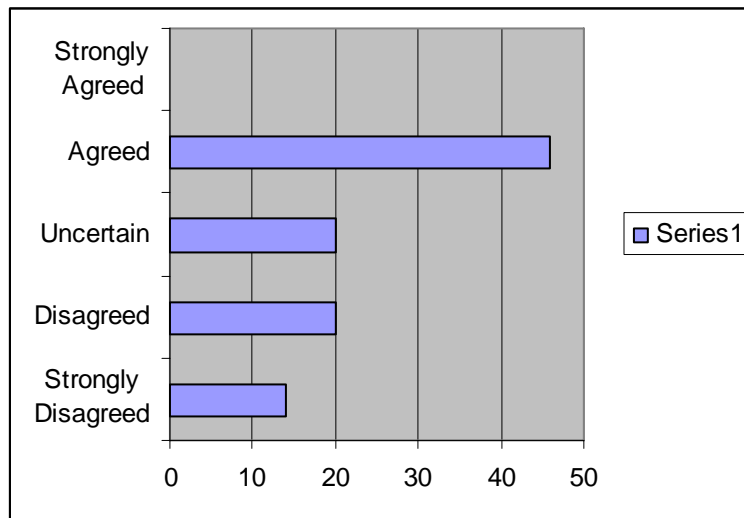


Source: Results obtained from analysis of questionnaire

Table 8.3 shows that 46% of respondents strongly agreed, 52% agreed with the view that competencies could be developed in personnel, while 4% were uncertain and no respondent thought that competencies could not be developed in personnel. Rothwell (2005: 86) states that competency development strategies are methods by which individuals can improve their competencies. Competency development strategies close the gaps between what competencies should be exhibited to those that presently exist.

Table 8.4 represents the response to Question 8.1.3 where respondents were asked the question “Certain competencies are generic to automotive industry employees.”

Table 8.4: Analysis of response to question 8.1.3 of the questionnaire

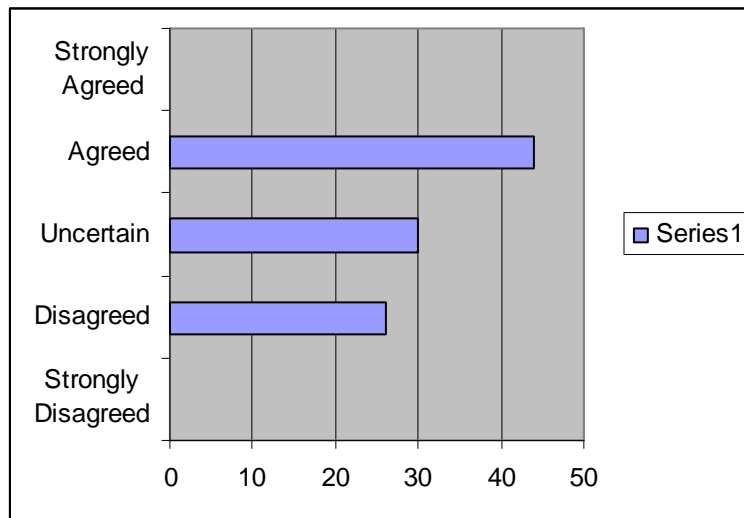


Source: Results obtained from analysis of questionnaire

The results of the response shown in Table 8.4 revealed that 46% agreed that certain competencies are generic to automotive industry employees, 20% were uncertain, 20% disagreed and 14% strongly disagreed. It is a little disconcerting that 14% of respondents did not believe that certain competencies are generic to automotive industry employees as it had been believed that automotive employees should exhibit competencies specific to that industry.

Table 8.5 represents the response to Question 8.1.4 where the respondents were required to indicate the degree of agreement with the statement “Automotive companies have identified these competencies for different levels of employees.”

Table 8.5: Analysis of response to question 8.1.4 of the questionnaire

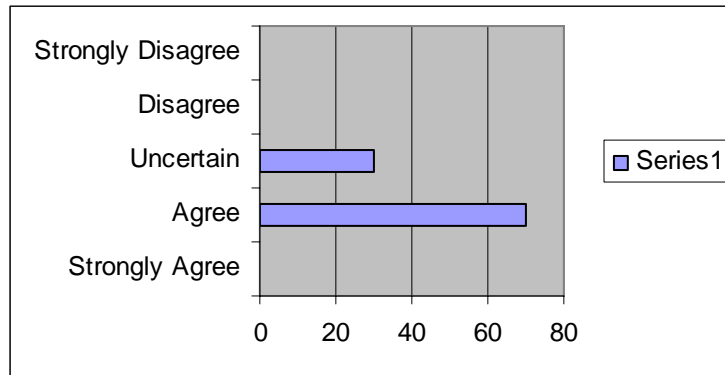


Source: Results obtained from analysis of questionnaire

Table 8.5 shows that 44% of the respondents agreed that automotive companies had identified these competencies for different levels of employees. 30% were uncertain, while 26% disagreed. An example of automotive companies identifying the competencies required for different levels, which reinforces the views of the respondents, was shown in Chapter Five where General Motors South Africa had identified the requirements for each level of team leader.

The response to Question 8.1.5 where respondents were asked the question “There are financial benefits to train basic competencies at a central automotive industry cluster training centre” is shown in Table 8.6

Table 8.6: Analysis of response to question 8.1.5 of the questionnaire

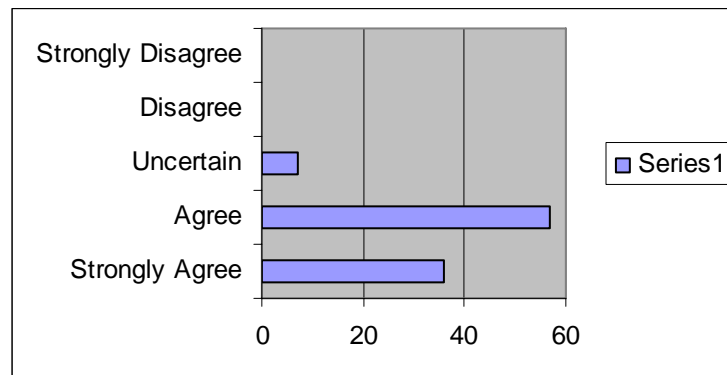


Source: Results obtained from analysis of questionnaire

Table 8.6 shows that 70% of respondents agreed that there were financial benefits to train basic competencies at a central automotive industry cluster training centre, 30% were however uncertain. None of the respondents disagreed with the statement.

Question 8.1.6 asked the question “Skilled coaches should conduct company specific production training in on-the-job conditions. The response of the respondents is shown in Table 8.7. 36% strongly agree, and 57% agreed that skilled coaches should conduct company specific production training in on-the-job conditions. Only 7% were undecided. None of the respondents opposed the suggestion that skilled coaches should conduct company specific production training in on-the-job conditions.

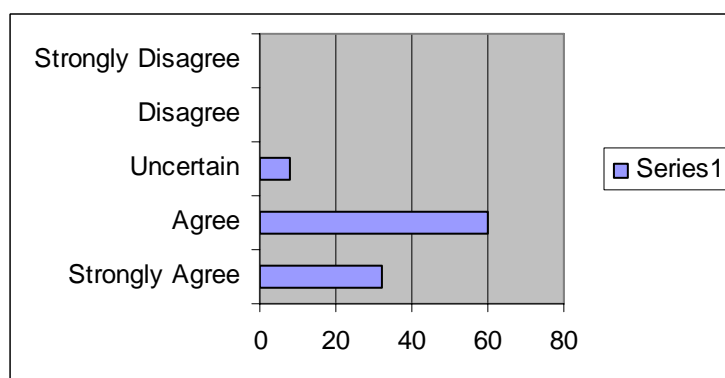
Table 8.7: Analysis of response to question 8.1.6 of the questionnaire



Source: Results obtained from analysis of questionnaire

Table 8.8 represents the response to Question 8.1.7 where the respondents were required to indicate the degree of agreement with the statement “International companies should use the services of the parent companies’ overseas personnel to enhance the transfer of competencies to local employees.”

Table 8.8: Analysis of response to question 8.1.7 of the questionnaire

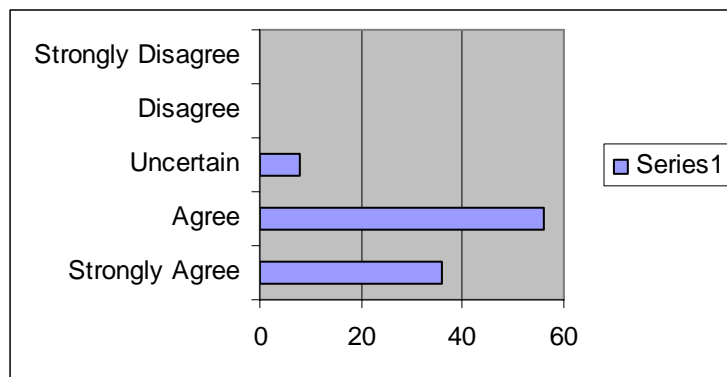


Source: Results obtained from analysis of questionnaire

32% of the respondents to question 8.1.7 strongly agreed that international companies should use the services of the parent companies’ overseas personnel to enhance the transfer of competencies to local employees, 60% agreed while 8% were uncertain. None of the respondents disagreed.

The response to Question 8.1.8 where respondents were asked the question “A formal mentoring system should be utilised to strengthen the development of skills” is shown in Table 8.9.

Table 8.9: Analysis of response to question 8.1.8 of the questionnaire

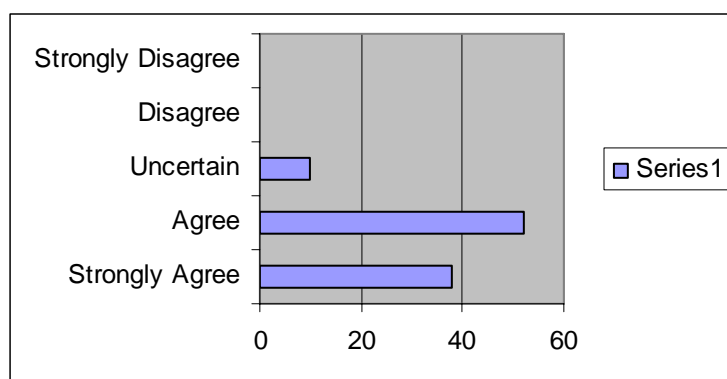


Source: Results obtained from analysis of questionnaire

With respect to a formal mentoring system asked in question 8.1.8, 36% strongly agreed that this method should be utilised to strengthen the development of skills, 56% agreed while 8% were uncertain. No respondent was against the use of a formal mentoring system being utilised to strengthen the development of skills.

Table 8.10 represents the response to Question 8.1.9 where respondents were asked their response to the statement “Competencies can be developed at formal teaching institutions.”

Table 8.10: Analysis of response to question 8.1.9 of the questionnaire

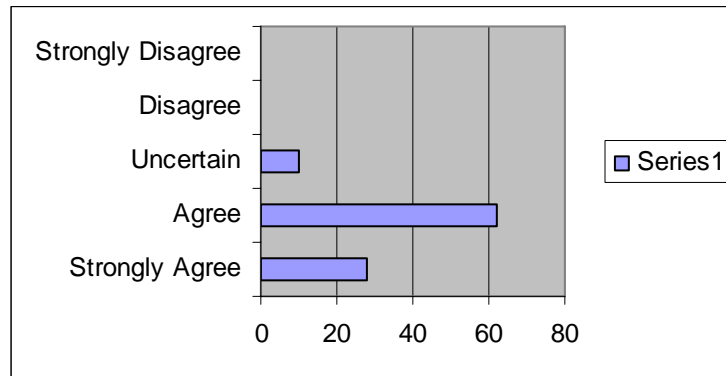


Source: Results obtained from analysis of questionnaire

38% of respondents strongly agreed and 52% agreed that competencies can be developed at formal teaching institutions. 10% were uncertain while none of the respondents to question 8.1.9 believed that competencies could not be developed at formal teaching institutions.

Table 8.11 represents the response to Question 8.1.10 where the respondents were required to indicate the degree of agreement with the statement “All team leaders should undergo a formal induction programme when appointed at formal teaching institutions”

Table 8.11: Analysis of response to question 8.1.10 of the questionnaire



Source: Results obtained from analysis of questionnaire

With regards to question 8.1.10, 28% of the respondents strongly agreed, 62% agreed that all team leaders should undergo a formal induction programme when appointed at formal teaching institutions. Only 10% were uncertain, while none of the respondents opposed the statement.

Question 9.1 addressed the development of specific competencies which were subdivided into four distinct categories. Respondents were asked whether they agreed or disagreed that those specific competencies identified could be developed through training.

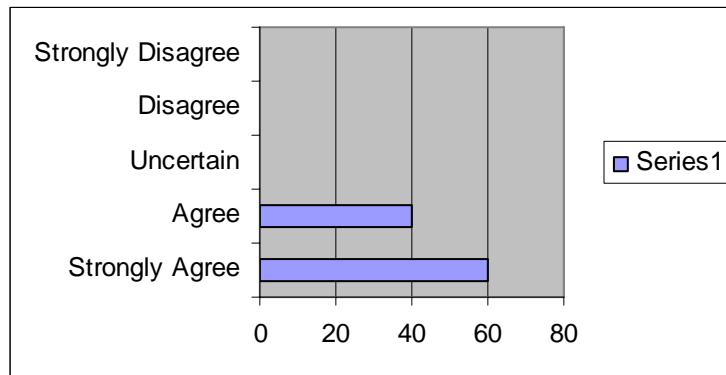
Table 8.12: Analysis of response to question 9.1 of the questionnaire

| | | CATEGORY (%) | | | | |
|-----------------|------------------------------------|--------------|----|----|----|---|
| | | RESPONSE | | | | |
| RANKING | | 1 | 2 | 3 | 4 | 5 |
| Question 9.1 | 9.1.1 Establishing Focus | 60 | 40 | 0 | 0 | 0 |
| | 9.1.2 Motivational Support | 60 | 40 | 0 | 0 | 0 |
| | 9.1.3 Fostering Teamwork | 60 | 40 | 0 | 0 | 0 |
| | 9.1.4 Empowering Others | 36 | 64 | 0 | 0 | 0 |
| | 9.1.5 Managing Change | 36 | 64 | 0 | 0 | 0 |
| | 9.1.6 Developing Others | 36 | 64 | 0 | 0 | 0 |
| | 9.1.7 Managing Performance | 36 | 64 | 0 | 0 | 0 |
| | 9.1.8 Communication | 20 | 80 | 0 | 0 | 0 |
| | 9.1.9 Interpersonal Awareness | 40 | 50 | 10 | 0 | 0 |
| | 9.1.10 Influencing Others | 60 | 40 | 0 | 0 | 0 |
| | 9.1.11 Collaborative Relationships | 46 | 40 | 14 | 0 | 0 |
| | 9.1.12 Customer Orientation | 48 | 52 | 0 | 0 | 0 |
| | 9.1.13 Initiative | 10 | 14 | 28 | 48 | 0 |
| | 9.1.14 Innovation | 20 | 20 | 28 | 32 | 0 |
| | 9.1.15 Orientation | 16 | 22 | 30 | 32 | 0 |
| | 9.1.16 Thoroughness | 18 | 32 | 22 | 28 | 0 |
| | 9.1.17 Decisiveness | 22 | 34 | 26 | 18 | 0 |
| | 9.1.18 Self Confidence | 40 | 42 | 18 | 0 | 0 |
| | 9.1.19 Stress Management | 40 | 44 | 16 | 0 | 0 |
| | 9.1.20 Personal Credibility | 44 | 42 | 14 | 0 | 0 |
| | 9.1.21 Flexibility | 38 | 32 | 22 | 8 | 0 |

Source: Results obtained from analysis of questionnaire

Under the “Leading” category, the response to questions 9.1.1 to 9.1.7, have been shown in Table 8.13 to Table 8.119.

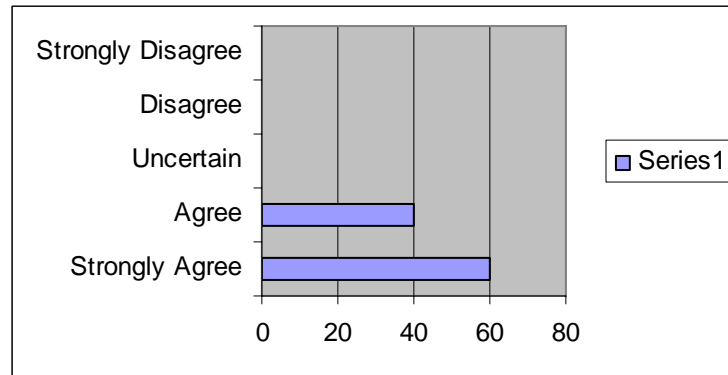
Table 8.13: Analysis of response to question 9.1.1 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.1 related to the competency of being able to establish focus. 60% of the respondents strongly agreed that this competency could be developed. 40% of respondents agreed that the competency could be developed. None of the respondents thought that the competency could not be developed.

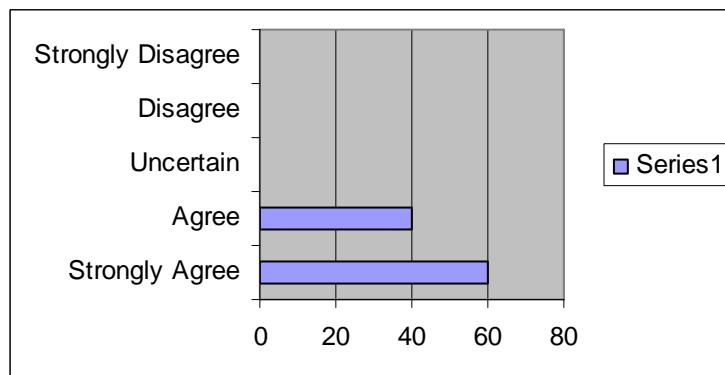
Table 8.14: Analysis of response to question 9.1.2 of the questionnaire



Source: Results obtained from analysis of questionnaire

As in the situation of question 9.1.1, respondents to question 9.1.2 either strongly agreed (60%) or agreed (40%) that individuals are able to develop the “motivational support” competency. None of the respondents thought that the competency could not be developed.

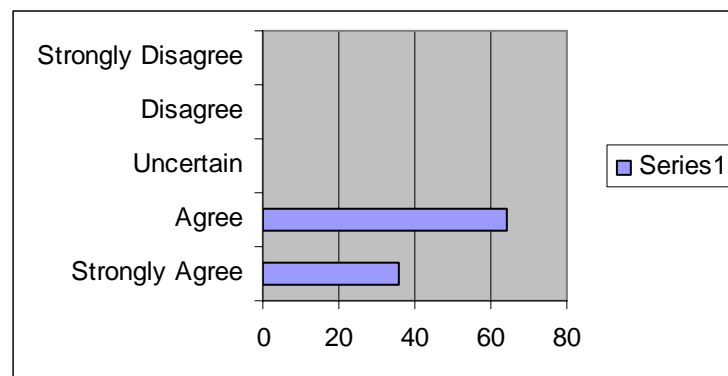
Table 8.15: Analysis of response to question 9.1.3 of the questionnaire



Source: Results obtained from analysis of questionnaire

The results of the response to question 9.1.3 are the same as for questions 9.1.1 and 9.1.2. 60% of the respondents strongly agreeing, 40% agreeing with no respondents stating that the competency of “fostering teamwork” could not be developed.

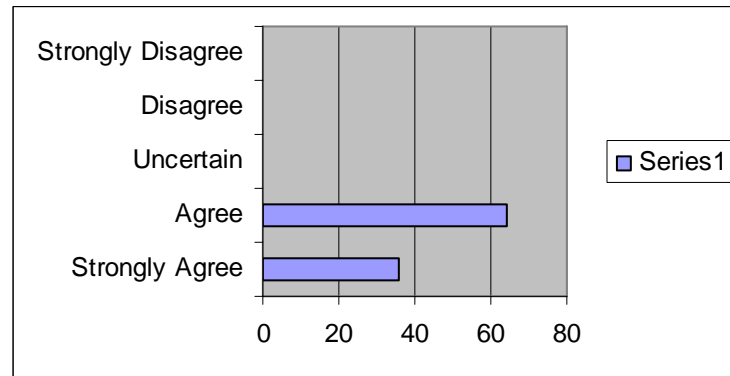
Table 8.16: Analysis of response to question 9.1.4 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.4 related to the competency of being able to empower others. In this case 36% strongly agreed that the ability to empower others could be developed. 64% agreed that the competency could be developed. None of the respondents thought that this competency could not be developed.

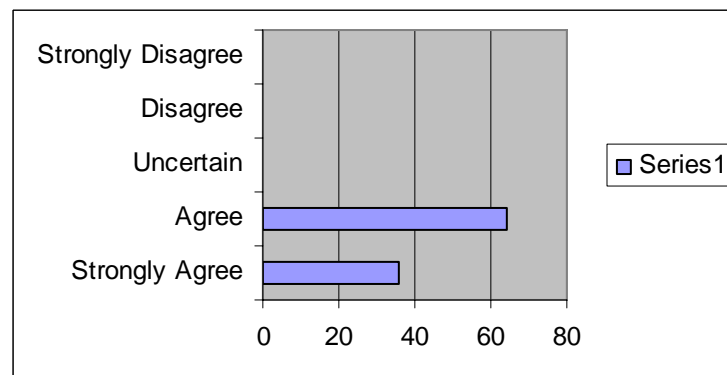
Table 8.17: Analysis of response to question 9.1.5 of the questionnaire



Source: Results obtained from analysis of questionnaire

As in question 9.1.4, 36% strongly agreed, 64% agreed that the competency of being able to manage change could be developed. None of the respondents thought that this competency could not be developed.

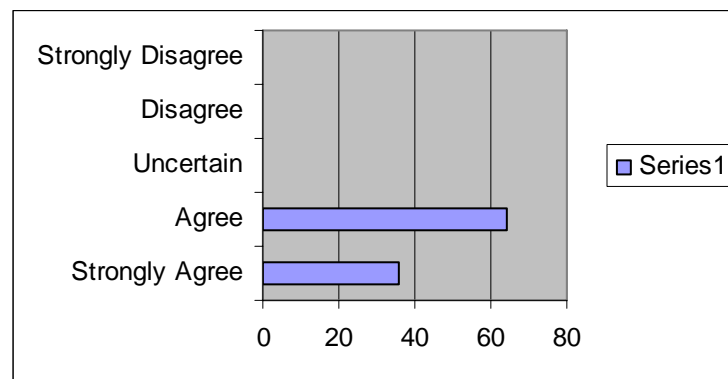
Table 8.18: Analysis of response to question 9.1.6 of the questionnaire



Source: Results obtained from analysis of questionnaire

Table 8.18 represents the response to question 9.1.6 which asked whether the respondents agreed or disagreed that the competency to develop others could be developed. 36% strongly agreed that this competency could be developed, and 64% agreed that it could be developed. None of the respondents thought that this competency could not be developed.

Table 8.19: Analysis of response to question 9.1.7 of the questionnaire

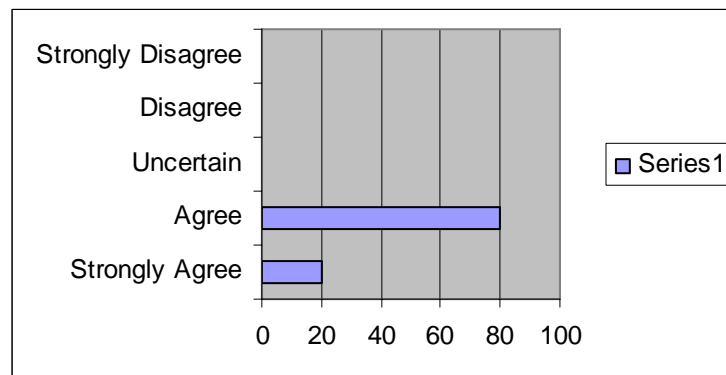


Source: Results obtained from analysis of questionnaire

The final question in the Leading Cluster (Question 9.1.7) enquired whether the competency of being able to manage performance could be developed. 36% strongly agreed, 64% agreed while none of the respondents thought that this competency could not be developed.

Under the “Communication” category, the response to questions 9.1.8 to 9.1.12, have been shown in Table 8.20 to Table 8.1.24.

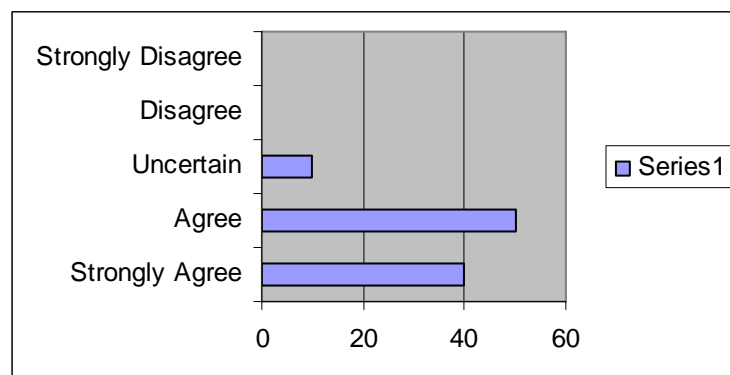
Table 8.20: Analysis of response to question 9.1.8 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.8 queried the views of the respondents on whether communication as a competency could be developed. 20% strongly agreed that it could be developed. 80% agreed. None of the respondents thought that this competency could not be developed.

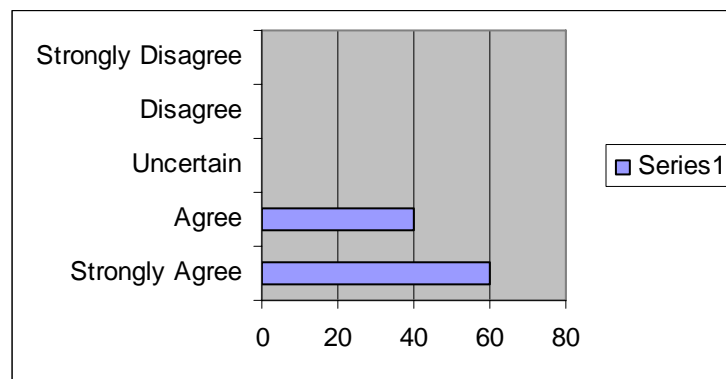
Table 8.21: Analysis of response to question 9.1.9 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.9 asked the respondents the question as to whether interpersonal awareness could be developed as a competency. 40% of the respondents strongly supported the contention that the competency could be developed, 50% agreed it could be developed, while 10% were uncertain.

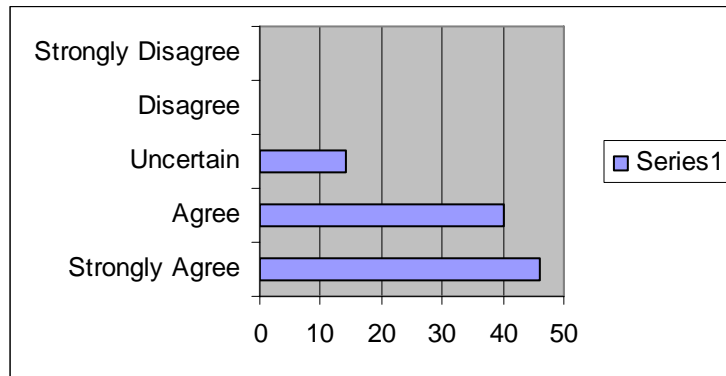
Table 8.22: Analysis of response to question 9.1.10 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.10 asked the respondents the question as to whether the ability to influence others could be developed as a competency, 60% strongly agreed that it could be developed, 40% agreed, while none of the respondents thought that this competency could not be developed.

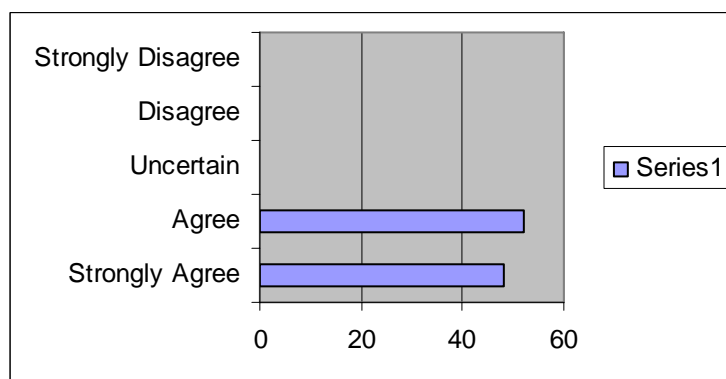
Table 8.23: Analysis of response to question 9.1.11 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.11 revolves around the ability to develop a collaborative relationship. 46% strongly agreed that this competency could be developed, 40% agreed while 14% were uncertain.

Table 8.24: Analysis of response to question 9.1.12 of the questionnaire

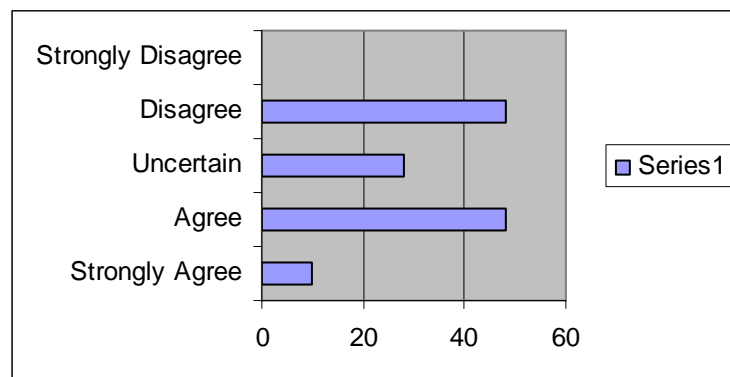


Source: Results obtained from analysis of questionnaire

In Question 9.1.12 respondents were asked whether individuals could, through development, become more customer orientated, 48% strongly agreed and 52% agreed. None of the respondents thought that this competency could not be developed.

Under the “Achieving Results” category, the response to questions 9.1.13 to 9.1.17, have been shown in Table 8.25 to Table 8.1.29.

Table 8.25: Analysis of response to question 9.1.13 of the questionnaire

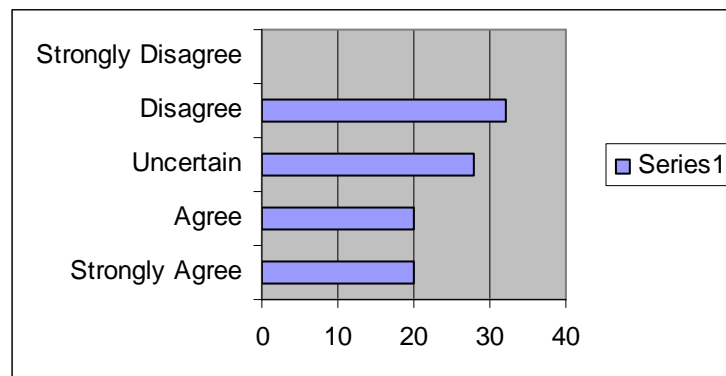


Source: Results obtained from analysis of questionnaire

Unlike the responses to the previous questions on the development of the different competency clusters where all the respondents were unanimous in their views (to a greater or lesser extent) that the competencies identified could be developed, the response to the “Achieving Results” category are more divergent. The respondents were asked in question 9.1.13 whether they believed the competency of being able to exercise initiative

could be developed. 10% strongly agreed, 14% agreed, a large percentage, 28%, were uncertain while 48% disagreed.

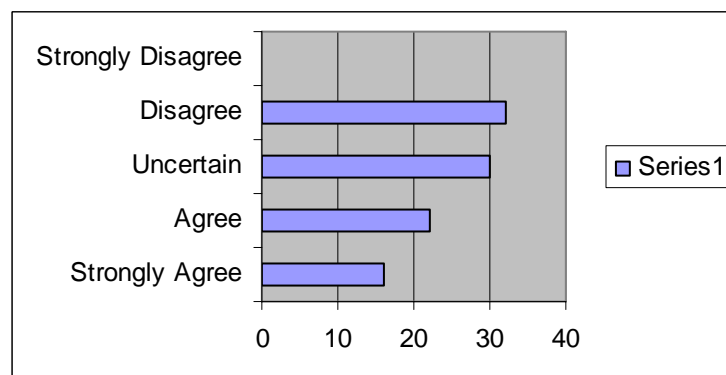
Table 8.26: Analysis of response to question 9.1.14 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.14 asked respondents whether the competency of being innovative could be developed, 20% strongly agreed, 20% agreed, once again 28% were uncertain, while 32% disagreed with the view that the innovative competency could be developed.

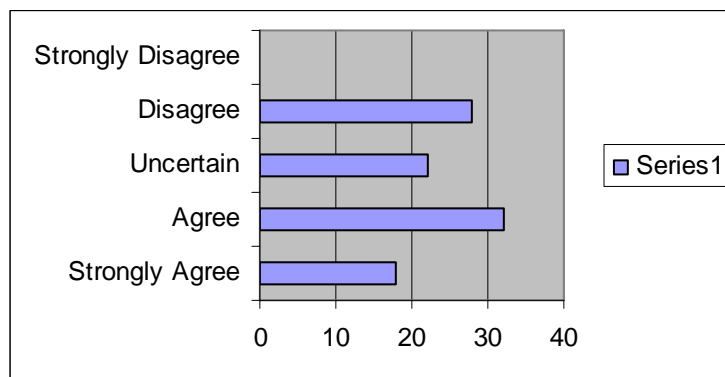
Table 8.27: Analysis of response to question 9.1.15 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.15 asked respondents whether the orientation competency could be developed. Orientation is the ability to demonstrate concern for satisfying one's external or internal customers. 16% of respondents strongly agreed, 22% agreed while 30% were uncertain. 32% disagreed.

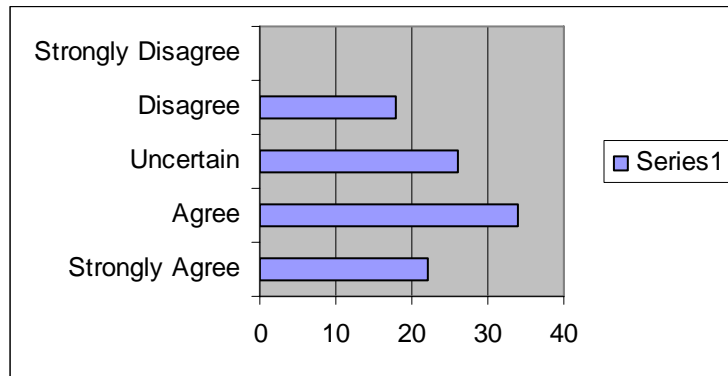
Table 8.28: Analysis of response to question 9.1.16 of the questionnaire



Source: Results obtained from analysis of questionnaire

Respondents were asked question 9.1.16 whether one could develop thoroughness as a competency. 18% strongly agreed, 32% agreed, 22% were uncertain, while 28% disagreed.

Table 8.29: Analysis of response to question 9.1.17 of the questionnaire



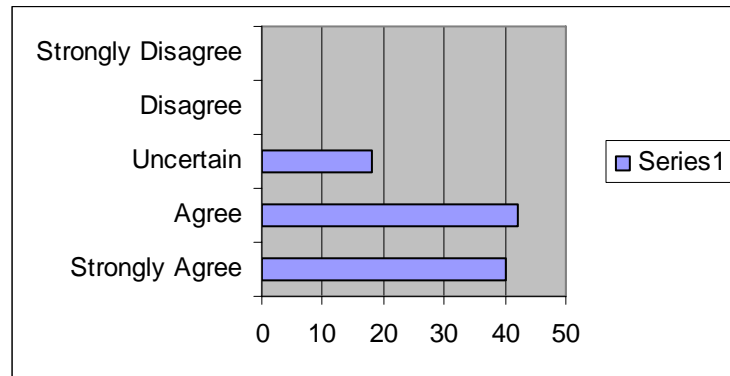
Source: Results obtained from analysis of questionnaire

The last competency in the “Achieving Results” cluster is decisiveness. 22% of the respondents when answering question 9.1.17 strongly agreed that this competency could be developed. 34% agreed, 26% were uncertain and 18% disagreed. There was a measure of disagreement expressed by a fairly substantial number of respondents when answering questions in the “Achieving Results” section of the questionnaire.

Under the “Self-Management” category, the response to questions 9.1.18 to 9.1.21, have been shown in Table 8.30 to Table 8.1.33.

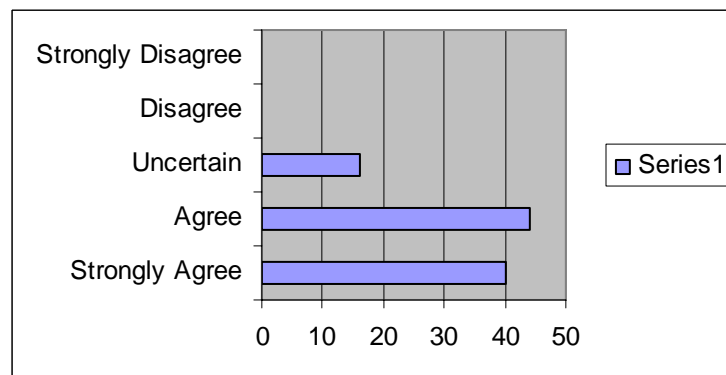
40% of respondents to question 9.1.18 regarding self-confidence as a competency strongly agreed that this competency could be developed by training. 42% agreed, 18% were uncertain, but no respondents disagreed.

Table 8.30: Analysis of response to question 9.1.18 of the questionnaire



Source: Results obtained from analysis of questionnaire

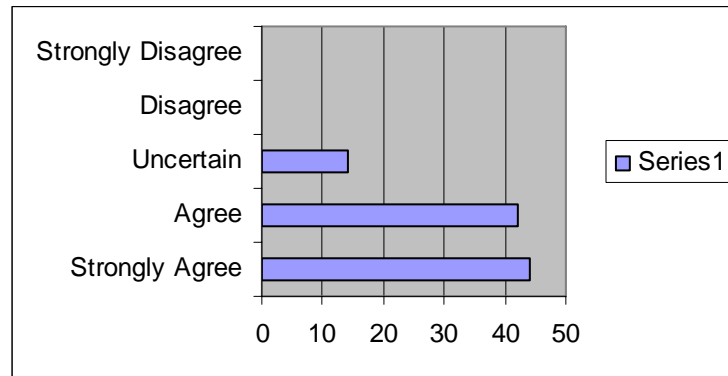
Table 8.31: Analysis of response to question 9.1.19 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.19 related to the competency of being able to manage stress. In this case 40% strongly agreed that the ability to manage stress could be developed. 44% agreed that the competency could be developed, while 16% were uncertain. None of the respondents thought that this competency could not be developed.

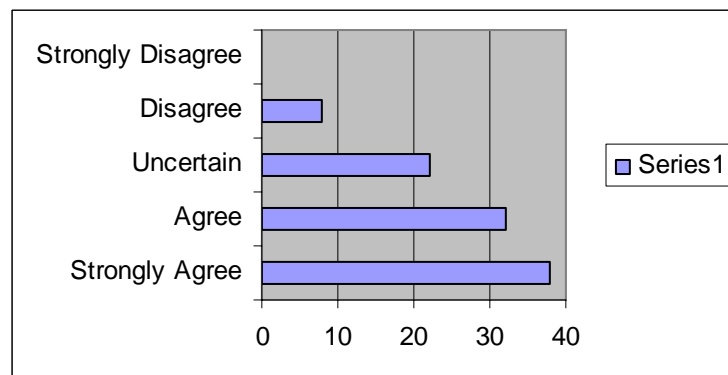
Table 8.32: Analysis of response to question 9.1.20 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.20 related to the competency of being able to display personal credibility. In this case 44% strongly agreed that the competency could be developed. 42% agreed that the competency could be developed. 14% were uncertain while none of the respondents thought that this competency could not be developed.

Table 8.33: Analysis of response to question 9.1.21 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 9.1.21 related to the competency of being flexible. In this case 38% strongly agreed that this flexibility could be developed. 32% agreed that the competency could be developed. 22% of the respondents were uncertain while 8% of the respondents thought that this competency could not be developed.

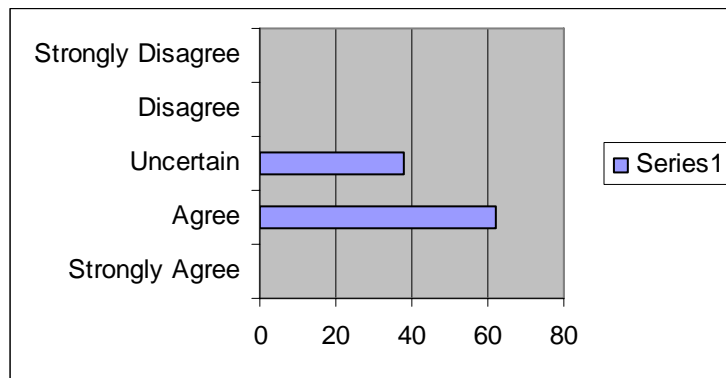
Questions 10.1.1 to 10.1.10 relate to development of selected competencies through the use of mentoring. The process of mentoring was described in Chapter Five.

Table 8.34: Analysis of response to question 10.1 of the questionnaire

| | | CATEGORY (%) | | | | | |
|---------------------------|---|--------------|----|----|----|---|---|
| | | RESPONSE | | | | | |
| | | RANKING | 1 | 2 | 3 | 4 | 5 |
| | 10.1.1 Mentoring helps establishes focus | | 0 | 62 | 38 | 0 | 0 |
| | 10.1.2 Mentoring supports motivation | | 0 | 62 | 38 | 0 | 0 |
| | 10.1.3 Mentoring fosters teamwork | | 0 | 58 | 42 | 0 | 0 |
| Question 10.1 | 10.1.4 Mentoring develops others | | 18 | 41 | 41 | 0 | 0 |
| Rank in Importance | 10.1.5 Mentoring manages performance | | 0 | 56 | 44 | 0 | 0 |
| | 10.1.6 Mentoring improves communication | | 0 | 56 | 44 | 0 | 0 |
| | 10.1.7 Mentoring aids interpersonal awareness | | 0 | 44 | 56 | 0 | 0 |
| | 10.1.8 Mentoring helps to influencing others | | 0 | 52 | 48 | 0 | 0 |
| | 10.1.9 Mentoring aids collaborative relationships | | 0 | 48 | 52 | 0 | 0 |
| | 10.1.10 Mentoring aids information gathering | | 0 | 49 | 51 | 0 | 0 |

Source: Results obtained from analysis of questionnaire

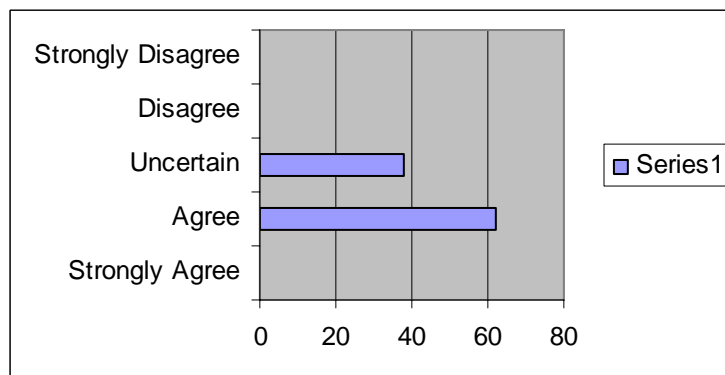
Table 8.35: Analysis of response to question 10.1.1 of the questionnaire



Source: Results obtained from analysis of questionnaire

Table 8.35 addresses question 10.1.1 which asked whether mentoring could help establish focus. 62% of the respondents agreed, while 38% were uncertain. None of the respondents disagreed with the statement.

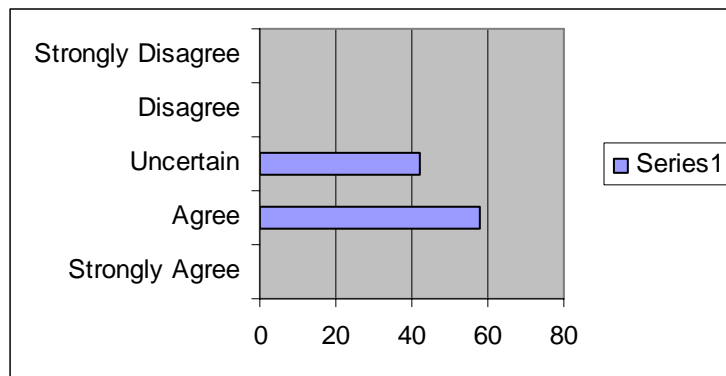
Table 8.36: Analysis of response to question 10.1.2 of the questionnaire



Source: Results obtained from analysis of questionnaire

Respondents were asked in question 10.1.2 whether mentoring supports motivation. Table 8.36 shows that 62% agreed while 38% were uncertain with respect to this competency. None of the respondents disagreed with the statement.

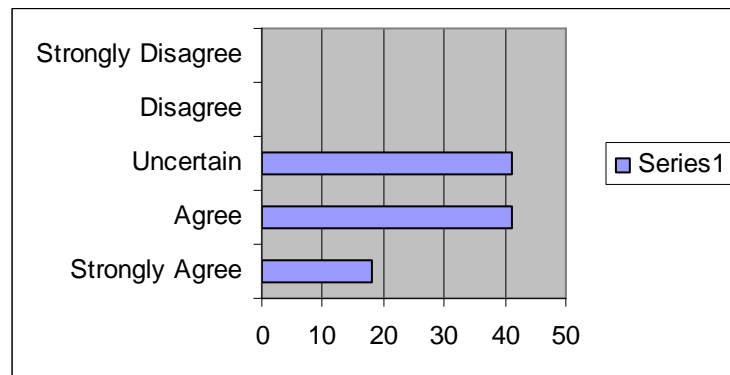
Table 8.37: Analysis of response to question 10.1.3 of the questionnaire



Source: Results obtained from analysis of questionnaire

Table 8.37 addresses question 10.1.3 which asked whether mentoring could help foster teamwork. 58% agreed that this competency could be developed by mentoring, 42% were undecided while none of the respondents disagreed with the statement.

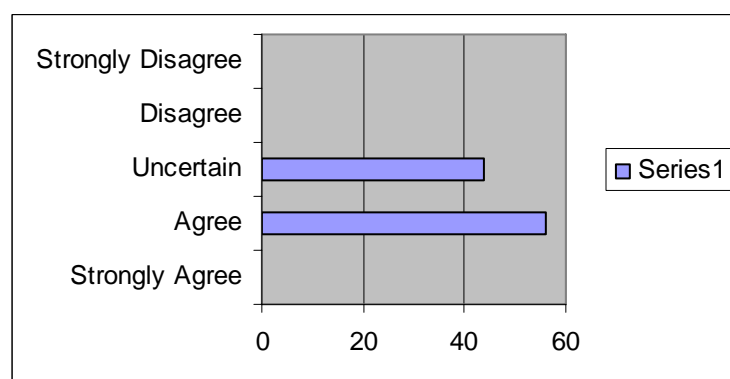
Table 8.38: Analysis of response to question 10.1.4 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 10.1.4 asked the respondents views on the statement that “mentoring develops others.” The results shown in Table 8.38 above reveal that 18% strongly agree, 41% agree while 41% were uncertain. None of the respondents disagreed with the statement.

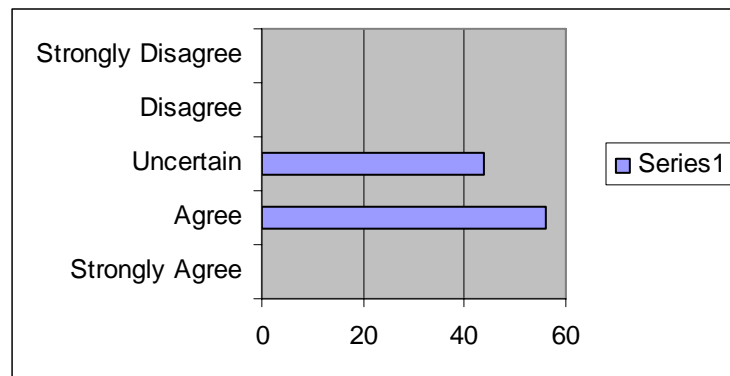
Table 8.39: Analysis of response to question 10.1.5 of the questionnaire



Source: Results obtained from analysis of questionnaire

Table 8.39 addresses question 10.1.5 which asked whether mentoring could aid in the management of performances. 56% agreed that mentoring could fulfil this requirement, 44% were undecided, while none of the respondents disagreed with the statement.

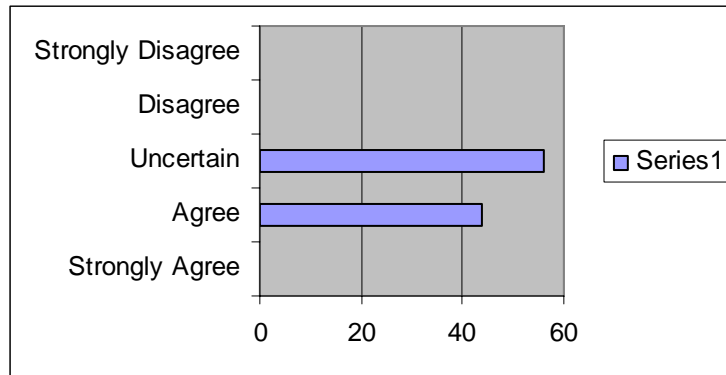
Table 8.40: Analysis of response to question 10.1.6 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 10.1.6 required the views of the respondents with respect to the statement that mentoring improves the communication competency. 56% agreed while 44% were undecided. None of the respondents disagreed with the statement.

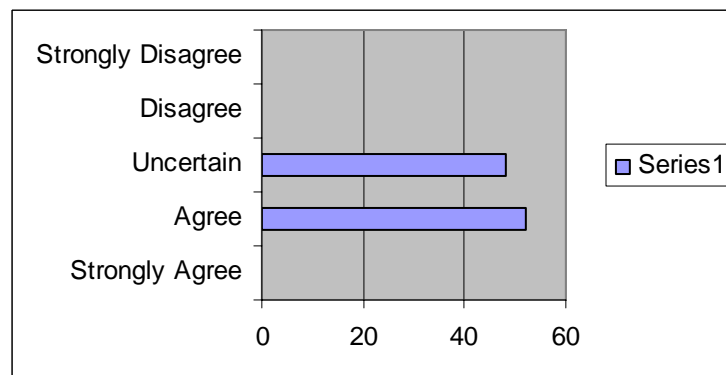
Table 8.41: Analysis of response to question 10.1.7 of the questionnaire



Source: Results obtained from analysis of questionnaire

44% of the respondents believed that mentoring aids in the development of the interpersonal awareness competency as shown in Table 8.41 above. 56% were uncertain in this regard. None of the respondents disagreed with the statement.

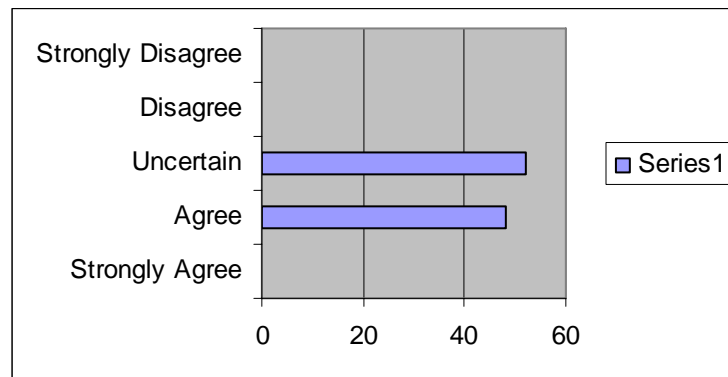
Table 8.42: Analysis of response to question 10.1.8 of the questionnaire



Source: Results obtained from analysis of questionnaire

52% of respondents believed that mentoring helps to influence others as per the statement in question 10.1.8 and reflected in Table 8.42 above. 48% were uncertain while none of the respondents disagreed with the statement.

Table 8.43: Analysis of response to question 10.1.9 of the questionnaire

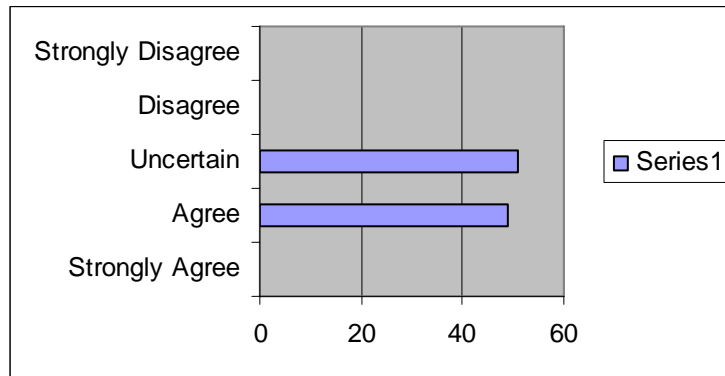


Source: Results obtained from analysis of questionnaire

Table 8.43 addresses question 10.1.9 which asked whether mentoring could aid in reinforcing the collaborative relationship competency. 48% agreed that mentoring could fulfil this requirement, 52% were undecided, while none of the respondents disagreed with the statement.

Question 10.1.10 required the views of the respondents with respect to the statement that mentoring aids one in the information gathering competency. 49% agreed while 51% were undecided. None of the respondents disagreed with the statement.

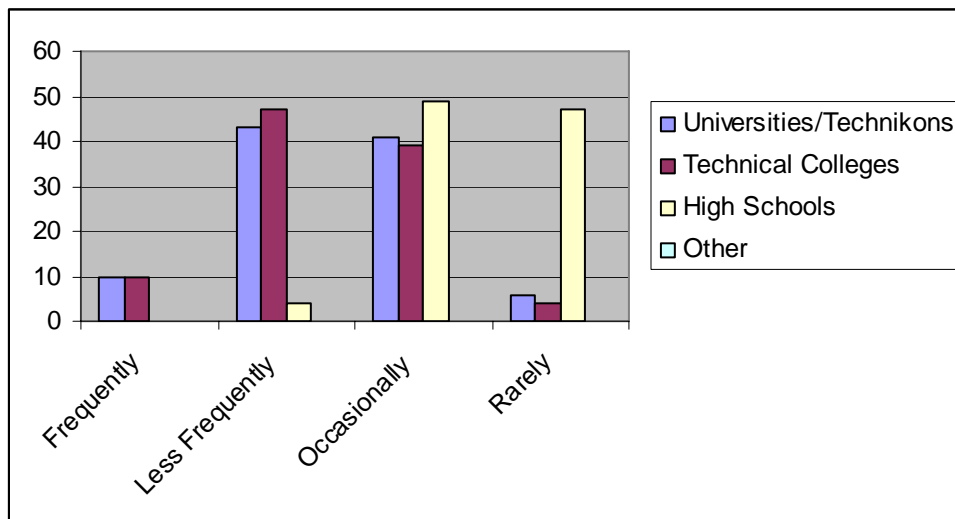
Table 8.44: Analysis of response to question 10.1.10 of the questionnaire



Source: Results obtained from analysis of questionnaire

8.2.2 Analysis of education statements

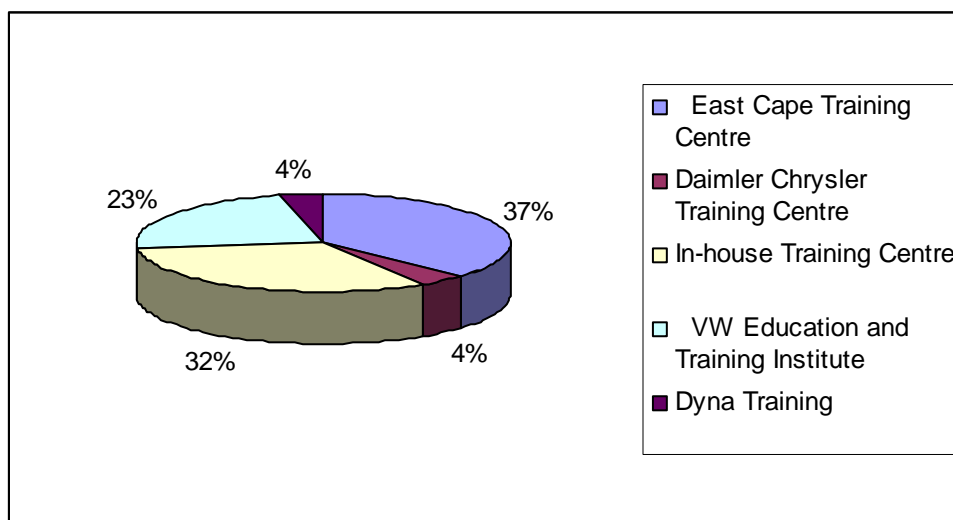
Table 8.45: Analysis of response to question 11.1 of the questionnaire



Source: Results obtained from analysis of questionnaire

Question 11.1 asked respondents to rate the frequency with which they corresponded with various educational institutions. 10% of the respondents maintained frequent contact with Universities, Technikons and Technical Colleges. Between 39% and 47% of the respondents communicated less frequently or occasionally with these institutions. Only 4% corresponded less frequently with High Schools. 49% of the respondents occasionally corresponded with High Schools. 47% stated that they rarely corresponded with High Schools. Retish, Reiter and Raiter (1999: 207) cite Stern et al (1996) who noted that the success of school-to-work efforts in German-speaking countries appeared to reflect the exceptional degree of responsibility that employers have accepted in the effort, as well as the close collaboration that has occurred between certain employers and educators. Retish, Reiter and Raiter (1999: 207) continue that English-speaking European countries appear to lack any tradition of major employer's participation within educational initiatives.

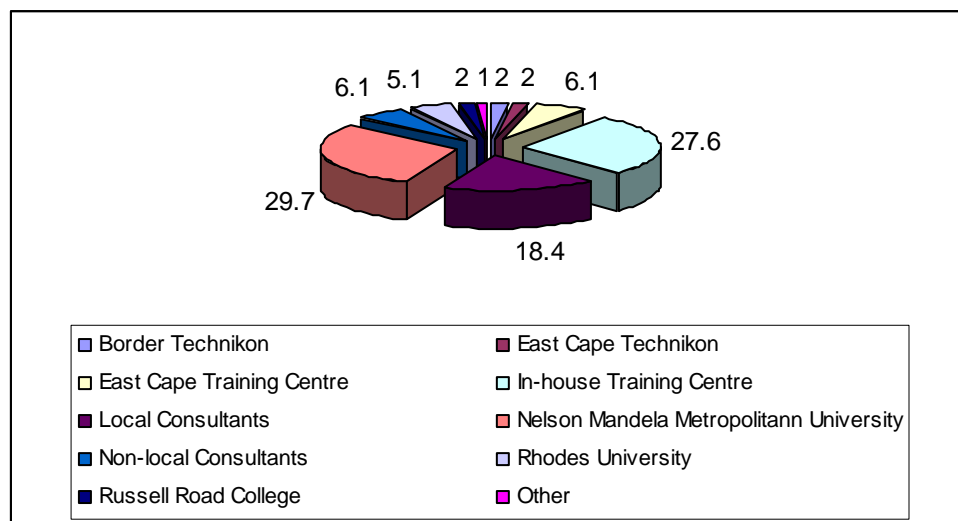
Table 8.46: Analysis of response to question 12.1 of the questionnaire



Source: Results obtained from analysis of questionnaire

37% of the respondents stated that the use was made of the East Cape Training Centre, 32% relied on in-house training for the training of its team leaders. 23% used the VW Education and Training Institute, 4% used either the Daimler Chrysler Training Centre or relied on Dyna Training. The latter is a learning programme which the company says takes supervisors to the next level in terms of confidence and competence. The course on offer according to its literature covers the practical skills a supervisor requires to get the job done and to cement their role as future leaders.

Table 8.47: Analysis of response to question 13.1 of the questionnaire



Source: Results obtained from analysis of questionnaire

With the amalgamation of Port Elizabeth Technikon, University of Port Elizabeth and the Port Elizabeth campus of Vista University to form The Nelson Mandela Metropolitan University (NMMU) Question 8.47 indicates that tertiary educational institutions play a significant role in the development of team leaders. The NMMU with 29.7% represents the largest provider of training. In-house facilities contribute 27.6% while 18.4% of training is undertaken by local consultants.

Wells (2001: 83) is of the belief that all partnerships between industry and educational institutions should have clear benefits to all parties concerned. Wells (2001: 83) argues that the benefits to industry include:

- There is a source within educational institutions to support the development of human resources initiatives;
- The educational institutions should be a source from which to derive highly qualified employees; and
- Educational Institutions provide the necessary environment from where applied research projects can be quickly organised.

According to Wells (2001: 83) the benefits to educational institutions are substantial and embrace such factors as:

- It provides for a wider student market;

- There is the potential for a source of industry based instructors;
- Companies are a source of funding for industry specific research projects;
- Opportunities exist for practical, industry related projects for faculty and students;
- There is communication with industries such that they are likely to hire graduates;
- An environment is established where educational material can be developed and refined; and
- There is the potential for academics to consult with industry, thus gaining exposure to specific industries.

Wells (2001: 83) contends that the result of this is the formation of a dynamic relationship between the two organisations with further benefits to both parties amongst these is the following:

- The career path of senior employees are boosted by their access to research experience and dialog with fellow professionals;
- By being appointed to lecture on relevant subjects at the university, the employees professional scope is enhanced;
- It enables the student to work on applicable projects and creates an association with potential employees and individuals working in a similar field;
- The manager keeps his employees up to date as well as developing a source of qualified employees;

- The university has access to individuals who are qualified in their field to lecturer, are able to support local research and this results in the benefit of a continuing constructive partnership with local industry; and
- Participation in specific programme allows the participants to gain national recognition in terms of a nationally validated university qualification.

It can therefore be deduced from the points highlighted above that considerable benefit to both parties is achieved with the collaboration of industry and academia. A specific benefit is that new organisational competencies are developed between the various partners which would not have developed under normal circumstances. In-house facilities plus training undertaken by local consultants contributes 46% of training within the organisations polled. It is therefore a major contributor to the enhancement of team leaders. These facilities offer specialised and company specific training programmes for the enhancement of its personnel.

8.3 SUMMARY

In Chapter Eight the results from Part 2 of the questionnaire relating to the development of competencies within the ECMIC as well as the educational facilities utilised within this region were analysed. The questions were aimed at analysing the dependent variables as well as endeavouring to relate the results to the theory obtained from the literature study described in Chapters Two to Five. It was noted that the respondents from both the

Buffalo City and the Nelson Mandela Metropoles were in general agreement with each other and that there was no noteworthy difference in the replies to the questionnaire between the two metropoles. The implication of this commonality of replies implies that there is no meaningful difference in the determination of competences amongst team leaders and therefore the strategy to develop the competencies of team leaders requires no differentiation into regions.

Chapter Nine discusses a progressive approach to core competency development that leads to a strategy for developing core competencies of Team Leaders in the ECMIC.

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CHAPTER NINE

A STRATEGY FOR THE DEVELOPMENT OF TEAM LEADERS IN THE EAST CAPE MOTOR INDUSTRY CLUSTER: A COMPETENCY BASED APPROACH

9.1 INTRODUCTION

Various facets of the empirical study were covered in Chapters Six, Seven and Eight. In Chapter Six the design of the questionnaire, together with the demographic details of the population polled, was discussed. Chapter Seven analysed the response received to questions relating to generic competencies while Chapter Eight dealt with the replies received with respect to the development of competencies, the role played by mentoring as well as the utilisation of the educational institutions within the ECMIC.

In this chapter the information obtained from the literature study conducted in Chapters Two, Three, Four and Five will be combined with the findings of the chapters covering the empirical study to develop a strategy for the development of the competencies of team leaders in the ECMIC. The aim of this chapter is to resolve the final sub-problem:

What is required from the East Cape Motor Industry Cluster (ECMIC) in order to develop generic competencies of the personnel?

In order to set a basis for the development of a strategy for the development of the competencies of team leaders a brief discussion of strategy formulation will be presented. This will be followed by a discussion of the elements that will form the steps in achieving the development of a strategy utilising the competency approach for the development of team leaders in the ECMIC.

9.2 STRATEGY DEVELOPMENT

Grant (2002: 27) is of the belief that strategy development is a multidimensional process that must involve logical analysis and perception, experience and emotion. Nevertheless, whether strategy formulation is formal or informal, whether strategies are premeditated or emergent, there can be little doubt as to the importance of systematic analysis as a vital input into the strategy process. Bruner, Eaker, Freeman, Spekman, Teisberg and Venkataraman (2003: 211) view strategy development as a process which creates insight about how to create and enhance the uniqueness and sustainable competitive advantage within a company. The challenge of strategic thinking is to open the minds of managers, provide new views on threats and opportunities facing the organisation, challenge conventional wisdom and develop a vision of the firm's uniqueness.

Bruner et al (2003: 211) continued that several strategy development approaches are used in practice. These included frameworks for analysing industry probability, competitive positioning, core competencies, capabilities, resources, strategic intent, and future scenarios. Each of the frameworks provides a guide for thinking through critical questions. None of the individual frameworks mentioned gives an answer, but the relevant answer is obtained from the insights gained by the process. Using any of the frameworks is an art, while different companies and their managers might find that they are more efficient in developing different frameworks.

Koch (1995: 109) stated that an organisation's greatness or mediocrity lies not in the manner in what it does, but in the way it does it. The success or failure of a business is not explained by its business strategies. The real driving force according to Koch (1995: 109) is the culture, the competencies within different sections of the organisation, the quality of its human resources and the strength of its motivation. David (2003: 11) views strategies as means by which long-term objectives will be achieved and are potential actions that need senior management decisions and large amounts of the company's resources. Strategies typically affect an organisation's long-term prosperity for several years and are hence future-orientated. Both internal and external factors affecting the firm have to be considered as strategies have multifunctional or multidivisional consequences

Utilising the views expressed above, strategy is a long-term process that is made up of a series of definable and measurable steps that results in the achievement of the overall mission or goal of the organisation. In the case of this study it would be the development of team leader competencies in the ECMIC.

9.3 THE STEPS FOLLOWED FOR THE DEVELOPMENT OF TEAM LEADERS IN THE EAST CAPE MOTOR INDUSTRY CLUSTER: A COMPETENCY BASED APPROACH

In order to devise a strategy for the development of core competencies of team leaders in the ECMIC the following steps were followed:

- i) A literature study was conducted to establish the importance of core competencies of team leaders in aiding the automotive industry within the ECMIC to achieve a competitive advantage. This would aid the ECMIC in achieving an added advantage when competing with other regions for the lucrative global markets;
- ii) Processes for core competency development were analysed and the methods of developing these core competencies were discussed;
- iii) An overview of core competency development of team leaders in the ECMIC was then compiled; and
- iv) An extensive questionnaire was developed from the information obtained in the literature study. The purpose of the questionnaire was to establish the opinions of

the respondents as to factors relating to the development of core competencies of team leaders within the ECMIC and the opinion of the respondents to methods used to develop the core competencies of the team leaders.

It was determined from the literature study that a systematic process for the development of the core competencies of team leaders was the key to the successful implementation of such a strategy. This would lead to the development of strategy for the development of core competencies of team leaders in the ECMIC. This approach will be adopted in developing the said strategy for the ECMIC.

In developing the systematic approach to the core competency development of team leaders in the ECMIC, a number of processes will be acknowledged that were identified in the literature and empirical studies as being crucial to achieving the ultimate goal, the establishment of core competencies of team leaders in the ECMIC. A summary of the steps in the process will be outlined and then each individual process will be discussed in detail. On completion of the processes identified, the strategic procedure will be presented in an illustrative manner in order to demonstrate the steps undertaken in the systematic process.

9.4 A SYSTEMATIC PROCESS FOR CORE COMPETENCY DEVELOPMENT OF TEAM LEADERS IN THE ECMIC

A discussion of the steps in the systematic process to the development of core competencies of team leaders in the ECMIC will now be presented. An in-depth discussion of the steps undertaken will be presented and then combined to form a process for a “strategy for utilising the competency approach for the development of team leaders in the ECMIC.” The steps in the process are:

- competency identification;
- methods of team leader development;
- identification of service providers and educational institutions; and
- mentoring.

9.4.1 Competency identification

In an interview with journalist Mary Anne Donovan-Wright, Rothwell (2005: 01) stated that theorists had discussed the features that made up the core competencies of organisations. It is believed that core competencies are factors that differentiate competitors, therefore firms should not outsource. In reality, according to Rothwell (2005: 01,) competency is an innate trait that predisposes an individual (not a company)

towards certain skills and behaviours that achieve excellent performance. Rothwell (2005: 01) continued that these comments do not indicate that organisations do not matter. Company culture partially determines what makes an individual better than their peers. Rothwell (2005: 01) is of the belief that what is ideal for one organisation may not necessarily be ideal for another organisation. The key is to develop and employ models of ideal performance based on the specific organisation.

Competency modelling, according to Rothwell (2005: 01) facilitates organisational shift from job-based to people-based structures in which exemplary employees are identified and interviewed to discover their secrets to success. This data is then compiled, compared, analysed, and synthesised into pictures of competency for the organisation. Competency models spotlight outstanding individual performance and use it as the benchmark against which all performance is evaluated. In the empirical study, Question 8.1.2, found that 98% of respondents agreed or strongly agreed with the opinion that competencies could be developed in personnel while Question 8.1.3 revealed that 46% of respondents felt that there are certain competences that were generic to automobile industry employees. The replies from those polled in Question 8.1.4 showed that 44% of respondents agreed that automotive companies had identified these competencies (elucidated earlier) for different levels of employees.

9.4.2 Methods of Team Leader development

Cripe and Mansfield (2001: 181) believe that in using the competency process to drive change, the process of ascertaining job requirements and the requisite competencies means that organisations must, at the outset, be aware about its short and long-term direction. Having discerned the direction the company wishes to take then it is imperative to determine the competencies that will be the key to carrying out the organisation's strategy and reaching its long-term objectives. These competencies may differ from what has been important in the past. The process of developing competency models may obliquely force the organisation to think through its strategy.

In order to carry out the strategy, it then becomes crucial to build human resource systems that enable the organisation to:

- Assess the competencies of current employees;
- Fill positions with people possessing the required competencies;
- Reward employees who meet job goals and develop competencies; and
- Provide training and development experiences that build the key competencies.

From discussions with Benita Fourie, Fae Flynn and Heather Steel, Human Resources Managers at various automotive component companies, it has been determined that the

first process in developing a strategy for the development of core competencies of team leaders in the ECMIC is to do a *needs assessment/analysis*. This is achieved by conducting an analysis and collecting data of what competencies are required by team leaders to optimally perform their duties. From this needs analysis any discrepancy can be determined. Options as to the manner of resolving differences can be recommended. The competencies of the current team leaders needs to be assessed in the light of the characteristics of the job, task, or body of knowledge already possessed by the team leaders. An appropriate source documentation to support the analysis is required. The requirements as set out by General Motors South Africa is such a source document as it outlines the prerequisites for each level of team leader.

From the discussions with the Human Resources Managers previously mentioned, it was determined that, by means of analysing the process, the application of the competency approach would be:

- Identifying the specific tasks, subtasks, cognitive processes and the relationship within the various hierarchical strata;
- The ability to understand the technical content in terms of the entire course content and individual lessons;

- Assessing frequency, criticality, difficulty and complexity of knowledge and skills contained in curricula to accommodate the targeted team leaders' learning styles; and
- Identifying prerequisite knowledge and skills for tasks, subtasks, and knowledge.

The next process in the development of the strategy is to identify *available talent* from existing human resources. The target, of which of the team leaders are to be trained, has to be determined. The characteristics of the team leader can be ascertained by:

- Developing the required profile of the team leader suitable for training; and
- Differentiating between the types of team leaders that will benefit from the instruction and from those who will have difficulty comprehending the course materials supplied.

Once a determination of, which of the team leaders is suitable for training, has been made, there is a need to *assess what facilities* are available. This evaluation can be of the in-house facilities as well as the use of outside educational institutions. The various levels of team leader require the satisfaction of specific educational criteria and when analysing

the facilities available, the need for specific external qualifications will influence the adoption of service providers. This evaluation of educational resources is achieved by:

- Identifying the relevant resources, constraints, and context of the development and delivery environments;
- Identifying how the course materials will be used in the curriculum;
- Evaluating how the setting characteristics may impact proposed instructional approaches; and
- Stating a rationale for the selection of the resources and constraints of the development and delivery environments chosen.

Human resources development does not operate in isolation therefore the *financial implications* of any development of human capital should be analysed. This was achieved according to discussions with Aniel Kuvarjee, an accountant, by:

- Developing a project management plan;
- Developing cost-benefit analysis;

- Developing budgets and schedules;
- Identifying resource allocation requirements;
- Monitoring activities and making appropriate changes to achieve project goals;
and
- Identifying constraints that impact on budget, schedule and resource requirements.

Once the decision to implement the training programme has been approved by the financial department, *objectives of the training process* have to be determined. This can be achieved by means of:

- Stating an objective in performance terms that reflects the intent of instruction;
- Arranging the objectives of the course to reflect the curriculum design;
- Describing the relationship between the objectives, technical content and performance measurement;
- Viewing the various educational abilities of the participants and utilising the instructional media options that best address the training needs;

- Evaluating the available candidate training system hardware and software capabilities and limitations with respect to the diverse employees;
- Conducting a cost-benefit analysis to determine the cost-effectiveness of the instructional media options that support objectives within imposed constraints; and
- Recommending instructional media that provides value and the possibility of success across and within each unit of instruction.

The next process necessary is to rationalise the method of instruction. It is then possible to determine what *instructional strategies* would be utilised. This is achieved by:

- Discussing learning theories, instructional design strategies, instructional psychology and learning styles appropriate to the curricular objectives;
- Describing and providing a rationale for the selection of an instructional approach; and
- Design instructional materials that are appropriate to the ability level of the learners.

In order to ascertain the effectiveness of the process, performance measurement instruments have to be developed by the use of the following processes:

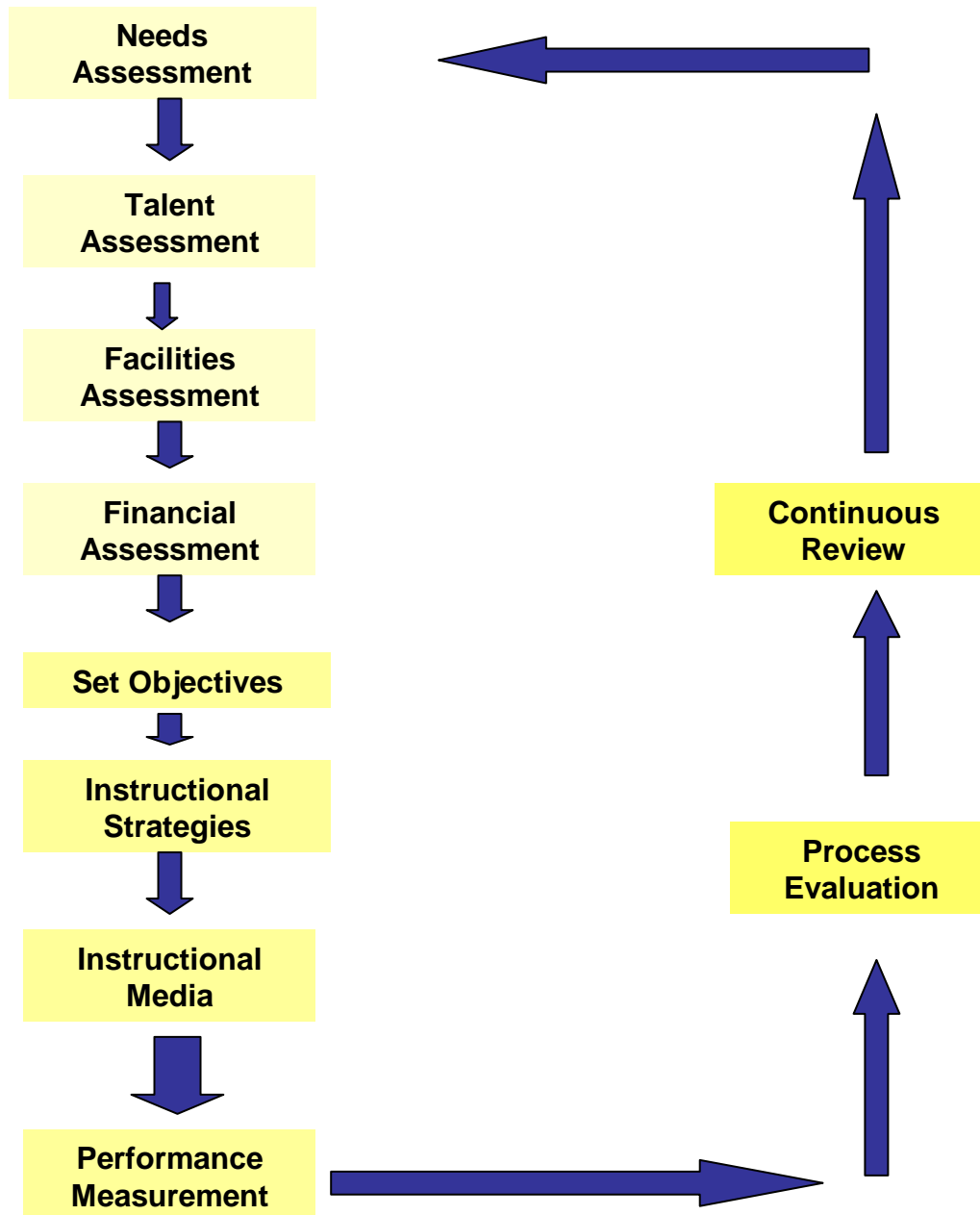
- Developing performance measures by means of criterion-referenced achievement tests, questionnaires, interviews, simulation scenarios, observation listing, performance register, product checklists;
- Identifying variables in order to measure and construct assessment items appropriate to the associated objective;
- Judging the validity and reliability of instruction based on statistical results; and
- Stating the rationale for using one type of assessment tool verses another.

The final phase in the development of a strategy for the development of core competencies of team leaders in the ECMIC is to evaluate all of the factors at the end of the training schedule. This can be achieved by:

- Developing a decisive plan or summarising an evaluation of the plan and conducting the final determining or summarised assessment; and

- Generating specifications for revisions based on feedback collected during the evaluation. This results in continuous review of the process.

Figure 9.1: A process for Team Leader development in the ECMIC



Source: Developed from information obtained from literature and empirical studies

9.4.3 Identification of service providers and educational institutions

In Chapter Five the various further and higher educational institutions for both the Nelson Mandela and Buffalo City Metropoles were identified. While according to the criteria for the “A” level team leader at General Motors South Africa required a grade 10 education and the ability to be competent in various competencies, the progression of the team leader through the company is limited to a certain degree by educational factors. Therefore it is believed that a close relationship should be developed between the ECMIC and the various educational institutions. Hutton (2002: 228) is of the belief that in order to be part of a learning environment, employees require exposure to formal training and education. The respondents to Question 8.47 stated that the tertiary educational institutions played a prominent role in the development of team leaders within the ECMIC. The educational institutions are able to provide the team leaders with the detailed knowledge required in such diverse fields as accounting, management and engineering and which is generally not available at the workplace. The NMMU according to respondents to Question 8.47 provides the ECMIC with 29.7% of its training; in-house facilities contribute 27.6% while 18.4% of training is undertaken by local consultants.

9.4.4 Mentoring

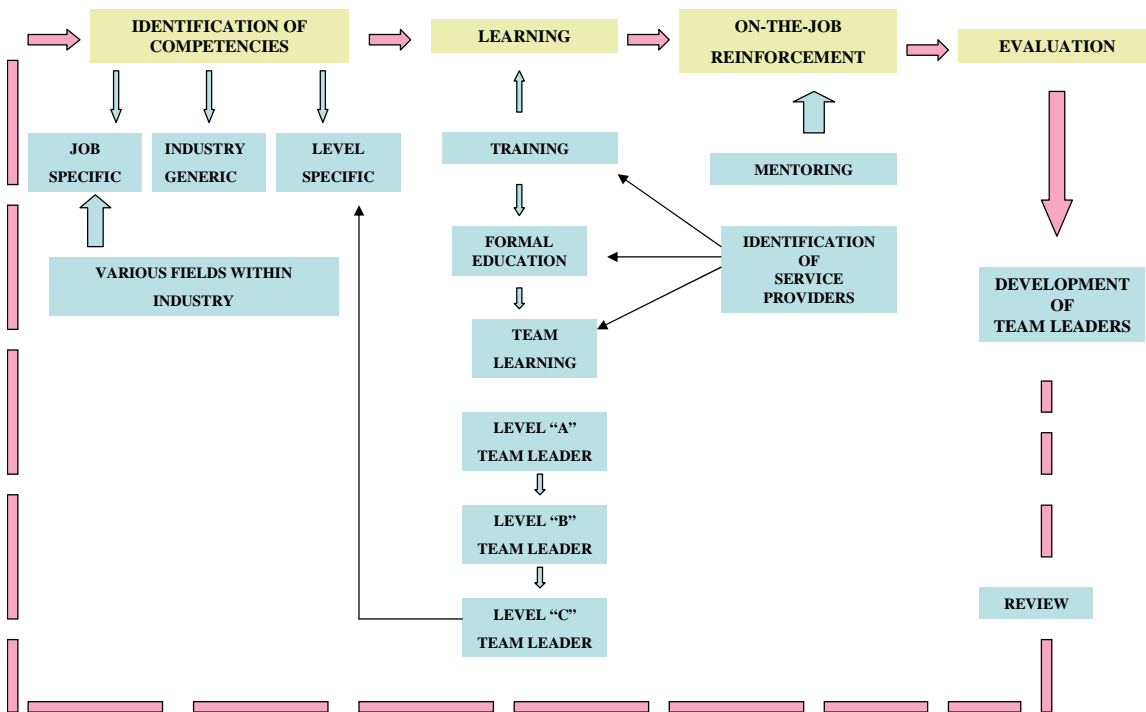
Question 10.1.1 to Question 10.1.10 was used to gauge the opinion of the respondents with respect to the part played by mentoring in the development of team leaders. The majority of the respondents agreed that mentoring played an important role in reinforcing the competencies identified as significant in the development of team leaders. Berry (2003: 96) cites Beardwell and Holden (1997) in stating that those organisations which have introduced mentoring programs have come to realise that mentoring aids employees' learning process. The process contributes to the process of meaning-making in the organisation and therefore its responsiveness to its environment. At the same time it meets the developmental needs of the employees. This takes in both the organisational need for quick reaction to changing conditions and the individual's need to learn what is relevant in a real environment.

9.5 AN INTEGRATED STRATEGY FOR THE DEVELOPMENT OF TEAM LEADERS

The factors that can be incorporated into the process that will lead to the successfully developing a strategy for the development of team leaders utilising the competency approach in the ECMIC have been discussed. These factors have been combined in

Figure 9.2 to form an integrated strategy model for the development of team leaders utilising the competency approach in the ECMIC.

Figure 9.2: Integrated process for creating a strategy for the development of core competencies of Team Leaders in the ECMIC



Source: Developed from information obtained from literature and empirical study

Figure 9.2 shows the progression of the process to be followed in order to achieve the strategic goal of reinforcing the core competencies of the team leaders within the ECMIC. The pink arrows show the path that the process must follow and the green arrows represent the relationship between the sub-divisions in each step.

Step 1: The process for the development of the core competencies of team leaders begins with the identification of competences and the means for their development as shown in Figure 9.1. In Figure 9.2 these competences are broken down into three categories. The initial category is job specific and relates to the functional skills required to effectively perform those duties which are necessary for the specific field in which the team leaders operates. This is generally the engineering sector which could be further sub-divided into the different fields such as paint shop, assembly or electrical. The second sub-division relates to those competencies which are deemed generic to the automotive industry. The final category relates to the level obtained by the team leader, which, with respect to General Motors South Africa, is classified as either levels “A”, “B” or “C.”

Step 2: A learning process is introduced whereby team leaders are made aware of the requirements set by the company in order to progress through the different levels of team leader. This learning process is created through identifying competences that may be

developed in the workplace or through training that may be offered by service providers or an in-house-training centre, as well as formal education in the form of courses offered by institutions that lead to formal qualifications. In addition to these two methods, team-based learning is an important and inexpensive method of transferring knowledge and skills to team members in the workplace.

Step 3: This step uses the process of mentoring to reinforce skills and knowledge which has been obtained during any training or education activity. Within this step lies the identification of service providers which are used in the previous step.

Step 4: An evaluation needs to take place in order to ensure that the training programme set in place meets the requirements of developing the core competencies of the team leaders. As stated in the process for team leader development in the ECMIC there has to be specific and measurable goals in order to determine that the objectives of core competency development of team leaders are effective.

Step 5: With this measurement of the development of the core competencies of team leaders being compared to that set as an overall objective and having achieved the main objective of **developing the core competencies of team leaders in the ECMIC** a continual process of review must take place due to the ever changing technology and in

today's climate, a vibrant industry, these processes need continual revision in order to remain globally competitive.

Next an implementation strategy for the development of core competencies of team leaders in the ECMIC will follow.

9.6 IMPLEMENTATION OF A STRATEGY FOR THE DEVELOPMENT OF CORE COMPETENCIES IN THE ECMIC

David (2003: 236) cites McConkey (1988) in that a technically imperfect plan that is implemented will achieve more than the perfect plan that never gets off the paper on which it is typed. David (2003: 235) quotes Drucker who said:

“Objectives can be compared to a compass bearing by which a ship navigates. A compass bearing is firm, but in actual navigation, a ship may veer off its course for many miles. Without a compass bearing, a ship would neither find its port nor be able to estimate the time required to get there.”

The implementation of a strategy does not according to David (2003: 236) end when it is decided what strategy or strategies to pursue. These strategic thoughts have to be translated into strategic action. Implementing strategy will affect all the functional and managerial areas of the organisation. In all but the smallest organisations, the change from strategy formulation to strategy implementation requires a change in responsibility from the strategists to those who have to implement the strategy. All employees, from top-management to the lowest on the rung need to be motivated by the interests of the organisation to that of their own. Therefore the team leaders and prospective team leaders should be involved in the strategy formulation process together with representatives from top and middle-management. A possible committee would consist of the Chief Executive Officer or their representative, the factory manager, the Human Resources Manager, the company accountant, a representative from the service provider and a delegation representing the team leaders. Issues which affect management and which are central to strategy implementation include the establishment of annual objectives. These objectives with respect to the development of team leaders can be expressed in various formats ranging from improved productivity, fewer comebacks in relation to quality, to a reduction in downtime due to injury.

9.3 SUMMARY

This chapter consisted of a comprehensive argument as to the model for the implementation of a strategy for the development of core competencies in team leaders in the ECMIC. Each facet was discussed and related to the literature study conducted in Chapters Two, Three, Four and Five, and the empirical study documented in Chapters Six, Seven and Eight. From the ensuing discussion of the literature study and empirical results, an integrated strategy process for developing the core competencies of team leaders in the ECMIC was established. A method for the implementation of the strategy was then proposed.

The tenth and final chapter makes recommendations for implementing the strategy. These recommendations are followed by general conclusions.

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CHAPTER TEN

RECOMMENDATIONS AND CONCLUSIONS

10.1 INTRODUCTION

Chapter Nine presented a systematic approach to the development and implementation of an integrated strategy for developing core competencies in team leaders. In this chapter recommendations for further research with regard to the development of core competencies of team leaders in the ECMIC will be presented.

From the arguments presented above and the information gained during the study, conclusions will be drawn and briefly discussed.

10.2 MAIN FINDINGS

The main problem posed in this research was:

What generic competencies are applicable to team leaders in the East Cape Motor Industry Cluster?

In order to develop a research strategy to deal with and solve the main problem several sub-problems were identified. Sub-problems one and two were addressed by means of a literature study discussed in Chapters 2, 3 and 4. Chapter 5 addressed the questions posed by sub-problems three and four. From the empirical study in Chapters 6, 7 and 8, the questions presented in sub-problems 5 and 6 were addressed. The final sub-problem asked the question “What is required from the East Cape Motor Industry Cluster (ECMIC) in order to develop generic competencies of the personnel?”

10.3 RECOMMENDATIONS FOR IMPLEMENTATION STRATEGY FOR A PILOT PROJECT FOR THE DEVELOPMENT OF CORE COMPETENCIES OF TEAM LEADERS IN THE ECMIC

To answer the final sub-problem, a strategy for the development of core competencies of team leaders in the ECMIC was developed. Although no time frame was given for the implementation of the strategy discussed in Chapter 9, it was proposed that the following schedule and objectives be adopted in order to satisfactory implement the proposed strategy.

Objective 1: The support of top management should be initially obtained. The approval of senior management has to be obtained prior to any discussion on the strategy as without their approval and financial support the entire project is doomed to failure. A needs assessment, the financial implications and the identification of a select group of

team leaders should be undertaken. The selection of the core competencies required should be identified. This could involve the use of outside consultants. A meeting to discuss the various facets of a pilot study should be arranged with all the stakeholders. This entire process should be completed within 60 days.

Objective 2: The implementation of the pilot project. Having identified the core competencies and the team leaders concerned, the pilot project should begin with the education and training of the team leaders. An estimated period of six months should be allocated to this phase of the project. This time period is chosen since this should give sufficient time to see some discernable change in the team leaders whilst at the same time it is not too long to take away the importance of the mission.

Objective 3: There should be constant evaluation of the pilot project. The pilot project should be viewed as a dynamic entity and as such there should be constant revision and review of the final objective of the strategy. It is therefore important that meetings between all the stakeholders concerned should be held on a regular basis. On completion of the six month period, a final analysis of the pilot project should be presented to senior management.

Objective 4: Implementation of the strategy. Once an analysis of the pilot project and any recommendations have been made to senior management, it is then incumbent upon all concerned to implement the strategy for the development of core competencies of

team leaders in the ECMIC. This later phase should take three months. Therefore the time taken to develop and utilise the core competencies of team leaders should take eleven months from inception.

The above objectives are set out in tabular form below.

Figure 10.1: Objectives for the implementation strategy of a pilot project for the development of a strategy utilising the core competency approach for the development of team leaders in the ECMIC

| Objective Number | OBJECTIVE | TIME FRAME |
|------------------|--|--------------------------------|
| 1 | Establish approval from top management and establish pilot project committee | 2 Months |
| 2 | Implementation of Pilot Project | 6 Months |
| 3 | Evaluation of pilot project and final analysis to top management | Continuous during the 6 months |
| 4 | Presentation to top management and implementation of the strategy | 3 months |

Source: Adapted from list of objectives formulated by from research

10.3 RECOMMENDATIONS

The following recommendations are offered to the automotive industry as a means of addressing the competencies identified as generic to that industry.

- i) A culture of continuous learning should be encouraged amongst not only the team leaders, but throughout the entire automotive industry. As the ECMIC strives to become a competitor in the global market, improved production and the promotion of exports can only be achieved with an educated workforce. This can be achieved through the use of information technology and developmental training programs such those used in:
 - formal education;
 - off-the-job training;
 - team learning;
 - workplace learning; and
 - on-the-job training.

Hutton (2002:205) stated that the manner by which organisations adapt to the demand for skills and knowledge depends on the ability of the organisation to create a culture that adapts to these demands and is able to embark on a systematic process of employee development. Verzuh (2003: 299) states that organisational culture includes norms regarding the free flow of information, shared leadership and cross-boundary

collaboration. It helps to create organisational norms and values that focus on collaboration, respecting, and working with people from all cultures. In this regard the diverse workforce and levels of education require team leaders within the ECMIC to keep criticism constructive and being able share information. The organisation's culture sets the standard for how team members work together. The success of teams is related to how the organisation fosters or impedes trust amongst its workforce. For a team to succeed, the organisation's leadership must establish a culture that values teamwork, communication, learning, and must capitalise on diversity.

A major challenge to the automotive industry in the ECMIC is the establishment of a culture that fosters teamwork. Top management has the prime responsibility for establishing an organisational culture, whilst the team leader contributes to the development of the culture. In this respect a team leader is a manager who co-ordinates the activities of a small group of people while acting as a facilitator and catalyst. They can contribute to the sub-culture that fosters team work. While team leaders generally do not have any formal authority, they have to work extra hard at establishing a culture or sub-culture.

- ii) A review of all training programmes is recommended in order to supply the relevant skills required to give the ECMIC a competitive advantage in the global marketplace.

- iii) It is further recommended that emphasis be placed on the need for suitable mentors and mentees in the advancement of employees of the ECMIC as according to the empirical study, this particular facet of education was effective as a training programme.

10.5 POSSIBLE AREAS FOR RESEARCH

A research project of this type, while answering the specific questions asked in the main and sub-problems, in its self raises further questions which could be the subject of further research. The following areas are possible regions for further research:

- While the results of the questionnaire from the Nelson Mandela and Buffalo City Metropolises were treated as a single entity the response from the Buffalo City Metropole was particularly poor, accounting for only 20% of the questionnaires returned. In the light of these replies, a separate study of that region could be contemplated to ascertain if there are any substantial differences between the regions.

- Different competency models can be developed for the various employment levels of the human resources in the ECMIC utilising this study as a framework.

- A list of service providers in the ECMIC could be developed. These organisations

could provide the credits required in line with the NQF requirements for competencies attained. It was ascertained during the study that there were diverse service providers in the region but no comprehensive list was available.

10.6 SUMMARY

In the final chapter a means of implementing the strategy model was proposed together with the time frames envisaged in the implementation of the pilot project. Several recommendations were made in order to enhance the competitive advantage necessary for the ECMIC to compete effectively in the global market. Methods were also suggested that could possibly be used to develop the entire workforce in addition to the team leaders in the ECMIC. In the course of the research certain areas for further research were identified and these were listed.

The product of the research, **a strategy for the development of Team Leaders in the East Cape Motor Industry Cluster: A competency based approach** was developed to resolve the main problem: **What generic competencies are applicable to Team Leaders in the East Cape Motor Industry Cluster?**

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**A STRATEGY FOR THE DEVELOPMENT OF TEAM LEADERS IN
THE EAST CAPE MOTOR INDUSTRY CLUSTER: A
COMPETENCY BASED APPROACH**

ANNEXURE 6.1

PART 1

Section 1: DEMOGRAPHICS.

Please tick the appropriate block

| | | | | | |
|---|---------------------|-----------------------|--------------------------|---------|---------|
| 1.1 In which region is the organisation in which you are employed situated? | East London/Bisho | | Nelson Mandela Metropole | | |
| 1.2 In which area of manufacture is your organisation involved? | Vehicle Manufacture | Component Manufacture | | Other | |
| If Other, please specify | | | | | |
| 1.3 The number of employees in the organisation is | | 0-50 | 51-100 | 101-300 | 301-500 |
| | | 501-1000 | | >1000 | |
| 1.4 In which area of the organisation are you employed? | Management | Team Leader | | Other | |
| If Other, please specify | | | | | |

| | | | |
|--|---------------------|-----------------------|----------|
| 1.5a If part of management what is the area of your responsibility? | Human Resourcers | General Management | Other |
| If Other, please specify | | | |
| 1.5b If a team leader in which area of the organisation do you operate? | Construction | Painting | Assembly |
| | Trim Manufacture | Warehousing | Other |
| If Other, please specify | | | |

To be Answered by Team Leaders

| | | | | | |
|--------------------------------------|------------------|--------|----------------------|--------------------|-------|
| 1.6 Age | 20-30 | 31-40 | 41-50 | >51 | |
| 1.7 Education | Grade 7 to 11 | Matric | Technical College | Degree/ Diploma | Other |
| If Other, please specify | | | | | |
| 1.8 Number of years as a Team Leader | 0-5 | 6.-10 | 11.-15 | 15-20 | >20 |

Section 2: INTRODUCTION

This study is based on the assumption that there are certain competencies portrayed by competent team leaders in the East Cape Motor Industries Cluster. The researcher concerned with this study has developed a strategy utilising the competency approach for the development of team leaders.

The questionnaire is planned to ascertain the degree to which management and team leaders agree with the model or not.

A definition of a competency for the purpose of this study is as follows: It is a collection of characteristics (i.e. skills, knowledge, self-concept, traits and motives), that enables one to be successful in ones relations with others at work, school, home and with our community at large.

Set out below are a number of statements relating to the analysis of different competencies. Please indicate the degree of importance of the relative sub-sections by ticking the relevant box.

| | | |
|---|---|----------------|
| 1 | = | VERY IMPORTANT |
| 2 | = | IMPORTANT |
| 3 | = | UNCERTAIN |
| 4 | = | MINOR |
| 5 | = | INSIGNIFICANT |

GENERIC COMPETENCIES

2.1 Generic Competencies have been divided into the following clusters; please indicate their degree of importance:

| | | Very Important | Important | Uncertain | Minor | Insignificant |
|-------|---------------------------|----------------|-----------|-----------|-------|---------------|
| 2.1.1 | Leading Cluster | 1 | 2 | 3 | 4 | 5 |
| 2.1.2 | Communication Cluster | 1 | 2 | 3 | 4 | 5 |
| 2.1.3 | Problem Solving Cluster | 1 | 2 | 3 | 4 | 5 |
| 2.1.4 | Achieving Results Cluster | 1 | 2 | 3 | 4 | 5 |
| 2.1.5 | Self-Management Cluster | 1 | 2 | 3 | 4 | 5 |

Have any clusters been omitted, if so please add to the list

| | | | | | |
|-------------|---|---|---|---|---|
| 2.1.6 | 1 | 2 | 3 | 4 | 5 |
| 2.1.7..... | 1 | 2 | 3 | 4 | 5 |

3.1 The Leading Cluster has been further sub-divided; please indicate their degree of importance:

| | | Very Important | Important | Uncertain | Minor | Insignificant |
|-------|----------------------|----------------|-----------|-----------|-------|---------------|
| 3.1.1 | Establishing Focus | 1 | 2 | 3 | 4 | 5 |
| 3.1.2 | Motivational Support | 1 | 2 | 3 | 4 | 5 |
| 3.1.3 | Fostering Teamwork | 1 | 2 | 3 | 4 | 5 |
| 3.1.4 | Empowering Others | 1 | 2 | 3 | 4 | 5 |
| 3.1.5 | Managing Change | 1 | 2 | 3 | 4 | 5 |
| 3.1.6 | Developing Others | 1 | 2 | 3 | 4 | 5 |
| 3.1.7 | Managing Performance | 1 | 2 | 3 | 4 | 5 |

What other factors do you think should be added to the Leading Cluster?

| | | | | | |
|-------------|---|---|---|---|---|
| 3.1.8 | 1 | 2 | 3 | 4 | 5 |
| 3.1.9 | 1 | 2 | 3 | 4 | 5 |

4.1 The Communication Cluster has been further sub-divided; please indicate their degree of importance:

| | Very Important | Important | Uncertain | Minor | Insignificant |
|-----------------------------------|----------------|-----------|-----------|-------|---------------|
| 4.1.1 Communication | 1 | 2 | 3 | 4 | 5 |
| 4.1.2 Interpersonal Awareness | 1 | 2 | 3 | 4 | 5 |
| 4.1.3 Influencing Others | 1 | 2 | 3 | 4 | 5 |
| 4.1.4 Collaborative Relationships | 1 | 2 | 3 | 4 | 5 |
| 4.1.5 Customer Orientation | 1 | 2 | 3 | 4 | 5 |

What other factors do you think should be added to the Communication Cluster?

| | | | | | |
|-------------|---|---|---|---|---|
| 4.1.6 | 1 | 2 | 3 | 4 | 5 |
| 4.1.7 | 1 | 2 | 3 | 4 | 5 |

5.1 The Problem Solving Cluster has been further sub-divided; please indicate their degree of importance:

| | Very Important | Important | Uncertain | Minor | Insignificant |
|--|----------------|-----------|-----------|-------|---------------|
| 5.1.1 Information Gathering | 1 | 2 | 3 | 4 | 5 |
| 5.1.2 Analytical and Conceptual Thinking | 1 | 2 | 3 | 4 | 5 |
| 5.1.3 Strategic Thinking | 1 | 2 | 3 | 4 | 5 |
| 5.1.4 Technical Expertise | 1 | 2 | 3 | 4 | 5 |

What other factors do you think should be added to the Problem Solving Cluster?

| | | | | | |
|-------------|---|---|---|---|---|
| 5.1.5 | 1 | 2 | 3 | 4 | 5 |
| 5.1.6 | 1 | 2 | 3 | 4 | 5 |

6.1 The Achieving Results Cluster has been further sub-divided; please indicate their degree of importance:

| | Very Important | Important | Uncertain | Minor | Insignificant |
|--------------------|----------------|-----------|-----------|-------|---------------|
| 6.1.1 Initiative | 1 | 2 | 3 | 4 | 5 |
| 6.1.2 Innovation | 1 | 2 | 3 | 4 | 5 |
| 6.1.3 Orientation | 1 | 2 | 3 | 4 | 5 |
| 6.1.4 Thoroughness | 1 | 2 | 3 | 4 | 5 |
| 6.1.5 Decisiveness | 1 | 2 | 3 | 4 | 5 |

What other factors do you think should be added to the Achieving Results Cluster?

| | | | | | |
|-------------|---|---|---|---|---|
| 6.1.6 | 1 | 2 | 3 | 4 | 5 |
| 6.1.7 | 1 | 2 | 3 | 4 | 5 |

7.1 The final cluster, the Self Management Cluster has been further sub-divided; please indicate their degree of importance:

| | Very Important | Important | Uncertain | Minor | Insignificant |
|----------------------------|----------------|-----------|-----------|-------|---------------|
| 7.1.1 Self Confidence | 1 | 2 | 3 | 4 | 5 |
| 7.1.2 Stress Management | 1 | 2 | 3 | 4 | 5 |
| 7.1.3 Personal Credibility | 1 | 2 | 3 | 4 | 5 |
| 7.1.4 Flexibility | 1 | 2 | 3 | 4 | 5 |

What other factors do you think should be added to the Self Management Cluster?

| | | | | | |
|-------------|---|---|---|---|---|
| 7.1.5 | 1 | 2 | 3 | 4 | 5 |
| 7.1.6 | 1 | 2 | 3 | 4 | 5 |

8.1 DEVELOPMENT OF COMPETENCIES

Set out below are a number of statements relating to the development of Competencies
Please indicate the degree of agreement or disagreement of the relative statements
by ticking the relevant box.

- 1 = STRONGLY AGREE
2 = AGREE
3 = UNCERTAIN
4 = DISAGREE
5 = STRONGLY DISAGREE

| | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|-----------|----------|-------------------|
| 8.1.1 Competencies are inherited | 1 | 2 | 3 | 4 | 5 |
| 8.1.2 Competencies can be developed in personnel | 1 | 2 | 3 | 4 | 5 |
| 8.1.3 Certain competencies are generic to automotive industry employees | 1 | 2 | 3 | 4 | 5 |
| 8.1.4 Automotive companies have identified these competencies for different levels of employees | 1 | 2 | 3 | 4 | 5 |
| 8.1.5 There are financial benefits to train basic competencies at a central automotive industry cluster training centre | 1 | 2 | 3 | 4 | 5 |
| 8.1.6 Skilled coaches should conduct company specific production training in on-the-job conditions | 1 | 2 | 3 | 4 | 5 |
| 8.1.7 International companies should use the services of the parent companies' overseas personnel to enhance the transfer of competencies to local employees | 1 | 2 | 3 | 4 | 5 |
| 8.1.8 A formal mentoring system should be utilised to strengthen the development of skills | 1 | 2 | 3 | 4 | 5 |
| 8.1.9 Competencies can be developed at formal teaching institutions | 1 | 2 | 3 | 4 | 5 |
| 8.1.10 All team leaders should undergo a formal induction programme when appointed at formal teaching institutions | 1 | 2 | 3 | 4 | 5 |

9.1 The following competencies can be developed through training. Please indicate the degree of agreement or disagreement of the relative statements by ticking the relevant box.

Leading

| | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|----------------------------|----------------|-------|-----------|----------|-------------------|
| 9.1.1 Establishing Focus | 1 | 2 | 3 | 4 | 5 |
| 9.1.2 Motivational Support | 1 | 2 | 3 | 4 | 5 |
| 9.1.3 Fostering Teamwork | 1 | 2 | 3 | 4 | 5 |
| 9.1.4 Empowering Others | 1 | 2 | 3 | 4 | 5 |
| 9.1.5 Managing Change | 1 | 2 | 3 | 4 | 5 |
| 9.1.6 Developing Others | 1 | 2 | 3 | 4 | 5 |
| 9.1.7 Managing Performance | 1 | 2 | 3 | 4 | 5 |

Communication

| | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|------------------------------------|----------------|-------|-----------|----------|-------------------|
| 9.1.8 Communication | 1 | 2 | 3 | 4 | 5 |
| 9.1.9 Interpersonal Awareness | 1 | 2 | 3 | 4 | 5 |
| 9.1.10 Influencing Others | 1 | 2 | 3 | 4 | 5 |
| 9.1.11 Collaborative Relationships | 1 | 2 | 3 | 4 | 5 |
| 9.1.12 Customer Orientation | 1 | 2 | 3 | 4 | 5 |

Achieving Results

| | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---------------------|----------------|-------|-----------|----------|-------------------|
| 9.1.13 Initiative | 1 | 2 | 3 | 4 | 5 |
| 9.1.14 Innovation | 1 | 2 | 3 | 4 | 5 |
| 9.1.15 Orientation | 1 | 2 | 3 | 4 | 5 |
| 9.1.16 Thoroughness | 1 | 2 | 3 | 4 | 5 |
| 9.1.17 Decisiveness | 1 | 2 | 3 | 4 | 5 |

Self Management

| | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|-----------------------------|----------------|-------|-----------|----------|-------------------|
| 9.1.18 Self Confidence | 1 | 2 | 3 | 4 | 5 |
| 9.1.19 Stress Management | 1 | 2 | 3 | 4 | 5 |
| 9.1.20 Personal Credibility | 1 | 2 | 3 | 4 | 5 |
| 9.1.21 Flexibility | 1 | 2 | 3 | 4 | 5 |

10.1 The following competencies can be developed through mentoring. Please indicate the degree of agreement or disagreement of the relative statements by ticking the relevant box.

| | STRONGLY AGREE | AGREE | UNCERTAIN | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|-----------|----------|-------------------|
| 10.1.1 Mentoring helps establishes focus | 1 | 2 | 3 | 4 | 5 |
| 10.1.2 Mentoring supports motivation | 1 | 2 | 3 | 4 | 5 |
| 10.1.3 Mentoring fosters teamwork | 1 | 2 | 3 | 4 | 5 |
| 10.1.4 Mentoring develops others | 1 | 2 | 3 | 4 | 5 |
| 10.1.5 Mentoring manages performance | 1 | 2 | 3 | 4 | 5 |
| 10.1.6 Mentoring improves communication | 1 | 2 | 3 | 4 | 5 |
| 10.1.7 Mentoring aids interpersonal awareness | 1 | 2 | 3 | 4 | 5 |
| 10.1.8 Mentoring helps to influencing others | 1 | 2 | 3 | 4 | 5 |
| 10.1.9 Mentoring aids collaborative relationships | 1 | 2 | 3 | 4 | 5 |
| 10.1.10 Mentoring aids information gathering | 1 | 2 | 3 | 4 | 5 |

What other competencies, in your view, does mentoring develop?

11.1 In the development of competencies what communication, other than the attendance at classes, is maintained with local educational institutions? Please rate in order of frequency of communication, with 1 being most frequent and 4 the least frequent.

| | | | | | |
|--------|-------------------------|---|---|---|---|
| 11.1.1 | Universities/Technikons | 1 | 2 | 3 | 4 |
| 11.1.2 | Technical Colleges | 1 | 2 | 3 | 4 |
| 11.1.3 | High Schools | 1 | 2 | 3 | 4 |
| 11.1.4 | Other, Please Specify | 1 | 2 | 3 | 4 |

12.1 Please indicate which of the following facilities are utilised in the training of team leaders

1 = Yes

2 = No

| | | | |
|--------|-------------------------------------|---|---|
| 12.1.1 | East Cape Training Centre | 1 | 2 |
| 12.1.2 | Daimler Chrysler Training Centre | 1 | 2 |
| 12.1.3 | In-house Training Centre | 1 | 2 |
| 12.1.4 | VW Education and Training Institute | 1 | 2 |
| 12.1.5 | Other, please identify | 1 | 2 |

13.1 Please identify the appropriate institution/facility/method that is utilised in your organisation for competency training at team leader level

1 = Yes

2 = No

| | | | |
|---------|--|---|---|
| 13.1.1 | Border Technikon | 1 | 2 |
| 13.1.2 | East Cape Technikon | 1 | 2 |
| 13.1.3 | East Cape Training Centre | 1 | 2 |
| 13.1.4 | In-house Training Centre | 1 | 2 |
| 13.1.5 | Local Consultants | 1 | 2 |
| 13.1.6 | Nelson Mandela Metropolitan University | 1 | 2 |
| 13.1.7 | Non-local Consultants | 1 | 2 |
| 13.1.8 | Rhodes University | 1 | 2 |
| 13.1.9 | Russell Road College | 1 | 2 |
| 13.1.10 | Other, please identify | 1 | 2 |

Thank you for your time taken to complete the questionnaire



**Nelson Mandela
Metropolitan
University**

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• Port Elizabeth • 6031 • South Africa • www.mbasouthafrica.com

Business School
Leaders for tomorrow

20th September 2005

Dear Sir/Madam

**RESEARCH INTO CORE COMPETENCIES OF TEAM LEADERS IN THE EAST CAPE
MOTOR INDUSTRY CLUSTER (ECMIC)**

I am currently conducting research into the core competencies displayed by team leaders within the ECMIC in pursuance of a doctoral degree through the Nelson Mandela Metropolitan University. The title of the research project is “A strategy for the development of team leaders in the East Cape Motor Industry Cluster: A Competency Based Approach.”

As you are aware, global exposure is placing local organisations under pressure in their endeavour to become more competitive. One of the elements paramount in developing the human capital necessary for organisations to be globally competitive is the identification of those competencies required by team leaders in order to impart the required knowledge to their subordinates. The purpose of this study is identify those competencies found around the world, assess those competencies identified and to develop a strategy based on the synergies between automotive manufacturers, automotive component manufactures and educational and training institutions.

On completion please return the questionnaire, before the 20th October 2005, in the enclosed prepaid, self-addressed envelope.

If you wish to receive a copy of a summary of the findings, please indicate and it will be forwarded to you in due course.

Thank you for your assistance.

G.M.Melamed, MBA

ANNEXURE 7.1

RAW RESULTS

GENERIC COMPETENCIES

| | QUESTION | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|
| | 2.1.1 | 2.1.2 | 2.1.3 | 2.1.4 | 2.1.5 |
| Very Important | 38 | 41 | 39 | 38 | 41 |
| Important | 10 | 8 | 10 | 10 | 8 |
| Uncertain | 3 | 2 | 2 | 3 | 2 |
| Minor | 0 | 0 | 0 | 0 | 0 |
| Insignificant | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

| | QUESTION | | | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 3.1.1 | 3.1.2 | 3.1.3 | 3.1.4 | 3.1.5 | 3.1.6 | 3.1.7 |
| Very Important | 24 | 18 | 14 | 24 | 24 | 36 | 40 |
| Important | 22 | 30 | 35 | 25 | 25 | 12 | 11 |
| Uncertain | 3 | 3 | 2 | 2 | 2 | 3 | 0 |
| Minor | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Insignificant | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 | 51 | 51 |

| | QUESTION | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|
| | 4.1.1 | 4.1.2 | 4.1.3 | 4.1.4 | 4.1.5 |
| Very Important | 48 | 21 | 20 | 24 | 20 |
| Important | 3 | 27 | 28 | 25 | 27 |
| Uncertain | 0 | 3 | 3 | 2 | 4 |
| Minor | 0 | 0 | 0 | 0 | 0 |
| Insignificant | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

| | QUESTION | | | |
|----------------|-----------|-----------|-----------|-----------|
| | 5.1.1 | 5.1.2 | 5.1.3 | 5.1.4 |
| Very Important | 48 | 24 | 30 | 28 |
| Important | 3 | 25 | 21 | 23 |
| Uncertain | 0 | 2 | 0 | 0 |
| Minor | 0 | 0 | 0 | 0 |
| Insignificant | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 |

| | QUESTION | | | | |
|----------------|----------|-------|-------|-------|-------|
| | 6.1.1 | 6.1.2 | 6.1.3 | 6.1.4 | 6.1.5 |
| Very Important | 30 | 30 | 25 | 30 | 28 |
| Important | 21 | 21 | 21 | 19 | 21 |
| Uncertain | 0 | 0 | 5 | 2 | 2 |
| Minor | 0 | 0 | 0 | 0 | 0 |
| Insignificant | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

| | QUESTION | | | |
|----------------|----------|-------|-------|-------|
| | 7.1.1 | 7.1.2 | 7.1.3 | 7.1.4 |
| Very Important | 27 | 25 | 21 | 24 |
| Important | 24 | 26 | 26 | 27 |
| Uncertain | 0 | 0 | 4 | 0 |
| Minor | 0 | 0 | 0 | 0 |
| Insignificant | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 |

DEVELOPMENT OF COMPETENCIES

| | QUESTION | | | | |
|------------------|----------|-------|-------|-------|-------|
| | 8.1.1 | 8.1.2 | 8.1.3 | 8.1.4 | 8.1.5 |
| Strongly Agree | 0 | 23 | 0 | 0 | 0 |
| Agree | 0 | 26 | 31 | 31 | 35 |
| Uncertain | 9 | 2 | 13 | 14 | 16 |
| Disagree | 33 | 0 | 5 | 6 | 0 |
| Stongly Disagree | 9 | 0 | 2 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

| | QUESTION | | | | |
|------------------|----------|-------|-------|-------|--------|
| | 8.1.6 | 8.1.7 | 8.1.8 | 8.1.9 | 8.1.10 |
| Strongly Agree | 18 | 16 | 18 | 19 | 14 |
| Agree | 29 | 30 | 28 | 26 | 31 |
| Uncertain | 4 | 5 | 5 | 6 | 6 |
| Disagree | 0 | 0 | 0 | 0 | 0 |
| Stongly Disagree | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

LEADING

| | QUESTION | | | | | | |
|------------------|----------|-------|-------|-------|-------|-------|-------|
| | 9.1.1 | 9.1.2 | 9.1.3 | 9.1.4 | 9.1.5 | 9.1.6 | 9.1.7 |
| Strongly Agree | 30 | 30 | 30 | 18 | 18 | 18 | 18 |
| Agree | 21 | 21 | 21 | 33 | 33 | 33 | 33 |
| Uncertain | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Stongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 | 51 | 51 |

Communication

| | QUESTION | | | | |
|------------------|----------|-------|--------|--------|--------|
| | 9.1.8 | 9.1.9 | 9.1.10 | 9.1.11 | 9.1.12 |
| Strongly Agree | 10 | 20 | 30 | 23 | 24 |
| Agree | 41 | 25 | 21 | 21 | 27 |
| Uncertain | 0 | 6 | 0 | 7 | 0 |
| Disagree | 0 | 0 | 0 | 0 | 0 |
| Stongly Disagree | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

Results

| | QUESTION | | | | |
|------------------|----------|--------|--------|--------|--------|
| | 9.1.13 | 9.1.14 | 9.1.15 | 9.1.16 | 9.1.17 |
| Strongly Agree | 10 | 10 | 8 | 9 | 11 |
| Agree | 7 | 10 | 11 | 16 | 17 |
| Uncertain | 14 | 14 | 15 | 11 | 13 |
| Disagree | 20 | 17 | 17 | 15 | 10 |
| Stongly Disagree | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 |

Manage

| | QUESTION | | | |
|------------------|----------|--------|--------|--------|
| | 9.1.18 | 9.1.19 | 9.1.20 | 9.1.21 |
| Strongly Agree | 20 | 20 | 22 | 19 |
| Agree | 21 | 22 | 21 | 16 |
| Uncertain | 10 | 9 | 8 | 11 |
| Disagree | 0 | 0 | 0 | 5 |
| Stongly Disagree | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 |

| | QUESTION | | | | | |
|------------------|----------|--------|--------|--------|--------|--------|
| | 10.1.1 | 10.1.2 | 10.1.3 | 10.1.4 | 10.1.5 | 10.1.6 |
| Strongly Agree | 0 | 0 | 0 | 9 | 0 | 0 |
| Agree | 31 | 31 | 29 | 21 | 28 | 28 |
| Uncertain | 20 | 20 | 22 | 21 | 23 | 23 |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| Stongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 | 51 | 51 |

| | QUESTION | | | |
|------------------|----------|--------|--------|---------|
| | 10.1.7 | 10.1.8 | 10.1.9 | 10.1.10 |
| Strongly Agree | 0 | 0 | 0 | 0 |
| Agree | 23 | 26 | 24 | 25 |
| Uncertain | 28 | 25 | 27 | 26 |
| Disagree | 0 | 0 | 0 | 0 |
| Stongly Disagree | 0 | 0 | 0 | 0 |
| Total | 51 | 51 | 51 | 51 |

11.1 In the development of competencies what communication, other than the attendance at classes, is maintained with local educational institutions? Please rate in order of frequency of communication, with 1 being most frequent and 4 the least frequent.

| | | | | | |
|--------|-------------------------|---|----|----|----|
| 11.1.1 | Universities/Technikons | 5 | 22 | 21 | 3 |
| 11.1.2 | Technical Colleges | 5 | 24 | 20 | 2 |
| 11.1.3 | High Schools | 0 | 2 | 25 | 24 |
| 11.1.4 | Other, Please Specify | 0 | 0 | 0 | 0 |

12.1 Please indicate which of the following facilities are utilised in the training of team leaders

1 = Yes

2 = No

| | | | | |
|--------|-------------------------------------|----|----|----|
| 12.1.1 | East Cape Training Centre | 19 | 0 | 19 |
| 12.1.2 | Daimler Chrysler Training Centre | 0 | 2 | 2 |
| 12.1.3 | In-house Training Centre | 15 | 0 | 15 |
| 12.1.4 | VW Education and Training Institute | 0 | 12 | 12 |
| 12.1.5 | Dyna Training | 0 | 2 | 2 |
| | | | | 50 |

13.1 Please identify the appropriate institution/facility/method that is utilised in your organisation for competency training at team leader level

1 = Yes

2 = No

| | | | | |
|---------|--|----|---|----|
| 13.1.1 | Border Technikon | 1 | 0 | 1 |
| 13.1.2 | East Cape Technikon | 0 | 2 | 2 |
| 13.1.3 | East Cape Training Centre | 0 | 6 | 6 |
| 13.1.4 | In-house Training Centre | 20 | 5 | 25 |
| 13.1.5 | Local Consultants | 13 | 4 | 17 |
| 13.1.6 | Nelson Mandela Metropolitan University | 28 | 0 | 28 |
| 13.1.7 | Non-local Consultants | 5 | 1 | 6 |
| 13.1.8 | Rhodes University | 1 | 4 | 5 |
| 13.1.9 | Russell Road College | 2 | 0 | 2 |
| 13.1.10 | Other, please identify | 1 | 0 | 1 |
| | | | | 93 |