



AN EXPLORATORY SURVEY OF COMPETENCY FRAMEWORKED MANAGERIAL TALENT FOR SERVICE DELIVERY IN LOCAL GOVERNMENT

By

Jody Fuchs

Student No: 20 100 835

**A dissertation submitted in fulfilment for the requirements of
the Masters in Management Sciences**

**In the Faculty of Management Sciences (Human Resource Management)
Durban University of Technology.
Durban, South Africa**

APPROVED FOR FINAL SUBMISSION

Supervisor
Professor Pumela Msweli (PHD)

Date

DECLARATION

The Registrar (Academic)
Durban University of Technology

Dear Sir or Madam

I, Jody Fuchs, Student No 20100835

Hereby declare that the dissertation entitled:

**An Exploratory Survey of Competency Frameworked Managerial Talent for
Service Delivery in Local Government**

Is the result of my own investigation and research and that it has not been submitted in part or in full, for any other degree or any other institution of higher learning. Subsequently, other sources are acknowledged and giving explicit references.

Researcher: Mr. Jody Fuchs

Date

AN EXPLORATORY SURVEY OF COMPETENCY FRAMEWORKED MANAGERIAL TALENT FOR SERVICE DELIVERY IN LOCAL GOVERNMENT

Jody Fuchs

A research thesis submitted to the Faculty of Management Sciences,
Durban University of Technology, Durban, in partial fulfilment of the requirements for
the degree of Masters in Managerial Science

Durban, February 2018

ABSTRACT

Competent governance is an imperative driver of great organizations. However it appears that in South Africa, incompetent governance is making a significant contribution to social fragmentation and economic decline. This study builds a new theory for competent governance using a competency-based positivist theoretical paradigm. The ubiquitous competency theory was first postulated by the illustrious Harvard Psychologist David McClelland in 1973. Contemporary management sciences use competency-based management for strategic configuration. Competency-based strategic configuration promotes effective and superior governance by aligning human resources to the business strategy. The case study design utilizes a quantitative methodology to collect data from a theoretically selected sample of middle and executive managers at the eThekweni Metropolitan Municipality in KwaZulu-Natal, South Africa. The conceptual domain for competent governance is identified in the literature review chapter. An electronic survey with seventy-nine items was conducted on a sample of middle and executive managers in the municipality. Two criterion referenced correlation matrices indicated satisfactory predictive validity. Factor analysis with Promax Rotation in IBM's SPSS version 24 yielded a new theory for competent governance. Cronbach Alpha reliability testing indicated that the results were dependable. Fuchs's Competent Governance Theory makes the assumption that competent governance has two criterion-referenced constructual frameworks, five conceptual frameworks, and a dictionary of competencies that measure superior- and effective-governance.

DECLARATION

I, Jody Fuchs, declare that this research is my own, unaided work, except as indicated in the acknowledgements, the text and the references. It is submitted in partial fulfilment for the requirement for the degree of in the Faculty of Management Sciences at the Durban University of Technology, Durban.

It has not been submitted before, either whole or in part, for any degree or examination at this or any other university.

Jody Fuchs

Signed at Durban

On the day of 2018

DEDICATION

This work is dedicated wholeheartedly to Mahalakshmi,
Praiseworthy Hindu goddess of wealth and prosperity.
It is my sincere prayer that She blesses this work with success.

ACKNOWLEDGEMENTS

I acknowledge, recognise and appreciate the following people for their support and guidance in completing this thesis.

I acknowledge and worship Sri Ramakrishna who is Satchitananda Brahman, and is described by the scriptures as an ocean of existence, knowledge and bliss absolute.

I humbly recognize and sincerely appreciate my mentor, His Holiness Swami Saradaprabhananda, for always being a perfect instrument in the hands of Bhagavan Sri Ramakrishna.

I appreciate my dear beloved wife, Keshri, who is my unshakeable rock, selfless like a rose, full of love and infinite patience.

I recognize with respect my supervisor, Professor Pumela Msweli for her maturity and insights and wise council in the domain of empirical theory development.

I recognize the Durban University of Technology for providing an institutional framework within which I was able to complete this study.

I express gratitude to the eThekweni Municipal Institute of Learning (MILE) for their postgraduate capacity building workshops.

I acknowledge the respondents at the eThekweni Metropolitan Municipality for unselfishly participating in the study.

TABLE OF CONTENTS

TABLE OF CONTENTS	VIII
TABLE OF FIGURES	XII
TABLE OF TABLES	XIII
CHAPTER 1: INTRODUCTION.....	1
1.1 PROBLEM STATEMENT	3
1.2 PURPOSE AND SIGNIFICANCE OF THE STUDY	5
1.3 RESEARCH DESIGN	6
1.4 DELIMITATIONS	8
1.5 OPERATIONAL DEFINITIONS OF CONCEPTS AND VARIABLES FOR THE STUDY.....	10
1.6 STRUCTURE OF THE THESIS.....	12
CHAPTER 2: LITERATURE REVIEW	14
2.1 PURPOSE OF LITERATURE REVIEW	15
2.2 THEORETICAL FRAMEWORK FOR THE STUDY	15
2.2.1 BACKGROUND TO THE COMPETENCY THEORY	15
2.2.2 COMPETENCY DEFINED.....	16
2.2.3 ASSUMPTION 1: TESTING FOR COMPETENCIES RATHER THAN FOR INTELLIGENCE, PREDICTS PERFORMANCE	17
2.2.4 ASSUMPTION 2: THE ICEBERG MODEL OF COMPETENCY	18
2.2.5 ASSUMPTION 3: CAUSAL RELATIONSHIPS	19
2.2.6 ASSUMPTION 4: CRITERION REFERENCING	20
2.2.7 ASSUMPTION 5: COMPETENCY CATEGORIES	21
2.2.8 ASSUMPTION 6: COMPETENCIES ARE MEASURED BY BEHAVIOURAL INDICATORS.....	22
2.2.9 ASSUMPTION 7: JUST-NOTICABLE-DIFFERENCES IN COMPETENCY	22

2.2.10 THE COMPETENCY THEORY AND TALENT	24
2.3 CONCEPTUAL FRAMEWORK FOR THE STUDY	26
2.3.1. THE MATCHING MODEL OF HUMAN RESOURCE MANAGEMENT ...	26
2.3.2. STRATEGIC CONFIGURATION	27
2.3.3. CONSTRUCT 1: COMPETENCY-BASED MANAGEMENT	28
2.3.4. CONSTRUCT 2: TALENT MANAGEMENT	35
2.3.5. AN INTEGRATED APPROACH ON THE RESEARCH TOPIC: COMPETENCY-BASED TALENT MANAGEMENT	40
2.4 METHODOLOGICAL FRAMEWORK OF THE STUDY	42
2.4.1 DIFFERENTIATING COMPETENCY FRAMEWORKS	43
2.4.2 THRESHOLD COMPETENCY FRAMEWORKS	51
2.5 ADDRESSING RESEARCH QUESTION 1: WHAT IS THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE?	59
2.6 CONCLUSION	59
CHAPTER 3: RESEARCH METHODOLOGY	62
3.1 RESEARCH DESIGN IN POSITIVIST THEORY BUILDING	64
3.2 SAMPLING ISSUES IN POSITIVIST THEORY BUILDING	67
3.3.1 UNIT OF ANALYSIS	69
3.3.2 TARGET POPULATION	70
3.3.3 THEORETICAL SAMPLING	71
3.3.4 SELECTION OF THE SAMPLE	72
3.4 POSITIVIST MEASURING INSTRUMENT	73
3.4.1 THE ONLINE QUESTIONNAIRE DEFINED	74
3.4.2 DESCRIPTION OF ONLINE QUESTIONNAIRE	75
3.5 PILOT TEST	83
3.6 DELIMITATIONS / SCOPE	83
3.7 DATA ANALYSIS	84
3.8 RELIABILITY AND VALIDITY OF MEASURING APPROACH	86

3.8.1 RELIABILITY DEFINED	87
3.8.2 VALIDITY DEFINED	87
3.8.3 FACE VALIDITY	89
3.8.4 CONTENT VALIDITY	89
3.8.5 CRITERION-RELATED VALIDITY	89
3.8.6 CONSTRUCT VALIDITY	90
3.9 ETHICAL CONSIDERATIONS.....	91
3.10 CONCLUDING REMARKS	92
CHAPTER 4: RESULTS AND ANALYSIS.....	93
4.1 INTRODUCTION	93
4.2 DESCRIPTIVE STATISTICS OF THE DEMOGRAPHIC PROFILE OF THE SAMPLE	94
4.3 DESCRIPTIVE STATISTICS OF DIFFERENTIATING AND THRESHOLD COMPETENCY VARIABLES IN THE STUDY	97
4.4 FACTOR ANALYSIS FINDINGS FOR THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE	143
4.4.1 INTRODUCTION	143
4.4.2 VALIDITY ISSUES WITH THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE	144
4.4.2 COMMUNITY OF INDICATORS FOR THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE.....	148
4.4.3 FACTORS EXTRACTED – TOTAL VARIANCE EXPLAINED FOR THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE	150
4.4.4 FACTOR SOLUTION FOR CONCEPTUAL DOMAINS WITH FACTOR LOADINGS	152
4.5 FINDINGS PERTAINING TO RESEARCH QUESTION 1: WHAT IS THE CONCEPTUAL DOMAIN FOR COMPETENT GOVERNANCE?	156
4.6 FINDINGS PERTAINING TO RESEARCH QUESTION 2: WHAT IS THE VALID MEASURE OF COMPETENT GOVERNANCE?	156

4.7 RELIABILITY	156
4.8 CONCLUSIVE REFLECTION ON THE FINDINGS	158
CHAPTER 5: DISCUSSION AND FINDINGS	159
5.1 INTRODUCTION	159
5.2 DISCUSSION AND FINDINGS ABOUT THE DESCRIPTIVE FEATURES OF STUDY PARTICIPANTS FOR THE QUALITATIVE AND QUANTITATIVE PHASES OF RESEARCH	159
5.3 ADDRESSING RESEARCH QUESTION 1: WHAT IS THE CONCEPTUAL DOMAIN FOR COMPETENT GOVERNANCE?	161
5.4 ADDRESSING RESEARCH QUESTION 2: WHAT IS THE VALID MEASURE OF COMPETENT GOVERNANCE?	161
5.5 STUDY'S CONTRIBUTION TO KNOWLEDGE	162
5.6 STUDY'S CONTRIBUTION TO POLICY AND PRACTICE	164
5.7 STUDY'S LIMITATIONS	169
5.8 STUDY'S AVENUES FOR FURTHER RESEARCH	169
REFERENCES	170
APPENDIX A: EMAIL	182
APPENDIX B: COVER LETTER OF INFORMATION	183
APPENDIX C: GATEKEEPERS LETTER (RESEARCH ETHICS REQUIREMENT)	184
APPENDIX D: STATEMENT OF AGREEMENT TO PARTICIPATE IN THE RESEARCH STUDY (RESEARCH ETHICS REQUIREMENT)	185
APPENDIX E: POSITIVIST MEASURING INSTRUMENT	186
SECTION A: GENERAL INFORMATION	186
SECTION B: THRESHOLD COMPETENCIES	187
SECTION C: DISTINGUISHING COMPETENCIES	191

TABLE OF FIGURES

Figure 1.1 Structure of the Thesis	13
Figure 2.2 The Iceberg Competency Model	18
Figure 2.3 Cause and Effect Relationships of Competencies and Job Performance	19
Figure 2.4 The Worth of Superior Performance	20
Figure 2.5 Illustrative Analysis of the determinants of performance considered "talented" in terms of the desired effects	25
Figure 2.6 The Matching Model of Human Resource Management	26
Figure 2.7 Competency-Based Strategic Human Resource Management	34
Figure 2.8 A Framework for Managing Talent in Emerging Markets	39
Figure 2.9 Competency-Based Talent Management Model	41
Figure 2.10 Pictorial analysis of similarity between the causal chain of competency, input-process-output model, and Business Strategy-Competency-Based Management and Business Performance Model.	41
Figure 3.11. Process of Building Theory from Case Study Research	65
Figure 3.12 A Model of the Logic of Sampling.....	68
Figure 3.13 Major steps in selecting a sample	72
Figure 3.14 Sample statement from online survey	80
Figure 3.15 Summary of Measurement Reliability and Validity Types.....	86
Figure 4.16 Scree Plot of Differentiating Competency	144
Figure 4.17 Scree Plot of Threshold Competency.....	146
Figure 5.18 The theoretical framework of the new competency theory	162
Figure 5.19 Fuchs's Strategic Competent Governance Model	168

TABLE OF TABLES

Table 2.1 Spencer and Spencer's Generic Competency Model for Superior Performance.....	44
Table 2.2: Ryan, Emmerling and Spencer's High Performing European Executives Competency Framework	45
Table 2.3: State of North Dakota's Competency Library	46
Table 2.4: Richard Boyatzis's Managerial and Leadership Competency Framework	47
Table 2.5: Daniel Goleman's Leadership Competency Framework	48
Table 2.6: The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework	49
Table 2.7: The Association for Talent Development Competency Framework.....	50
Table 2.8: Batho Pele Competency Framework.....	51
Table 2.9: Peter Drucker's Managerial Competency Framework	52
Table 2.10: New York City Programme Manager Competency Framework	53
Table 2.11: The Government of Northern Ireland Competency Framework for Local Government	54
Table 2.12: The Government of India's Civil Service Competency Dictionary.....	55
Table 2.13: Silva's Management Competency Framework	56
Table 2.14: The Government of The United Kingdom Civil Service Competency Framework	58
Table 3.15 Case Study Protocol.....	63
Table 3.16 Summary of Validity Types With Descriptions	88
Table 4.17 Descriptive statistical summary of demographic profile of the sample ...	96
Table 4.18 Descriptive statistics of differentiating competencies	98
Table 4.19 Descriptive statistical summary of research variables of the sample (n=117)	121
Table 4.20 Correlation Matrix of Differentiating Competencies (n=117)	145
Table 4.21 Correlation Matrix of Threshold Competencies (n=117)	147
Table 4.22 Community of indicators in the differentiating competency framework .	148
Table 4.23 Community of indicators in the threshold competency framework.....	149

Table 4.24 Factors Extracted – Total Variance Explained for Differentiating Competency Variables	150
Table 4.25 Factors Extracted – Total Variance Explained for Threshold Competency Variables	151
Table 4.26 Structure matrix for the differentiating competencies with factor loadings	153
Table 4.27 Structure matrix for the threshold competencies with factor loadings...	155
Table 4.28 Summary of Valid and Reliable Measures for Competent Governance	157
Table 5.29 Theoretical Domain of the new competency theory.....	163
Table 5.30 Operationalizing the model through theoretically meaningful descriptions that indicate the value of competencies	166
Table 31 The behavioural characteristics of an effective municipal manager	187
Table 32 The behavioural characteristics of an effective municipal managers.....	191

CHAPTER 1: INTRODUCTION

Competent governance will strengthen South Africa on its developmental trajectory towards the fourth industrial revolution. South Africa (2013, p.14) states in its constitution that it aims to eliminate poverty and reduce inequality by 2030 by drawing on the energies of its people. To realize this goal, it needs to cultivate a professionally competent South African Society. The Skills Development Act 1998, Skills Development Levies Act 1999 and the National Qualifications Act 2008 are the core South African legislative instruments developing competent municipal managers in the local government. Recently, The National Development Plan (Government of the Republic of South Africa 2012, p.17) poetically declared: “We respect ability, competence and talent. Now our economy is growing. Our prosperity is increasing. We are energised by our resourcefulness.”

Competent governance in the South African public service has been a policy directive since 1994. The Human Sciences Research Council (2008, p.324) confirmed that since 1994 increased emphasis has been placed on transforming and improving public service delivery. A dire need to develop competence in the South African public service resulted in The White Paper on The Transformation of The Public Service. The Ministry for Public Service and Administration (South Africa 1995, p.6) identified as its primary goal the creation of a genuinely representative public service reflecting the major characteristics of South African demography, *without eroding efficiency and competence*. The Skills Development Act (South Africa 1998) mandated all employers, public and private with the task of developing competent staff.

The South African labour market has a competency-based paradox aggravated by a learning and development administrative conundrum that negatively impacts socio-economic development. Horwitz (2013, p.2435) claims that South Africa’s labour market paradox of incompetence and training conundrum (Human Sciences Research Council 2008, p.323) justify research into the effectiveness of local

government interventions that develop competence. The Human Resource Development Council of South Africa (South Africa. 2009: 9) confirm that there are certain areas of priority economic growth which require us to overcome skills shortages that are constraining growth and investment over the short term. Research into training interventions undertaken by public sector organisations will affect about one in every five South African formal sector workers (Human Sciences Research Council 2008, p.322). Furthermore, existing research tells us they there is little empirical enquiry into the mechanisms of public sector training. More recently South Africa's National Development Plan has claimed that for the country to become developed and realize a state of social cohesion there must be strong leadership, effective governance and an active citizenry.

However, eThekweni Municipality does not yet have a burning competency-based imperative that informs the policies and practices that have the potential to result in competent governance. There is a performance management imperative and a talent management imperative but no competency-based imperative.

This study will develop a theory of competent governance that informs the imperative of competency-based governance. The competency theory was seminally postulated by Dr David C. McClelland (1973) who claimed that tests in the schooling system should measure competency rather than intelligence. Since then the competency theory's development has received much attention in the international, national and local operational domains of corporate governance (private sector) and governments.

The competency theory assumes that, at the micro-level, for an individual to perform their job they must own or develop competencies. At the meso-level the theory assumes that competency based strategic configuration aligns all human resource management practices to the business strategy which enhances competitive advantage and service delivery. At the macro-level the competency

theory assumes that countries must procure, develop, manage and retain a highly competent (skilled) labour pool to become developed.

1.1 PROBLEM STATEMENT

Since competent governance results in economic growth, it stands to reason that incompetent governance results in economic decline. Skills scarcity, also known as the “Brain Drain,” has become a critical challenge for corporations and governments seeking global competitiveness. The complex war for global talent (Chambers et al. 1998) emerged from this challenge and many developed countries like Germany, Japan and the United Kingdom (Brown et al. 2005) have instituted skills formation policies to develop talented citizens who stimulate their economies. Maor (2010, p.380) emphasises this further adding that the challenges faced by local governments worldwide are profound. This conundrum makes research into competent governance relevant. Hence the imperative to discover new ways to overcome incompetent governance.

Since competent governance brings growth, the threat of incompetent governance to economic growth was a core concern in South Africa since the beginning of its democracy. The Human Sciences Research Council (2008, p.324) affirms that the public sector in particular was in dire need of transformation. In response to this dire need for the transformation of the public service South Africa gave birth to the Skills Development Act and the White paper on the Transformation of the Public Service. The Skills Development Act (The Government of the Republic of South Africa 1998, p.8) declares that the purposes of the act are to develop the skills of the South African workforce, improve productivity in the workplace and the competitiveness of employers and to improve the delivery of social services. The White Paper on Public Service Training and Education (Government of the Republic of South Africa 1998b) pronounced that the new policy context that emanates from these policies points to the needs to bring public service training and education policies in line with the international trends towards competency-based learning and development. The legislative imperative was clear that a

competency-based system was needed for South Africa to grow socially and economically. Therefore, the imperative of competent governance for economic growth is not new to South Africa.

Incompetent governance contributed to the recent downgrades of the South African economy to junk status. Standard and Poors (2017, p.2) stated that the country's longstanding skills shortage (incompetence) also explain poor growth outcomes. Regrettably the claim of the National Development Plan mentioned earlier has not been realized in policy and practice. Consistent disrespect for ability, competence and talent, an economy that is declining due to junk status, decreasing prosperity and a lack of resourcefulness are de-energizing as is evidenced in service delivery protests. Hence the claim here that incompetent governance is contributing to South Africa's economic decline.

The Human Sciences Research Council (2008, p.323) identified a disturbingly thin body of analytical work that directly concentrates on human resource development in the South African public sector. The Local Government Sector and Education Authority (South Africa. 2015, p.15) confirms that one of the problems with training in the past is that it was seen purely as the responsibility of the human resources department and this study will be building instruments that can also be used by line management.

Despite clear policy and legislation regarding competent governance, South Africa is still negatively affected by a competency-based labour paradox. Botha et al. (2007, p.4) argues that the competency-based paradox in South Africa is characterized by a scarcity of high, intermediate and entry-level skills on one side and an oversupply of unskilled labour on the other. Frank Horwitz (2013, p.2435) asserts that the South African labour market is plagued by a paradox of an oversupply of unskilled labour and a shortage of skills required to enhance the South African economic growth needed to absorb high unemployment. The South African Department of Labour (2003, p.1) claim that the principal cause of

persistent skills shortages in South Africa has been the effects of pre-1994 apartheid government policies. Statistics SA (2017, p.1) reported in the Quarterly Labour Force Survey - Q1:2017, that the unemployment rate of 27,7% is the highest observed since September 2003.

The competency-based paradox is further aggravated by a systemic conundrum. The Human Sciences Research Council (2008, p.323) states that research on the state of public service human resource development is difficult when there are limitations on the availability and comprehensiveness of data. This is alarming considering that there are in excess of 1.3 million people employed in the South African Public Service (Public Service Sector Education and Training Authority 2014, p.9). Furthermore, public servants at local government level are subjected to a range of legislative regimes which fragment human resources and training (Human Sciences Research Council 2008).

Currently in eThekweni Municipality (South Africa. 2015, p.42) inadequate skill levels (competencies) are hampering human capital development and talent recruitment, retention and development, which are necessary for effective service delivery and enhanced productivity. Talented individuals with scarce and critical skill-sets are leaving for better jobs, are in short supply (ibid). Furthermore, competition and turbulence are making it increasingly difficult to attract and retain talented employees and scarce skills positions (ibid. 2010, p.4). For example, the municipality, in its Education, Training and Development Policy (South Africa. 2010, p.6) identified as a core problem, the lack of a strategic, competency-based approach to education, training and development as it directly related to the developmental needs of municipal employees.

1.2 PURPOSE AND SIGNIFICANCE OF THE STUDY

The main aim of this research is the development of a theory of competent governance which will be used to inform policy and practice in South African. The study makes a unique contribution to knowledge by building a theory for competent

governance. Furthermore, it develops competency frameworks that inform the strategic configuration of human resource management practices seeking alignment with business strategy.

The research objectives are:

1. To identify the conceptual domain of competent governance.
2. To develop a data collection instrument that measures managerial attitudes towards the identified competencies.
3. To survey the attitudes of managers on the competencies identified
4. To establish the valid measure of competent governance.

The research questions of the project are:

1. *What is the conceptual domain for competent governance?*
2. *What is the valid measure of competent governance?*

1.3 RESEARCH DESIGN

The thesis makes use of a positivist theoretical paradigm to develop a new theory of competency which seeks to explain, predict, and understand the phenomena of competent governance and challenge and extend existing knowledge within the limits of critical bounding regarding competent governance.

This research design is positivist in its approach. The study's design is basic, meso-theoretical, deductive, cross-sectional, quantitative, structural, interpretative and substantive. The basic research type addresses questions regarding the competency theory rather than solve applied problems at an operational level. The study is cross-sectional in nature as it takes a snapshot of managerial opinions on competency statements at the time that the data is collected. The data collection technique is a quantitative online survey instrument. The study is not commissioned by a sponsor meaning that the project had freedom to pursue knowledge autonomously and without the restrictions that accompany sponsor bias. The aspects of competency theory addressed are that the direction of theorizing is a deductive approach. The main level of theoretical analysis is the meso-theoretical level of analysis focusing on strategic workforce planning in governance. The project is not developing new competencies (micro-level) or testing theoretical assumptions (macro-level). The theoretical focus is on substantive theory specific to strategic governance. The form of theoretical explanation is structural and interpretative but not causal. This study's quantitative methodology will utilize an electronic survey with a close-ended structured questionnaire protocol. The questionnaire is the primary research instrument that will gather data from the theoretically selected sample of the target population that have responded. The electronic instrument is made up of an email, a cover letter of information, a consent form and the questionnaire. A Likert scale will be used to measure responses to questions. The responses to the close-ended structured quantitative questionnaire will be captured to form a data set. Thereafter the responses will be analysed using the latest version of IBM's Statistical Package for Social Sciences (SPSS) for Windows. The initial data will be analysed into descriptive statistics for the demographic variables. The descriptive statistics will be used to analyse the composition and characteristics of the sample and will be organised, summarised and presented in figures and tables.

Factor analysis will be used to develop the new theory. To reduce the dimensions that measure the theory a correlation coefficient matrix will be generated to assess

the predictive validity of the instrument. All the items with correlation coefficients above 0.3 will be retained in the framework to ensure content validity. A factor structure will then be established and an appropriate rotation method. Finally, the competencies that have high factor loadings will be retained in their corresponding conceptual framework.

The researcher will endeavour by all lawful and reasonable means to ensure that the study is free of bias and compatible with values and goals as taught by Msweli (2016).

The researcher will pay careful attention to ensure that:

1. there is no conflict of interest,
2. that the researcher is not incentivized to conduct research,
3. that requirements for written informed consent are met;
4. that gatekeeper information is obtained,
5. that there is no foreseeable risk of harm or discomfort of participants,
6. that anonymity of participants is maintained,
7. that confidentiality of responses and data collected is maintained,
8. that data is not gathered on personally sensitive or contentious issues,
9. that there is no deception of any kind,
10. that the ethics checklist is completed and
11. that the ethics checklist is approved by the relevant ethics committee before commencement of research.

1.4 DELIMITATIONS

The study is delimited to the country of South Africa and does not include other countries due to geographic and financial limitations. The study is delimited to the strategic managerial sciences and does not include other sciences like politics, biology or humanities due to limitations of expertise. The study is delimited to strategic human resource management and does not include other management sciences like entrepreneurship, operations management and others due to

limitations of time and other resources. This study is delimited to eThekweni Municipality a South African coastal metropolitan municipality, and does not include other coastal metropolitan municipalities due to limitations of time and other resources. Moreover, the study does not include other municipalities in KwaZulu-Natal or the Republic of South Africa because of unique situational factors. The inclusion of any other municipality will make the study impractical as it will become too longitudinal. This study is delimited to a target population of more than 700 middle and executive managers employed at eThekweni. All of the remaining employees were excluded from the study due to the assumption that someone who is not a manager cannot provide reliable data on managerial competence. This study is delimited to an online quantitative methodology. The large nature of the municipality meant that managers work in offices scattered geographically within the municipal boundaries. Furthermore, the busy nature of managerial work meant that managers frequently move around the municipal boundary and are frequently engaged in lengthy meetings. Hand delivered questionnaires would not work because of these reasons. Managers do check their emails frequently. The Meso-level competency study did not use qualitative methodologies like interviews or focus groups due to the size of the target population ($N > 700$) which would have made data collection too lengthy. Micro-level competency studies traditionally made extensive use of qualitative behavioural event interviews which yielded new competencies but this study looks at the strategic use of already valid competencies in driving organizational performance.

1.5 OPERATIONAL DEFINITIONS OF CONCEPTS AND VARIABLES FOR THE STUDY

Behavioural Indicators: Behavioural Indicators are the smallest observable unit of a competency. They are observable characteristics that are linked to performance criteria. If the characteristic is not linked to performance then it is not a competency.

Competency Framework: A competency framework is a theoretical concept made up of competency variables that is causally related to criterion-referenced effective and / or superior performance in an individual, organization, sector, country or civilization.

Competency Model: A competency model is a theoretical construct made up of competency concepts and variables that is causally related to criterion-referenced effective and / or superior performance in an individual, organization, sector, country or civilization.

Competency Theory: A competency theory is a theoretical domain made up of competency constructs, concepts and variables that is causally related to criterion-referenced effective and / or superior performance in an individual, organization, sector, country or civilization.

Competency: A competency is a theoretical variable made up of the skill, knowledge, self-concept, attitude, value or motive of an individual, also known as behavioural characteristics, that are causally related to criterion-referenced effective and / or superior performance in an individual, organization, sector, country and / or civilization. Competencies typically have a definition, several behavioural indicators and a few scaled dimensions. All competencies are behavioural.

Competent Governance: Competent governance is an actualized state of effectiveness and excellence realized by organizations who practice a culture of competency-based strategic management

Configuration: Configuration is a complex governance alignment strategy that results in organizational success by bundling together human resource management practices with a common language. Typical examples of

configuration strategies are competency-based management, performance management and talent management.

Differentiating Competency: Differentiating competencies are behavioural characteristics associated with superior performance and are typically found in talented employees. They differentiate the talented from the effective.

Threshold Competency: Threshold competencies are behavioural characteristics associated with effective performance and are typically found in both effective and superior performers.

1.6 STRUCTURE OF THE THESIS

As can be seen in Figure 1.1, the thesis has five (5) chapters. Chapter 1 presents an overview of the study and discusses the background problem of skills scarcity in a developing South Africa, key objectives, significance of the study, a brief reference to the related literature and the methodological approach to the study.

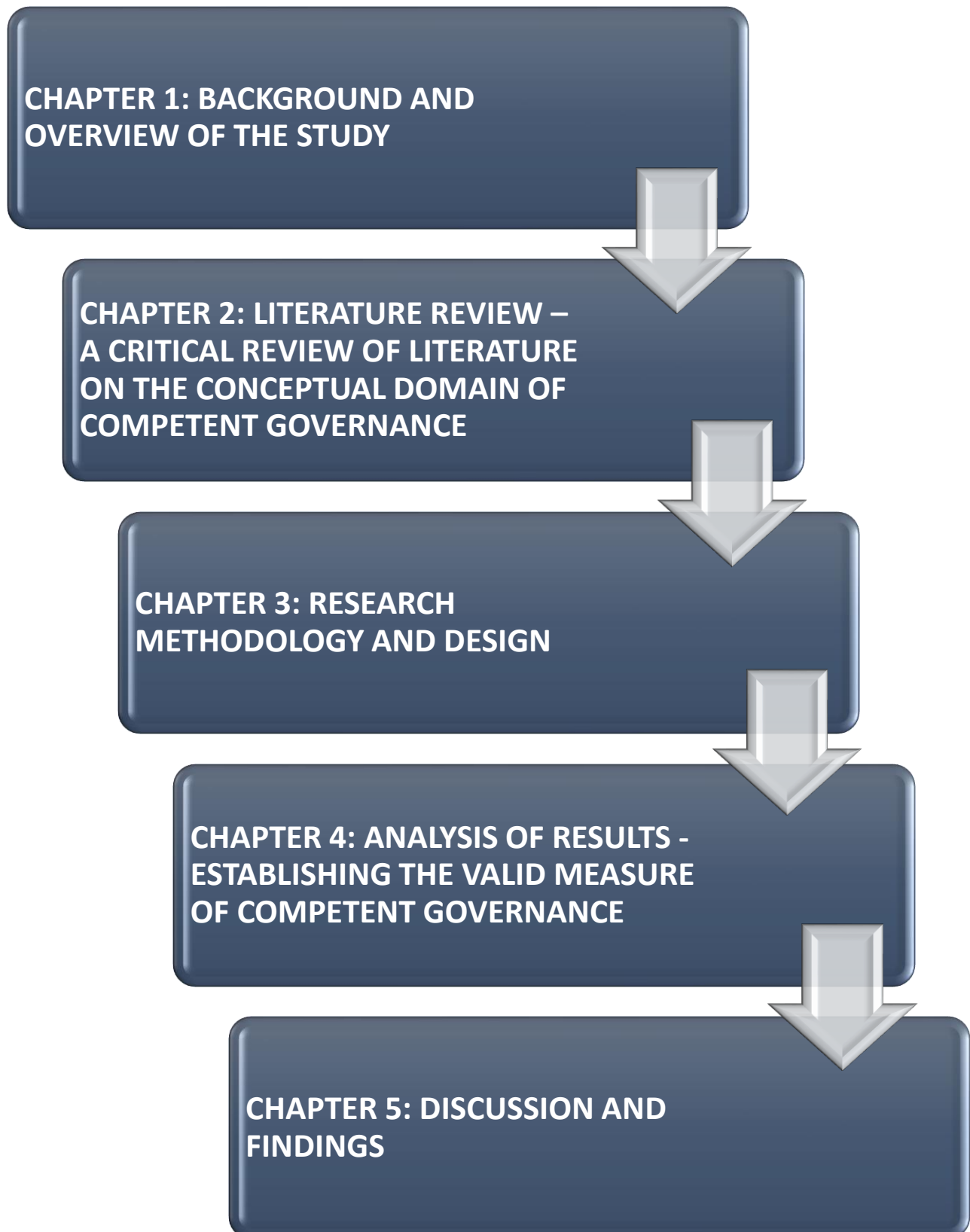
Chapter 2 presents a critical review of the literature with a view to establishing the conceptual domain of competent governance. It will include seminal as well as current literature, referring to international, national and local sources and present theoretical and conceptual frameworks and models relevant to the research project. Competency-based management and talent management will be discussed to demonstrate a rigorous review of pertinent literature on the research project.

Chapter 3 presents the research methodology and design. It includes a detailed discussion on the research project's design, target population, sampling selection, primary and secondary data collection, and the development of the measuring instrument which will include a summary of analytical tools used to process the findings.

Chapter 4 presents an analysis using IBM's SPSS version 24 for Windows of the data and a detailed discussion of the findings. The appropriate statistical analysis also tests the various assumptions to establish a valid and reliable theoretical measure of competent governance by reducing the multivariate conceptual dimensions to theoretically meaningful competency constructs and concepts thus giving meaningful structure to the new theory.

Chapter 5 presents the salient findings of the research project and presents the researcher's recommendations arising from the conclusions. The chapter concludes with directions for future research.

Figure 1.1 Structure of the Thesis



CHAPTER 2: LITERATURE REVIEW

Competency-based management improves organizational performance. Theoretically competency-based management improves performance by enhancing the behaviour of employees relative to performance criteria at work. Conceptually it does this by aligning human resource practices to the organizational strategy. Configuration is the strategic practice of bundling human resource practices together with the objective of achieving vertical and horizontal fit with the business strategy. Methodologically these bundles are held together by frameworks. These frameworks are integrated into a common language, the language of competency. An important challenge when using competencies is that they are validated and not based on opinion.

Chapter 1 provided an overview of the study focussing on the problem statement, definitions and literature review. Chapter 2 provides answers to Research Questions 1 by reviewing literature frameworks on competency theory, concept, and method pertinent to managers in South African local governance. It also summarises the study's substantive argument, conclusions, claims, findings, and intended discoveries. Furthermore Chapter 2 is linked to the problem identification stated in Chapter 1 regarding the imperative role of competency-based management in improving organizational performance.

The literature is surveyed with specific search criteria which includes, but is not limited to: keywords, databases, libraries/museums, and major journals. The main keywords used include, but is not limited to: competency-based management, talent management, strategic human resource management and development, skills development. The major databases that were searched included but was not limited to EbscoHost; Emerald Management; Sage Journals and ProQuest. The only library that was searched was the Durban University of Technology's Library which was due to the author having student access. The most important journals surveyed by the researcher were peer-reviewed journals which included but were not limited to: The European Journal of International Management; The Human Resource Management Review; The International Journal of Contemporary Hospitality Management; The International Journal of Human Resource Management; The Journal of World Business; and Public Personnel Management. Other journals of importance included: The Harvard Business Review, The Talent Development Journal; The Public Manager, South African

Journal for Human Resource Management, The Journal of Management Development and others.

2.1 PURPOSE OF LITERATURE REVIEW

Since competency-based management improves managerial performance this chapter's purpose is to substantiate this claim and to answer Research Question 1 by identifying the conceptual domain of competent governance in authoritative literature, legislation and policy pertinent to managerial competency in a local government context. The chapter highlights authors with opposing viewpoints, controversies in interpretation and contrary findings pertaining to competency-based management. Key definitions are discussed as well as research design, methodologies, data collection and instruments used to pre-empt the discussion of Chapter 3. This ensures that the methodology chapter focuses on how the remaining research question will be answered.

The Research Question that Chapter 2 intends to answer is: What is the conceptual domain of competent governance?

2.2 THEORETICAL FRAMEWORK FOR THE STUDY

Competency-based management cultivates a culture of effective and superior managerial performance in organizations. This section presents the theoretical framework pertinent to this study. The fundamental aspects of the theory are reviewed which include a critical review of the theory's background, the definition of competency and key assumptions of the competency theory.

2.2.1 BACKGROUND TO THE COMPETENCY THEORY

Competency is a reliable predictor of managerial performance. In 1973 David McClelland, an illustrious Harvard Professor of Psychology, postulated the competency theory in his paper titled: *Testing for Competence Rather Than for Intelligence*. Naqvi (2009, p.1) asserts that the history of competency can be traced to the early 1970s when industrial psychologists and human resource managers were seeking ways to predict job performance. Emmerling and Boyatzis (2012, p.7) claim that the desire to find a flexible framework which could account for additional variance in work performance can be seen as the driving force in the modern competency movement. Mentzas (2006, p.52) relates that the distinguished Harvard's

psychologist, David McClelland is credited with introducing the idea of “competency” into the human resource literature, in his efforts to assist the United States Information Agency improve its selection procedures. McClelland was critical of the education system of America at the time because of its emphasis on intelligence testing. He believed that intelligence was not a predictor of career success and that the education system should realign its strategy by becoming competency-based rather than intelligence-based. Boyatzis & Ratti (2009, p.821) affirm McClelland proposed that competency is a critical differentiator of performance and Jamil (2015, p.44) asserts that individuals are successful because of their underlying characteristics that explain their superior performance. The Competency Theory has since been expanded by prominent researchers from many disciplines especially in human resource management where it is used as a strategic management paradigm. In contemporary literature, two of McClelland’s prominent students, namely Richard Boyatzis and Professor Daniel Goleman, continue to vigorously expand the competency theory. Hence competency provides a reliable answer to the problem of predicting managerial performance.

2.2.2 COMPETENCY DEFINED

Competency provides a comprehensive philosophy of the characteristics necessary for managerial performance. The concept of competency has been defined and redefined many times. Ryan et al., 2009; Young and Dulewitz, 2009 in (Emmerling and Boyatzis 2012, p.7) confirm that the word “competency” has been defined in many different ways, which has often served to cause confusion in both research and practice. The definition of competency is dependent on the specific context. For example, competency can be used in, but not limited to, the context of a country, an industry, an organization, a business unit, a team, or an individual. This study explores competency-based management as a strategic management paradigm. The most generally used definition of a competency is a knowledge, skill or ability, also known as KSA, that enables an employee to achieve results. Spencer and Spencer (1993, p.9) define a competency as an underlying characteristic of an individual that is causally related to criterion-referenced effective and / or superior performance in a job or situation. This definition is concise, comprehensive and is like personality theories which are concerned with human behaviour. The key difference being that competency is work-based behaviour whereas psychological behaviour theory has a broader scope. The underlying characteristics are illustrated in Spencer and Spencer iceberg model (See Assumption 2)

which portrays a competency as a skill, knowledge, self-concept, trait or motive. The definition also draws attention to the causal relationship between competency and performance. Furthermore, performance is qualified by criterion referencing, and is either effective and / or superior. Richard Boyatzis (2008, p.7) claims that competencies are behavioural manifestations of talent and that they are developable, as a capability or ability that leads to or causes effective performance (McClelland, 1973, 1985; Boyatzis, 1982, 2008 in Emmerling and Boyatzis 2012, p.7). This definition is significant to this study because of its reference to the performance criteria of talented employees. Hence competency provides a comprehensive philosophy of the characteristics necessary for managerial performance.

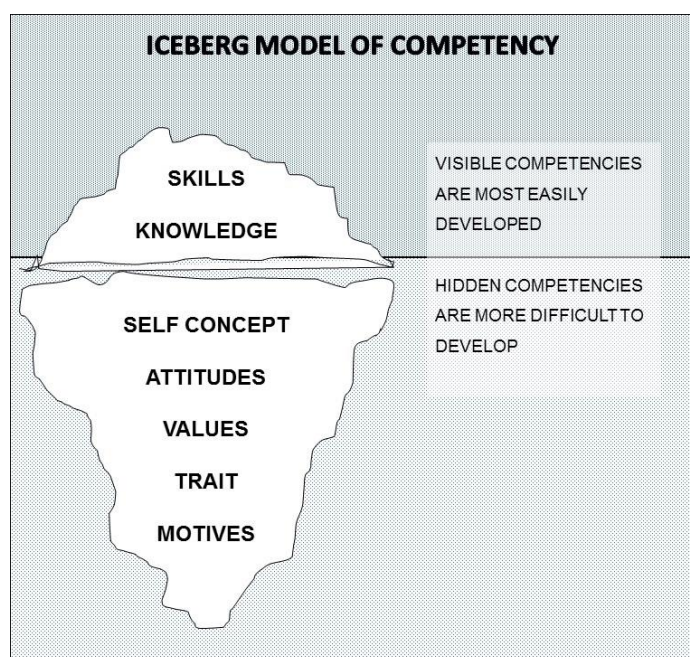
2.2.3 ASSUMPTION 1: TESTING FOR COMPETENCIES RATHER THAN FOR INTELLIGENCE, PREDICTS PERFORMANCE

Competency predicts performance. The first (1st) assumption of the competency theory states that for an individual to perform their job they must have competency. The theory was seminally postulated by Dr David C. McClelland (1973) who theorized that tests in the schooling system should measure competency rather than intelligence because the schooling system supplied the economy with human capital necessary for growth. Mentzas (2006, p.52) confirms that McClelland's counter argument to the growing dissatisfaction with intelligence testing and the traditional job analytic approaches to personnel selection, was the proposal to test for competency. Thus, assumption 1 claims that competency predicts performance.

2.2.4 ASSUMPTION 2: THE ICEBERG MODEL OF COMPETENCY

Competencies are not all equal and are developable. The second (2nd) assumption of the competency theory asserts that all competencies are not equal. Figure 2.2 illustrates The Iceberg Competency Model which shows that competencies are like an iceberg that has a small, visible section above the water's surface and a large, hidden section below the water's surface. Similarly, with competencies, skills and knowledge are visible, and easily developed whereas competencies of self-concept, traits and motives are hidden and difficult to develop. Hay Group (2015, p.1) when explaining the model, clarify that if we wish to understand why we do what we do, and to exercise more choices about our behaviour, then we not only need to have a realistic understanding of the world around us, but we must also develop a high degree of self-knowledge. Chung & Wu (2011, p.406) explain that the iceberg model is made up of two parts: one is hidden (including motives, traits, self-concepts), and the other is visible (including knowledge and skills). Within this assumption lie several sub-assumptions that can lead to future research. For example, Maslow's motivation theory would add value as a nested theory within the competency theory. The idea that nested in our capability to achieve work-related results lies Maslow's Hierarchy of Needs that motivate us. Hence the claim here is that competencies are not all equal and are developable.

Figure 2.2 The Iceberg Competency Model



SOURCE: Adapted from Spencer & Spencer (1993, p.11)

2.2.5 ASSUMPTION 3: CAUSAL RELATIONSHIPS

Competencies cause job performance. The third (3rd) assumption of the competency theory states that competencies are causally linked to job performance. Figure 2.3 demonstrates the cause and effect relationship of competencies and performance. Intentions cause action which in turn causes job performance. Intentions are a result of underlying behavioural characteristics. Personal characteristics are competencies made up of knowledge, self-concept, trait and motive. Actions are behaviours which are observable as the competency of skill. The causal relationships observed in figure 2.2 appear to correlate with a similar assumption presented by David McClelland on talent in 1958. Figure 2.4 shows David McClelland's theoretical analysis of the determinants of performance considered "talented" in terms of the desired effects. Hence the claim here is that competencies cause job performance.

Figure 2.3 Cause and Effect Relationships of Competencies and Job Performance

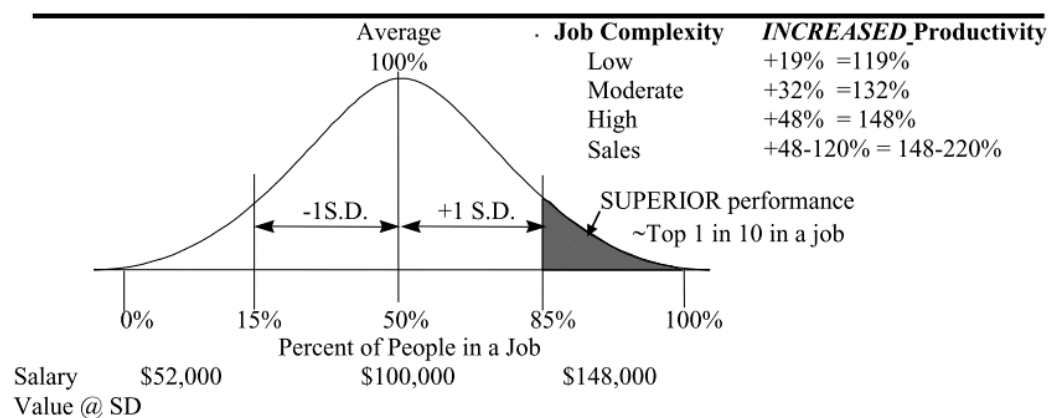


SOURCE: Adapted from Spencer and Spencer (1993, p.11)

2.2.6 ASSUMPTION 4: CRITERION REFERENCING

Competencies are effective predictors of managerial performance when they are criterion referenced. The fourth (4th) assumption of the competency theory states that competencies have a performance criteria called a criterion reference. Criterion referencing can be viewed as performance benchmarking. The criterion reference is a critical factor in the investigation of competency, so critical that a competency without a criterion reference is no longer considered a competency but merely a personality characteristic. In 1958 David McClelland et al. (1958, p.21) said that much talent research to date has been what is technically called "criterion specific." Spencer & Spencer (1993, p.13) reason that a characteristic is not a competency unless it predicts something meaningful in the world and furthermore that a characteristic or credential that makes no difference in performance is not a competency and should not be used to evaluate people. Boyatzis (2009, p.751) emphasizes that criterion sampling is crucial for competency research. McClelland (1973, p.7) emphasized that the best testing for competence is criterion sampling and furthermore (ibid) that tests which sample job skills will predict proficiency on the job. Figure 2.4 shows us the worth of superior performance to an organization. Superior performance is statistically one (1) standard deviation above average performance and the top 10% of managers. Effective performance is the bare minimum acceptable standard of work and is the other 90% of managers. Sub-effective managerial performance is incompetent. Hence criterion referenced competencies are effective predictors of managerial performance.

Figure 2.4 The Worth of Superior Performance



SOURCE: (Spencer 2001, p.48)

2.2.7 ASSUMPTION 5: COMPETENCY CATEGORIES

Competencies predict either effective or superior managerial performance. The fifth (5th) assumption of the competency theory states that competencies are divided into two broad categories that are threshold and differentiating competencies. These two categories aid research in distinguishing between average and superior (talented) managers.

Threshold competencies

Threshold competencies predict effective managerial performance. Threshold competencies are the basic characteristics that a manager needs to be minimally effective at their job. They do not distinguish superior managers from average managers. Threshold competencies are usually knowledge and skills related to the job. They are therefore visible and easily developed in training interventions. Threshold competencies are exhibited by both average and superior job performers in roughly the same frequency. They are generally accepted as being the employee's knowledge, skills and abilities necessary for job productivity. Human Capital Development therefore would be primarily concerned with developing threshold competencies. Hence threshold competencies predict effective managerial performance.

Differentiating competencies

Differentiating competencies predict superior managerial performance. Differentiating competencies describe the behaviour of talented managers. The word differentiate is apt as these competencies differentiate managerial talent (The top 10%) from managerial capital (The remaining 90%). Spencer and Spencer (1993, p.15) regard Achievement Orientation to be a differentiating competency that can be observed in a manager who sets goals higher than those set by the organization. Boyatzis (2008, p.8) refers to competencies as behavioural manifestations of talent and (Boyatzis 2011, p.92) that emotional, social and cognitive intelligence competency clusters differentiate outstanding from average performers in many countries of the world. Differentiating competencies are demonstrated in a more sophisticated way by superior performers. They are accepted as being the cognitive, emotional and social intelligences necessary for superior job performance. Emmerling and Boyatzis (2012, p.11) assert that distinguishing competencies provide a parsimonious and theoretically coherent framework for organizing the assessment and development of talent in the workplace. Hence differentiating competencies predict superior managerial performance.

2.2.8 ASSUMPTION 6: COMPETENCIES ARE MEASURED BY BEHAVIOURAL INDICATORS

Competencies are measured by behavioural indicators. The sixth (6th) assumption of the competency theory states that behavioural indicators are the observable parts of a competency. Spencer & Spencer (1993, p.20) state that behavioural Indicators are the lowest common denominator, or smallest unit, of observation of competencies. Mentzas (2006, p.54) confirm that behavioural indicators constitute demonstrated behaviour which an individual should demonstrate if the specified competency is possessed. Each competency on average has three to five behavioural indicators that are parts of the competency's profile. HRSG (n.d., p.3) state that a behavioural indicator provides a clear description of the observable behaviours that demonstrate possession of a competency at a particular level. Pick & Uhles (2012, p.30) explain that behaviours (behavioural indicators) describe what someone does when he or she is unskilled at the competency, skilled at the competency, or overusing the competency. Hence competencies are measured by behavioural indicators.

2.2.9 ASSUMPTION 7: JUST-NOTICABLE-DIFFERENCES IN COMPETENCY

Behavioural indicators are scaled by just noticeable differences. The seventh (7th) assumption of the competency theory states that scaled competencies are more accurate predictors of performance. These scales are called "just noticeable differences" in competency literature. The scaling of competencies is a practical approach to organizing the behavioural manifestations of competencies. According to Spencer & Spencer (1993, p.21), competency scale dimensions measure one aspect of the behavioural indicator of a competency. Scaled competencies assist users in comprehending which specific behaviours indicate the level of mastery that they are practicing a competency. Furthermore, a user can map their competency journey from effective to superior performance within a given competency. Just-Noticeable-Difference competency scales are scaled measurements of competency behavioural indicators. They are used to identify differences between the same behavioural indicator. Some examples of just noticeable differences include frequency, significance, intensity of action, completeness of action, size of impact, complexity, amount of effort and unique dimensions. When a competency is found in both threshold and distinguishing criteria than it is the just noticeable differences that indicate the tipping point where an effective performer becomes superior in their performance. Thus, scaled competencies are more accurate predictors of performance

The Frequency Dimension measures how repeatedly, habitually and regularly a competency is observed. The Significance dimension is a measure of the importance, magnitude and value of the competency to achieving results. The Intensity of action dimension is a measure of the concentration, passion and power required of the competency to effect performance. The Completeness of action is a measure of the extensiveness, comprehensiveness and fullness required of the competency to effect performance. The Scope of impact is a measure of the spatial and time-based range, extent and span that the competency has on performance. Some examples of scope of impact include the quantity of people impacted as well as who is impacted. This scale aims to measure how far into the organizational structures does the competency penetrate and how many people within those structures are influenced by the manifestation of the competency. Differentiating competencies impact the entire organization. The Complexity Dimension is a measure of the difficulty, intricacy and complication required for a competency to effect performance. Dimensions of complexity include: taking more things, people, data, concepts or causes into account. The Amount of effort Dimension is a measure of the exertion, energy and determination required for a competency to effect performance. The Unique Dimensions are measures of rare, exceptional and exclusive dimensions required for a competency to effect performance. The Time horizon Dimension measures the period, interval or stage it takes for a competency to effect performance.

2.2.10 THE COMPETENCY THEORY AND TALENT

The competency theory provides a coherent theoretical framework for researching talent management. In response to the “*great social need for better selection devices*” in the 1950’s The John and Mary R. Markle Foundation embarked on a venture to better understand how talent can be identified in society. John Russell (McClelland et al. 1958, p.iii) ruminated with concern on the need for talent in society in the foundation’s 1950 annual report:

"From the Neolithic Age to the Atomic Age man has culled his young in search of superior offspring. This generation, like every other, knows that the future of the world depends on encouraging the best. But who are the best? How can they be identified at an early age? How should one go about finding the best Scout in America, the best young scientist in our high schools, the best boy to go to college, the best son of a taxi-driver, the best daughter of an automobile plant employee, or the best all-around student for deferment from military service? How can we find our future leaders at an early age."

John Russell’s fundamental questions probably laid the seminal foundations for the talent management movement that we see trending in the contemporary business world. How do we encourage the best? Who are they? How can they be identified? How can we find our future leaders? David McClelland, Godfather of the competency movement, edited a book titled “Talent and Society” which empirically explored the theoretical foundations of talent.

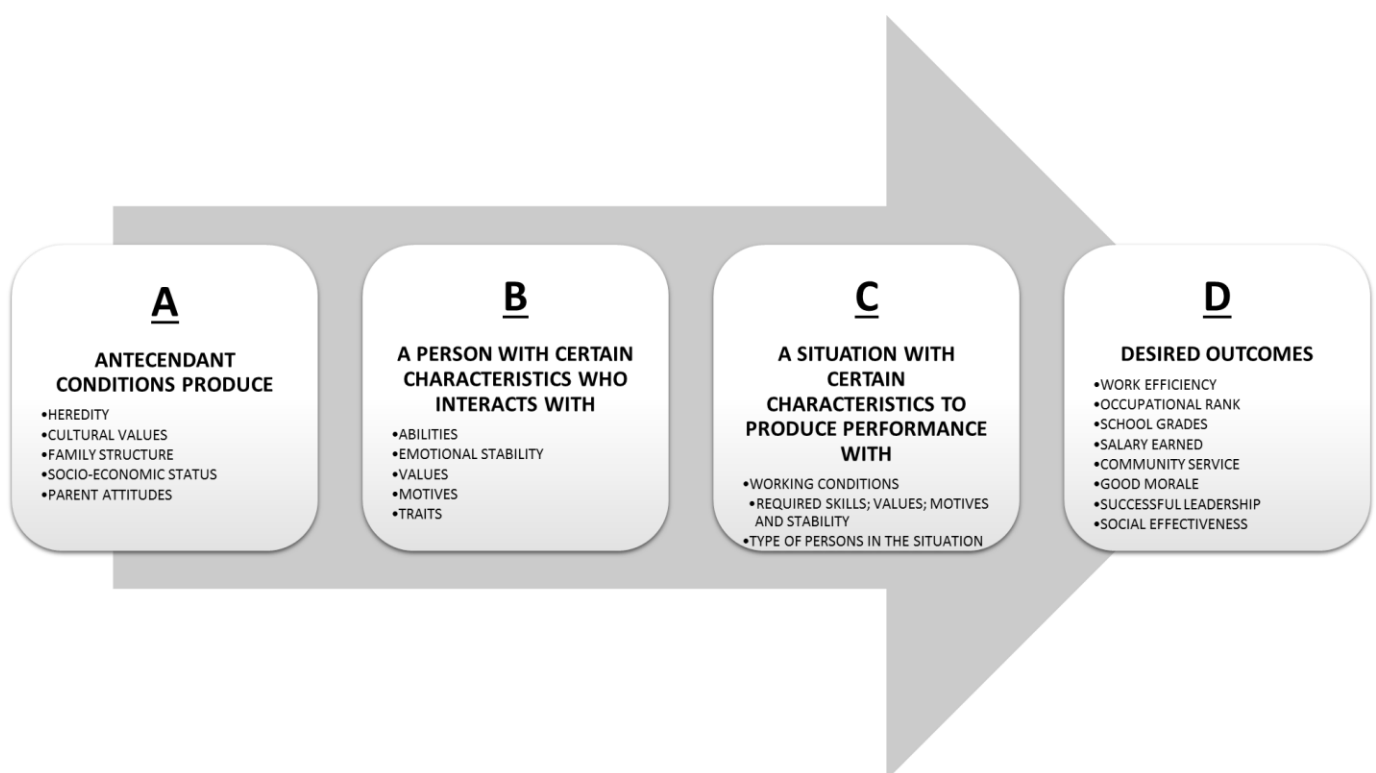
David McClelland contributed an enlightening article titled “Issues in the Identification of Talent.” Therein he discusses some important questions that is, *What is meant by identification of talent? What is it that we decided to study? What is wrong, if anything, with the way talent is identified now; why did the problem need further study? In the light of the answers to these questions, what did we propose to do about the situation?*

Talent is an ambiguous construct because it sometimes refers to a potential competence and sometimes to an observed competence. According to McClelland (1958, p.1) an ability or talent potential refers the first meaning, and talented performance for the second. Either way, whether a talent is potential or perceived it can still be considered to satisfy the requirements

of a competency. Thus, the competency theory provides a coherent theoretical framework for researching talent management

Figure 2.5 presents McClelland's illustrative analysis of the determinants of performance considered "talented" in terms of the desired effects. McClelland's analyses, strung together, forms a working definition that can be read as such: Talent, according to McClelland, is effected when "***Antecedent conditions produce a person with certain characteristics who interacts with a situation with certain characteristics to produce performance with desired outcomes.***" There are many similarities between this definition and that of competency.

Figure 2.5 Illustrative Analysis of the determinants of performance considered "talented" in terms of the desired effects



SOURCE: Adapted from McClelland et al. (1958, p.5)

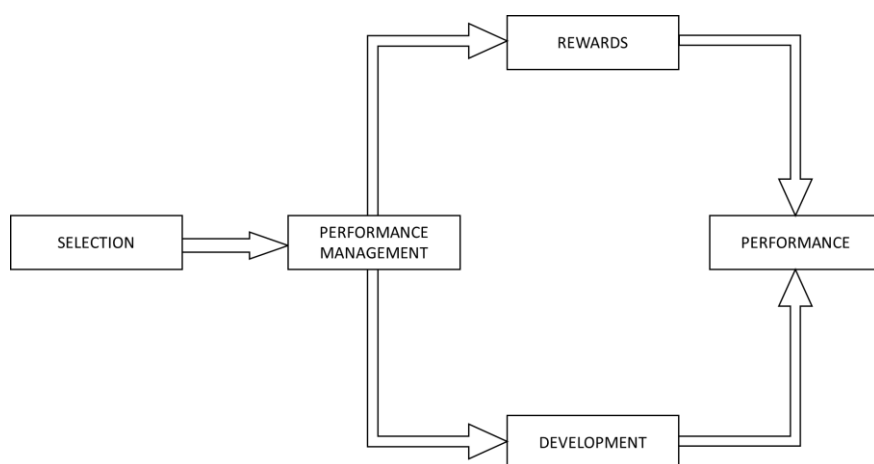
2.3 CONCEPTUAL FRAMEWORK FOR THE STUDY

Competency-based management drives effective and superior managerial performance. This section reviews the conceptual aspects of the study. It reviews literature on the matching model of human resource management, strategic bundling, competency-based management, talent management and competency-based talent management.

2.3.1. THE MATCHING MODEL OF HUMAN RESOURCE MANAGEMENT

The matching model is the basic strategy for the implementation of competency-based management. The matching model is one of the first clear concepts of human resource management and was presented by the Michigan School in 1984. Figure 2.6 illustrates how the matching model is based on the input (selection), process (performance management, rewards and development), output (performance) theory of operational management and assumes firstly that human resource management matches company strategy, secondly that human resource practices are cyclic and lastly that human resource management comprises of four generic processes being: Selection, Appraisal (performance management), Rewards (Value proposition) and Development (Learning). When these practices are strategically aligned, they contribute positively to organizational performance. Michael Armstrong (2006, p.4) refers to the model as “One of the first explicit statements of the human resource management concept” and argues that human resource management practices, and the organizations structure, should “match” with organizational strategy. Hence the matching model is the basic strategy for the implementation of competency-based management.

Figure 2.6 The Matching Model of Human Resource Management



SOURCE: Adapted from Armstrong (2006, p.4)

2.3.2. STRATEGIC CONFIGURATION

Competency-based management is a strategic practice that aligns human resource management practices to the business strategy and improves business performance. Strategic configuration aligns the human resource management strategy to the business strategy. Belcourt et al. (2013, p.50) uphold that there is a direct relationship between an internally consistent bundle of human resource practices and firm performance. Competency-based management, performance management and talent management are all configuration strategies. Performance management addresses effective performance, talent management addresses superior performance and competency-based management addresses both effective and superior performance depending on the criterion reference. According to Armstrong (2011, p.55) the configurational perspective states that in order to be effective, an organization must develop a human resource system that achieves both horizontal and vertical fit. Belcourt et al. (2013, p.50) hold that the working together is commonly referred to as bundling human resource practices. Armstrong (2011, p.62) maintains that competency frameworks can be devised that are used in assessment and development centres and to specify recruitment standards, identify learning and development needs, indicate the standards of behaviour or performance required, and serve as the basis for human resource planning. Today we find that information technology databases are used to bundle human resource practices. Campion & Odman (2011, p.257) narrate that the Boeing Company modified an already established human resource information system to house competencies and the linkage between competencies, job families, and job grades. This single-source database for competencies and job information is available for downstream human resource processes to use in their systems. Although complex, the use of the IT system ensures a single source of information and allows easier configuration control as the competencies are maintained over time. Sanchez (2008, p.67) claims that the competence perspective is more concerned with understanding how firms can be managed to enable efficacious reconfiguration of its resources as competitive and other environmental conditions change. Hence competency-based management is a strategic configuration practice that vertically and horizontally aligns human resource management practices to the business strategy and improves business performance.

2.3.3. CONSTRUCT 1: COMPETENCY-BASED MANAGEMENT

This section reviews literature on competency-based management. Competency-based management is defined and a discussion will ensue on its other factors, mainly the benefits, challenges, interpretational discrepancies and competency-based management as a configurational practice.

DEFINITION OF COMPETENCY-BASED MANAGEMENT

Competency-based management is a strategic paradigm that improves managerial performance. The approach focuses on the management and development of underlying behavioural characteristics that empower a workforce to be effective or superior performers.

Competency-based management has several instruments that make up its architecture. The instruments pertinent to this study include but are not limited to, competency models, competency clusters, competency profiles and competency frameworks. The competency framework is the most significant instrument in this study.

A competency model is made up of three to six competency clusters. A Competency cluster is a meta competency. Each competency cluster is made up of two to five competencies. A competency is a behavioural characteristic that drives effective or talented performance at work. Each competency has a competency profile which is made up of a working definition, three to six behavioural indicators and a set of one to three scales for each behavioural indicator. Competency frameworks have an average of twelve to fifteen competencies and are used for job designations like middle managers, sales people and administrators.

BENEFITS OF COMPETENCY-BASED MANAGEMENT

Competency-based management is beneficial to organizations and has been considered a remedy for all corporate difficulties. Sudnickas & Kratavičiūtė-Ališauskienė (2011, p.526) confirm that competency-based models are often presented as a panacea. Benefits include, but are not limited to: corporate wealth creation; competitive advantage, strategic integration, strategic flexibility; corporate growth; value creation in markets; effective and superior performance and effective governance.

Competency-based management generates wealth. Peter Drucker (2005, p.345) says that competencies are a set of tools for wealth creation. Other authors go as far as to claim that competency is the currency of contemporary work which resonates with Peter Drucker's sentiments on the value of competent staff. The OECD (2016, p.18) claims that skills have become the global currency of 21st-century economies. Research by Korn Ferry (2016) on 800 business leaders in multimillion-dollar global organizations found that although organizations obsess over technology and its promise, people hold huge, measurable value. And they can't be neglected in the future of work. So much so that they quantified the value of people in some countries to be two (2) to four (4) times more than physical assets.

Rangriz & Soltanieh (2015, p.7) maintain that managerial competencies have a significant positive effect on organisational effectiveness. Competency-based Management increases the competitive advantage of organizations. Sanchez (1997, p.304) confirms that the strategic role of organizational competencies suggests important new sources of competitive advantage that are not recognized or adequately explained by traditional strategic theory. As was discussed in Assumption 2, Spencer & Spencer (1993, p.12) profess that there is a causal relationship between competency and performance.

Competency-based management integrates strategic human resource management and development practices. The configurational approach to strategic human resource management assumes that organizations with bundles of human resource practices should have increased levels of performance on condition that there is an alignment between the human resource and corporate strategy. The Hay Group (2008) affirm that "the power of integrating human resource processes around the same set of competencies rests in having a common language for all processes and using the same yardstick (i.e., competencies) to select, evaluate, train, appraise and career manage employees and leaders." Competency frameworks are used as instruments of strategic integration. Armstrong (2006, p.63) agrees that competency frameworks are frequently used as integrating processes and furthermore that they can provide the 'glue' between different human resource practices. Spencer & Spencer (1993, p.315) confirm that competencies create a common language in integrated human resource information systems. In an e-mail communication on 19 December 2016, Richard Boyatzis reiterates this when he says "*Yes, a properly researched (against performance not opinion) competency model can serve as the DNA of a comprehensive human resource management and human resource development system. The critical issue*

is to focus on actual competencies.” Competency-based management contributes to strategic flexibility. Rapid changes in the business environment demand flexible human resources strategies and constructs which can be applied throughout complex, multi-national organizations. Competency-based management grows organizations. Prahalad et al. (1990, p.79) in their celebrated paper on core competency in corporations reinforce this when they reiterate that “the most powerful way for many companies to prevail in global competition is their ability to identify, cultivate, and exploit the core competencies that make growth possible.” Competencies empower organizations to create value in markets. Peter Drucker (2005, p.345) says that competencies enable organizations to do something others cannot do at all or find difficult to do even poorly. Competency-based management positively contributes to effective and superior performance. The National Department of Public Service and Administration (South Africa 2003, p.165) says there are several benefits of establishing a competency-based approach to human resources and highlights strategic alignment, common performance expectations, certainty and clarity and human resources as benefits.

CHALLENGES OF COMPETENCY-BASED MANAGEMENT

This section reviews literature on challenges of competency-based management. The two key challenge areas are empirical research and validity. Competency-based management is challenged by a paucity of empirical research in competency tipping points and development as well as validity in cross cultural, legal, ethical, performance and predictive competency instruments. Ryan et al. (2012, p.91) put forward that in applied practice, the process of empirically validating competency frameworks against outcome measures is rarely seen; even less attention has been paid to empirically establishing the cross-cultural validity of specific frameworks within multi-national organizations. Therefore, a paucity of empirical research is a challenge to competency-based management. A paucity of empirical research on competency tipping points is a challenge to competency-based management. Boyatzis (2011, p.98) admits that challenges remain for future research on competencies to explore, like tipping points and furthermore (Boyatzis (2011a, p.96) that analysis of tipping points should become a standard feature of competency assessment studies in the future. Therefore, empirical research on competency tipping points is a challenge to competency-based management. A paucity of empirical research on competency development is a challenge to competency-based management. Boyatzis (2011, p.98) states that challenges

remain for future research on competencies to explore, like competency development. Therefore, empirical research on competency development is a challenge to competency-based management.

Validity is a major challenge in competency-based management practice. Ryan et al. (2012, p.93) stress that even the most strongly held beliefs about what “really” drives performance in a given role are, just that, beliefs which must be empirically tested. Types of validity challenges include, but are not limited to: cross cultural validity; legal validity and ethical validity; performance validity and predictive validity. Competency-based management is encountering challenges with the cross-cultural validity of competencies. Multi-National Corporations who use competency-based management are encountering the challenge of foreign cultural integration. Competencies that predict performance in one country will not necessarily predict performance in another country. Boyatzis (2011, p.98) admits that challenges remain for future research on the cross-cultural relevance of competencies. Ryan et al. (2012, p.91) confirm that significant controversy still remains regarding the cross-cultural validity of competency frameworks. Boyatzis (2011a, p.96) agrees that more research is needed to test the universality of competencies, the possibility of specific behavioural manifestations being different, and the universality of emotional, social and cognitive intelligence competencies. Therefore, cultural diversity presents a challenge to competency-based management. Legal validity presents a challenge to competency-based management. Many human resource management practices stand up to legal scrutiny however the validity of competencies is still in question regarding the law. Ryan et al. (2012, p.91) state that legal concerns are a potential driving force in the modern competency movement. Therefore, legal validity presents a challenge to competency-based management. Ethical validity presents a challenge to competency-based management. Ryan et al. (2012, p.91) state that ethical concerns can are a potential driving force in the modern competency movement. Therefore, ethical validity presents a challenge to competency-based management. Performance validity presents a challenge to competency-based management. Prediction validity testing is not always practiced in competency-based management. This oversight means that the competencies used cannot be relied upon to predict the performance criteria that they were designed for. Ryan et al. (2012, p.93) emphasize that competencies as a construct only have meaning to the extent that they empirically predict a criterion level of performance on variables critical to actual business outcomes. Very few competency models developed in most organizations are subjected to

this most basic test of validity. Therefore, performance criteria predictive validity presents a challenge to competency-based management. The moving of performance goal posts is a historical challenge to the effective implementation of competency-based management. In 1958 McClelland et al. (1958, p.21) confirmed that although "criterion specific" research is often valuable for immediately practical ends, it may have serious drawbacks when the criterion moves around. Lastly, but certainly not least, competency-based management is challenged by a lack of predictive validity in practice. Predictive validity is critical in the effective selection and recruitment of the right manager for the right job. (Ryan et al. 2012, p.91) confirm that in applied practice, the process of empirically validating competency frameworks against outcome measures is rarely seen even though such applied research provides competency-based applications additional predictive validity.

INTERPRETATIONAL CONTROVERSIES AND CONTRARY FINDINGS TO COMPETENCY- BASED MANAGEMENT

Competency-based management is not a perfect system. Sudnickas and Kratavičiūtė-Ališauskienė (2011, p.526) are some of the strongest detractors of competency-based management and contend that competency-based models are often presented as a panacea yet have many shortcomings as well. Lawler (1996, p.23) states that generic trait-rating approaches (the competency approach) lead to subjective, invalid and discriminatory outcomes. Jamil (2015, p.45) argues that the main criticism to competency-based management is on its over-simplification of the complex nature of managerial roles. Jamil (2015, p. 44) argues that competency research is mainly conducted from the positivistic lenses which tends to over-simplify the complex nature of managerial work. Utilitarian management approaches tarnish the reputation of competency-based management as a successful strategic human resource management approach. Jamil (2015, p.44) argues that competency frameworks tend to be bias towards achieving utilitarian objective whereby definition of competent managers is limited to their contribution to organizational economic performance. Invalid competency frameworks have led to interpretational controversy in competency-based management. Ryan et al. (2012, p.93) dispute that very few competency models developed in most organizations are subjected to this most basic test of validity. Untested competencies are selected on opinion and therefore lack the predictive validity that empirical competencies possess. The operational strength of competency-based management has come into question however this is not because of the strategy but rather

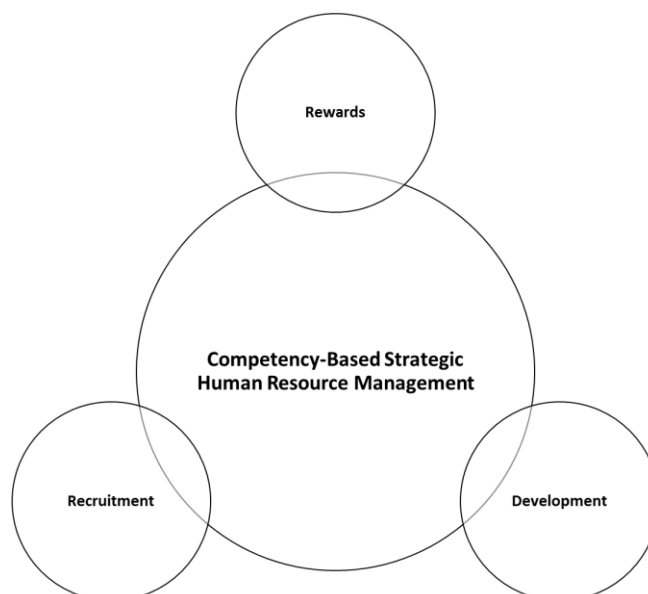
because of the incompetence of the individual crafting it. Sudnickas & Kratavičiūtė-Ališauskienė (2011, p.526) emphasize that most competency models in leadership and other areas not only have weak operational and definitional clarity, but also lack a strong theoretical framework. Sudnickas & Kratavičiūtė-Ališauskienė (2011, p.526) detract strongly against competency-based management calling it an ineffective approach. They contend Sudnickas & Kratavičiūtė-Ališauskienė. 2011, p.526) that only narrow competencies, such as IT skills, might be developed by standard training while the broader talents, such as strategic thinking, usually depend on education and personality and thus cannot be trained in a few days or weeks.

Sudnickas & Kratavičiūtė-Ališauskienė (2011, p.526) the ability of competency-based models to assess the needed behaviour in complex work situations is questionable. Mintzberg (2004) emphasized that the task of new managers is often to respond to new situations in unstructured environments under uncertain conditions of incomplete information and require intuition, insight and vision rather than standardized situation-specific and context-dependent responses of the behaviour. Sudnickas & Kratavičiūtė-Ališauskienė (2011, p.526) conclude that competency-based models should be treated as tools to improve the effectiveness of the organization rather than the end goal of it. Sudnickas & Kratavičiūtė-Ališauskienė (2011, p.526) argue that the tendency to treat the defined competencies as universal and ideal criteria of job performance assessment at the same time ignoring situational contingencies and personality-based differences simplify the complexity of work.

COMPETENCY-BASED MANAGEMENT AS A SPECIFIC HUMAN RESOURCE MANAGEMENT STRATEGY

In strategic human resource Management the use of competencies is called The Configurational Approach. Armstrong (2006, p.56) claims that emphasis is given to the importance of 'bundling' – the development and implementation of several human resource practices together so that they are interrelated and therefore complement and reinforce each other. The approach is commonly referred to as bundling because it bundles together human resource management practices using a competency framework. One of the goals of strategic human resource management is the achievement of strategic alignment with organizational strategy. The configurational approach uses the language of competency to align human resource management practices to organizational goals. Richard Boyatzis (2016) confirms this when he says "Yes, a properly researched (*against performance not*

opinion) competency model can serve as the DNA of a comprehensive human resource management and human resource development system.” When implemented successfully, this approach prevents the silo effect which often hampers performance in large organizations. Figure 2.6 illustrates how competencies are used to bundle together practices in the strategic process called configuration. Competencies are linked to the practice of recruitment, development and reward in a strategic management approach called *configuration*. Similarly, these practices are interdependent thus creating an interconnected system that is sensitive to any changes. It is like a spider’s web that is interconnected. Competency frameworks are the instrument that are used to implement Configuration. They are also called models or maps. They are used at the level of the individual, the business unit and the organization. In the human resource cycle, or *matching model* mentioned earlier, competency frameworks are used as the basis for the management of recruitment and selection, development, performance management and reward. At the individual level, competency frameworks are used to define the characteristics of effective and superior performers that are linked to performance criteria. Competency frameworks are validated instruments made up of bundles of ten to fifteen competencies that a specific stratum of employee needs to do the job at a referenced performance level. Managers should refer to the framework whenever they need clarity on how to proceed with employees.



2.3.4. CONSTRUCT 2: TALENT MANAGEMENT

Competency-based management promotes effective talent management. Competency-based organizational cultures that are linked to superior performance criteria provide crystal clear, coherent answers to the questions asked of talent management today. Although the talent management movement is still relatively new, the dialogue on talent has been relevant for very long. McClelland et al. (1958) authored a book titled "Talent in Society" which investigated some of the seminal theories that underpin talent, its concepts, variables and measurement. Bluen (2013, p.2) tells us that ever since McKinsey researchers identified the systemic gap between supply and demand for talent in the late 1990's and coined the phrase 'War for Talent,' companies in general, and multinational corporations in particular, have recognized that talent represents a source of competitive advantage, and that the competition goes beyond market share to include talent share. This section discusses talent management as a competency-based strategic human resource paradigm. A review of literature follows pertaining to Talent management definitions, benefits, challenges and the role of Talent Management in Strategic Human Resource Management.

DEFINITIONS OF TALENT MANAGEMENT

Talent is measured with differentiating competencies. Differentiating competencies, according to Richard Boyatzis (2008, p.7) are those competencies demonstrated in a more sophisticated way by superior performers. They are the cognitive, emotional and social intelligence competencies necessary for superior job productivity. Emmerling and Boyatzis (2012, p.11) argue that the integration of these distinguishing competencies provides a parsimonious and theoretically coherent framework for organizing the assessment and development of talent in the workplace. Competency-based talent management therefore would be concerned with developing distinguishing competencies in employees. Professor Steve Bluen (2013, p.3) says that a talent management assumption is that some employees are more valuable than others and that strategic positions and people with strategically important competencies, regarded as key to the organization's competitive advantage are identified and targeted as the organizations talent pool. Thus, talent is measured with differentiating competencies. Talent is defined by the Chartered Institute of Personnel and Development (2016, p.6) as the ability to learn, evolve and adapt; and the ability to create and innovate, sometimes also described as 'potential'. In addition, individual talent must be high-performing, that is, stand out against their peers. David McClelland et al. (1958, p.1)

begins his definition by saying that the term talent is ambiguous because sometimes it refers to as an aptitude or ability in the person, and sometimes it refers to talented performance by the person i.e., behavior which goes beyond the ordinary in meeting some criterion of desirability. Chartered Institute of Personnel and Development (2016, p.6) agree that what constitutes talent and the signals of talent are often inextricably linked and overlap. Richard Boyatzis (2008, p.8) proposes that talents are competencies. Talents are a behavioural approach to emotional, social, and cognitive intelligence and can therefore be observed in human behaviour. Armstrong (2011, p.237) claims that talent management is a strategic human resource management practice which bundles the identification, development, recruitment, retention and deployment of talented people. Stone et al. (2013, p.1) confirm that Talent Management refers to a comprehensive method to hire talented individuals and ensure proper performance throughout their tenure with the company.

BENEFITS OF TALENT MANAGEMENT

Talent Management promotes excellent performance. Superior performers in local government will contribute to superior governance. Superior governance will improve service delivery. Therefore, talent management contributes to superior local governance. Talent management contributes to companies becoming superior competitors in today's hostile economies. The Chartered Institute of Personnel and Development (2015, p.5) confirm that human and intellectual capital form a significant part of the competitive advantage of twenty-first-century organisations. Chambers et al. (1998, p.48) agree that superior talent will be tomorrow's prime source of competitive advantage. Thus, talent management promotes excellent performance.

CHALLENGES RELATING TO TALENT MANAGEMENT

Talent management has several challenges that impede its effective implementation especially in developing countries like South Africa. Absence of burning policy, poor strategic alignment, unclear philosophies, scarce-skill mobility, exclusively fighting a war for talent, sourcing talent in emerging markets, rapid development, divergent education levels, problems employing expatriates, and local recruitment challenges are some of the challenges discussed here. A lack of human resource development focus contributes to challenges in talent management. McClelland et al. (1958, p.25) argue that the emphasis should shift from identifying talent potential to studying the process by which talent becomes actual, by which

it develops and furthermore that (McClelland et al. 1958, p.25) such a focus (development instead of recruitment) requires above all a knowledge of theory—an understanding of what we are measuring, how it develops under different circumstances, and how it is related to the ultimate criteria of talented performance which we want to predict. The poor alignment of strategic goals contributes to challenges in Talent Management. Homer (2016, p.62) states that talent management challenges include the alignment of learning and business goals, measuring the impact of learning, addressing skills gaps and talent shortages, and the weak economic climate which has combined pressures to reduce costs with a heightened need for an efficient and productive workforce, accentuating the need for effective and strategic management of talent (Chartered Institute of Personnel and Development. 2013). The absence of clear talent management philosophies contribute to challenges in talent management. Meyers & Woerkom (2014, p.192) claim that talent philosophies are an essential, yet so far overlooked factor that impacts the effectiveness of talent management in practice. The lack of a clear philosophy impacts the theoretical foundations of talent management which is sometimes criticized for lacking a coherent theoretical foundation. Thunnissen (2016, p.57) argues that the field of talent management lacks a stable theoretical foundation. A paucity of empirical research contributes to challenges in Talent Management. Thunnissen (2016, p.58) claims that the field of talent management lacks sound empirical evidence. This would impact the reliability and validity of talent management models. A narrow and biased viewpoint contributes to challenges in Talent Management. Thunnissen (2016, p.58) argues that the current talent management literature reflects a narrow and biased view on talent and Talent Management. Talent is scarce and therefore expensive. Farndale et al., (2010) say that the attraction of management talent for subsidiaries in emerging markets such as India and China gets more and more difficult and costly for organizations. Furthermore talent as a competency can be lost in a number of ways. McClelland et al. (1958, p.18) perceived this and commented that potential talent is "lost" in a variety of ways—any one of which, or any combination of which, may be sufficient to prevent a person from developing into a talented performer. Another way talent is lost is through the war for talent. Poaching or head hunting is a common contemporary practice amongst multi-national corporations. The McKinsey prescription has often been misinterpreted to mean that talent management is only about obtaining, identifying and nurturing high flyers, ignoring the point they made that competitive advantage comes from having better talent at all levels. Exclusively fighting the war for talent exclusively contributes to challenges to Talent Management. Pfeffer (2001, p.252) confirms that fighting the war for talent itself can cause

problems. Thus, fighting an exclusive war for talent may be hazardous to an organization's health and detrimental to doing the things that will make it successful.

TALENT MANAGEMENT IS A SPECIFIC HUMAN RESOURCE MANAGEMENT STRATEGY

Talent management is a specific configuration strategy. The current talent management trend began when the McKinsley Quarterly Journal (Chambers et al. 1998, p.45) investigated the talent problems faced by seventy-seven (77) large organizations from a variety of industries in the United States. Chambers et al. (1998, p.46) advised the business world saying

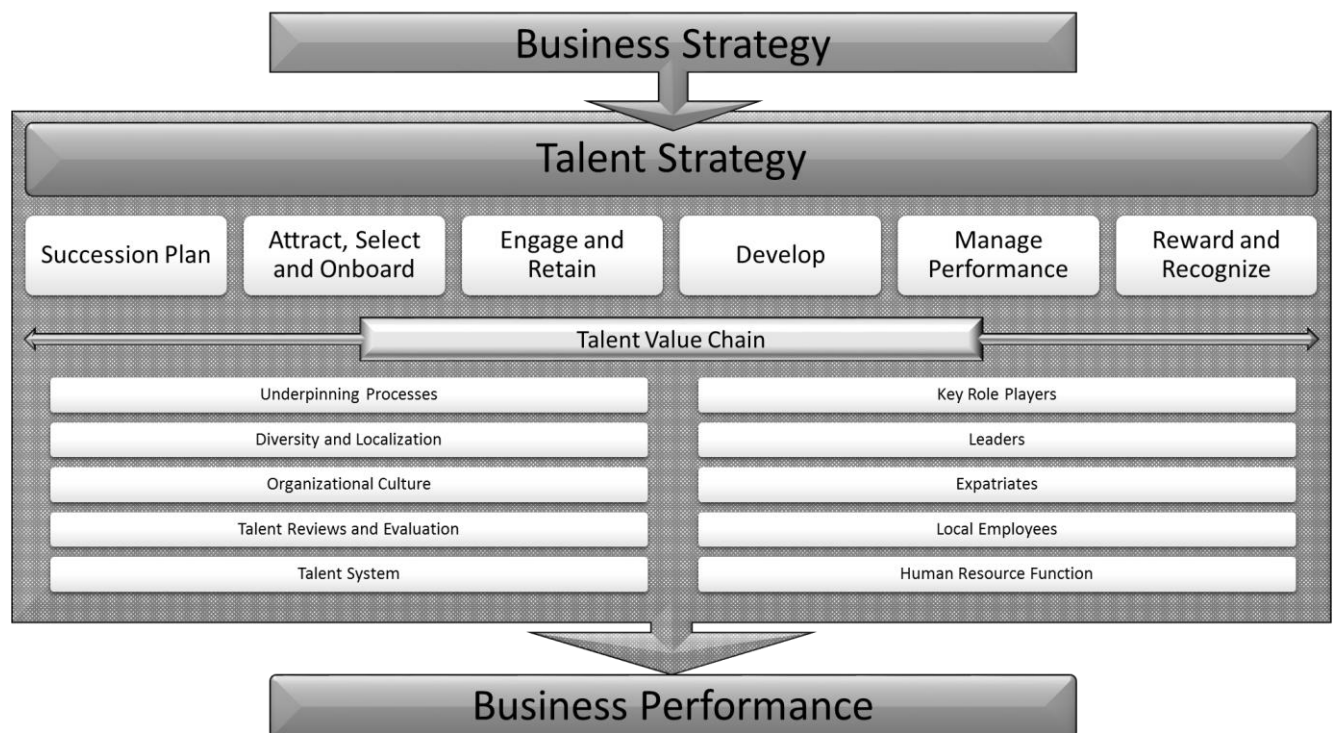
You can win the war for talent, but first you must elevate talent management to a burning corporate priority. Then, to attract and retain the people you need, you must create and perpetually refine an employee value proposition: senior management's answer to why a smart, energetic, ambitious individual would want to come and work with you rather than with the team next door. That done, you must turn your attention to how you are going to recruit great talent, and finally develop, develop, develop!"

Talent management is a specific Human Resource Management strategy which contributes to an organization achieving competitive advantage. Armstrong (2011, p.237) reinforced this assumption when he said that the talent management package is in effect a connected group of Human Resource activities that is there to achieve the aims of 'bundling', that is linking several Human Resource practices so that they are interrelated and reinforce and complement one another. This definition resonates positively with competency and performance management strategies.

However, the difference with talent Management is that it is focussed on superior performance. Talent management is a specific approach of strategic human resource management. It concentrates the practice of configuration on superior performers. Armstrong (2011, p.237) claims that talent management is 'focused bundling' – it exists to do one thing: to provide the organization with the talent it needs by ensuring that all the constituent parts work together towards that end. When talent management is competency-based then the performance criterion is superior performance. Distinguishing competencies are used to describe the behavioural characteristics of talented employees. Bluen (2013,

p.39) provides, in figure 2:8, a South African talent management framework for multinational corporations in emerging markets. The framework has the usual human resource practices and is based on the matching model discussed earlier. The differences are the emphasis on talent management as well as the inclusion of macro and micro influences. Thus, talent management is a specific configuration strategy. Bluen (2013, p.39) explains that the strategy is divided into three components, namely the core talent management value chain, underpinning processes, and key role players.

Figure 2:8 A Framework for Managing Talent in Emerging Markets

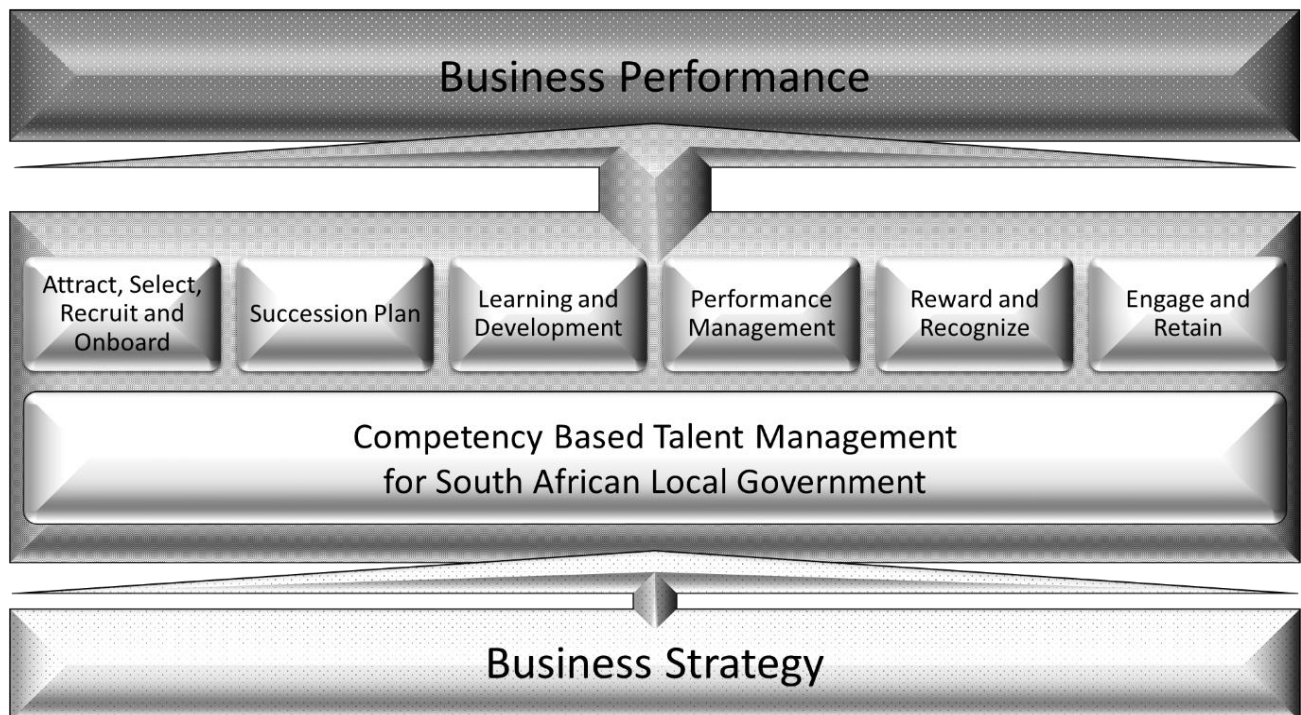


SOURCE: Adapted from Bluen (2013, p.40)

2.3.5. AN INTEGRATED APPROACH ON THE RESEARCH TOPIC: COMPETENCY-BASED TALENT MANAGEMENT

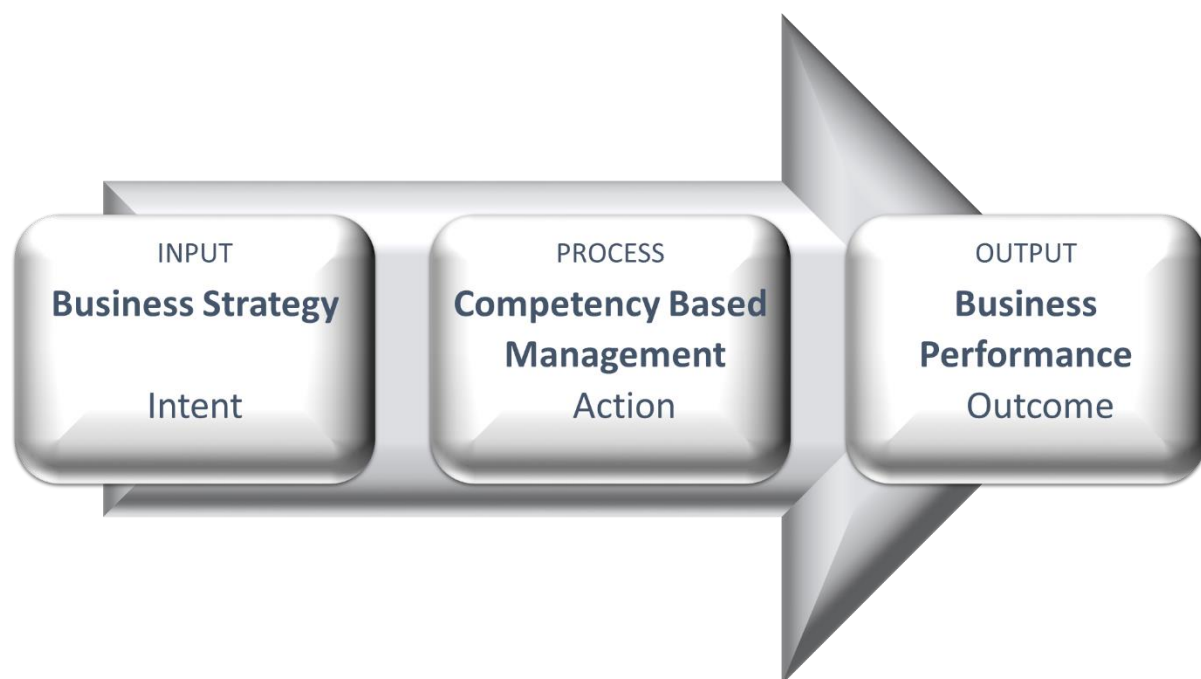
Competency-based talent management drives superior managerial performance as it has the flexibility to adapt to the challenges of modern organizations. Emmerling and Boyatzis (2012, p.11) assert that the integration of distinguishing competencies provides a parsimonious and theoretically coherent framework for organizing the assessment and development of talent in the workplace. Ryan et al. (2009, p.860) emphasize that as organizations become more global and integrated, the motivation to develop flexible human resource strategies based on a common understanding of specific competencies that can assist in the identification, selection, and development of talent has been a source of competitive advantage. Stone et al. (2013, p.1) claim that competency models can be utilized as stand-alone models or can form the basis of comprehensive talent management systems. Stone et al. (2013, p.1) assert that talent management systems are likely the most common use of competencies. J. C. Scott (2012 in Stone et al. 2013:335) boasts that most, if not all, of the Fortune 100 use competency models as the foundation for their talent management systems. Thus competency-based talent management drives superior performance. Figure 2.9 presents a strategic framework for competency-based management in organizations. The business strategy forms the foundation on which are built a competency based talent management model for South African local government. A competency pipeline is proposed which includes competency-based attraction, selection, recruitment and onboarding; competency-based succession planning; competency-based learning and development; competency-based performance management; competency-based reward and recognition and lastly competency-based engagement and retention. The outcome of this model is business performance. Thus the strategic model assumes that competency based management aligns human resources to the business strategy to achieve business performance with a coherent competency pipeline.

Figure 2.9 Competency-Based Talent Management Model



SOURCE: Author 2017

Figure 2:10 Pictorial analysis of similarity between the causal chain of competency, input-process-output model, and Business Strategy-Competency-Based Management and Business Performance Model.



SOURCE: Author 2017

2.4 METHODOLOGICAL FRAMEWORK OF THE STUDY

Competency frameworks improve managerial performance. Competency frameworks strategically align human resource practices with a common language. Internationally, over the past 6 years, there has been an increase in the use of criterion-linked competency frameworks by the private and public sector. Furthermore, there is a clear distinction between frameworks for effective and superior performance, between frameworks for the employees who get the job done, and the high-flying talented few who give organizations the competitive advantage. These frameworks influence the performance of thousands of employees who each influence the lives of countless citizens. The need for criteria-linked-frameworks is not a new notion. McClelland et al. (1958, p.23) claimed that in a mobile society like ours, where it is difficult to predict what values, abilities, and motives may be required of an employee, it might be a better strategy to develop measures which relate moderately well to several criteria. Little did he know that twenty years later he would postulate one of the world's most useful theories, The Theory of Competency. More recently in Europe, Ryan et al. (2009, p.859) said that the basic design of competency research is to compare data from outstanding performers against data from typical or average performers to determine competencies which predict performance. This sub-section intends to answer research question 1 by reviewing methodological literature in academic journals, legislation and policy pertinent to managerial competency in the eThekweni Metropolitan Municipality. Specific interest is placed on the two major competency categories being threshold and differentiating, as well as the identification of competencies (variables) that will be used to measure each category. The competency framework is the instrument of interest in the following section. Competency frameworks have an average of twelve to fifteen competencies and are used for job designations like middle managers, sales people, administrators etc. Thus, competency frameworks improve managerial performance.

2.4.1 DIFFERENTIATING COMPETENCY FRAMEWORKS

Differentiating competency frameworks promote superior managerial performance. The following subsections review the differentiating competency frameworks that will be used to measure superior performance of managers in the eThekweni Metropolitan Municipality. Superior performance is a benchmark for talented managers who are considered scarce skills, create competitive advantage for their organizations and consistently push the proverbial performance envelope and thus differentiate themselves from the rest. The management of these high flyers is called talent management and there are competencies that predict and develop talented managers. The competency frameworks that follow are reviewed from international and national organizations; in the public and private sector; and lastly from 1993 to 2014. Thus, differentiating competency frameworks promote superior managerial performance.

1993 SPENCER AND SPENCER'S GENERIC COMPETENCY MODELS FOR SUPERIOR PERFORMANCE

Spencer and Spencer (1993) published their celebrated American competency study titled *Competence at Work: Models for Superior Performance*. Ryan et al. (2009, p.861) claim that research across hundreds of different companies and roles was synthesized into a generic competency dictionary which gave researchers and practitioners a “guidebook” to the specific behaviours associated with competencies that have consistently predicted performance in previous studies.

The criterion reference for the project was superior performance with an emphasis on distinguishing competencies. The research design was mixed and included six steps that is 1. Define Performance Criteria; 2. Identify Criterion Sample; 3. Analyze Data and Develop Competency Model; 5. Validate the Competency Model; 6. Prepare Applications of the Competency Model. The target population was various as many models were presented. The sampling technique was described as having four steps being Identify a criterion sample, identify superior performers, identify effective performers and lastly identify ineffective performers.

Spencer and Spencer (1993:96) mention six data collection methods used to measure classic competency models. The style of competency model will determine which method to use. The six methods are behavioural event interviews, expert panels, surveys, competency model database expert systems, job function task analysis and direct observation. Findings were validated using behavioural event interviews. The model has six competency clusters and twenty competencies. The model is for superior performers and therefore categorized as differentiating. These competencies are being considered for this study on the strength of these assumptions.

Table 2.1 Spencer and Spencer's Generic Competency Model for Superior Performance

Competency Clusters	Competencies
Achievement and Action	Achievement Orientation
	Concern for Order, quality, and accuracy
	Initiative
	Information Seeking
Helping and Human Service	Interpersonal Understanding
	Customer Service Orientation
Impact and Influence	Impact and Influence
	Organizational Awareness
	Relationship Building
Managerial	Developing Others
	Directiveness: Assertiveness and use of Positional Power
	Teamwork and Cooperation
	Team Leadership
Cognitive	Analytical Thinking
	Conceptual Thinking
	Technical/ Professional / Managerial Expertise
Personal Effectiveness	Self-Control
	Self Confidence
	Flexibility
	Organizational Commitment
	Technical Expertise

Source: Adapted from Spencer & Spencer (1993)

2009 RYAN, EMMERLING AND SPENCER'S DISTINGUISHING HIGH PERFORMING EUROPEAN EXECUTIVES: THE ROLE OF EMOTIONAL, SOCIAL AND COGNITIVE COMPETENCIES

Ryan et al. (2009) published a European competency study titled: Distinguishing high-performing European executives: The role of emotional, social and cognitive competencies. Therein can be found a competency model for European executives. The criterion reference for the project is superior performance with an emphasis on emotional, social and cognitive competencies. The research design was qualitative and the target population or the first case study was a professional knowledge worker Firm experiencing high rates of growth in the European Union. Findings were validated using critical incident interviews. Ryan et al. (2009b, p.862) stress that the fact that critical incident interviewing represents an operant, and not a respondent measure, is a defining feature of the methodology, and one that adds to its predictive validity. The Model has twelve competencies. These competencies are being considered for this study on the strength of these assumptions.

Table 2.2: Ryan, Emmerling and Spencer's High Performing European Executives Competency Framework

Competency Cluster	Competency
	Achievement orientation
	Concern for order
	Initiative
	Interpersonal understanding
	Customer service orientation
	Impact and influence
	Relationship building
	Developing others
	Team leadership
	Teamwork and cooperation
	Conceptual thinking
	Self-confidence

Source: Adapted from Ryan et al. (2009, p.866)

2011 STATE OF NORTH DAKOTA'S COMPETENCY LIBRARY

The State of North Dakota (2011) published an American working paper titled: "The State of North Dakota's Competency Library for Talent Management." The work is not a research project and therefore does not include the usual scope and parameters. The target population are talented employees working for the State of North Dakota. No sampling, data collection or validation technique is available. The library is scaled according to proficiency. Each scale includes a working definition and behavioural indicators. The State of North Dakota is a public-sector organ of the United States and therefore service delivery based. The model is used in the creation of individual job profiles as well as job cluster profiles. Thereafter it is used as a strategic bundling tool to configure human resource practices like selection, development and performance management. The framework has three competency clusters made up of twenty-two scaled competencies. These competencies are categorized as distinguishing due to the Talent Management nature of the model. These competencies are being considered for this study on the strength of these assumptions.

Table 2.3: State of North Dakota's Competency Library

Competency Cluster	Competencies
Core Cluster	Customer Service
	Teamwork and Cooperation
	Results Orientation
	Accountability
	Judgment and Decision Making
Leadership Cluster	Talent Management
	Organizational Effectiveness
Behavioural Cluster	Communication
	Conflict Management
	Creativity and Innovation
	Cultural Awareness
	Fiscal Resource Management
	Flexibility
	Initiative
	Job Knowledge & Application
	Leveraging Technology
	Negotiation and Influence
	Professional Development
	Project Management
	Research & Analysis (Analytical Thinking)
	Teaching Others
	Team Leadership

Source: Adapted from State of North Dakota (2011, p.3)

2011 RICHARD BOYATZIS'S MANAGERIAL AND LEADERSHIP COMPETENCY FRAMEWORK

Richard Boyatzis (2011) published a United States study on managerial and leadership competencies. The criterion reference for the study was differentiating competencies. The study's design was a mixed method. The target population for the study were managers and leaders. A sample of outstanding or superior performers was identified. Another sample of 'average' or 'poor' performers was also identified from the remaining population depending on the objectives of the study. 360 Degree informant-based surveys were used to collect data and Confirmatory Factor Analyses was used to validate findings. The Glacel Group (2012, p.531) state that the 360-degree survey itself is assessment, pure and simple and that (Glacel Group. 2012, p.533) when working with an established and reputable provider, the surveys are professionally created, the competencies are research-based and have been determined to be valid indicators of managerial performance. These competencies are being considered for this study on the strength of these assumptions.

Table 2.4: Richard Boyatzis's Managerial and Leadership Competency Framework

Competency Clusters	Competencies
Self-Awareness cluster	Emotional Self-Awareness:
Self-Management cluster	Emotional Self-Control:
	Adaptability:
	Achievement Orientation:
	Positive Outlook:
Social Intelligence competencies	Empathy:
	Organizational Awareness:
Relationship Management	Coach and Mentor:
	Inspirational Leadership:
	Influence:
	Conflict Management:
	Teamwork:
Cognitive Intelligence Competencies	Systems Thinking:
	Pattern Recognition:

Source: Adapted from Richard Boyatzis (2011, p.94)

2011 DANIEL GOLEMAN'S LEADERSHIP COMPETENCY FRAMEWORK

Daniel Goleman (2011) seminal postulator of the Theory of Emotional Intelligence and student of David McClelland, published a book titled "Leadership: The Power of Emotional Intelligence" which has a differentiating leadership competency framework. The criterion reference for the study was differentiating competencies because the distinguish leaders as superior performers. The target population for the framework are leaders. These competencies are being considered for this study on the strength of these assumptions.

Table 2.5: Daniel Goleman's Leadership Competency Framework

Competency Clusters	Competencies
Self-Awareness	Emotional Self-Awareness
Self- Management	Emotional Self-Control
	Adaptability
	Achievement
	Positive Outlook
Social Awareness	Empathy
	Organizational Awareness
Relationship Management	Inspiring Leadership
	Influence
	Conflict Management
	Teamwork and Collaboration

Source: Adapted from Goleman (2011, p.102)

2014 THE ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) TALENT COMPETENCY FRAMEWORK

The Organization for Economic Cooperation and Development (2014, p.5) states that the Core Competencies summarise the capabilities that are important across all jobs and that they believe collectively contribute to the Organization for Economic Cooperation and Development's overall success. These competencies are categorized as differentiating due to them being for the management of talent in the Organization for Economic Cooperation and Development. talent management is concerned with superior performance criteria. The framework has 3 competency clusters, with 15 core competencies, definitions and behavioural indicators. Furthermore, the competencies are scaled along 5 levels making the framework comprehensive. These competencies are being considered for this study on the strength of these assumptions.

Table 2.6: The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework

Competency Cluster	Competencies
Delivery Related Cluster	Analytical Thinking
	Achievement Focus
	Drafting Skills
	Flexible Thinking
	Managing Resources
	Teamwork and Team Leadership
Interpersonal Cluster	Client Focus
	Diplomatic Sensitivity
	Influencing
	Negotiating
	Organizational knowledge
Strategic Cluster	Developing Talent
	Organizational Alignment
	Strategic Networking
	Strategic Thinking

Source: Adapted from Organization for Economic Cooperation and Development (2014, p.4)

2014 ASSOCIATION FOR TALENT DEVELOPMENT

The Association of Talent Development (2014, p.2) claims that their competency model helps talent development practitioners prepare for the future faster firstly by defining the latest competencies needed for success across the entire talent development industry, secondly by identifying human resource development skills gaps and ways to close them and lastly by providing a professional development roadmap for talent development leaders and practitioners. These competencies are categorized as differentiating due to them being for the development of talent. talent management is concerned with superior performance criteria. As can be seen in Table 2.13, the framework has 2 competency clusters, with 16 competencies, definitions and behavioural indicators. These competencies are being considered for this study on the strength of these assumptions.

Table 2.7: The Association for Talent Development Competency Framework

Competency Cluster	Competencies
Talent Development	Instructional Design
	Training Delivery
	Learning Technologies
	Evaluating Learning Impact
	Managing Learning Programs
	Integrated Talent Management
	Coaching
	Knowledge Management
	Change Management
	Performance Improvement
Core Competencies	Business Skills
	Global Mindset
	Industry Knowledge
	Interpersonal Skills
	Personal Skills
	Technology Literacy

Source: Adapted from Association of Talent Development (2014, p.3)

2.4.2 THRESHOLD COMPETENCY FRAMEWORKS

Threshold competency frameworks promote effective governance. The following subsections review the threshold competency frameworks that will be used to measure effective managerial performance. Effective performance is referred to as effective governance in The National Development Plan (Government of the Republic of South Africa 2012). Literature for threshold competency is reviewed from international and national organizations; in the public and private sector; from 1997 to 2015.

1997 THE GOVERNMENT OF SOUTH AFRICA'S BATHO PELE WHITE PAPER ON TRANSFORMING PUBLIC SERVICE DELIVERY

In response to the need for the transformation of the public service South Africa (1997) produced a piece of legislation titled "Batho Pele White Paper on Transforming Public service Delivery. The Local Government Sector Education and Training Authority (2015) explain that Batho Pele is a customer relationship management policy which attempts to make public service delivery more people-oriented and focuses on increasing the efficiency of government departments. The target population is the entire South African Public Service. No sampling, data collection or validation technique is stated. Batho Pele is a fundamental policy in South Africa and is therefore considered essential despite it being implemented twenty years ago. These competencies are being considered for this study on the strength of these assumptions. There is 1 cluster and 8 competencies which do not have behavioural indicators but are explained in detail. These competencies are categorized as threshold competencies.

Table 2.8: Batho Pele Competency Framework

Competency Cluster	Competencies
Batho Pele	Consultation
	Service Standards
	Access
	Courtesy
	Information
	Openness and transparency
	Redress
	Value for money

Source: Adapted from South Africa (1997, p.8)

2005 PETER DRUCKER'S SIX EFFECTIVE MANAGERIAL SKILLS

Peter Drucker (2005, p. 293) in the revised edition of his celebrated work titled: "Management: Tasks, Responsibilities, Practices" discusses six imperative skills that managers should develop to become effective. The work is not a research journal and therefore does not include the usual scope and parameters. The target population is the management fraternity. No sampling, data collection or validation technique was used by Drucker. The framework has 6 competencies. There are no behavioural indicators however these skills are expanded thoroughly in the book. Drucker is considered by some of the world's most illustrious managers to be the God Father of Management. These competencies are being considered for this study on the strength of these assumptions. The framework has one competency cluster made up of six competencies. These competencies are categorized as threshold competencies.

Table 2.9: Peter Drucker's Managerial Competency Framework

Competency Cluster	Competencies
Core Management Skills	Effective Decision Making
	People Decisions
	Communications
	Budgeting
	Measurement and Controls
	Information Literacy
	Effective Decision Making

Source: Adapted Peter Drucker (2005, p.293)

2012 THE CENTER FOR ECONOMIC DEVELOPMENT PROGRAM MANAGEMENT CORE COMPETENCY MODEL

The City University of New York (2012) published an American working paper titled: “Program Management Core Competency Model.” The work is not a research journal and therefore does not include the usual scope and parameters. The target population are Center for Economic Development and Social Innovation Fund program directors working on anti-poverty programs in New York City. No sampling, data collection or validation technique is available. The model includes core competencies, their definitions and behavioural indicators. The Center for Economic Development is a public-sector section of the United States and therefore service delivery based. The model is used for learning and development. These competencies are being considered for this study on the strength of these assumptions. The framework has 7 core competencies. These competencies are categorized as threshold due to them being core competencies.

Table 2.10: New York City Programme Manager Competency Framework

Competency Cluster	Competencies
Core Program Management	Strategy and Planning
	Leading People and Building Teams
	Collaboration and Partnerships
	Analysis and Decision Making
	Program Knowledge
	Contract Management and Budgeting
	Personal Management

Source: The City University of New York (2012, p.6)

2012 THE GOVERNMENT OF NORTHERN IRELAND COMPETENCY FRAMEWORK FOR LOCAL GOVERNMENT

The Government of Northern Ireland (2012) published a report titled: “Competency Framework for Local Government.” The Government of Northern Ireland (2012:1) express that the framework was designed as part of an organizational development initiative specifically for local government. The work is not a research project and therefore does not include the usual scope and parameters however it is based on the classic architecture of competency frameworks. The target population are local government employees of Northern Ireland and is thus service delivery based. No sampling, data collection or validation technique is available. The framework has 4 competency clusters, with 14 competencies, high-level definitions and behavioural indicators for frontline, operational and strategic job families. These competencies are categorized as threshold due to them being for the civil service. These competencies are being considered for this study on the strength of these assumptions.

Table 2.11: The Government of Northern Ireland Competency Framework for Local Government

Competency Cluster	Competencies
Leadership and Direction	Setting Direction
	Leadership
	Managing Performance
Self Management	Managing our own work
	Developing our own capability
	Communicating with Impact
Working with Others	Collaborating in a Political Environment
	Influencing Outcomes
	Meeting Customer Needs
	Respect for Diversity and Equality
How We Move Forward	Problem Solving and Decision Making
	Managing Change
	Achieving Results
	Continuously Improving Services

Source: Adapted from The Government of Northern Ireland (2012, p.2)

2014 THE GOVERNMENT OF INDIA'S CIVIL SERVICE COMPETENCY DICTIONARY

In response to The 2012 National Training Policy, The Government of India (2014) published an working paper titled: "Civil Service Competency Dictionary." In collaboration with the United Nations Development Programme. Dr Sarkar (Government of India 2014, p.5) states that there is an imperative need to move from the current system of rule-based Personnel Administration to competency-based system of Strategic Human Resource Management. The work is not a research project and therefore does not include the usual scope and parameters however it is based on the classic architecture of competency frameworks. The target population are employees of the Indian Civil service. No sampling, data collection or validation technique is available. The Civil Service is service delivery based. The framework has four competency clusters, with 25 competencies, definitions and behavioural indicators. These competencies are categorized as threshold due to them being for the civil service. These competencies are being considered for this study on the strength of these assumptions.

Table 2.12: The Government of India's Civil Service Competency Dictionary

Competency Cluster	Competencies
Ethos	People First
	Strategic Thinking
	Organisational Awareness
	Commitment to the Organisation
	Leading Others
Ethics	Integrity
	Self Confidence
	Attention to Detail
	Taking Accountability
Equity	Consultation and Consensus Building
	Decision Making
	Empathy
	Delegation
Efficiency	Results Orientation
	Conceptual Thinking
	Initiative and Drive
	Seeking Information
	Planning and Coordination
	Desire for Knowledge
	Innovative Thinking
	Problem Solving
	Developing Others
	Self-Awareness and Self-Control
	Communication Skills
	Team-Working

Source: Adapted from Government of India (2014, p.10)

2014 SILVA'S MANAGEMENT COMPETENCY THEORY

Silva et al. (2014) published an American competency study titled: Silva's Management Competency Theory: A Factor-Item Analytic Approach Utilizing Oblique Rotation Direct Oblimin Method under Kaiser-Bartlett's Test of Sphericity. The study's aim was to expand Competency Theory. The target population was Construction Managers and the sample was taken from respondents whose companies were members of the Philippine Contractors Association, Inc. Dante Silva et al. (2014, p.1) collected data using both descriptive qualitative and applied quantitative data collection methods, and the methodology that was utilized in their study was adopted from the well-established McBer Job Competency Assessment Process. Validation was conducted using Factor Analysis which was used to finally develop the Silva's Management Competency Framework Assessment Instrument. These competencies are being considered for this study on the strength of these assumptions.

Table 2.13: Silva's Management Competency Framework

Competency Cluster	Competencies
Personal Values and Self Image	Trustworthiness
	Self Confidence
	Commitment
	Emotional Awareness
	Behavioural Awareness
	Behavioural Adaptability
	Responsibility
	Optimism
People Management and Authentic Leadership	Visionary
	Acts as Coach and Mentor
	Coping with Pressure
	Gives Constructive Feedback
	Developing Leadership in Others
	Motivating and Empowering Others
Managing Change and Difference	Empathy
	Adaptability
	Flexibility
	Comfort with Diversity
	Versatility
	Acceptance of Others
Achievement and Results Orientation	Team Objective
	Quality Problems
	Strict Specifications
	Client Satisfaction

	Service Excellence
Sustainable Management	Problem Identification
	Coaching Skills
	Decision Making
	Managing Interruptions
	Task Analysis
	Analytical Thinking
Managing Innovation	Facilitates Change
	Team Capabilities
	Encourages Innovation
	Follow Through
	Receptivity to New Ideas
Interpersonal and Entrepreneurial Skills	Listens Effectively
	Good Decisions
	Conflict Resolutions
	Trust Building Ability
	Teamwork and Motivation
	Progressive
	Communication Adaptability
Ability, Knowledge and Expertise	Realistic Self-Assessment
	Current Trends
	Job Requirement
	Knowledge and Experience
	Staff Hiring

Source: Adapted from Silva et al. (2014, p.4)

2015 THE GOVERNMENT OF THE UNITED KINGDOM CIVIL SERVICE COMPETENCY FRAMEWORK

The UK Civil Service Human Resources (2015) published a working paper titled: “Civil Service Competency Framework.” The Government of the United Kingdom (2015, p.1) express that the framework supports the Civil Service Reform Plan and the performance management system. The work is not a research project and therefore does not include the usual scope and parameters however it is based on the classic architecture of competency frameworks. The target population are employees of the United Kingdom Civil Service and is thus service delivery based. No sampling, data collection or validation technique is available. The framework has 3 competency clusters, with 10 competencies, high-level definitions and behavioural indicators. These competencies are categorized as threshold due to them being for the civil service. These competencies are being considered for this study on the strength of these assumptions.

Table 2.14: The Government of The United Kingdom Civil Service Competency Framework

Competency Clusters	Competencies
Strategic Cluster: Setting Direction	Seeing the Big Picture
	Changing and Improving
	Making Effective Decisions
People Cluster - Engaging People	Leading and Communicating
	Collaborating and Partnering
	Building Capability for All
Performance Cluster - Delivering Results	Achieving Commercial Outcomes
	Delivering Value for Money
	Managing a Quality Service
	Delivering at Pace

Source: Adapted from the UK Civil Service Human Resources (2015, p.1)

2.5 ADDRESSING RESEARCH QUESTION 1: WHAT IS THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE?

Research question 1 concerns the identification of the variables that measure the conceptual domain of, that is the threshold and distinguishing competency variables of competent governance. This question has two important parts. The first part addresses the threshold and differentiating competency categories which relate to effective and superior performance. These categories are discussed in subheading 2.2.6. The second part addresses the selection of competencies that relate to the competency categories. According to Spencer & Spencer (1993:161) competencies are selected and measured on the basis of frequency and professional judgement. The researcher has used professional judgement to select competencies from literature considered practical for this study. The sources of these competencies have been discussed in the methodological section. Some of the competencies identified include, but are not limited to, Initiative; Adaptability; Impact and Influence; Teamwork; Emotional Awareness; Strategy and Planning; Leading People and Building Teams; Collaboration and Partnerships; Analysis and Decision Making; Program Knowledge; Contract Management and Budgeting; Personal Management to name just a few. The competencies are described by behavioural indicators and categorized according to them being for effective or superior performance.

2.6 CONCLUSION

The conceptual domain of competent governance is measured by competency variables. A review of theoretical literature was presented which portrayed a picture of the competency theory, its seminal development and expansion. The theoretical assumptions which are significant to this study were discussed. Lastly the link between talent theory and competency theory was rendered. In the conceptual-framework the matching model of human resources, strategic configuration and the two constructs were presented. The two constructs are competency-based management and talent management. We looked at the role these variables play in human resource management as a configuration strategy that integrate practices and align performance to the organization. The constructs were defined and then their benefits and challenges were deliberated. The chapter examined authors with

opposing viewpoints, controversies in interpretation and contrary findings. Lawler's claim that generic trait-rating approaches (the competency approach) lead to subjective, invalid and discriminatory outcomes is erroneous as it overlooks the predictive validity of competencies confirmed by behavioural event interviews which is an accepted empirical practice. Furthermore, much research has been done to overcome the issue of cross cultural validity to disperse the criticism that competencies are discriminating. Jamil's argument that competency research over-simplifies managerial work is mistaken. Managerial work requires individuals with certain behavioural characteristics to perform. These characteristics are competencies. Competencies have been profiled in detail and have predicted performance in managers. Sudnickas & Kratavičiūtė-Ališauskienė contention that competency-based management is ineffective is fallacious. Competency-based management has been proved empirically as a valid predictor of effective performance and goes beyond that to reliably predict superior performance. Sudnickas & Kratavičiūtė-Ališauskienė claim that the ability of competency-based models to assess the needed behaviour in complex work situations is questionable. The quality of the competency model being used will influence the effectiveness of assessment. Mintzberg argument that competencies do not empower new managers with the tools needed to respond to job demands is false. The quality of the competency model, coupled with the competence of the trainer will influence the effectiveness of new manager onboarding. Sudnickas & Kratavičiūtė-Ališauskienė conclusion that competency-based models should be treated as tools to improve the effectiveness of the organization rather than the end goal of it is misleading. The celebrated core competency theory of Prahalad et al. is widely received as an effective strategy for achieving successful competency-based organizational culture and economic competitive advantage. Thus, competency-based management promotes effective and superior managerial performance.

Chapter 3 will address the research methodology including research design, target population, sampling, data collection and validity. Research Question 2 is answered by collecting data with an online survey and subjecting the data to factor analysis with IBM's SPSS version 24. The survey measures managerial attitudes regarding the frequencies of competencies identified in Chapter 2. Key definitions were presented as well as research methodologies, data collection and instruments used to collect

data to pre-empt the discussion of chapter 3. This ensures that the methodology chapter focuses on how the remaining research question will be answered.

CHAPTER 3: RESEARCH METHODOLOGY

Since competency-based management improves performance, it is imperative that research is conducted into competency frameworked local governance in South Africa. Chapter 1 provided an overview of the study focussing on the problem statement, definitions and literature review. Chapter 2 addressed the first research question of this study (see below) and presented substantive arguments, conclusions, claims and findings of other scholars pertaining to issues of competency frameworks and managerial talent. Chapter 3 addresses how the research was conducted and how the data was collected and analysed. This section clarifies the selected research paradigm, the sampling method, the selection of the sampling frame, the measuring instrument and most importantly it outlines the research question that shapes the research design processes, data collection processes and sampling process.

This chapter begins to address is research questions 2: *What is the valid measure of competent governance?*

Table 3.15 presents the case study protocol for the research project and outlines the study title, introduction and purpose of protocol, theoretical framework, dates questionnaire issued, research questions, units of analysis, variables, measuring instruments, variable items measured and sources.

Table 3.15 Case Study Protocol

Study Title		An Exploratory Survey of Competency Frameworked Managerial Talent for Service Delivery in Local Government			
Introduction and Purpose of Protocol		This study uses a positivist case study research design to develop a theory for middle and executive management competency at the eThekweni Metropolitan Municipality in KwaZulu Natal. The objective of this protocol is to outline the research questions, design and data source collections to ensure a uniform method			
Theoretical Framework		The competency theory assumes that employees are required to possess or develop certain behavioural characteristics to be either effective or talented performers.			
Dates questionnaire issued		27 th March 2017	3 rd April 2017	17 th April 2017	
Research Questions	Unit of Analysis	Variables	Measuring Instrument	Variable Items Measured	Source
1. <i>What is the conceptual domain for competent governance?</i>	Existing Competency Frameworks in literature	Multiple variables. See Table 3.3 and 3.4	Literature Review	See Table 3.3 and 3.4	Secondary Data
2. <i>What is the valid measure of competent governance?</i>	Questionnaire Responses from middle and executive management	Multiple variables. See Table 3.3 and 3.4	Statistical Package for Social Sciences	See Table 3.3 and 3.4	Primary Data

3.1 RESEARCH DESIGN IN POSITIVIST THEORY BUILDING

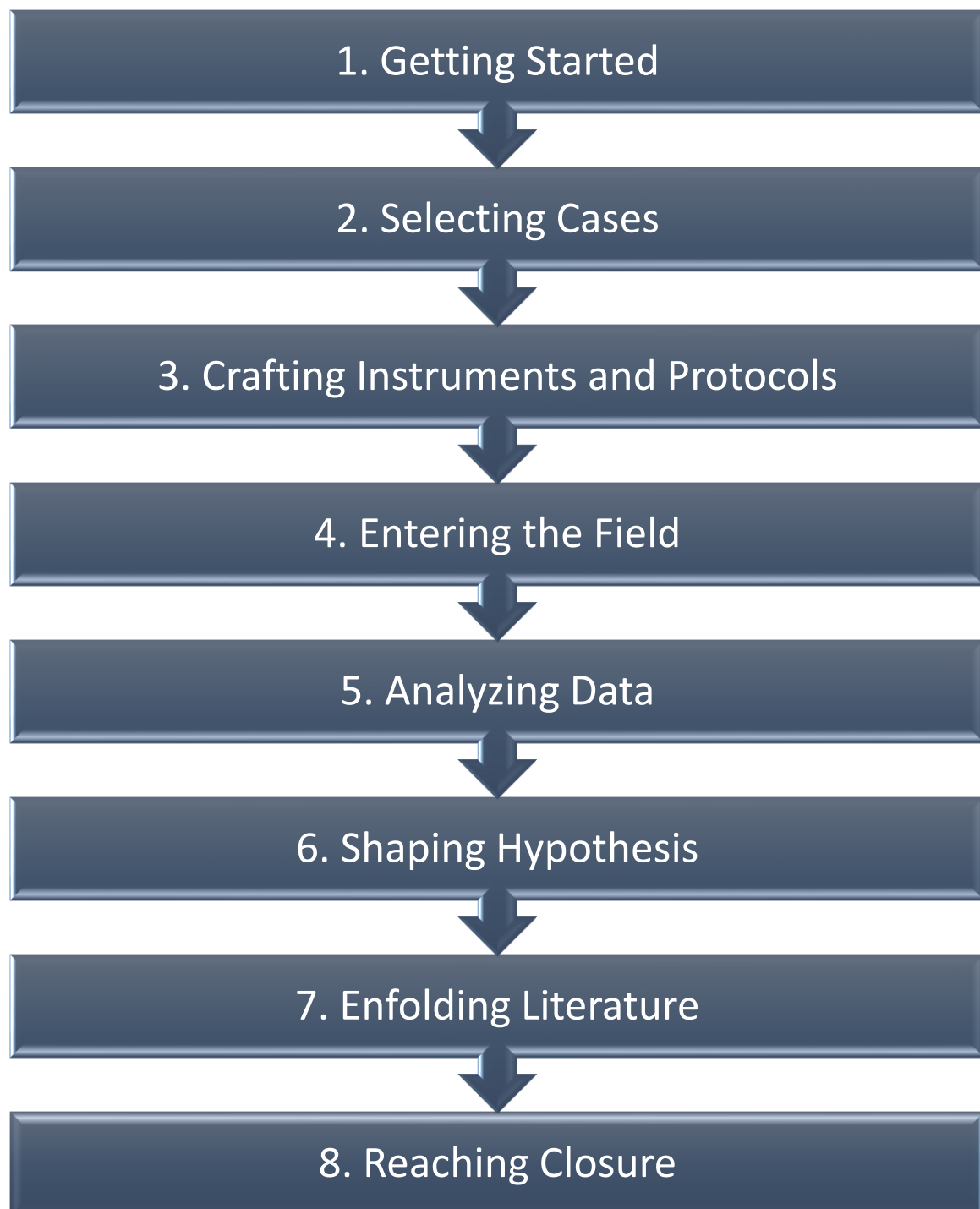
Research design is defined as the coherent arrangement of methodological instruments with a view to achieving the research purpose. De Vaus (2004, p.3) defines research design as the logical structure of the data in a research project which aims to yield empirical data that enable relatively unambiguous conclusions to be drawn from the data. Toledo-Pereyra (2012, p.280) states that it is evident that the research design is essential in developing a good and worthwhile research study. Deforge (2012, p.1253) claims that research design is the plan that provides the logical structure that guides the investigator to address research problems and answer research questions. Sage Publications (Anon 2016b) argue that the term “research design” is usually used in reference to experimental research, and refers to the design of a research experiment and sites examples of designs such as descriptive or exploratory, correlational, quasi-experimental, experimental, review, meta-analytic. Cresswel (2013, p.81) explains that research designs are either quantitative, qualitative or mixed in methods.

This research project used a positivist theoretical paradigm to achieve the research purpose of building a new theory for competent governance. The major research type for this project was basic research as it addressed core assumptions of the competency theory rather than solve applied problems at an operational level. The project was cross-sectional in nature as it captured a snapshot of respondent opinions at the time that the data was collected. The data collection technique was a quantitative online survey. The researcher had autonomy as the project was not commissioned. This meant that the researcher had the freedom to pursue knowledge without the restrictions that accompany sponsor bias.

The aspects of competency theory addressed are that the direction of theorizing was a deductive approach. The main level of theoretical analysis was the meso-theoretical level of analysis focusing on strategic managerial workforce planning in eThekweni Metropolitan Municipality. The theoretical focus was on substantive theory specific to strategic human resource management. The form of theoretical explanation was structural and interpretative but not causal.

With the intention of developing a competency theory a positivist case study paradigm was used. As can be seen in Figure 3.11 Eisenhardt (1989, p.533) advises that theory building with case study research has 8 steps in the research design.

Figure 3.11. Process of Building Theory from Case Study Research



SOURCE: Adapted from Eisenhardt (1989, p.533)

Case studies are an accepted research design for building theory. Eisenhardt's (1989) paper titled "Building Theories from Case Study" details how various researches have built theories using case study methodology. Harlow (2012, p.237) asserts that a crucial contribution of case studies is the affirmation or development of theory, which can then be generalized or transferred to other settings. Farquhar (2013:8) claims that a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Eriksson & Kovalainen (2012, p.2) maintains that case study research in business and management examines issues that are related to the industrial and economic spheres of life. Korzilius (2012, p.761) claims that case studies using quantitative analysis contain elements of the empirical–analytical scientific approach. Chasteauneuf (2012, p.769) declares that questionnaires provide case study researchers with a data-gathering technique that collects, through written self-reports, either quantitative or qualitative information from an individual unit (e.g., a child, group, school, community) regarding the unit's knowledge, beliefs, opinions, or attitudes about or toward a phenomenon under investigation. For this case study, an online questionnaire is being used to gather data on middle and executive managerial attitudes on behavioural indicators for selected competencies that are associated with competent governance.

Positivist case study research makes use of quantitative methods to collect data. Quantitative research is a positivist research paradigm that makes use of numbers to measure the subject of the study and draw reliable and valid conclusions therefrom. Competency frameworks are often developed using quantitative methodology. Kraska (2010, p.1167) argues that the fundamental philosophy underlying quantitative research is known as positivism, which is based on the scientific method of research. Cramer & Howitt (2004, p.134) maintain that generally research is quantitative where there is some attempt to summarize the data and/or describe the relationships found using numbers. Sage Publications (Anon 2016, p.2) state that common quantitative methods include surveys and experiments.

Quantitative research has numerous benefits to the pursuit of knowledge in the managerial sciences. A key benefit in quantitative studies is the pursuit of the accurate measure, which lends itself to the objective pursuit of truth. Neuman (2014, p.97)

contends that positive social science researchers prefer precise quantitative data and often use experiments, surveys, and statistics. Quantitative research is suited to knowledge generalization. Sage Publications (Anon 2016:2) uphold that the aim of quantitative research is usually to generalize results from a sample to a larger known population. Neuman (2014:204) claims that in quantitative research, we think about variables and convert them into specific actions during a planning stage that is before and separate from gathering or analysing data. Quantitative research is well suited to the measurement of social phenomenon. Sage Publications (Anon 2016:2) argue that quantitative data are used to quantify attitudes, opinions, and behaviours. Quantitative research is ideal for usable numerical conclusions. Sage Publications (Anon 2016:2) argue that the data generated are numerical, or, if not numerical, can be transformed into useable statistics. Thus, quantitative research has numerous benefits to the pursuit of knowledge in competency-based managerial sciences.

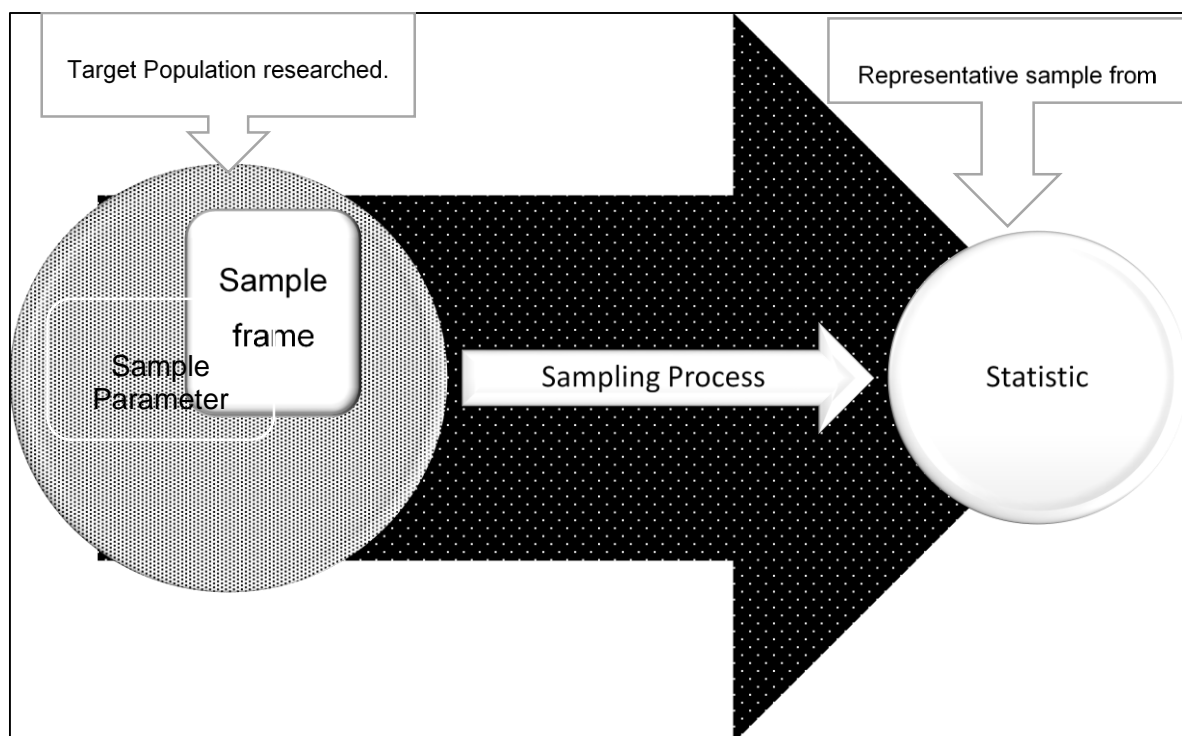
Quantitative research has challenges which are reconciled in qualitative research. Quantitative research is not suited to connecting non-numerical data to concepts or theory because it converts all data to a common numerical value. Neuman (2014:204) argues that unlike a quantitative study, a qualitative study does not convert all observations into a single, common medium such as numbers but leaves the data in a variety of non-standard shapes, sizes, and forms.

3.2 SAMPLING ISSUES IN POSITIVIST THEORY BUILDING

Sampling design is a process whereby a research projects target population, target frame, unit of analysis, sampling method and sample are identified in a way that mitigates sampling error. Slater & Kwakuatuahene-Gima in Ketchen & Bergh (2004, p.228) claim that a well-drawn sample is representative of the population of interest and allows relatively accurate generalizations of relationships found in the sample to the population.

Table 3.12 illustrates a model of the logic of sampling. A target population (N) is identified which research will be conducted upon. Sample frames are selected in quantitative research and a sample parameter is used in qualitative research. A sampling frame has a clearly defined outline whereas a sampling parameter is not as clearly defined. A sampling process then ensues out of which emerges the research sample. Data is collected from the sample and statistical analysis is used to link the findings to the theoretical enquiry.

Figure 3.12 A Model of the Logic of Sampling



SOURCE: Adapted from Neuman (2014, p.254)

3.3.1 UNIT OF ANALYSIS

The unit of analysis in social research is the lowest common denominator of a target population. Neuman (2014, p.250) calls the unit of analysis a sampling element and claims that a sampling element is the name for a case or single unit to be sampled. Sekaran (2003, p.132) argues that the unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage and furthermore that a unit of analysis can be individuals, dyads, groups, organizations, cultures, divisions, industries or even countries.

The sampling element for this study are middle and executive managers at eThekweni Metropolitan Municipality. Middle managers are employees with a pay grade of fourteen (14) or above and are responsible for staff and material resources. Drucker (2005, p.1) argues that management may be the most important innovation of the twentieth century and the one most directly affecting the young, educated people in colleges and universities who will be tomorrow's "knowledge workers" in managed institutions, and their managers the day after tomorrow. Drucker (2005:7) defines managers as people who are responsible for contribution and perform management tasks, whether or not they have power over others. Drucker outlines five areas of management being planning, organizing, integrating, measuring, and developing people.

The sample frame is the total number of sampling units in a target population. Neuman (2014, p.252) defines a sampling frame as a list of cases in a population, or the best approximation of them. Daniel (2012, p.27) defines a sampling frame as a listing of the target population. To minimise coverage bias, a sample frame of managers was obtained from the eThekweni Municipality's Global Address Book using the key description search words: Deputy City Manager, Head, Deputy Head, Senior Manager, Programme Manager, Project Manager, District Manager and Manager.

3.3.2 TARGET POPULATION

Neuman (2014, p.252) defines a target population as the concretely specified large group of many cases from which a researcher draws a sample and to which results from the sample are generalized. Cox (2008, p.3) defines target population for a survey as the entire set of units for which the survey data are to be used to make inferences which in this case are the middle and executive managers of the eThekweni Municipality. The characteristics of a target population impact choices to sample or census. eThekweni Metropolitan Municipality has 22823 permanent employees as of February 2017. Of the permanent employees there are a total of 726 (N=726) middle and executive managers which make up the target population.

As can be seen in Table 3.2, the total number of permanent employees at eThekweni Metropolitan Municipality is 22823. The target population of middle and executive public managers is 726 (N=726). It is made up of 5 deputy city managers, 30 heads of business units, 35 project executives, 67 deputy heads of business units, 165 senior managers, 12 programme managers, 33 project managers, 20 district managers and 359 managers.

Table 3.2 Summary of Sample Frame of Middle and Executive Management at eThekweni Metropolitan Municipality

Unit of Analysis	#
Permanent employees at eThekweni Metropolitan Municipality	22823
Target population for this case study (N)	726
Deputy City Managers	5
Heads	30
Project Executives	35
Deputy Heads	67
Senior Managers	165
Programme Managers	12
District Managers	20
Project Managers	33
Managers	359

Source: Author

3.3.3 THEORETICAL SAMPLING

Sampling is a research process that enables researchers to choose representative individuals in a target population so that reliable findings about the entire population can be deduced. Schindler and Cooper (2003, p.179) hold that sampling is the basic idea that by selecting some of the elements in a population, we may draw conclusions about the entire population. Sapsford (2011, p.51) claims that sampling is about getting a group to survey, which is enough like the population under investigation that valid generalizations can be made about the population on the basis of the sample. Daniel (2012a, p.1) asserts that sampling may be defined as the selection of a subset of a population for inclusion in a study.

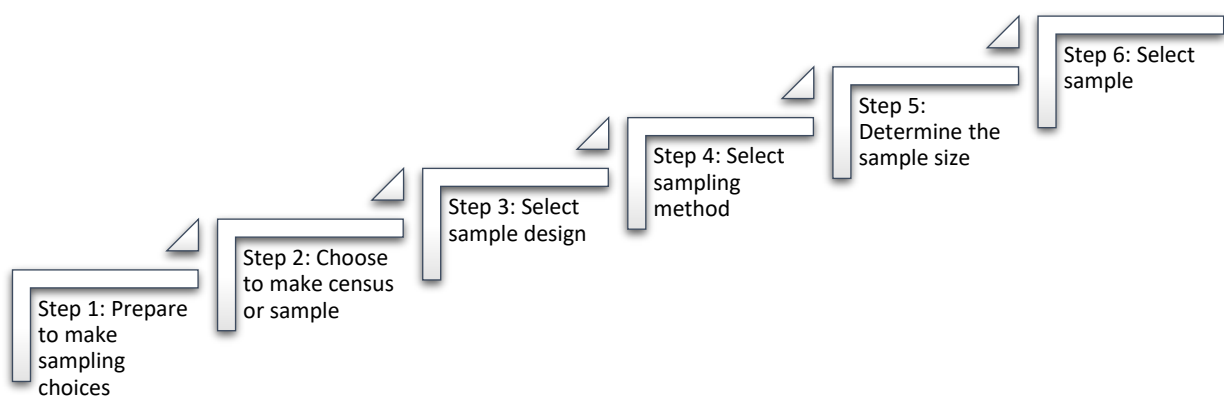
Theoretical sampling is a sampling design used in theory building research and relies on the professional discretion of the researcher to select units of analysis from the target population that will contribute to the theory development process. Eisenhardt (1989, p.533) claims that theoretical sampling is used when building theory in case studies and focuses efforts on theoretically useful cases which replicate or extend theory by filling conceptual categories. Theoretical sampling selects a sample for theoretical reasons rather than statistical reasons. Emmel (2014, p.14) claims that emerging theory is central to processes of theoretical sampling, in which the researcher jointly collects, codes, and analyzes data and decides what data to collect next and where to find them, in order to develop theory as it emerges. Van Den Hoonaard (2012, p.876) declares that theoretical sampling is a tool that allows the researcher to generate theoretical insights by drawing on comparisons among samples of data. Maines (2011, p.1122) asserts that theoretical sampling is an analytical process of deciding what data to collect next and where those data should be found. Hammersley (2011, p.299) ruminates that grounded theorizing is usually regarded as a form of qualitative inquiry, though in fact its originators saw it as applicable to quantitative data too and furthermore that theoretical sampling is tied to the purpose of generating and developing theoretical ideas, rather than being aimed either at producing findings that are representative of a population or at testing hypotheses. Corbin & Strauss (2012, p.143) explain that what makes theoretical sampling different from conventional methods of sampling is that it is responsive to the

data rather than established before the research begins. This study used theoretical sampling to select middle and executive managers at eThekweni Metropolitan Municipality for the purpose of building a new theory.

3.3.4 SELECTION OF THE SAMPLE

As stated by Daniel (2012, p.5) there are six (6) major steps in the selection of a sample. Figure 3.13 illustrates these steps. Step one (1) requires that the researcher makes appropriate preparations to make sampling choices that fit into the scope of their research project. Step two (2) the researcher decides whether to do a census or a sample. If the researcher chooses sampling then step three (3) will continue where the researcher decides, based on their research design, whether to use nonprobability, probability, mixed-methods or theoretical sampling design. Then in step four (4) the researcher will look at the best type of method with which to sample. Step five (5) determining the sample size. Finally step six (6) occurs when the sample is selected.

Figure 3.13 Major steps in selecting a sample



SOURCE: Adapted from Daniel (2012:5)

The inclusion criteria for the sample are that the sampling element for this study are middle and executive managers at eThekweni Metropolitan Municipality. Inclusion criteria for the sampling element are that managers are employees with a pay grade of fourteen (14) or above and who are responsible for contribution and perform management tasks of planning, organizing, integrating, measuring, and developing people., whether or not they have power over others. The total number of permanent employees at eThekweni Municipality is 22823 as of February 2017. Of the permanent employees 726 managers were included in the target population (N=726). To minimise coverage bias, a sample frame of managers was accessed from the eThekweni Municipality's Global Address Book using the key description search words: deputy city manager, head, deputy head, senior manager, programme manager, project manager, district manager, manager or regional coordinator.

The exclusion criteria for the sample are that the sampling element for this study are not employees at any other municipality or employees with a pay grade of less than fourteen (14). Exclusion criteria are any employee who does not have the key description search words: deputy city manager, head, deputy head, senior manager, programme manager, project manager, district manager, manager or regional coordinator.

3.4 POSITIVIST MEASURING INSTRUMENT

Data collection is the collection of primary and secondary data for answering the research questions. Data collection includes primary data, secondary data, a measuring approach and a measuring instrument to collect the data. Neuman (2014, p.218) explains that data collection is an interactive process in which particular researchers operate in an evolving setting whose context dictates using a unique mix of measures that cannot be repeated. This study utilized secondary case study data and a survey with a close-ended structured online questionnaire protocol to address the research question outlined earlier.

3.4.1 THE ONLINE QUESTIONNAIRE DEFINED

The questionnaire is the main practice for data collection in positivist research. For this case study, an online, close-ended, structured, quantitative, survey questionnaire will be utilised as a data-gathering instrument. The online instrument is made up of a cover email, cover letter of information, a consent form and the questionnaire. The questionnaire structure according to Peterson (2000, p.101) is a carefully formulated sequence of questions structured to obtain information that meets the requirements of a research project. Neuman (2014, p.49) defines questionnaire research as quantitative research in which the researcher systematically asks many people the same questions and then records their answers. Questionnaires are made up of sets of standardized questions or statements designed to collect information on the chosen research topics. The questionnaire, alternatively referred to as the instrument, typically contains a series of related questions for the respondents to answer. The questions are most often, but not always, in a closed format in which a set of response alternatives is specified. Czaja et al. (2005, p.3) explain that the resulting numerical, or quantitative, data are then entered into a data file for statistical analysis.

Online questionnaires have numerous advantages that make them well suited to measuring managerial attitudes towards competencies. Sekaran (2003, p.251) claims that the advantages of electronic questionnaires are that they are easy to administer, can reach global sampling frames, are inexpensive, are delivered quickly, and that respondents can answer at their convenience. Spencer & Spencer (1993, p.101) uphold that the benefits of surveys in competency research are that they are quick and cheap, numerous jobs can be studied efficiently, at different times, are suitable for conducting competency needs analysis and very importantly assist in the building of stakeholder consensus for study findings in target population.

Online questionnaires have their disadvantages in competency-based surveys. Sekaran (2003, p.251) claims that the disadvantages of electronic questionnaires are that computer literacy is a must, respondents must have access to computers and the electronic platform and that respondent must be willing to complete the survey. Spencer & Spencer (1993, p.101) assert that the disadvantages of surveys in competency research are that data is limited to items included in the survey, new

competencies cannot be identified by surveys, new information on competencies cannot be identified by surveys, survey data may reinforce invalid competencies and inefficient data collection methods may yield unreliable findings.

3.4.2 DESCRIPTION OF ONLINE QUESTIONNAIRE

Spencer & Spencer (1993, p.101), in their guidelines for developing competency surveys, advise that competency survey research is used to identify behaviors or characteristics of jobholders, not job tasks, that short simple descriptions are preferable, that items should be no more than 100 and that respondents should be managers of people doing the job, superior performers in the job, and outside experts who know the job well. Michael K. Bednar and James D. Westphal in Ketchen Jr. & Bergh (2006, p.50) concluded in their study on surveys with corporate elites that to increase the quantity and quality of survey responses researchers should employ the principles and practices of social influence theory such as the Norm of Reciprocity, Social Proof, Legitimacy and Authority, Helping Norm, and the Norm of social responsibility. They found that this was achieved by limiting the number of items on the survey, getting an endorsement from a prominent executive, including some type of incentive (i.e. small amount of money, promise of summary report), promising a summary report whether or not they respond, informing respondents that others have responded to similar surveys, and that pleas for help and using university letterheads have no effect on the quantity or quality of survey responses.

With this advice in mind the following interventions were actioned in this study's survey. To satisfy the principle of social proof, an indicator of numbers of managers who have responded to date were included in the email that initially corresponds with the manager. To satisfy the Norm of Reciprocity the number of items was reduced from 103 to 78 which reduced the length of time to approximately 9 minutes. To satisfy the principle of legitimacy and authority an endorsement (See ANNEXURE C) from a prominent executive, Dr Ngubane, head of the Skills Development Unit was attached, to the cover email (See ANNEXURE A) and inserted into the cover letter (See ANNEXURE B). This letter also serves as the Gatekeepers letter which satisfies the ethical requirements of the study. To satisfy the principle of the Norm of Reciprocity

an unconditional promise of a summary report was included in the survey which serves to satisfy the inclusion of some type of incentive.

The questionnaire is approximately 7-10 minutes in length and was introduced to the sample by means of an email notification. The email introduced the managers to the survey that they would encounter. From the start the respondents are addressed as public manager emphasizing that the target population are managers who work in the public sector. The electronic instrument can be found at the following link:

https://docs.google.com/forms/d/e/1FAIpQLSe7InUAQlOnxg_nkUZsBpfWtjXPtswzLd8sCFEMeNpojiThw/viewform?usp=sf_link. A typed version is available in Appendix E.

COVER LETTER OF INFORMATION

The cover letter of information by greeting the respondent as a public manager which draws attention to their role as managers in the public sector. The letter then emphasizes the importance of managerial capital in the global economy by quoting a recent finding from the Korn Ferry Institute, an international leader in human capital management. The Korn Ferry Institute (2016, p.4) claims that human capital represents a potential value of \$1,215 trillion to the global economy which is 2.33 times that of physical capital (tangible assets like technology, real estate, and inventory). Managerial capital, and its development, is more valuable now than ever before.

The number of respondents to date is then quoted to motivate responses. Respondents are then informed that they are selected because they are managers in the public sector. Respondents are then told that their contribution is unconditional.

Some more information is provided on the discipline the project is researching, the university administering the project and the title of the project. The purpose of the survey is explained which was to measure the professional opinions of eThekweni management on what they believe are the characteristics of a theoretical municipal manager. A kind note ensues explaining that responses are treated with strict confidentiality, no names will be divulged to any third party and that the collated

responses will be used primarily for statistical analysis. A promise is made that an unconditional, abridged research report will be sent to the respondent in the future.

The sections are then described and an explanation that respondents must not assess themselves when answering the questionnaire but that their interpretation of a theoretical municipal manager is being measured. The duration of the questionnaire is explained and a simple instruction on what is expected from the respondent that is to say that they are required to respond in an objective and critical manner. The question structure is explained as well as a note on the introductory explanation for each section. Respondents are requested to complete the questionnaire in a critical, professional and objective manner. Respondents are finally thanked for their professional cooperation and contact details are provided for any queries.

SECTION A: GENERAL INFORMATION

Section A measures the general information of respondents. Five questions were used to measure the key aspects of general respondent information needed for the survey.

SECTION B: THRESHOLD COMPETENCIES:

Section B measures the respondent's professional opinion of a theoretical effective municipal manager. Effective municipal managers perform at an acceptable level and display threshold competencies. Emmerling & Boyatzis (2012, p.11) argue that threshold competencies are generally accepted as being the manager's knowledge, skills and abilities necessary for job productivity. Boyatzis and Ratti (2009, p.823) confirm that the concept of threshold competencies is important to understand requirements to be able to perform a job or role at a performance level that is necessary to fulfill the basics of the job or role.

SECTION C: DISTINGUISHING COMPETENCIES:

Section C measures the respondent's professional opinion of a theoretical talented municipal manager. Talented municipal managers are superior performers who possess distinguishing competencies. Emmerling & Boyatzis (2012:11) claim that distinguishing competencies are those competencies only demonstrated, more frequently demonstrated or demonstrated in a more sophisticated way by superior performers.

CHOICE

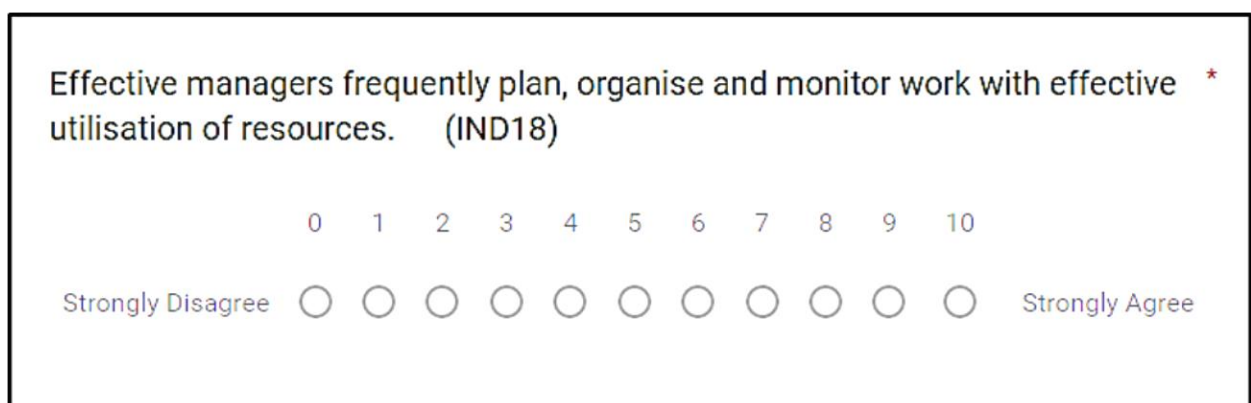
The choices of competencies were based on criterion referencing, that competencies used in the performance criteria of municipalities and governments were preferred because of their relevance to promoting service delivery in their organizations. Threshold competencies were selected from frameworks used in governments and differentiating competencies were selected from frameworks gleaned from authority's in competencies indicative of superior performance. When the same competency was found in more than one framework than the simpler, more coherent behavioural indicator was selected.

The choice of an online questionnaire was based on the principle of parsimony. Neuman (2014:57) defines parsimony as the research related idea that simple is better; everything else being equal, a social theory that explains more with less complexity is better. In this case, the online questionnaire methodology, was considered to involve less complexity than hand delivered or emailed questionnaires. Online questionnaires are quicker and more efficient than hand delivered questionnaires. Google forms collects the data in an excel format that is like the SPSS package making data migration more efficient and thus reducing the risk of data pollution through handling. Furthermore, the level of skill and availability of electronic resources meant that managers would have access to the questionnaire and can respond. Another factor influencing the use of Google forms as a data collection instrument was the report that is sent to respondents on completion which assists in

the achievement of upholding the ethical considerations of the questionnaire. Thus, compatibility of Google forms to Excel and SPSS was a consideration in parsimony.

Statements were structured to encourage the most insightful response from the least amount of effort of respondents. Figure 3.14 shows a sample of one of the statements from the online questionnaire. The statement begins with the criterion reference which in this case is effective performance. Threshold competencies are predictors of effective performance in employees. The next word indicates the unit of analysis which for this survey is managers. The third important word is the indicator of frequency which is an important just-noticeable-difference used to measure how often a competency is visible. In the pilot the word “*always*” was used to indicate frequency however, at the discretion of the researcher it was changed to frequently. Following the word *frequently* is the behavioural indicator used to show the presence of a competency. After the behavioural indicator is a code that is representative of the competency which in this case is IND18. The code IND18 tells the researcher that the competency is from the Government of India competency framework. An 11-point response scale is used which will be discussed in more detail in the section on response scale. The electronic questionnaire has the capability of selecting the circle that indicates the respondents attitude to the statement by clicking with a mouse or touching on a touch screen. Thus the survey can be answered on a desktop computer, laptop, tablet device or even smart cell phone making it accessible to modern technology. Responses are automatically collected and organized on a spreadsheet that records the data in a coherent format.

Figure 3.14 Sample statement from online survey



Effective managers frequently plan, organise and monitor work with effective utilisation of resources. (IND18) *

0 1 2 3 4 5 6 7 8 9 10

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ Strongly Agree

SOURCE: Author:2017

INSTRUCTIONS

The following instructions were placed at various places in the survey to help respondents respond with accuracy:

1. You have been selected for phase 3 of this approved research project because of the managerial nature of your work at eThekweni Metropolitan Municipality. To date more than 100 managers have responded. The purpose of the 7-10 minute survey is to measure the opinions of management on what they believe should be the behavioural characteristics of a municipal manager. Attached is the gatekeeper letter approving this project.

If you experience challenges with internet explorer it is likely that your internet browser is outdated.

Suggested solutions to this challenge include:

1. Updating your browser to the latest version
2. Using alternate browsers like Google Chrome or Mozilla Firefox
3. Contacting me and I will assist personally.

Your professional contribution is appreciated and I look forward to your response. Please click on this link to proceed to the electronic questionnaire: <https://goo.gl/forms/hP3D4q7ultB4bn9B3>

1. The questionnaire will take 7-10 minutes to complete.
2. The questions take the form of statements measured by an 11 point likhert scale that measures the degree to which managers agree or disagree with the statement.
3. Respondents are required to select the relevant pre-coded response.
4. Managers are instructed to complete all the questions in an informed, objective and professional manner.
5. Managers are instructed that the survey is not a self-assessment.
6. Organization refers to eThekweni Municipality and all its staff members, unless otherwise stated.

DEFINITIONS

Included before each section is a brief explanation of the key terminology relating to the concepts to assist respondents when completing the questionnaire. Two broad

competency category definitions are provided. These are the definition of threshold and differentiating / distinguishing competencies which indicate or predict effective and or superior performers. Emmerling & Boyatzis (2012:11) argue that threshold competencies are generally accepted as being the manager's knowledge, skills and abilities necessary for job productivity. Boyatzis and Ratti (2009:823) confirm that the concept of threshold competencies is important to understand requirements to be able to perform a job or role at a performance level that is necessary to fulfill the basics of the job or role. Emmerling & Boyatzis (2012:11) claim that distinguishing competencies are those competencies only demonstrated, more frequently demonstrated or demonstrated in a more sophisticated way by superior performers. Thus a definition for

LIKERT / RESPONSE SCALE

The Likert or response scale is an important consideration in the design of an online competency survey. Batista-Foguet et al. (2009:575) claim that response to items in a questionnaire has been studied in personality assessments with the options of a forced choice (i.e., True or False), a ranking (i.e., listing 1st, 2nd choice, etc.), a Likert scale (i.e., 5- or 7-point scale of intensity, either "Mostly Agree" to "Mostly Disagree" or a frequency scale with one meaning "never" and seven meaning "always"). Spector (2004:572) says that the Likert scale allows people to indicate their position on items along a quantitative continuum. Ryan et al. (2012:98) used a 5 point response scale in a competency-based questionnaire to measure the competency of business unit managers. Sharma (2007:62) used a 5 point response scale to measure competency proficiency in employees. Batista-Foguet et al. (2009:579) concluded that an 11 point response scale provides greater reliability and slightly more method effect than the 5-point response scale for predominantly European sample. Another important point regarding responses is that the statements began with the category for which the competency was being measured and in addition the word frequently was added.

3.5 PILOT TEST

Peterson (2000:24) says that pilot testing of survey questionnaires is the most sophisticated and, consequently, the most expensive method of pretesting a questionnaire. A pilot study is essentially a small-scale study; normally it consists of administering a proposed questionnaire under simulated or actual research project conditions. Basson (2008:8) says that pilot surveys are invaluable and provide an opportunity for behaviour coding to systematically count the occurrence of problematic interviewer or respondent behaviours.

3.6 DELIMITATIONS / SCOPE

This South Africa based quantitative study is delimited to competency-based management in local government regarding the middle and executive managers of eThekweni Metropolitan Municipality. eThekweni Metropolitan Municipality has a staff complement of 24725 and is the third largest metropolitan municipality in South Africa. It has 726 managers who made up the target population for this study. Moreover, the study is delimited and does not include other metropolitan municipalities in the Republic of South Africa because of unique situational factors. The inclusion of any other municipality will make the study impractical as it will become too longitudinal. Hence, the eThekweni Metropolitan Municipality is ideally suited as a strategically selected Municipality for this study.

3.7 DATA ANALYSIS

Factor analysis is a preferred analytical practice for developing competency theory. Eisenhardt (1989, p.542) emphasized that there is no data analysis technique available like factor analysis to build theory by collapsing multiple indicators into a single construct measure. Gushta & Rupp (2010, p.1251) maintain that factor-analytic techniques can be employed to investigate the score relationships for items on a single instrument or for items on multiple instruments. Factor analysis has been used in numerous competency studies. For example Silva et al. (2014, p.2) used factor analysis to finally develop the Silva's Management Competency Framework Assessment Instrument by uncovering the latent structure of a set of variables. Their data was subjected to principal axis factoring using IBM's Statistical Package for Social Sciences (SPSS). The Bartlett test of sphericity was significant ($p < .000$) and the KMO measure of sampling adequacy was 0.84, suggesting that the data was suitable for factor analysis. The eigenvalue distribution of the scree plot suggested that 8 factors should be extracted. In 2006 Boyatzis and Goleman (Hay Group 2011, p.6) re-conceptualized the Emotional Competency Inventory as a measure of emotional and social intelligence competencies by reviewing every item and competency scale, applying factor analyses and revising them as necessary to ensure that they identified specific behaviors and were understandable and concise.

Exploratory factor analysis is often used to develop competency frameworks. For example Lakshminarayanan & Pai (2016, p.425) used exploratory factor analysis to subject 30 items representing competency dimensions to principal component analysis with varimax rotation in order to identify a factor structure. All the factors with eigenvalue ≥ 1 were retained and the results were further utilized to analyse the sampling adequacy Kaiser-Meyer-Olkin. Another example is where Boyatzis (2013, p.7) used a principal axis exploratory factor analysis with promax rotation which showed the factor analytic properties of the Emotional Social Competency Instrument (ESCI) to be outstanding. Another example is when (Boyatzis 2013, p.3) conducted a statistical review of scale structure, reliability and validity. Boyatzis used three data analyses to redesign the ESCI scale. Firstly, the correlation matrix of the scales by Steve Wolff in the November 2005 Technical Manual ($n = 21,256$); secondly when the exploratory factor analysis by Boyatzis and Sala, 2004 ($n = 6,500$); and thirdly when

the correlation matrix generated from the factor scores of the Confirmatory Factor Analysis scale correlations by Joan Manuel Battista, 2005 (n ~ 6,500). In addition, reliability calculated with Cronbach's alpha was used.

Confirmatory factor analysis is used to test measurement equivalence in competency frameworks. For example Ramo et al. (2009, p.780) tested the measurement equivalence of the clusters/subscales structure across groups with multi-group confirmatory factor analysis.

Exploratory and confirmatory factor analysis are used together to develop theory. For example Goleman (2001, p.114) used factor analysis to clarify the internal structure of the Emotional Quotient Inventory (EQ-i). These analyses were performed on data from the normative sample (N = 3,831), progressing from exploratory to confirmatory factor analysis. A thirteen-factor solution with a varimax rotation initially afforded the most meaningful interpretation theoretically.

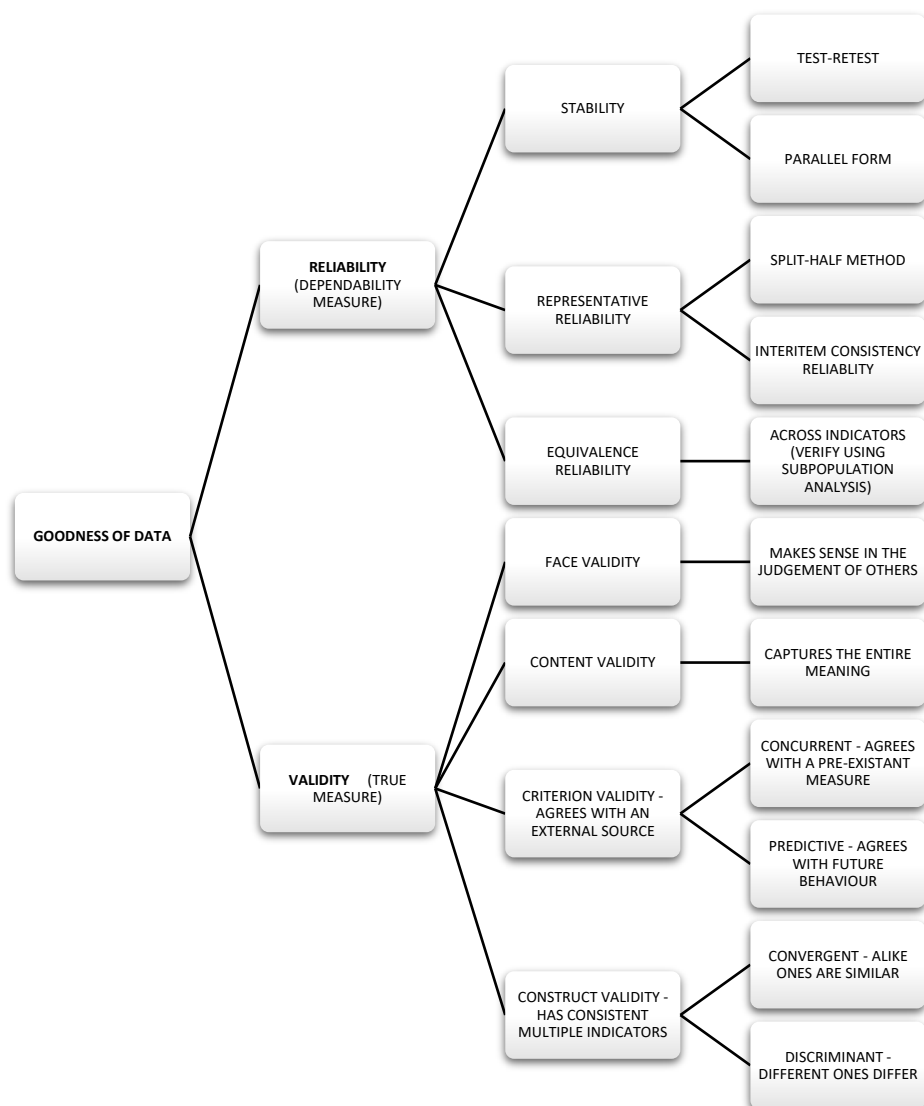
The responses to the close-ended structured quantitative questionnaire will be captured to form a data set. The responses will be analysed using the latest version of the Statistical Package for Social Sciences (SPSS) for Windows. Einspruch (2005:1) says that SPSS provides a comprehensive set of flexible tools that can be used to accomplish a wide variety of data analysis tasks. The initial data will be analysed into descriptive statistics for the demographic variables. The descriptive statistics will be used to analyse the composition and characteristics of the sample and will be organised, summarised and presented in figures.

Factor analysis will be used to develop the competency based talent management framework for local government. To develop the framework, a correlation coefficient matrix will be generated to assess the predictive validity of the instrument. All the items with correlation coefficients above 0.3 will be retained in the framework to ensure content validity (Silva *et al.* 2014). A factor structure will then be established using principal axis factoring analysis and oblique rotation method (Silva *et al.* 2014).

3.8 RELIABILITY AND VALIDITY OF MEASURING APPROACH

The goodness of data is tested by reliability and validity. Figure 3.15 provides a summary of measurement reliability and validity types all of which are used by researchers to measure the goodness of the data they are using to answer their research questions. The following discussion will elaborate on reliability and validity, their definition, types and sub-types.

Figure 3.15 Summary of Measurement Reliability and Validity Types



SOURCE: Adapted from Neuman (2014, p.217)

3.8.1 RELIABILITY DEFINED

Sekaran (2003, p.203) argues that the reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. Neuman (2014, p.212) asserts that measurement reliability is defined as the dependability or consistency of the measure of a variable. Reliability is indicated by three measures being stability, representative reliability and equivalence reliability. We will include factor analysis ways of establishing reliability. Reliability will be established by subjecting the dataset to Cronbach Coefficient Alpha testing.

3.8.2 VALIDITY DEFINED

Validity is an indicator of the accuracy of an instrument in measuring data intended to answer research questions. Neuman (2014:215) claims that measurement validity quantifies how well an empirical indicator and the conceptual definition of the construct that the indicator is supposed to measure “fit” together. Kvale, S. and Brinkmann, S. (2009: 249) assert that validity in a quantitative survey research project pertains to "trustworthiness of the subject's reports and the quality of interviewing, which should include a careful questioning to the meaning of what is said and a continual checking of the information obtained as a validation in situ. Carmines & Zeller (2011:19) uphold that validity is the extent to which any measuring instrument measures what it is intended to measure. Litwin (1995:4) articulates that validity is an important measure of a survey instrument's accuracy. Validity types that are typically measured when assessing the performance of a survey instrument are four in number. These are face, content, criterion, and construct. Neuman (2014:216) confirms that the four types of measurement validity are face, content, criterion-related and construct validity.

Table 3.18 presents a summary of the different types of validity and includes appropriate descriptive questions that researchers must ask when investigating specific forms of validity. This section will briefly expand on the major types of validity with some sub-types.

Table 3.16 Summary of Validity Types With Descriptions

Validity Type	Description
Face	Do “experts” validate that the instrument measures what its name suggests it measures?
Content	Does the measure adequately measure the concept?
Criterion-related	Does the measure differentiate in a manner that helps to predict a criterion variable?
Concurrent	Does the measure differentiate in a manner that helps to predict a criterion variable currently?
Predictive	Does the measure differentiate individuals in a manner as to help predict a future criterion?
Construct	Does the instrument tap the concept as theorized?
Convergent	Do two instruments measuring the concept correlate highly?
Discriminant	Does the measure have a low correlation with a variable that is supposed to be unrelated to this variable?

SOURCE: Adapted from Sekaran (2003, p.208)

3.8.3 FACE VALIDITY

Neuman (2014:216) defines face validity as a type of measurement validity in which an indicator “makes sense” as a measure of a construct in the judgment of others, especially in the scientific community. According to Sekaran (2003:206) face validity indicates that the items that are intended to measure a concept, do on the face of it, look like they measure the concept.

3.8.4 CONTENT VALIDITY

Neuman (2014:216) defines content validity as a type of measurement validity that requires that a measure represent all aspects of the conceptual definition of a construct. According to Sekaran (2003:415) content validity establishes the representative sampling of a whole set of items that measures a concept, and reflects how well the dimensions and elements thereof are delineated.

3.8.5 CRITERION-RELATED VALIDITY

Neuman (2014:217) defines criterion validity as a measurement validity that relies on some independent, outside verification and further claims that in criterion validity the validity of an indicator is verified by comparing it with another measure of the same construct in which a researcher has confidence. Nunnally in Carmines & Zeller (2011:18) asserts that criterion-related validity is at issue when the purpose is to use an instrument to estimate some important form of behavior that is external to the measuring instrument itself, the latter being referred to as the criterion. The two subtypes of criterion validity are predictive validity and concurrent validity.

PREDICTIVE CRITERION-RELATED VALIDITY

Predictive validity is a measure of future criterion-related validity. Predictive validity is used extensively in competency research and is considered to be the fundamental question that needs answering. The reason for this is that competencies are used to predict performance linked to a criterion reference. Neuman (2014:217) defines predictive validity as a measurement validity that relies on the occurrence of a future event or behaviour that is logically consistent to verify the indicator of a construct. Cramer & Howitt (2011:129) claim that predictive validity is the extent to which a

variable predicts or is related to another variable which is measured subsequently. Ryan et al. (2012:94) uphold that the fundamental question of predictive validity in competency research is whether competencies measured at one time predict some level of performance at a future time. Sekaran (2003:415) upholds that predictive validity is the ability of the measure to differentiate among individuals as to a criterion predicted for the future.

CONCURRENT CRITERION-RELATED VALIDITY

Concurrent validity is a measure of present criterion-related validity. Neuman (2014:217) defines concurrent validity as a measurement validity that relies on a preexisting and already accepted measure to verify the indicator of a construct. Carmines & Zeller (2011:20) uphold that concurrent validity is assessed by correlating a measure and the criterion at the same point in time. Sekaran (2003:415) claims that concurrent validity relates to criterion-related validity, which is established at the same time the test is administered.

3.8.6 CONSTRUCT VALIDITY

Neuman (2014:217) defines construct validity as a type of measurement validity that uses multiple indicators and has two subtypes being divergent and discriminant construct validity. Sekaran (2003:207) claims that construct validity testifies to how well the results obtained from the use of the measure fit the theories around which the test is designed.

CONVERGENT CONSTRUCT VALIDITY

Neuman (2014:217) defines convergent validity as type of measurement validity for multiple indicators based on the idea that indicators of one construct will act alike or converge. Sekaran (2003:207) asserts that convergent validity is established when the scores obtained with two different instruments measuring the same concept are highly correlated.

DISCRIMINANT CONSTRUCT VALIDITY

Neuman (2014:217) defines discriminant validity for multiple indicators based on the idea that indicators of different constructs diverge. Sekaran (2003:207) asserts that

discriminant validity is established when, based on theory, two variables are predicted to be uncorrelated, and the scores obtained by measuring them are indeed empirically found to be so.

3.9 ETHICAL CONSIDERATIONS

Kimmel (1988:42) says that research ethics help to ensure that scientific endeavors are compatible with values and goals, through shared guidelines, principles, and written and unwritten laws. The researcher will endeavor by all reasonable means to ensure that the study is compatible with values and goals as taught by Msweli (2016).

The researcher pays careful attention to ensure:

1. there is no conflict of interest,
2. that the researcher is not incentivized to conduct research,
3. that requirements for written informed consent are met;
4. that gatekeeper information is obtained,
5. that there is no foreseeable risk of harm or discomfort of participants,
6. that anonymity of participants is maintained,
7. that confidentiality of responses and data collected is maintained,
8. that data is not gathered on personally sensitive or contentious issues,
9. that there is no deception of any kind,
10. that the ethics checklist is completed and
11. that the ethics checklist is approved by the relevant ethics committee before commencement of research.

3.10 CONCLUDING REMARKS

Chapter 3 presented the chosen positivist case study theory building paradigm. Theoretical sampling was used to select middle and executive managers at the eThekweni Metropolitan Municipality that would contribute to the development of the new theory. An online survey was selected for quantitative data collection and was used to measure the attitudes of the sample to the conceptual domain of competent governance identified in Chapter 2. Factor analysis was selected for validation of the goodness of the data and to reduce the data into theoretically meaningful concepts and scales. Cronbach Alpha Reliability Co-efficients with IBM's SPSS version 24 were conducted on the resultant conceptual frameworks to establish the dependability of the measure.

CHAPTER 4: RESULTS AND ANALYSIS

4.1 INTRODUCTION

Since competency-based management improves performance, research into competent governance is important. Chapter 1 provided an overview of the study focussing on the problem statement, definitions and literature review. Chapter 2 addressed the first research questions of this study and presented substantive arguments, conclusions, claims and findings of other scholars pertaining to issues of competency frameworks and managerial talent. Chapter 3 addressed how the research was conducted and how the data was collected and analysed. This chapter clarifies the results and analyses the validity of the measure gathered in data collection. More importantly it answers Research Question 2 which is a critical criterion for developing the new theory.

The research question that this chapter addresses is:

Research Question 2: What is the valid measure of competent governance?

4.2 DESCRIPTIVE STATISTICS OF THE DEMOGRAPHIC PROFILE OF THE SAMPLE

The descriptive statistics used in this chapter include the frequencies and percentages of responses to demographic and research variables in the study. The demographic variables are five in number and include age group; gender; level of education; length of service and paygrade. The research variables include the conceptual domain of competent governance identified in Chapter 2.

As can be seen in Table 4.19 the age group of respondents (n=117) was between 21 and 65 years of age. One manager between the ages of 21 and 30 years responded to the survey which made up 0.9% of the sample which was the smallest percentage. Twenty-one managers between the ages of 31 and 40 years responded to the survey which made up 17.9% of the sample. Forty-nine managers between the ages of 41 and 50 years responded to the survey which made up 41.9% of the sample which was the biggest response group. Forty managers between the ages of 51 and 60 years responded to the survey which made up 34.2% of the sample. Six managers between the age of 61 and 65 years responded to the survey which made up 5.1% of the sample.

As can be seen in Table 4.19, the male gender predominantly responded to the survey. This must be interpreted with caution as the ratio of female to male managers employed in the municipality may contribute to this result. The gender of respondents was 42 females making up 35.9% of the respondents and 75 males making up 64.1% of respondents.

As can be seen in Table 4.19, the level of education of middle to executive management of respondents ranges from matric to double doctoral degree. Most managers who responded to the survey have an honours degree or bachelor of technology level of education. Four-point three percent of respondents have a matric education. Twenty-seven-point four percent of respondents have a Diploma or Bachelor's degree level of education. Thirty-two-point five percent of respondents have an honours degree or bachelor of technology level of education. Twenty-nine-point nine percent of respondents have Master's degree level of education. Five-point

one percent of respondents have a Doctoral degree level of education. Zero-point nine percent of the respondents has a double doctoral degree level of education.

As can be seen in Table 4.19, the length of service of middle to executive management of respondents ranges from 0 to 40 years. Most respondents have been serving for 6-10 years. twenty-two respondents have been serving for 0 to 5 years which makes up 18.8% of the responses. Twenty-four respondents have been serving for 6 to 10 years which makes up 20.5% of the responses. Eleven respondents have been serving for 11 to 15 years which makes up 9.4% of the responses. Nineteen respondents have been serving for 16 to 20 years which makes up 16.2% of the responses. Fourteen respondents have been serving for 21 to 25 years which makes up 12.0% of the responses. Nine respondents have been serving for 26 to 30 years which makes up 7.7% of the responses. Thirteen respondents have been serving for 31 to 35 years which makes up 11.1% of the responses. Five respondents have been serving for 36 to 40 years which makes up 4.3% of the responses.

As can be seen in Table 4.19, the pay grade of middle to executive management of respondents ranges from 14 to 25. Pay grade at the municipality is referred to as TK and is an important differentiator between middle and executive management. Middle management ranges from 14 to 18 and executive management ranges from 19 and above. Most responses came from middle management. Twenty-six middle managers with a 14-pay grade responded which makes up 22.2% of the responses. Twenty-six middle managers with a 15-pay grade responded which makes up 22.2% of the responses. Eleven middle managers with a 16-pay grade responded which makes up 9.4% of the responses. Twenty-six middle managers with a 17-pay grade responded which makes up 22.2% of the responses. Nine middle managers with a 18-pay grade responded which makes up 7.7% of the responses. Three executive managers with a 19-pay grade responded which makes up 2.6% of the responses. Two executive managers with a 20-pay grade responded which makes up 1.7% of the responses. Twelve executive managers with a 21-pay grade responded which makes up 10.3% of the responses. One executive managers with a 22-pay grade responded which makes up 0.9% of the responses. One executive managers with a 25-pay grade responded which makes up 0.9% of the responses.

Table 4.17 Descriptive statistical summary of demographic profile of the sample

Variable	Item	Frequency	Percent	Cumulative Percent
Age Group	21-30 years	1	0.9	0.9
	31-40 years	21	17.9	18.8
	41-50 years	49	41.9	60.7
	51-60 years	40	34.2	94.9
	61-65 years	6	5.1	100
	Total	117	100	
Gender	FEMALE	42	35.9	35.9
	MALE	75	64.1	100
	Total	117	100	
Level of Education	Matric	5	4.3	4.3
	Diploma or Bachelor's degree	32	27.4	31.6
	Honours degree or Bachelor of Technology	38	32.5	64.1
	Master's Degree	35	29.9	94
	Doctoral Degree	6	5.1	99.1
	Double Doctoral Degree	1	0.9	100
	Total	117	100	
Length of Service	0-5 YEARS	22	18.8	18.8
	6-10 YEARS	24	20.5	39.3
	11-15 YEARS	11	9.4	48.7
	16-20 YEARS	19	16.2	65
	21-25 YEARS	14	12	76.9
	26-30 YEARS	9	7.7	84.6
	31-35 YEARS	13	11.1	95.7
	36-40 YEARS	5	4.3	100
	Total	117	100	
Pay Grade	TK14	26	22.2	22.2
	TK15	26	22.2	44.4
	TK16	11	9.4	53.8
	TK17	26	22.2	76.1
	TK18	9	7.7	83.8
	TK19	3	2.6	86.3
	TK20	2	1.7	88
	TK21	12	10.3	98.3
	TK22	1	0.9	99.1
	TK25	1	0.9	100
	Total	117	100	

4.3 DESCRIPTIVE STATISTICS OF DIFFERENTIATING AND THRESHOLD COMPETENCY VARIABLES IN THE STUDY

Differentiating competencies are behavioural characteristics associated with superior governance and are typically found in talented employees. They differentiate the talented from the effective. As can be seen in Table 4.20, the median of all differentiating variables is 9.00. This indicates that more than 50% of responses were inclined to strongly agree that talented managers should practice these competencies. As can be seen in Table 4.20, the mode of all the threshold variables is ten. This indicates that most of the respondents strongly agree with the differentiating competencies in the survey. The descriptive statistics for the differentiating variables will now be described. There were 39 differentiating competencies in the survey and 117 respondents.

The **Accurate Self-Assessment competency** is a differentiating governance competency from the Daniel Goleman's Leadership Competency Framework. The Accurate Self-Assessment competency behavioural indicator claims that talented managers frequently exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Sixteen-point-two percent (16.2%) of respondents agreed with the competency statement. Twenty-three-point-one percent (23.1%) of respondents were inclined to strongly agree with the competency statement. Forty-point-two percent (40.2%) of respondents strongly agreed with the competency statement.

Table 4.18 Descriptive statistics of differentiating competencies

Descriptive Statistics of Differentiating Competencies	Median	Mode	Strongly Disagree	Inclined to Strongly Disagree	Disagree	Inclined to disagree	Unsure	Neutral	Sure	Inclined to agree	Agree	Inclined to strongly agree	strongly agree	Total
Accurate Self Assessment	9.00	10	0.0	0.0	0.0	1.7	0.0	4.3	5.1	9.4	16.2	23.1	40.2	100.0
Achievement Orientation:	9.00	10	0.0	0.0	0.0	0.9	0.9	4.3	4.3	5.1	14.5	27.4	42.7	100.0
Adaptability:	9.00	10	0.0	0.0	0.9	1.7	2.6	3.4	6.0	10.3	19.7	16.2	39.3	100.0
Analytical Thinking	9.00	10	0.0	0.0	0.9	0.9	0.0	5.1	4.3	7.7	21.4	23.1	36.8	100.0
Business Skills	9.00	10	0.0	0.0	0.0	1.7	0.0	6.0	2.6	11.1	17.1	21.4	40.2	100.0
Change Management	9.00	10	0.0	0.0	0.0	3.4	0.0	3.4	5.1	9.4	21.4	21.4	35.9	100.0
Client Focus	9.00	10	0.0	0.0	0.0	1.7	0.9	4.3	4.3	9.4	18.8	21.4	39.3	100.0
Coaching	9.00	10	0.0	0.0	0.0	1.7	1.7	4.3	6.0	5.1	22.2	19.7	39.3	100.0
Conceptual thinking	9.00	10	0.0	0.9	0.0	2.6	0.9	6.8	5.1	6.8	24.8	18.8	33.3	100.0
Concern for order	9.00	10	0.0	1.7	0.0	1.7	1.7	4.3	6.8	12.0	19.7	16.2	35.9	100.0
Conflict Management:	9.00	10	0.0	0.9	0.9	0.0	0.0	4.3	8.5	13.7	17.9	16.2	37.6	100.0
Customer service orientation	9.00	10	0.9	0.0	0.9	0.9	0.0	4.3	6.0	12.0	18.8	20.5	35.9	100.0
Developing others	9.00	10	1.7	0.0	0.9	1.7	1.7	2.6	6.8	10.3	19.7	18.8	35.9	100.0
Diplomatic Sensitivity	8.00	10	0.9	0.0	0.9	1.7	0.9	5.1	6.0	10.3	24.8	17.9	31.6	100.0
Drafting Skills	9.00	10	0.0	0.0	0.9	2.6	0.0	4.3	5.1	14.5	16.2	17.9	38.5	100.0
Emotional Self-Awareness:	9.00	10	0.9	0.0	0.0	2.6	0.9	2.6	6.8	12.8	22.2	12.8	38.5	100.0
Emotional Self-Control:	9.00	10	0.0	0.0	1.7	2.6	0.0	5.1	7.7	12.0	19.7	15.4	35.9	100.0
Flexible Thinking	9.00	10	0.0	0.0	0.0	0.9	3.4	5.1	6.0	9.4	15.4	20.5	39.3	100.0
Global Mindset	9.00	10	0.0	0.0	1.7	0.9	0.9	2.6	6.8	9.4	18.8	16.2	42.7	100.0
Impact and Influence	9.00	10	0.0	0.0	0.0	1.7	0.0	2.6	10.3	11.1	19.7	14.5	40.2	100.0
Industry Knowledge	9.00	10	0.0	0.0	0.0	1.7	0.9	3.4	6.8	11.1	22.2	23.1	30.8	100.0
Influence:	9.00	10	0.0	0.0	0.0	0.9	0.0	4.3	7.7	16.2	18.8	23.9	28.2	100.0
Initiative	9.00	10	0.0	0.0	0.0	0.9	0.0	3.4	5.1	12.0	18.8	21.4	38.5	100.0
Inspirational Leadership:	9.00	10	0.0	0.0	0.9	0.0	0.9	4.3	4.3	8.5	17.1	22.2	41.9	100.0
Integrated Talent Management	9.00	10	0.0	0.0	0.0	0.9	1.7	5.1	6.0	11.1	18.8	17.9	38.5	100.0
Interpersonal Skills	9.00	10	0.0	0.0	0.9	0.0	0.9	5.1	2.6	12.8	15.4	20.5	41.9	100.0
Knowledge Management	9.00	10	0.9	0.9	0.9	0.0	0.9	5.1	6.0	9.4	23.9	17.1	35.0	100.0
Managing Resources	9.00	10	0.0	0.0	1.7	0.0	0.9	5.1	3.4	11.1	14.5	21.4	41.9	100.0
Optimism	9.00	10	0.0	0.0	0.9	0.9	0.0	6.8	6.8	9.4	17.1	22.2	35.9	100.0
Organizational Alignment	9.00	10	0.0	0.0	0.9	0.0	0.0	6.0	6.8	12.0	15.4	19.7	39.3	100.0
Organizational Awareness:	9.00	10	0.0	0.0	1.7	0.0	0.9	6.0	9.4	12.8	18.8	18.8	31.6	100.0
Organizational knowledge	9.00	10	0.0	0.0	0.9	0.9	1.7	2.6	6.0	12.8	19.7	17.1	38.5	100.0
Pattern Recognition:	8.00	10	0.0	0.0	2.6	0.9	3.4	7.7	6.8	13.7	19.7	18.8	26.5	100.0
Personal Skills	9.00	10	0.0	0.0	0.9	0.9	0.0	6.0	4.3	9.4	17.1	18.8	42.7	100.0
Self Control	9.00	10	0.0	0.0	0.0	0.9	0.9	5.1	8.5	8.5	12.0	28.2	35.9	100.0
Strategic Networking	9.00	10	0.0	0.0	0.0	0.9	0.0	5.1	6.0	12.0	14.5	19.7	41.9	100.0
Strategic Thinking	9.00	10	0.0	0.0	0.9	0.9	0.9	6.0	6.0	10.3	21.4	15.4	38.5	100.0
Teamwork and cooperation	9.00	10	0.0	0.0	0.0	1.7	0.0	6.0	6.8	11.1	19.7	13.7	41.0	100.0
Transparency	9.00	10	0.0	0.9	0.0	0.0	0.9	7.7	5.1	12.0	11.1	14.5	47.9	100.0

The **Achievement Orientation competency** is a differentiating governance competency from the Richard Boyatzis's Managerial and Leadership Competency Framework. The Achievement Orientation competency behavioural indicator claims that talented managers frequently strive to improve or meet a standard of excellence. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents was unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Five-point-one percent (5.1%) of respondents were inclined to agree with the competency statement. Fourteen-point-five percent (14.5%) of respondents agreed with the competency statement. Twenty-seven-point-four percent (27.4%) of respondents were inclined to strongly agree with the competency statement. Forty-two-point-seven percent (42.7%) of respondents strongly agreed with the competency statement.

The **Adaptability competency** is a differentiating governance competency from the Richard Boyatzis's Managerial and Leadership Competency Framework. The Adaptability competency behavioural indicator claims that "Talented managers are frequently flexible in handling change. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. Two-point-six percent (2.6%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Sixteen-point-two percent (16.2%) of respondents were inclined to strongly agree with the competency

statement. Thirty-nine-point-three percent (39.3%) of respondents strongly agreed with the competency statement.

The **Analytical Thinking competency** is a differentiating governance competency from the Organization for Economic Cooperation and Development Talent Competency Framework competency framework. The Analytical Thinking competency behavioural indicator claims that talented managers frequently identify key or underlying issues in complex situations. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Seven-point-seven percent (7.7%) of respondents were inclined to agree with the competency statement. Twenty-one-point-four percent (21.4%) of respondents agreed with the competency statement. Twenty-three-point-one percent (23.1%) of respondents were inclined to strongly agree with the competency statement. Thirty-six-point-eight percent (36.8%) of respondents strongly agreed with the competency statement.

The **Business Skills competency** is a differentiating governance competency from The Association for Talent Development Competency Framework. The Business Skills competency behavioural indicator claims that talented managers frequently demonstrate business understanding and drive business results and outcomes. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Six percent (6.0%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency

statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Twenty-one-point-four percent (21.4%) of respondents were inclined to strongly agree with the competency statement. Forty-point-two percent (40.2%) of respondents strongly agreed with the competency statement.

The **Change Management competency** is a differentiating governance competency from the Association for Talent Development Competency Framework. The Change Management competency behavioural indicator claims that talented managers frequently apply a systematic process to shift individuals, teams, and organizations from current state to desired state. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Three-point-four percent (3.4%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Twenty-one-point-four percent (21.4%) of respondents agreed with the competency statement. Twenty-one-point-four percent (21.4%) of respondents were inclined to strongly agree with the competency statement. Thirty-five-point-nine percent (35.9%) of respondents strongly agreed with the competency statement.

The **Client Focus competency** is a differentiating governance competency from the Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Client Focus competency behavioural indicator claims that Talented Managers frequently understand clients' needs and concerns and provide sound recommendations and/or solutions. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency

statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Twenty-one-point-four percent (21.4%) of respondents were inclined to strongly agree with the competency statement. Thirty-nine-point-three percent (39.3%) of respondents strongly agreed with the competency statement.

The **Coaching competency** is a differentiating governance competency from the Association for Talent Development Competency Framework. The Coaching competency behavioural indicator claims that talented managers frequently apply a systematic process to improve others' abilities to set goals, take action, and maximize their strengths. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents of respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Five-point-one percent (5.1%) of respondents were inclined to agree with the competency statement. Twenty-two-point-two percent (22.2%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Thirty-nine-point-three percent (39.3%) of respondents strongly agreed with the competency statement.

The **Conceptual thinking competency** is a differentiating management competency from Spencer and Spencer's Generic Competency Model for Superior Performance. The Conceptual thinking competency behavioural indicator claims that talented managers frequently apply and modify complex learned concepts or methods appropriately. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. No respondents

disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Six-point-eight percent (6.8%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Six-point-eight percent (6.8%) of respondents were inclined to agree with the competency statement. Twenty-four-point-eight percent (24.8%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents were inclined to strongly agree with the competency statement. Thirty-three-point-three percent (33.3%) of respondents strongly agreed with the competency statement.

The **Concern for order competency** is a differentiating governance competency from the Spencer and Spencer's Generic Competency Model for Superior Performance. The Concern for order competency behavioural indicator claims that talented managers frequently set-up and maintain systems of information. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. Two respondents, equalling 1.7%, were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Twelve percent (12%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Sixteen-point-two percent (16.2%) of respondents were inclined to strongly agree with the competency statement. Thirty-five-point-nine percent (35.9%) of respondents strongly agreed with the competency statement.

The **Conflict Management competency** is a differentiating governance competency from the Richard Boyatzis's Managerial and Leadership Competency Framework. The Conflict Management competency behavioural indicator claims that talented managers frequently negotiate and resolve disagreements. As can be seen in Table

4.20, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Eight-point-five percent (8.5%) of respondents were sure with the competency statement. Thirteen-point-seven percent (13.7%) of respondents were inclined to agree with the competency statement. Seventeen-point-nine percent (17.9%) of respondents agreed with the competency statement. Sixteen-point-two percent (16.2%) of respondents were inclined to strongly agree with the competency statement. Thirty-seven-point-six percent (37.6%) of respondents strongly agreed with the competency statement.

The **Customer service orientation competency** is a differentiating governance competency from Spencer and Spencer's Generic Competency Model for Superior Performance. The Customer service orientation competency behavioural indicator claims that talented managers frequently take personal responsibility for correcting customer service problems promptly and undefensively. As can be seen in Table 4.20, Zero-point-nine percent (0.9%) of respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Twelve percent (12%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents were inclined to strongly agree with the competency statement. Thirty-five-point-nine percent (35.9%) of respondents strongly agreed with the competency statement.

The **Developing others competency** is a differentiating governance competency from the Spencer and Spencer's Generic Competency Model for Superior Performance. The Developing others competency behavioural indicator claims that talented managers frequently identify a training or developmental need and design or establish new programs or materials to meet it. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Sixteen-point-two percent (16.2%) of respondents agreed with the competency statement. Twenty-three-point-one percent (23.1%) of respondents were inclined to strongly agree with the competency statement. Forty-point-two percent (40.2%) of respondents strongly agreed with the competency statement.

The **Diplomatic Sensitivity competency** is a differentiating governance competency from the Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Diplomatic Sensitivity competency behavioural indicator claims that talented managers frequently hear accurately and understand unspoken, partly expressed thoughts, feelings and concerns of others. As can be seen in Table 4.20, zero-point-nine percent (0.9%) of respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Twenty-four-point-eight percent (24.8%) of respondents agreed with the competency statement. Seventeen-point-nine percent

(17.9) % of respondents were inclined to strongly agree with the competency statement. Thirty-one-point-six percent (31.6%) of respondents strongly agreed with the competency statement.

The **Drafting Skills competency** is a differentiating governance competency from the Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Drafting Skills competency behavioural indicator claims that talented managers frequently and respectfully communicate ideas and information (often technical) in writing to ensure that information and messages are understood and have the desired impact. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Fourteen-point-five percent (14.5%) of respondents were inclined to agree with the competency statement. Sixteen-point-two percent (16.2%) of respondents agreed with the competency statement. Seventeen-point-nine percent (17.9) % of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Emotional Self-Awareness competency** is a differentiating governance competency from the Richard Boyatzis Managerial and Leadership Competency Framework. The Emotional Self-Awareness competency behavioural indicator claims that talented managers frequently recognize their emotions and their effects. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent

(2.6%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to agree with the competency statement. Twenty-two-point-two percent (22.2%) of respondents agreed with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Emotional Self-Control competency** is a differentiating governance competency from the Richard Boyatzis Managerial and Leadership Competency Framework. The Emotional Self-Control competency behavioural indicator claims that talented managers frequently keep disruptive emotions and impulses in check. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Seven-point-seven percent (7.7%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Fifteen-point-four percent (15.4%) of respondents were inclined to strongly agree with the competency statement. Thirty-five-point-nine percent (35.9%) of respondents strongly agreed with the competency statement.

The **Flexible Thinking competency** is a differentiating governance competency from the Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Flexible Thinking competency behavioural indicator claims that talented managers frequently adapt to a variety of situations, individuals or groups. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the

competency statement. Three-point-four percent (3.4%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Fifteen-point-four percent (15.4%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents were inclined to strongly agree with the competency statement. Thirty-nine-point-three percent (39.3%) of respondents strongly agreed with the competency statement.

The **Global Mindset competency** is a differentiating governance competency from the Association for Talent Development Competency Framework. The Global Mindset competency behavioural indicator claims that talented managers frequently work effectively with people across borders, cultures, and generations. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Sixteen-point-two percent (16.2%) of respondents were inclined to strongly agree with the competency statement. Forty-two-point-seven percent (42.7%) of respondents strongly agreed with the competency statement.

The **Impact and Influence competency** is a differentiating governance competency from Spencer and Spencer's Generic Competency Model for Superior Performance. The Impact and Influence competency behavioural indicator claims that talented managers frequently appeal to reason, data, facts and figures. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No

respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Ten-point-three percent (10.3%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Fourteen-point-five percent (14.5%) of respondents were inclined to strongly agree with the competency statement. Forty-point-two percent (40.2%) of respondents strongly agreed with the competency statement.

The **Industry Knowledge competency** is a differentiating governance competency from the Association for Talent Development Competency Framework. The Industry Knowledge competency behavioural indicator claims that talented managers frequently maintain knowledge of relevant industries and industry segments. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Twenty-two-point-two percent (22.2%) of respondents agreed with the competency statement. Twenty-three-point-one percent (23.1%) of respondents were inclined to strongly agree with the competency statement. Thirty-point-eight percent (30.8%) of respondents strongly agreed with the competency statement.

The **Influence competency** is a differentiating governance competency from the Richard Boyatzis Managerial and Leadership Competency Framework. The Influence competency behavioural indicator claims that talented Managers frequently wield effective tactics for persuasion. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents

were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Sixteen-point-two percent (16.2%) of respondents agreed with the competency statement. Twenty-three-point-one percent (23.1%) of respondents were inclined to strongly agree with the competency statement. Forty-point-two percent (40.2%) of respondents strongly agreed with the competency statement.

The **Initiative competency** is a differentiating governance competency from the Daniel Goleman's Leadership Competency Framework. The Initiative competency behavioural indicator claims that Talented Managers frequently seize or create opportunities rather than simply waiting. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Twelve percent (12%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Twenty-one-point-four percent (21.4%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Inspirational Leadership competency** is a differentiating governance competency from Richard Boyatzis's Managerial and Leadership Competency Framework. The Inspirational Leadership competency behavioural indicator claims that talented managers frequently inspire and guide individuals and groups. As can be seen in Table 4.20, no respondents strongly disagreed with the competency

statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Eight-point-five percent (8.5%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Twenty-two-point-two percent (22.2%) of respondents were inclined to strongly agree with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Integrated Talent Management competency** is a differentiating governance competency from The Association for Talent Development Competency Framework. The Integrated Talent Management competency behavioural indicator claims that talented managers frequently build an organization's culture, capability, capacity, and engagement through talent acquisition and employee development. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Seventeen-point-nine percent (17.9%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Interpersonal Skills** competency is a differentiating governance competency from The Association for Talent Development Competency Framework. The

Interpersonal Skills competency behavioural indicator claims that talented managers frequently interact with others in a way that builds influence and trust. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were sure with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to agree with the competency statement. Fifteen-point-four percent (15.4%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents were inclined to strongly agree with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Knowledge Management** competency is a differentiating governance competency from The Association for Talent Development Competency Framework. The Knowledge Management competency behavioural indicator claims that talented managers frequently capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration. As can be seen in Table 4.20, Zero-point-nine percent (0.9%) of respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Twenty-three-point-nine percent (23.9%) of respondents agreed with the competency statement. Seventeen-point-one percent (17.1%) of respondents were inclined to strongly agree with the competency statement. Thirty-five percent (35.0%) of respondents strongly agreed with the competency statement.

The **Managing Resources competency** is a differentiating governance competency from The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Managing Resources competency behavioural indicator claims that talented managers frequently understand human, financial, and operational resource issues to make decisions aimed at building and planning efficient project workflows, and at improving overall organizational performance. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Three-point-four percent (3.4%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Fourteen-point-five percent (14.5%) of respondents agreed with the competency statement. Twenty-one-point-four percent (21.4%) of respondents were inclined to strongly agree with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Optimism competency** is a differentiating governance competency from Daniel Goleman's Leadership Competency Framework. The Optimism competency behavioural indicator claims that talented managers frequently see others positively, expecting the best of them. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Six-point-eight percent (6.8%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the

competency statement. Twenty-two-point-two percent (22.2%) of respondents were inclined to strongly agree with the competency statement. Thirty-five-point-nine percent (35.9%) of respondents strongly agreed with the competency statement.

The **Organizational Alignment** competency is a differentiating governance competency from The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Organizational Alignment competency behavioural indicator claims that talented managers frequently align their behaviour with the needs, priorities, and goals of the organization. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Six percent (6.0%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Twelve percent (12%) of respondents were inclined to agree with the competency statement. Fifteen-point-four percent (15.4%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Thirty-nine-point-three percent (39.3%) of respondents strongly agreed with the competency statement.

The **Organizational Awareness** competency is a differentiating governance competency from the Richard Boyatzis Managerial and Leadership Competency Framework. The Organizational Awareness competency behavioural indicator claims that talented managers frequently read a group's emotional currents and power relationships. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Six percent (6.0%) of respondents were neutral with the competency statement. Nine-point-four percent (9.4%) of respondents were sure with the competency statement. Twelve-point-eight percent (12.8%) of

respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents were inclined to strongly agree with the competency statement. Thirty-one-point-six percent (31.6%) of respondents strongly agreed with the competency statement.

The **Organizational knowledge** competency is a differentiating governance competency from The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Organizational knowledge competency behavioural indicator claims that Talented Managers frequently understand the power relationships within the organization and with other organizations. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Seventeen-point-one percent (17.1%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Pattern Recognition competency** is a differentiating governance competency from the Richard Boyatzis Managerial and Leadership Competency Framework. The Pattern Recognition competency behavioural indicator claims that talented managers frequently perceive themes or patterns in seemingly random items, events, or phenomena. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Two-point-six percent (2.6%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Three-point-four percent (3.4%)

of respondents were unsure with the competency statement. Seven-point-seven percent (7.7%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Thirteen-point-seven percent (13.7%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents were inclined to strongly agree with the competency statement. Twenty-six-point-five percent (26.5%) of respondents strongly agreed with the competency statement.

The **Personal Skills** competency is a differentiating governance competency from The Association for Talent Development Competency Framework. The Personal Skills competency behavioural indicator claims that talented managers frequently demonstrate adaptability and continuous learning. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were was inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Six percent (6.0%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Four-point-three percent (4.3%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents were inclined to strongly agree with the competency statement. Forty-two-point-seven percent (42.7%) of respondents strongly agreed with the competency statement.

The **Self-Control competency** is a differentiating governance competency from Daniel Goleman's Leadership Competency Framework. The Self-Control competency behavioural indicator claims that talented managers frequently find ways to manage their emotions and impulses and channel them in useful ways. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement.

Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Eight-point-five percent (8.5%) of respondents were sure with the competency statement. Eight-point-five percent (8.5%) of respondents were inclined to agree with the competency statement. Twelve percent (12%) of respondents agreed with the competency statement. Twenty-eight-point-two percent (28.2%) of respondents were inclined to strongly agree with the competency statement. Thirty-five-point-nine percent (35.9%) of respondents strongly agreed with the competency statement.

The **Strategic Networking competency** is a differentiating governance competency from The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Strategic Networking competency behavioural indicator claims that talented managers frequently build and maintain networks with important actors in achieving strategic-related goals. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Fourteen-point-five percent (14.5%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Strategic Thinking competency** is a differentiating governance competency from The Organization for Economic Cooperation and Development (OECD) Talent Competency Framework. The Strategic Thinking competency behavioural indicator claims that talented managers frequently develop a broad, big-picture view of the competitive advantage and threats, industry trends, emerging technology, market opportunities, stakeholder focus. As can be seen in Table 4.20, no respondents

strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Six percent (6.0%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Twenty-one-point-four percent (21.4%) of respondents agreed with the competency statement. Fifteen-point-four percent (15.4%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Teamwork and cooperation competency** is a differentiating governance competency from Spencer and Spencer's Generic Competency Model for Superior Performance. The Teamwork and cooperation competency behavioural indicator claims that talented managers frequently encourage and empower others, making them feel strong and important. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Six percent (6.0%) of respondents were neutral with the competency statement. Six-point-eight percent (6.8%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Thirteen-point-seven percent (13.7%) of respondents were inclined to strongly agree with the competency statement. Forty-one percent (41.0%) of respondents strongly agreed with the competency statement.

The **Transparency competency** is a differentiating governance competency from Daniel Goleman's Leadership Competency Framework. The Transparency

competency behavioural indicator claims that talented managers frequently and openly admit mistakes or faults and confront unethical behaviour in others rather than turn a blind eye. As can be seen in Table 4.20, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Seven-point-seven percent (7.7%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Eleven-point-one percent (11.1%) of respondents agreed with the competency statement. Fourteen-point-five percent (14.5%) of respondents were inclined to strongly agree with the competency statement. Forty-seven-point-nine percent (47.9%) of respondents strongly agreed with the competency statement.

Threshold competencies are behavioural characteristics associated with effective governance and are typically found in both effective and superior performers. As can be seen in Table 4.21, the median of majority of threshold variables is 9.00. The Respect for Diversity and Equality competency is the only threshold competency that has a median of ten. This indicates that more than 50% of responses were inclined to strongly agree that effective managers should practice these competencies. As can be seen in Table 4.21, the mode of all the threshold variables is ten. This indicates that most of the respondents strongly agree with the threshold competencies in the survey. The descriptive statistics for the threshold variables will now be described. There were forty threshold competencies in the survey and 117 respondents.

The **Planning and coordination competency** is a threshold governance competency from the Government of India Competency Framework. The planning and coordination behavioural indicator claims that effective managers frequently plan, organise and monitor work with effective utilisation of resources. As can be seen in Table 4.21, No respondents strongly disagreed, were inclined to strongly disagree, disagreed and were inclined to disagree, or were negatively unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were sure with the competency statement. Four-point-three percent (4.3%) of respondents were inclined to agree with the competency statement. Twenty-point-five percent (20.5%) of respondents agreed with the competency statement. Twenty-five-point-six percent (25.6%) of respondents were inclined to strongly agree with the competency statement. Forty-two-point-seven percent (42.7%) of respondents strongly agreed with the competency statement.

Table 4.19 Descriptive statistical summary of research variables of the sample (n=117)

Descriptive Statistics of Threshold Competencies	Median	Mode	Strongly Disagree	Inclined to Strongly Disagree	Disagree	Inclined to disagree	Unsure	Neutral	Sure	Inclined to agree	Agree	Inclined to strongly agree	strongly agree	Total
Planning and Coordination	9	10	0.0	0.0	0.0	0.0	0.0	4.3	2.6	4.3	20.5	25.6	42.7	100.0
Problem Solving	9	10	0.0	0.0	0.0	0.0	0.0	4.3	7.7	12.0	23.9	20.5	30.8	100.0
Program Knowledge	9	10	0.0	0.0	0.9	0.9	0.9	5.1	1.7	12.0	17.1	17.1	44.4	100.0
Managing Performance	9	10	0.0	0.0	0.0	0.0	0.0	1.7	3.4	12.0	12.8	26.5	43.6	100.0
Analysis and Decision Making	9	10	0.0	0.0	0.0	0.0	0.9	6.0	2.6	10.3	15.4	26.5	38.5	100.0
Building Capability for All	9	10	0.0	0.0	0.9	0.9	0.9	3.4	2.6	10.3	12.8	26.5	41.9	100.0
Changing and Improving	9	10	0.0	0.0	0.0	0.9	0.0	4.3	4.3	6.8	26.5	18.8	38.5	100.0
Collaborating and Partnering	9	10	0.0	0.0	0.0	1.7	0.9	2.6	5.1	11.1	22.2	19.7	36.8	100.0
Collaboration and Partnerships	9	10	0.0	0.9	1.7	1.7	0.9	2.6	3.4	13.7	14.5	21.4	39.3	100.0
Communicating with Impact	9	10	0.0	0.0	0.9	0.9	1.7	2.6	0.9	6.0	13.7	25.6	47.9	100.0
Communication Skills	9	10	0.0	0.0	0.0	0.9	0.9	5.1	0.9	6.0	21.4	22.2	42.7	100.0
Continuously Improving Services	9	10	0.0	0.0	0.0	0.0	2.6	3.4	5.1	9.4	18.8	16.2	44.4	100.0
Contract Management and Budgeting	9	10	0.0	0.0	0.9	0.9	0.9	2.6	2.6	7.7	22.2	16.2	46.2	100.0
Decision Making	9	10	0.0	0.0	1.7	0.0	1.7	0.9	1.7	10.3	15.4	26.5	41.9	100.0
Delegation	9	10	0.0	0.0	1.7	1.7	1.7	3.4	1.7	9.4	20.5	12.8	47.0	100.0
Delivering at Pace	9	10	0.0	0.0	0.0	0.9	0.9	5.1	0.9	7.7	18.8	22.2	43.6	100.0
Delivering Value for Money	9	10	0.0	0.9	0.0	1.7	0.0	4.3	3.4	4.3	20.5	17.9	47.0	100.0
Desire for Knowledge	9	10	0.0	0.0	0.9	0.9	0.0	2.6	6.0	7.7	25.6	12.8	43.6	100.0
Developing our own capability	9	10	0.0	0.9	0.0	0.9	0.0	3.4	0.0	6.8	17.1	26.5	44.4	100.0
Initiative and Drive	9	10	0.0	0.9	0.9	0.9	1.7	1.7	3.4	12.8	18.8	20.5	38.5	100.0
Innovative Thinking	9	10	0.0	0.0	0.9	2.6	1.7	5.1	0.9	6.8	23.1	15.4	43.6	100.0
Integrity	9	10	0.0	0.9	0.0	0.9	0.9	4.3	4.3	6.0	14.5	19.7	48.7	100.0
Leadership	9	10	0.0	0.0	0.9	0.0	0.9	2.6	2.6	8.5	23.1	22.2	39.3	100.0
Leading and Communicating	9	10	0.0	0.0	0.9	0.0	1.7	2.6	5.1	8.5	17.9	19.7	43.6	100.0
Leading Others	9	10	0.0	0.0	0.9	0.9	0.0	3.4	4.3	10.3	17.1	18.8	44.4	100.0
Leading People and Building Teams	9	10	0.0	0.0	0.9	0.9	0.0	1.7	4.3	13.7	17.1	20.5	41.0	100.0
Making Effective Decisions	9	10	0.0	0.0	0.0	1.7	0.0	0.9	1.7	9.4	21.4	19.7	45.3	100.0
Managing a Quality Service	9	10	0.0	0.0	0.9	0.9	0.9	2.6	5.1	9.4	19.7	23.1	37.6	100.0
Managing Change	9	10	0.0	0.9	0.9	0.0	0.9	2.6	1.7	11.1	24.8	19.7	37.6	100.0
Managing our own work	9	10	0.0	0.0	0.9	0.9	0.9	2.6	5.1	7.7	19.7	20.5	41.9	100.0
Managing Performance	9	10	0.0	0.0	0.9	0.0	0.9	1.7	2.6	10.3	23.9	17.9	41.9	100.0
Meeting Customer Needs	9	10	0.0	0.0	0.9	0.9	0.9	0.9	0.9	11.1	20.5	18.8	45.3	100.0
Respect for Diversity and Equality	10	10	0.0	0.0	0.9	0.9	0.9	1.7	0.9	10.3	18.8	12.8	53.0	100.0
Results Orientation	9	10	0.0	0.0	0.0	0.9	0.0	5.1	3.4	6.8	17.1	20.5	46.2	100.0
Seeing the Big Picture	9	10	0.0	0.9	0.9	0.0	0.9	3.4	1.7	12.8	16.2	19.7	43.6	100.0
Setting Direction	9	10	0.0	0.0	0.0	0.9	1.7	2.6	5.1	13.7	15.4	20.5	40.2	100.0
Strategic Thinking	9	10	0.0	0.0	0.9	0.0	0.9	3.4	5.1	17.1	16.2	13.7	42.7	100.0
Strategy and Planning	9	10	0.0	0.0	0.0	0.9	0.0	2.6	6.0	11.1	17.1	18.8	43.6	100.0
Taking Accountability	9	10	0.0	0.0	0.9	0.0	1.7	4.3	3.4	8.5	19.7	14.5	47.0	100.0
Team-Working	9	10	0.0	0.0	0.9	2.6	1.7	1.7	1.7	12.0	13.7	17.9	47.9	100.0

Problem solving competency is a threshold governance competency from the Government of India Competency Framework. The problem-solving competency behavioural indicator claims that effective managers frequently understand a situation by breaking it into small parts. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Seven-point-seven percent (7.7%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Twenty-three-point-nine percent (23.9%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents somewhat agreed with the competency statement. Thirty-point-eight percent (30.8%) of respondents strongly agreed with the competency statement.

Program Knowledge competency is a threshold governance competency from the New York City Program Manager Competency Framework. The program knowledge competency behavioural indicator claims that effective managers frequently demonstrate knowledge of municipal laws, regulations and guidelines for programs managed. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. One-point-seven percent (1.7%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Seventeen-point-one percent (17.1%) of respondents were inclined to strongly agree with the competency

statement. Forty-four-point-four percent (44.4%) of respondents strongly agreed with the competency statement.

Managing performance competency is a threshold governance competency from the Northern Ireland competency framework. The program knowledge competency behavioural indicator claims that effective managers frequently show motivation and perseverance in overcoming obstacles and achieving results. As can be seen in Table 4.21, No respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. One-point-seven percent (1.7%) of respondents were neutral with the competency statement. Three-point-four percent (3.4%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Twelve-point-eight percent (12.8%) of respondents agreed with the competency statement. Twenty-six-point-five percent (26.5%) of respondents were inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Analysis and Decision Making competency** is a threshold governance competency from the New York City competency framework. The Analysis and Decision Making competency behavioural indicator claims that effective managers frequently identify alternative solutions to problems and select those that most effectively support goals and strategy. As can be seen in Table 4.21, No respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. No respondents were sure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Fifteen-point-four percent (15.4%) of respondents agreed with the competency statement. Twenty-six-point-five percent

(26.5%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

Building Capability for All competency is a threshold governance competency from the United Kingdom competency framework. The Building Capability for All competency behavioural indicator claims that effective managers frequently have a strong focus on continuous learning for oneself, others and the organisation. As can be seen in Table 4.21, No respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were sure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Twelve-point-eight percent (12.8%) of respondents agreed with the competency statement. Twenty-six-point-five percent (26.5%) of respondents were inclined to strongly agree with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

Changing and Improving competency is a threshold governance competency from the United Kingdom competency framework. The Changing and Improving competency behavioural indicator claims that effective managers frequently have a strong focus on continuous learning for oneself, others and the organisation. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Six-point-eight percent (6.8%) of respondents were inclined to agree with

the competency statement. Twenty-six-point-five percent (26.5%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

Collaborating and Partnering competency is a threshold governance competency from the United Kingdom competency framework. The Collaborating and Partnering competency behavioural indicator claims that effective managers are approachable, frequently delivering business objectives through creating an inclusive environment, welcoming challenge however uncomfortable. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Twenty-two-point-two percent (22.2%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Thirty-six-point-eight percent (36.8%) of respondents strongly agreed with the competency statement.

The Collaboration and Partnerships competency is a threshold governance competency from the New York City competency framework. The Collaboration and Partnerships competency behavioural indicator claims that effective managers frequently represent their programs confidently in interactions with funders, community groups, participants and other key stakeholders. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined

to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Three-point-four percent (3.4%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Twenty-two-point-two percent (22.2%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Thirty-six-point-eight percent (36.8%) of respondents strongly agreed with the competency statement.

The Communicating with Impact competency is a threshold governance competency from the Northern Ireland competency framework. The Communicating with Impact competency behavioural indicator claims that effective managers frequently present a positive image by communicating effectively, being resilient and treating people fairly. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Zero-point-nine percent (0.9%) of respondents were sure with the competency statement. Six percent (6.0%) of respondents were inclined to agree with the competency statement. Thirteen-point-seven percent (13.7%) of respondents agreed with the competency statement. Twenty-five-point-six percent (25.6%) of respondents were inclined to strongly agree with the competency statement. Forty-seven-point-nine percent (47.9%) of respondents strongly agreed with the competency statement.

The Communication Skills competency is a threshold governance competency from the Government of India competency framework. The Communication Skills competency behavioural indicator claims that effective managers frequently articulate information to others in language that is clear, concise, and easy to understand. As can be seen in Table 4.21, no respondents strongly disagreed with the competency

statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Zero-point-nine percent (0.9%) of respondents were sure with the competency statement. Six percent (6.0%) of respondents were inclined to agree with the competency statement. Twenty-one-point-four percent (21.4%) of respondents agreed with the competency statement. Twenty-two-point-two percent (22.2%) of respondents were inclined to strongly agree with the competency statement. Forty-two-point-seven percent (42.7%) of respondents strongly agreed with the competency statement.

The Continuously Improving Services competency is a threshold governance competency from the Northern Ireland competency framework. The Continuously Improving Services competency behavioural indicator claims that effective managers frequently seek to continually improve the services and processes that impact on users. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Two-point-six percent (2.6%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Sixteen-point-two percent (16.2%) of respondents were inclined to strongly agree with the competency statement. Forty-four-point-four percent (44.4%) of respondents strongly agreed with the competency statement.

The Contract Management and Budgeting competency is a threshold governance competency from the New York City framework. The Contract Management and Budgeting competency behavioural indicator claims that effective managers frequently

identify opportunities to use financial resources more effectively to achieve program goals. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. no respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were sure with the competency statement. Seven-point-seven percent (7.7%) of respondents were inclined to agree with the competency statement. Twenty-two-point-two percent (22.2%) of respondents agreed with the competency statement. Sixteen-point-two percent (16.2%) of respondents were inclined to strongly agree with the competency statement. Forty-six-point-two percent (46.2%) of respondents strongly agreed with the competency statement.

The Decision-Making competency is a threshold governance competency from the Government of India competency framework. The Decision-Making competency behavioural indicator claims that effective managers frequently make timely decisions that take into account relevant facts, tasks, goals, constraints, risk and conflicting points of view. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Zero-point-nine percent (0.9%) of respondents were neutral with the competency statement. One-point-seven percent (1.7%) of respondents were sure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Fifteen-point-four percent (15.4%) of respondents agreed with the competency statement. Twenty-five-point-six percent (25.6%) of respondents were inclined to strongly agree with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Delegation competency** is a threshold governance competency from the Government of India competency framework. The Delegation competency behavioural indicator claims that effective managers frequently delegate responsibility with the appropriate level of autonomy so that others are free to innovate and take the lead. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. One-point-seven percent (1.7%) of respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. One-point-seven percent (1.7%) of respondents were sure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Twenty-point-five percent (20.5%) of respondents agreed with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to strongly agree with the competency statement. Forty-seven percent (47.0%) of respondents strongly agreed with the competency statement.

The **Delivering at Pace competency** is a threshold governance competency from the Government of The United Kingdom competency framework. The Delivering at Pace competency behavioural indicator claims that effective managers frequently focus on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Zero-point-nine percent (0.9%) of respondents were sure with the competency statement. Seven-point-seven percent (7.7%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Twenty-two-point-two percent (22.2%) of respondents were

inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Delivering Value for Money competency** is a threshold governance competency from the Government of the United Kingdom competency framework. The Delivering Value for Money competency behavioural indicator claims that effective managers frequently keep up-to-date with relevant knowledge and technology, share latest developments with others, and advocate the application of acquired knowledge. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Zero-point-nine percent (0.9%) of respondents were sure with the competency statement. Six percent (6.0%) of respondents were inclined to agree with the competency statement. Thirteen-point-seven percent (13.7%) of respondents agreed with the competency statement. Twenty-five-point-six percent (25.6%) of respondents were inclined to strongly agree with the competency statement. Forty-seven-point-nine percent (47.9%) of respondents strongly agreed with the competency statement.

The **Desire for Knowledge competency** is a threshold governance competency from the Government of India competency framework. The Desire for Knowledge competency behavioural indicator claims that effective managers frequently keep up-to-date with relevant knowledge and technology, share latest developments with others, and advocate the application of acquired knowledge. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. 6.0% of respondents were sure with the competency statement. Seven-

point-seven percent (7.7%) of respondents were inclined to agree with the competency statement. Twenty-five-point-six percent (25.6%) of respondents agreed with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Developing our own capability competency** is a threshold governance competency from the Northern Ireland competency framework. The Developing our own capability competency behavioural indicator claims that effective managers frequently look for opportunities to learn and develop in order to deliver and add value to their own role. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. No respondents were sure with the competency statement. Six-point-eight percent (6.8%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Twenty-six-point-five percent (26.5%) of respondents were inclined to strongly agree with the competency statement. Forty-four-point-four percent (44.4%) of respondents strongly agreed with the competency statement.

The **Initiative and Drive competency** is a threshold governance competency from the Government of India competency framework. The Initiative and Drive competency behavioural indicator claims that effective managers frequently contribute more than what is expected in the job. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were

sure with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents were inclined to strongly agree with the competency statement. Thirty-eight-point-five percent (38.5%) of respondents strongly agreed with the competency statement.

The **Innovative Thinking competency** is a threshold governance competency from the Government of India competency framework. The Innovative Thinking competency behavioural indicator claims that effective managers are open to change, frequently approaching issues differently, offering alternate solutions and striving for efficiency by working smartly. As can be seen in Table 4.21, No respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Zero-point-nine percent (0.9%) of respondents were sure with the competency statement. Six-point-eight percent (6.8%) of respondents were inclined to agree with the competency statement. Twenty-three-point-one percent (23.1%) of respondents agreed with the competency statement. Fifteen-point-four percent (15.4%) of respondents were inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Integrity competency** is a threshold governance competency from the Government of India competency framework. The Integrity competency behavioural indicator claims that effective managers frequently behave in an open, fair and transparent manner, honour their commitments and work to uphold the public service values. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were

inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were sure with the competency statement. Six percent (6.0%) of respondents were inclined to agree with the competency statement. Fourteen-point-five percent (14.5%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Forty-eight-point-seven percent (48.7%) of respondents strongly agreed with the competency statement.

The **Leadership competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Leadership competency behavioural indicator claims that effective managers frequently provide and support development to enable effective delivery. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were sure with the competency statement. Eight-point-five percent (8.5%) of respondents were inclined to agree with the competency statement. Twenty-three-point-one percent (23.1%) of respondents agreed with the competency statement. Twenty-two-point-two percent (22.2%) of respondents were inclined to strongly agree with the competency statement. Thirty-nine-point-three percent (39.3%) of respondents strongly agreed with the competency statement.

The **Leading and Communicating competency** is a threshold governance competency from the Government of The United Kingdom competency framework. The Leading and Communicating competency behavioural indicator claims that effective managers frequently show pride and passion for public service, communicating purpose and direction with clarity, integrity, and enthusiasm. As can be seen in Table 4.21, no respondents strongly disagreed with the competency

statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Eight-point-five percent (8.5%) of respondents were inclined to agree with the competency statement. Seventeen-point-nine percent (17.9) % of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Leading Others competency** is a threshold governance competency from the Government of India competency framework. The Leading Others competency behavioural indicator claims that effective managers frequently engage, energise, and enable the team to excel. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were negatively unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were positively unsure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents somewhat agreed with the competency statement. Forty-four-point-four percent (44.4%) of respondents strongly agreed with the competency statement.

The **Leading People and Building Teams competency** is a threshold governance competency from the New York City competency framework. The Leading People and Building Teams competency behavioural indicator claims that effective managers frequently motivate, develop and retain staff, providing them with opportunities for

professional growth. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were negatively unsure with the competency statement. One-point-seven percent (1.7%) of respondents were neutral with the competency statement. Four-point-three percent (4.3%) of respondents were positively unsure with the competency statement. Thirteen-point-seven percent (13.7%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents somewhat agreed with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Making Effective Decisions competency** is a threshold governance competency from the Government of the United Kingdom competency framework. The Making Effective Decisions competency behavioural indicator claims that effective managers frequently use sound judgement, evidence and knowledge to arrive at professional decisions and advice. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. No respondents disagreed with the competency statement. One-point-seven percent (1.7%) of respondents were inclined to disagree with the competency statement. No respondents were negatively unsure with the competency statement. Zero-point-nine percent (0.9%) of respondents were was neutral with the competency statement. One-point-seven percent (1.7%) of respondents were positively unsure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Twenty-one-point-four percent (21.4%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents somewhat agreed with the competency statement. Forty-five-point-three percent (45.3%) of respondents strongly agreed with the competency statement.

The **Managing a Quality Service competency** is a threshold governance competency from the Government of the United Kingdom competency framework.

The Managing a Quality Service competency behavioural indicator claims that effective managers frequently value and model professional excellence and expertise to deliver service objectives, taking account of diverse customer needs and requirements. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were negatively unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were positively unsure with the competency statement. Nine-point-four percent (9.4%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Twenty-three-point-one percent (23.1%) of respondents somewhat agreed with the competency statement. Thirty-seven-point-six percent (37.6%) of respondents strongly agreed with the competency statement.

The **Managing Change competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Managing Change competency behavioural indicator claims that effective managers frequently promote change effectively and ensure that changes are delivered in line with organisational goals. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were somewhat disagreed with the competency. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were negatively unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. One-point-seven percent (1.7%) of respondents were positively unsure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Twenty-four-point-eight percent (24.8%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents somewhat agreed with the competency statement.

Thirty-seven-point-six percent (37.6%) of respondents strongly agreed with the competency statement.

The **Managing our own work competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Managing our own work competency behavioural indicator claims that effective managers frequently plan, structure and prioritise own work to achieve optimum results. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were negatively unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were positively unsure with the competency statement. Seven-point-seven percent (7.7%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents somewhat agreed with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Managing Performance competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Managing Performance competency behavioural indicator claims that effective managers frequently set clear, aligned, high standard performance goals and objectives for self, others and the organisation. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were negatively unsure with the competency statement. One-point-seven percent (1.7%) of respondents were neutral with the competency statement. Two-point-six percent (2.6%) of respondents were positively unsure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the

competency statement. Twenty-three-point-nine percent (23.9%) of respondents agreed with the competency statement. Seventeen-point-nine percent (17.9) % of respondents somewhat agreed with the competency statement. Forty-one-point-nine percent (41.9%) of respondents strongly agreed with the competency statement.

The **Meeting Customer Needs competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Meeting Customer Needs competency behavioural indicator claims that effective managers frequently establish the needs of customers and strives to ensure that these are met. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. 0.9% of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were negatively unsure with the competency statement. Zero-point-nine percent (0.9%) of respondents were neutral with the competency statement. Zero-point-nine percent (0.9%) of respondents were positively unsure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Twenty-point-five percent (20.5%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents somewhat agreed with the competency statement. Forty-five-point-three percent (45.3%) of respondents strongly agreed with the competency statement.

The **Respect for Diversity and Equality competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Respect for Diversity and Equality competency behavioural indicator claims that effective managers frequently treat all individuals with respect, respond sensitively to differences and encourage others to do likewise. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were negatively unsure with the competency statement. One-point-seven percent (1.7%) of respondents were neutral

with the competency statement. Zero-point-nine percent (0.9%) of respondents were positively unsure with the competency statement. Ten-point-three percent (10.3%) of respondents were inclined to agree with the competency statement. Eighteen-point-eight percent (18.8%) of respondents agreed with the competency statement. Twelve-point-eight percent (12.8%) of respondents somewhat agreed with the competency statement. Fifty-three percent (53.0%) of respondents strongly agreed with the competency statement.

The **Results Orientation competency** is a threshold governance competency from the Government of India competency framework. The Results Orientation competency behavioural indicator claims that effective managers frequently display high drive for achieving targets and competing against a standard of excellence. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents somewhat disagreed with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were negatively unsure with the competency statement. Five-point-one percent (5.1%) of respondents were neutral with the competency statement. Three-point-four percent (3.4%) of respondents were positively unsure with the competency statement. Six-point-eight percent (6.8%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents somewhat agreed with the competency statement. Forty-six-point-two percent (46.2%) of respondents strongly agreed with the competency statement.

The **Seeing the Big Picture competency** is a threshold governance competency from the Government of the United Kingdom competency framework. The Seeing the Big Picture competency behavioural indicator claims that effective managers frequently display an in-depth understanding and knowledge of how their role fits with and supports organisational objectives and the wider public needs and the national interest. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were

inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. One-point-seven percent (1.7%) of respondents were sure with the competency statement. Twelve-point-eight percent (12.8%) of respondents were inclined to agree with the competency statement. Sixteen-point-two percent (16.2%) of respondents agreed with the competency statement. Nineteen-point-seven percent (19.7%) of respondents were inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Setting Direction competency** is a threshold governance competency from the Government of Northern Ireland competency framework. The Setting Direction competency behavioural indicator claims that effective managers frequently contribute to the development of a strategy and convey a clear vision led by being innovative, ambitious and proactive. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Thirteen-point-seven percent (13.7%) of respondents were inclined to agree with the competency statement. Fifteen-point-four percent (15.4%) of respondents agreed with the competency statement. Twenty-point-five percent (20.5%) of respondents were inclined to strongly agree with the competency statement. Forty-point-two percent (40.2%) of respondents strongly agreed with the competency statement.

The **Strategic Thinking competency** is a threshold governance competency from the Government of India competency framework. The Strategic Thinking competency behavioural indicator claims that effective managers frequently respond to the opportunities and challenges for the betterment of society. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No

respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were unsure with the competency statement. Three-point-four percent (3.4%) of respondents were neutral with the competency statement. Five-point-one percent (5.1%) of respondents were sure with the competency statement. Seventeen-point-one percent (17.1%) of respondents were inclined to agree with the competency statement. 16.2% of respondents agreed with the competency statement. Thirteen-point-seven percent (13.7%) of respondents were inclined to strongly agree with the competency statement. Forty-two-point-seven percent (42.7%) of respondents strongly agreed with the competency statement.

The **Strategy and Planning competency** is a threshold governance competency from the New York City framework. The Strategy and Planning competency behavioural indicator claims that effective managers frequently develop and implement a strategy and work plans to achieve program goals. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. No respondents disagreed with the competency statement. Zero-point-nine percent (0.9%) of respondents were inclined to disagree with the competency statement. No respondents were unsure with the competency statement. Two-point-six percent (2.6%) of respondents were neutral with the competency statement. Six percent (6.0%) of respondents were sure with the competency statement. Eleven-point-one percent (11.1%) of respondents were inclined to agree with the competency statement. Seventeen-point-one percent (17.1%) of respondents agreed with the competency statement. Eighteen-point-eight percent (18.8%) of respondents were inclined to strongly agree with the competency statement. Forty-three-point-six percent (43.6%) of respondents strongly agreed with the competency statement.

The **Taking Accountability competency** is a threshold governance competency from the Government of India competency framework. The Taking Accountability competency behavioural indicator claims that Effective managers frequently take ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly. As can be seen in Table 4.21, no respondents strongly disagreed

with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents disagreed with the competency statement. No respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. Four-point-three percent (4.3%) of respondents were neutral with the competency statement. Three-point-four percent (3.4%) of respondents were sure with the competency statement. Eight-point-five percent (8.5%) of respondents were inclined to agree with the competency statement. Nineteen-point-seven percent (19.7%) of respondents agreed with the competency statement. Fourteen-point-five percent (14.5%) of respondents were inclined to strongly agree with the competency statement. Forty-seven percent (47.0%) of respondents strongly agreed with the competency statement.

The **Team-Working competency** is a threshold governance competency from the Government of India competency framework. The Team-Working competency behavioural indicator claims that effective managers frequently work together as a unit for common goal, building teams through mutual trust, respect and cooperation. As can be seen in Table 4.21, no respondents strongly disagreed with the competency statement. No respondents were inclined to strongly disagree with the competency statement. Zero-point-nine percent (0.9%) of respondents were disagreed with the competency statement. Two-point-six percent (2.6%) of respondents were inclined to disagree with the competency statement. One-point-seven percent (1.7%) of respondents were unsure with the competency statement. One-point-seven percent (1.7%) of respondents were neutral with the competency statement. One-point-seven percent (1.7%) of respondents were sure with the competency statement. Twelve percent (12.0%) of respondents were inclined to agree with the competency statement. Thirteen-point-seven percent (13.7%) of respondents agreed with the competency statement. Seventeen-point-nine percent (17.9) % of respondents were inclined to strongly agree with the competency statement. Forty-seven-point-nine percent (47.9%) of respondents strongly agreed with the competency statement.

4.4 FACTOR ANALYSIS FINDINGS FOR THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE

4.4.1 INTRODUCTION

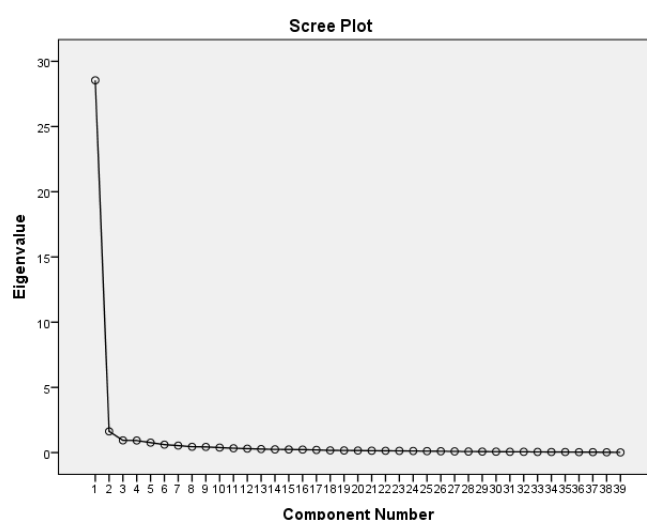
This section shows how SPSS factor analysis is used to reduce the conceptual dimensions by removing redundant competencies and detect scales by examining the underlying relationships between the competencies. Correlation matrices, the *Bartlett test of sphericity* and the *Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy* are all used to ascertain suitability of the data for factor analysis. Once suitability is established the data is subjected to factor analysis to extract the variables further into meaningful conceptual categories. After each step is concluded reliability testing is run and Cronbach alpha tested.

4.4.2 VALIDITY ISSUES WITH THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE

Table 4.22 presents the correlation matrix for the differentiating competency framework. The correlation between the 39 variables is high. More than half the correlations are greater than 0.3. This indicates that the differentiating competencies share common factors and more importantly that the data is suitable for factor analysis.

Factor analysis is used to develop the differentiating competency framework instrument by uncovering the latent structure of a set of differentiating competency variables. The data gathered from the sample is subjected to principal axis factoring using IBM's Statistical Package for Social Sciences (SPSS). The *Bartlett test of sphericity* is significant ($p < 0.000$) and the *Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy* is marvelous at 0.954, indicating that the data is suitable for factor analysis. The Promax with Kaiser Normalization *factor rotation method* is used as was practiced by Boyatzis (2013, p.7) to determine the factor analytic properties of the Emotional Social Competency Instrument. Kaiser's criterion is based on the principle that factors with an eigenvalue greater than one are common factors. As can be seen in Figure 4.15, the *eigenvalue distribution* of the scree plot suggests that 2 factors should be extracted.

Figure 4.16 Scree Plot of Differentiating Competency



SOURCE: Author 2017

Table 4.20 Correlation Matrix of Differentiating Competencies (n=117)

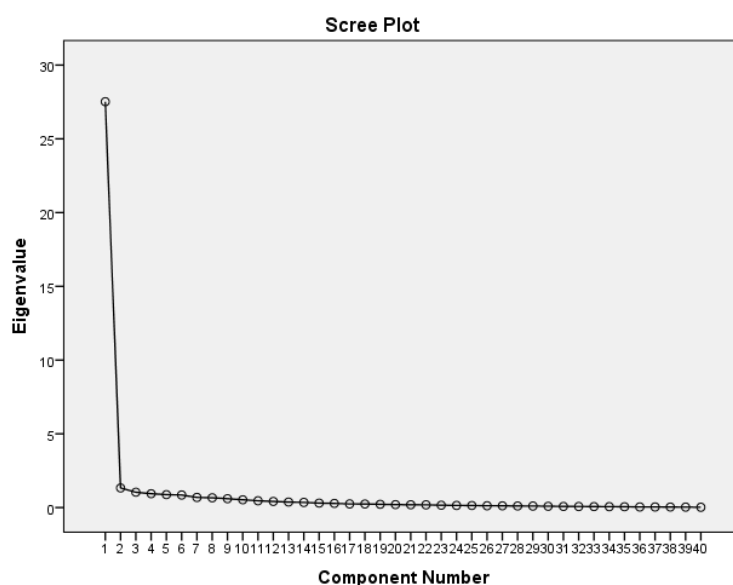
Correlation Matrix of Differentiating Competencies	Test	Accurate Self Assessment	Achievement Orientation:	Adaptability:	Analytical Thinking	Business Skills	Change Management	Client Focus	Coaching	Conceptual thinking	Concern for order	Conflict Management:	Customer service orientation	Developing others	Diplomatic Sensitivity	Drafting Skills	Emotional Self-Awareness:	Emotional Self-Control:	Flexible Thinking	Global Mindset	Impact and Influence	Industry Knowledge	Influence:	Initiative	Inspirational Leadership:	Integrated Talent Management	Interpersonal Skills	Knowledge Management	Managing Resources	Optimism	Organizational Alignment	Organizational Awareness:	Organizational knowledge	Pattern Recognition:	Personal Skills	Self Control	Strategic Networking	Strategic Thinking	Teamwork and cooperation	Transparency
	1.00																																							
Test	1.00																																							
Accurate Self Assessment	0.00	1.00																																						
Achievement Orientation:	0.00	0.78	1.00																																					
Adaptability:	0.00	0.71	0.71	1.00																																				
Analytical Thinking	0.00	0.77	0.82	0.82	1.00																																			
Business Skills	0.00	0.71	0.78	0.77	0.79	1.00																																		
Change Management	0.00	0.60	0.76	0.74	0.74	0.81	1.00																																	
Client Focus	0.00	0.73	0.79	0.78	0.83	0.82	0.76	1.00																																
Coaching	0.00	0.68	0.82	0.71	0.77	0.80	0.91	0.77	1.00																															
Conceptual thinking	0.00	0.58	0.79	0.71	0.76	0.74	0.82	0.77	0.86	1.00																														
Concern for order	0.00	0.52	0.66	0.58	0.68	0.61	0.73	0.66	0.77	0.77	1.00																													
Conflict Management:	0.00	0.67	0.68	0.68	0.76	0.62	0.61	0.76	0.66	0.66	0.75	1.00																												
Customer service orientation	0.00	0.68	0.75	0.68	0.74	0.65	0.75	0.73	0.78	0.68	0.79	0.80	1.00																											
Developing others	0.00	0.46	0.64	0.58	0.57	0.53	0.68	0.61	0.68	0.67	0.73	0.62	0.81	1.00																										
Diplomatic Sensitivity	0.00	0.61	0.77	0.63	0.75	0.63	0.72	0.72	0.76	0.79	0.67	0.68	0.74	0.73	1.00																									
Drafting Skills	0.00	0.61	0.75	0.70	0.77	0.62	0.71	0.78	0.72	0.72	0.70	0.71	0.79	0.76	0.74	1.00																								
Emotional Self-Awareness:	0.00	0.69	0.71	0.73	0.82	0.68	0.64	0.81	0.68	0.68	0.62	0.75	0.75	0.60	0.75	0.75	1.00																							
Emotional Self-Control:	0.00	0.61	0.62	0.70	0.72	0.62	0.67	0.70	0.66	0.58	0.51	0.63	0.71	0.54	0.62	0.74	0.82	1.00																						
Flexible Thinking	0.00	0.69	0.71	0.73	0.84	0.70	0.68	0.81	0.69	0.67	0.63	0.75	0.71	0.53	0.70	0.74	0.82	0.77	1.00																					
Global Mindset	0.00	0.73	0.74	0.74	0.83	0.73	0.73	0.78	0.79	0.72	0.72	0.73	0.79	0.53	0.64	0.73	0.77	0.77	0.82	1.00																				
Impact and Influence	0.00	0.70	0.70	0.76	0.85	0.77	0.75	0.86	0.79	0.77	0.71	0.70	0.72	0.59	0.67	0.78	0.78	0.74	0.82	0.83	1.00																			
Industry Knowledge	0.00	0.55	0.64	0.69	0.72	0.68	0.65	0.77	0.64	0.67	0.54	0.58	0.54	0.44	0.54	0.69	0.64	0.63	0.69	0.71	0.80	1.00																		
Influence:	0.00	0.65	0.68	0.68	0.72	0.76	0.68	0.81	0.70	0.63	0.53	0.61	0.60	0.44	0.56	0.60	0.65	0.65	0.71	0.70	0.79	0.72	1.00																	
Initiative	0.00	0.75	0.78	0.75	0.82	0.75	0.72	0.82	0.77	0.68	0.66	0.72	0.74	0.58	0.63	0.75	0.75	0.76	0.80	0.86	0.81	0.75	0.77	1.00																
Inspirational Leadership:	0.00	0.71	0.74	0.75	0.82	0.75	0.76	0.80	0.79	0.71	0.73	0.75	0.77	0.59	0.68	0.71	0.79	0.78	0.80	0.89	0.83	0.71	0.71	0.87	1.00															
Integrated Talent Management	0.00	0.70	0.82	0.64	0.79	0.74	0.80	0.73	0.86	0.78	0.73	0.67	0.78	0.65	0.76	0.73	0.74	0.72	0.72	0.81	0.78	0.63	0.68	0.80	0.85	1.00														
Interpersonal Skills	0.00	0.77	0.78	0.76	0.86	0.80	0.76	0.84	0.81	0.75	0.70	0.77	0.78	0.59	0.72	0.73	0.82	0.81	0.83	0.89	0.86	0.72	0.76	0.85	0.92	0.85	1.00													
Knowledge Management	0.00	0.66	0.78	0.68	0.79	0.71	0.77	0.78	0.80	0.78	0.81	0.72	0.82	0.71	0.76	0.77	0.78	0.71	0.74	0.81	0.78	0.67	0.65	0.79	0.84	0.83	0.84	1.00												
Managing Resources	0.00	0.64	0.67	0.64	0.66	0.68	0.69	0.76	0.72	0.66	0.62	0.65	0.68	0.60	0.59	0.80	0.65	0.74	0.72	0.75	0.81	0.71	0.69	0.77	0.79	0.72	0.79	0.70	1.00											
Optimism	0.00	0.66	0.70	0.62	0.77	0.68	0.67	0.71	0.78	0.68	0.68	0.64	0.73	0.57	0.65	0.70	0.75	0.69	0.73	0.81	0.77	0.60	0.64	0.75	0.84	0.81	0.83	0.79	0.71	1.00										
Organizational Alignment	0.00	0.73	0.71	0.67	0.74	0.73	0.72	0.80	0.76	0.62	0.68	0.67	0.77	0.57	0.60	0.76	0.72	0.76	0.77	0.81	0.79	0.64	0.69	0.83	0.86	0.78	0.84	0.76	0.82	0.77	1.00									
Organizational Awareness:	0.00	0.65	0.65	0.62	0.66	0.65	0.62	0.70	0.68	0.61	0.54	0.59	0.64	0.52	0.59	0.70	0.68	0.77	0.71	0.74	0.75	0.65	0.66	0.77	0.78	0.75	0.79	0.69	0.81	0.73	0.82	1.00								
Organizational knowledge	0.00	0.68	0.70	0.71	0.76	0.79	0.73	0.72	0.77	0.67	0.61	0.62	0.68	0.51	0.63	0.64	0.74	0.70	0.72	0.79	0.78	0.68	0.74	0.81	0.83	0.79	0.84	0.75	0.70	0.78	0.76	0.80	1.00							
Pattern Recognition:	0.00	0.62	0.69	0.69	0.78	0.72	0.68	0.78	0.72	0.74	0.70	0.69	0.64	0.55	0.65	0.72	0.74	0.64	0.75	0.71	0.81	0.68	0.73	0.72	0.73	0.68	0.76	0.77	0.69	0.71	0.72	0.70	0.74	1.00						
Personal Skills	0.00	0.69	0.73	0.77	0.82	0.71	0.68	0.84	0.68	0.72	0.61	0.75	0.69	0.59	0.72	0.75	0.80	0.73	0.85	0.74	0.80	0.74	0.72	0.79	0.82	0.74	0.83	0.74	0.73	0.71	0.74	0.75	0.75	0.79	1.00					
Self Control	0.00	0.70	0.72	0.69	0.77	0.71	0.66	0.73	0.75	0.67	0.66	0.66	0.70	0.55	0.61	0.68	0.68	0.68	0.72	0.82	0.79	0.68	0.70	0.85	0.86	0.78	0.83	0.77	0.75	0.77	0.78	0.76	0.84	0.75	0.78	1.00				
Strategic Networking	0.00	0.67	0.70	0.68	0.76	0.74	0.68	0.77	0.75	0.69	0.65	0.66	0.65	0.50	0.59	0.68	0.65	0.68	0.76	0.85	0.83	0.77	0.76	0.87	0.85	0.79	0.84	0.74	0.80	0.77	0.78	0.77	0.81	0.70	0.77	0.88	1.00			
Strategic Thinking	0.00	0.61	0.64	0.64	0.72	0.73	0.67	0.73	0.68	0.63	0.55	0.58	0.57	0.44	0.56	0.60	0.64	0.68	0.76	0.75	0.80	0.82	0.72	0.78	0.81	0.72	0.78	0.67	0.78	0.66	0.73	0.73	0.76	0.66	0.74	0.80	0.85	1.00		
Teamwork and cooperation	0.00	0.70	0.72	0.67	0.76	0.72	0.74	0.74	0.80	0.70	0.72	0.66	0.74	0.59	0.67	0.67	0.72	0.70	0.75	0.82	0.82	0.66	0.72	0.81	0.86	0.82	0.83	0.79	0.72	0.78	0.78	0.75	0.82	0.77	0.73	0.85	0.83.			

Source: Author 2017

Table 4.23 presents the correlation matrix for the threshold competency framework. The correlation between the forty variables is high. More than half the correlations are greater than 0.3. This indicates that the threshold competencies share common factors and more importantly that the data is suitable for factor analysis.

Factor analysis is used to develop the threshold competency framework instrument by uncovering the latent structure of a set of threshold competency variables. The data gathered from the sample is subjected to principal axis factoring using IBM's Statistical Package for Social Sciences (SPSS). The *Bartlett test of sphericity* is significant ($p < 0.000$) and the *Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy* is marvelous at 0.919, indicating that the data is suitable for factor analysis. The *factor rotation method* used is Promax with Kaiser Normalization as was practiced by Boyatzis (2013, p.7) to expose the factor analytic properties of the Emotional Social Competency Instrument. Kaiser's criterion is based on the principle that factors with an eigenvalue greater than one are common factors. As can be seen in Figure 4.16, the *eigenvalue distribution* of the scree plot suggests that three factors should be extracted.

Figure 4.17 Scree Plot of Threshold Competency



SOURCE: Author 2017

Table 4.21 Correlation Matrix of Threshold Competencies (n=117)

Correlation Matrix of Threshold Competencies	Test	Planning and Coordination	Problem Solving	Program Knowledge	Managing Performance	Analysis and Decision Making	Building Capability for All	Changing and Improving	Collaborating and Partnering	Collaboration and Partnerships	Communicating with Impact	Communication Skills	Continuously Improving Services	Contract Management and Budgeting	Decision Making	Delegation	Delivering at Pace	Delivering Value for Money	Desire for Knowledge	Developing our own capability	Initiative and Drive	Innovative Thinking	Integrity	Leadership	Leading and Communicating	Leading Others	Leading People and Building Teams	Making Effective Decisions	Managing a Quality Service	Managing Change	Managing our own work	Managing Performance	Meeting Customer Needs	Respect for Diversity and Equality	Results Orientation	Seeing the Big Picture	Setting Direction	Strategic Thinking	Strategy and Planning	Taking Accountability	Team-Working					
Test	1.00																																													
Planning and Coordination	0.00	1.00																																												
Problem Solving	0.00	0.60	1.00																																											
Program Knowledge	0.00	0.60	0.47	1.00																																										
Managing Performance	0.00	0.67	0.55	0.64	1.00																																									
Analysis and Decision Making	0.00	0.61	0.52	0.52	0.70	1.00																																								
Building Capability for All	0.00	0.61	0.48	0.63	0.61	0.57	1.00																																							
Changing and Improving	0.00	0.63	0.51	0.62	0.69	0.65	0.68	1.00																																						
Collaborating and Partnering	0.00	0.57	0.48	0.57	0.57	0.58	0.53	0.72	1.00																																					
Collaboration and Partnerships	0.00	0.34	0.42	0.55	0.43	0.37	0.45	0.41	0.49	1.00																																				
Communicating with Impact	0.00	0.65	0.46	0.63	0.66	0.66	0.59	0.68	0.70	0.45	1.00																																			
Communication Skills	0.00	0.54	0.52	0.53	0.58	0.47	0.56	0.55	0.55	0.48	0.72	1.00																																		
Continuously Improving Services	0.00	0.59	0.48	0.65	0.73	0.66	0.61	0.74	0.62	0.49	0.74	0.72	1.00																																	
Contract Management and Budgeting	0.00	0.64	0.56	0.65	0.63	0.60	0.54	0.63	0.61	0.49	0.77	0.74	0.82	1.00																																
Decision Making	0.00	0.66	0.56	0.70	0.65	0.55	0.58	0.65	0.61	0.50	0.77	0.76	0.77	0.87	1.00																															
Delegation	0.00	0.56	0.38	0.69	0.60	0.53	0.55	0.65	0.64	0.52	0.69	0.52	0.71	0.73	0.75	1.00																														
Delivering at Pace	0.00	0.65	0.59	0.70	0.67	0.63	0.62	0.67	0.61	0.53	0.70	0.69	0.75	0.79	0.81	0.74	1.00																													
Delivering Value for Money	0.00	0.63	0.50	0.69	0.70	0.63	0.60	0.74	0.67	0.43	0.82	0.71	0.83	0.83	0.89	0.75	0.77	1.00																												
Desire for Knowledge	0.00	0.54	0.47	0.63	0.73	0.65	0.59	0.66	0.61	0.40	0.68	0.59	0.75	0.71	0.71	0.63	0.75	0.78	1.00																											
Developing our own capability	0.00	0.51	0.49	0.54	0.66	0.57	0.66	0.73	0.59	0.46	0.60	0.58	0.68	0.65	0.69	0.62	0.72	0.71	0.80	1.00																										
Initiative and Drive	0.00	0.62	0.49	0.56	0.62	0.55	0.56	0.62	0.59	0.41	0.58	0.50	0.74	0.68	0.69	0.64	0.70	0.72	0.70	0.72	1.00																									
Innovative Thinking	0.00	0.60	0.43	0.62	0.66	0.60	0.58	0.67	0.62	0.50	0.73	0.66	0.83	0.75	0.75	0.70	0.72	0.81	0.72	0.71	0.82	1.00																								
Integrity	0.00	0.55	0.36	0.60	0.57	0.56	0.55	0.63	0.67	0.44	0.79	0.63	0.71	0.75	0.80	0.69	0.64	0.81	0.70	0.69	0.66	0.75	1.00																							
Leadership	0.00	0.67	0.52	0.63	0.66	0.63	0.60	0.71	0.63	0.48	0.72	0.56	0.71	0.73	0.77	0.73	0.80	0.79	0.75	0.77	0.80	0.76	0.77	1.00																						
Leading and Communicating	0.00	0.62	0.54	0.69	0.68	0.54	0.68	0.66	0.56	0.50	0.71	0.67	0.80	0.77	0.83	0.69	0.75	0.82	0.78	0.75	0.82	0.81	0.78	0.83	1.00																					
Leading Others	0.00	0.65	0.50	0.64	0.73	0.57	0.62	0.64	0.64	0.48	0.75	0.65	0.77	0.74	0.76	0.68	0.70	0.77	0.77	0.75	0.75	0.78	0.81	0.83	0.87	1.00																				
Leading People and Building Teams	0.00	0.66	0.48	0.61	0.61	0.49	0.58	0.59	0.60	0.43	0.63	0.60	0.64	0.69	0.73	0.70	0.68	0.71	0.67	0.69	0.68	0.71	0.69	0.76	0.77	0.82	1.00																			
Making Effective Decisions	0.00	0.57	0.48	0.66	0.62	0.57	0.60	0.59	0.59	0.49	0.73	0.68	0.75	0.82	0.82	0.70	0.77	0.78	0.76	0.67	0.67	0.79	0.79	0.79	0.85	0.82	0.75	1.00																		
Managing a Quality Service	0.00	0.69	0.53	0.64	0.64	0.54	0.54	0.63	0.57	0.50	0.72	0.64	0.78	0.80	0.81	0.68	0.71	0.79	0.69	0.61	0.76	0.82	0.74	0.77	0.84	0.80	0.73	0.81	1.00																	
Managing Change	0.00	0.59	0.48	0.60	0.63	0.55	0.51	0.64	0.59	0.58	0.75	0.72	0.75	0.80	0.83	0.67	0.68	0.81	0.65	0.64	0.59	0.78	0.75	0.71	0.77	0.78	0.69	0.83	0.84	1.00																
Managing our own work	0.00	0.64	0.54	0.52	0.72	0.62	0.49	0.65	0.65	0.48	0.71	0.67	0.76	0.72	0.71	0.57	0.68	0.72	0.72	0.68	0.70	0.74	0.69	0.71	0.74	0.80	0.65	0.75	0.73	0.76	1.00															
Managing Performance	0.00	0.67	0.59	0.70	0.69	0.59	0.65	0.69	0.64	0.58	0.80	0.71	0.77	0.82	0.83	0.75	0.78	0.84	0.71	0.70	0.74	0.80	0.75	0.82	0.87	0.83	0.77	0.83	0.84	0.83	0.76	1.00														
Meeting Customer Needs	0.00	0.58	0.45	0.67	0.62	0.59	0.56	0.57	0.55	0.54	0.73	0.59	0.74	0.78	0.80	0.72	0.70	0.78	0.72	0.60	0.70	0.75	0.78	0.78	0.81	0.78	0.72	0.84	0.82	0.78	0.66	0.84	1.00													
Respect for Diversity and Equality	0.00	0.66	0.51	0.68	0.65	0.57	0.66	0.70	0.63	0.48	0.77	0.65	0.75	0.78	0.83	0.73	0.72	0.85	0.73	0.73	0.69	0.75	0.82	0.83	0.82	0.85	0.81	0.80	0.77	0.76	0.69	0.83	0.84	1.00												
Results Orientation	0.00	0.64	0.58	0.69	0.73	0.62	0.72	0.68	0.60	0.57	0.71	0.67	0.79	0.78	0.83	0.72	0.80	0.81	0.80	0.76	0.73	0.75	0.75	0.80	0.86	0.83	0.75	0.78	0.80	0.77	0.73	0.83	0.82	0.87	1.00											
Seeing the Big Picture	0.00	0.57	0.52	0.55	0.58	0.44	0.53	0.63	0.58	0.61	0.58	0.64	0.67	0.71	0.74	0.66	0.72	0.73	0.57	0.60	0.63	0.73	0.62	0.64	0.70	0.66	0.62	0.69	0.76	0.81	0.67	0.78	0.70	0.67	0.74	1.00										
Setting Direction	0.00	0.50	0.53	0.46	0.57	0.55	0.54	0.75	0.66	0.51	0.57	0.54	0.68	0.66	0.65	0.66	0.69	0.67	0.61	0.72	0.65	0.69	0.65	0.73	0.71	0.64	0.65	0.67	0.67	0.70	0.65	0.70	0.63	0.65	0.71	0.75	1.00									
Strategic Thinking	0.00	0.52	0.47	0.57	0.64	0.57	0.61	0.67	0.68	0.56	0.66	0.65	0.75	0.73	0.74	0.60	0.73	0.77	0.78	0.73	0.69	0.73	0.73	0.75	0.79	0.74	0.72	0.77	0.71	0.75	0.72	0.78	0.77	0.79	0.84	0.73	0.75	1.00								
Strategy and Planning	0.00	0.61	0.53	0.60	0.68	0.60	0.57	0.69	0.60	0.50	0.74	0.67	0.76	0.71	0.78	0.66	0.70	0.75	0.72	0.71	0.65	0.75	0.73	0.76	0.82	0.81	0.73	0.83	0.75	0.80	0.81	0.82	0.73	0.82	0.82	0.68	0.72	0.77	1.00							
Taking Accountability	0.00	0.57	0.44	0.69	0.58	0.50	0.57	0.64	0.58	0.64	0.71	0.67	0.66	0.68	0.72	0.71	0.66	0.69	0.63	0.59	0.61	0.73	0.77	0.73	0.77	0.79	0.72	0.81	0.73	0.77	0.67	0.81	0.78	0.75	0.77	0.66	0.60	0.71	0.79	1.00						
Team-Working	0.00	0.66	0.39	0.66	0.65	0.6																																								

4.4.2 COMMUNITY OF INDICATORS FOR THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE

According to the IBM's Statistical Package for Social Sciences, commonly known as SPSS, extraction communalities are estimates of the variance in each variable accounted for by the components. The communalities in table 4.24 are all high which indicates that the extracted components represent the variables well.

Table 4.22 Community of indicators in the differentiating competency framework

Communalities	Extraction
variable	1.000
Accurate Self Assessment	0.638
Achievement Orientation:	0.761
Adaptability:	0.684
Analytical Thinking	0.818
Business Skills	0.720
Change Management	0.759
Client Focus	0.815
Coaching	0.818
Conceptual thinking	0.770
Concern for order	0.755
Conflict Management:	0.683
Customer service orientation	0.829
Developing others	0.786
Diplomatic Sensitivity	0.772
Drafting Skills	0.765
Emotional Self-Awareness:	0.736
Emotional Self-Control:	0.678
Flexible Thinking	0.768
Global Mindset	0.834
Impact and Influence	0.847
Industry Knowledge	0.688
Influence:	0.707
Initiative	0.851
Inspirational Leadership:	0.873
Integrated Talent Management	0.808
Interpersonal Skills	0.895
Knowledge Management	0.831
Managing Resources	0.724
Optimism	0.727
Organizational Alignment	0.782
Organizational Awareness:	0.723
Organizational knowledge	0.787
Pattern Recognition:	0.707
Personal Skills	0.779
Self Control	0.809
Strategic Networking	0.854
Strategic Thinking	0.811
Teamwork and cooperation	0.796
Transparency	0.789
Extraction Method: Principal Component Analysis.	0.000

Source: Author 2017

According to the IBM's Statistical Package for Social Sciences, commonly known as SPSS, extraction communalities are estimates of the variance in each variable accounted for by the components. The communalities in table 4.25 are all high which indicates that the extracted components represent the variables well.

Table 4.23 Community of indicators in the threshold competency framework

Communalities	Extraction
Variable	1.000
Planning and Coordination	0.629
Problem Solving	0.661
Program Knowledge	0.593
Managing Performance	0.722
Analysis and Decision Making	0.675
Building Capability for All	0.629
Changing and Improving	0.769
Collaborating and Partnering	0.600
Collaboration and Partnerships	0.703
Communicating with Impact	0.717
Communication Skills	0.633
Continuously Improving Services	0.773
Contract Management and Budgeting	0.780
Decision Making	0.829
Delegation	0.657
Delivering at Pace	0.760
Delivering Value for Money	0.832
Desire for Knowledge	0.768
Developing our own capability	0.713
Initiative and Drive	0.693
Innovative Thinking	0.784
Integrity	0.807
Leadership	0.806
Leading and Communicating	0.846
Leading Others	0.840
Leading People and Building Teams	0.697
Making Effective Decisions	0.852
Managing a Quality Service	0.803
Managing Change	0.837
Managing our own work	0.701
Managing Performance	0.872
Meeting Customer Needs	0.812
Respect for Diversity and Equality	0.831
Results Orientation	0.835
Seeing the Big Picture	0.761
Setting Direction	0.637
Strategic Thinking	0.739
Strategy and Planning	0.776
Taking Accountability	0.783
Team-Working	0.735
Extraction Method: Principal Component Analysis.	0.000

Source: Author 2017

4.4.3 FACTORS EXTRACTED – TOTAL VARIANCE EXPLAINED FOR THE CONCEPTUAL DOMAIN OF COMPETENT GOVERNANCE

As can be seen in table 4.26, with the use of principal component factor analysis extraction method the total variance of the two factors is good and accounted for a majority variance of 77.368% of the model. Component one presents an initial eigenvalue of 28.546 and a variance of 73.195%. Component two presents an initial eigenvalue of 1.627 and a variance of 4.173%.

Table 4.24 Factors Extracted – Total Variance Explained for Differentiating Competency Variables

Total Variance Explained		Initial Eigenvalues		
Component		Total	% of Variance	Cumulative %
1		28.546	73.195	73.195
2		1.627	4.173	77.368
3		0.941	2.413	79.781
4		0.925	2.372	82.153
5		0.764	1.959	84.111
6		0.612	1.568	85.680
7		0.536	1.375	87.054
8		0.449	1.152	88.206
9		0.436	1.117	89.323
10		0.384	0.984	90.308
11		0.337	0.863	91.171
12		0.305	0.783	91.954
13		0.271	0.695	92.649
14		0.246	0.630	93.279
15		0.242	0.621	93.900
16		0.229	0.586	94.486
17		0.204	0.522	95.008
18		0.169	0.433	95.441
19		0.165	0.424	95.865
20		0.158	0.406	96.271
21		0.144	0.370	96.641
22		0.139	0.356	96.997
23		0.132	0.338	97.335
24		0.121	0.311	97.646
25		0.111	0.285	97.931
26		0.102	0.261	98.192
27		0.092	0.236	98.428
28		0.081	0.208	98.636
29		0.080	0.205	98.841
30		0.070	0.180	99.021
31		0.062	0.160	99.181
32		0.062	0.159	99.340
33		0.051	0.131	99.471
34		0.048	0.123	99.594
35		0.043	0.110	99.704
36		0.039	0.099	99.803
37		0.034	0.086	99.889
38		0.025	0.063	99.952
39		0.019	0.048	100.000
Extraction Method: Principal Component Analysis.				

SOURCE: Author 2017

As can be seen in table 4.27, with the use of principal component factor analysis extraction method the total variance of the three factors is good and accounted for a majority variance of 74.712% of the model. Component one presents an initial eigenvalue of 27.516 and a variance of 68.791%. Component two presents an initial eigenvalue of 1.330 and a variance of 3.325%. Component three presents an initial eigenvalue of 1.038 and a variance of 3.325%. Component three presents an initial eigenvalue of 1.038 and a variance of 2.596%.

Table 4.25 Factors Extracted – Total Variance Explained for Threshold Competency Variables

Total Variance Explained			
Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	27.516	68.791	68.791
2	1.330	3.325	72.116
3	1.038	2.596	74.712
4	0.940	2.350	77.062
5	0.874	2.186	79.248
6	0.850	2.124	81.372
7	0.687	1.718	83.090
8	0.663	1.658	84.748
9	0.602	1.504	86.253
10	0.530	1.325	87.578
11	0.462	1.156	88.734
12	0.418	1.045	89.780
13	0.376	0.940	90.719
14	0.348	0.871	91.590
15	0.304	0.761	92.351
16	0.281	0.703	93.054
17	0.246	0.616	93.669
18	0.242	0.604	94.274
19	0.222	0.554	94.828
20	0.197	0.492	95.319
21	0.192	0.479	95.798
22	0.183	0.458	96.257
23	0.157	0.393	96.650
24	0.145	0.362	97.011
25	0.141	0.353	97.364
26	0.125	0.311	97.676
27	0.119	0.297	97.972
28	0.107	0.267	98.239
29	0.103	0.259	98.498
30	0.090	0.226	98.724
31	0.078	0.196	98.920
32	0.072	0.179	99.099
33	0.069	0.172	99.272
34	0.062	0.156	99.428
35	0.055	0.138	99.566
36	0.042	0.105	99.671
37	0.042	0.104	99.776
38	0.039	0.097	99.873
39	0.030	0.075	99.947
40	0.021	0.053	100.000
Extraction Method: Principal Component Analysis.			

SOURCE: Author 2017

4.4.4 FACTOR SOLUTION FOR CONCEPTUAL DOMAINS WITH FACTOR LOADINGS

As can be seen in Table 4.28, the relationships in the factor matrix are somewhat clear. Integrated Talent Management and Analytical Thinking have similar loadings for both factors which means that they will be considered for redundancy.

The first factor corresponds most strongly to Accurate Self-Assessment, Adaptability, Business Skills, Client Focus, Emotional Self-Control, Flexible Thinking, Global Mindset, Impact and Influence, Industry Knowledge, Influence, Initiative, Inspirational Leadership, Interpersonal Skills, Managing Resources, Optimism, Organizational Alignment, Organizational Awareness, Organizational knowledge, Pattern Recognition, Personal Skills, Self-Control, Strategic Networking, Strategic Thinking, Teamwork and cooperation and Transparency differentiating competencies.

The second factor corresponds most strongly to Developing others, Concern for order, Diplomatic Sensitivity, Conflict Management, Customer service orientation, Conceptual thinking, Drafting Skills, Change Management, Achievement Orientation, Coaching and Knowledge Management differentiating competencies.

Table 4.26 Structure matrix for the differentiating competencies with factor loadings

Structure Matrix		Component	
Differentiating Variables	1	2	
Accurate Self Assessment	0.792	0.693	
Achievement Orientation:	0.794	0.852	
Adaptability:	0.805	0.756	
Analytical Thinking	0.874	0.837	
Business Skills	0.839	0.747	
Change Management	0.772	0.859	
Client Focus	0.880	0.824	
Coaching	0.817	0.886	
Conceptual thinking	0.746	0.873	
Concern for order	0.675	0.869	
Conflict Management:	0.740	0.813	
Customer service orientation	0.746	0.910	
Developing others	0.551	0.858	
Diplomatic Sensitivity	0.681	0.878	
Drafting Skills	0.765	0.866	
Emotional Self-Awareness:	0.816	0.810	
Emotional Self-Control:	0.817	0.711	
Flexible Thinking	0.867	0.769	
Global Mindset	0.905	0.795	
Impact and Influence	0.913	0.799	
Industry Knowledge	0.827	0.627	
Influence:	0.840	0.647	
Initiative	0.920	0.773	
Inspirational Leadership:	0.927	0.810	
Integrated Talent Management	0.847	0.858	
Interpersonal Skills	0.936	0.831	
Knowledge Management	0.821	0.894	
Managing Resources	0.847	0.725	
Optimism	0.828	0.782	
Organizational Alignment	0.878	0.766	
Organizational Awareness:	0.850	0.672	
Organizational knowledge	0.887	0.722	
Pattern Recognition:	0.818	0.769	
Personal Skills	0.871	0.779	
Self Control	0.899	0.727	
Strategic Networking	0.922	0.700	
Strategic Thinking	0.888	0.617	
Teamwork and cooperation	0.884	0.778	
Transparency	0.888	0.697	
Key	0.000	1.000	
Extraction Method: Principal Component Analysis.			

As can be seen in Table 4.29, the relationships in the factor matrix are somewhat clear. Problem Solving, Program Knowledge, Delivering at Pace, Desire for Knowledge have similar higher loadings for the factors which means that they will be considered for redundancy.

The first factor corresponds most strongly to Communicating with Impact, Communication Skills, Continuously Improving Services, Contract Management and Budgeting, Decision Making, Delegation, Delivering Value for Money, Desire for Knowledge, Initiative and Drive, Innovative Thinking, Integrity, Leadership, Leading and Communicating, Leading Others, Leading People and Building Teams, Making Effective Decisions, Managing a Quality Service, Managing Change, Managing our own work, Managing Performance, Meeting Customer Needs, Respect for Diversity and Equality, Results Orientation, Setting Direction, Strategic Thinking, Strategy and Planning, Taking Accountability and Team-Working threshold competencies.

The second factor corresponds most strongly to Analysis and Decision Making, Building Capability for All, Changing and Improving, Collaborating and Partnering, Developing our own capability, Managing Performance, Problem Solving and Planning and Coordination threshold competencies.

The third factor corresponds most strongly to Collaboration and Partnerships and Seeing the Big Picture threshold competencies. None of the threshold competencies are negatively associated with any of the factors. All the competencies have correlations greater than 0.2 with multiple factors.

Table 4.27 Structure matrix for the threshold competencies with factor loadings

Structure Matrix	Component		
	1	2	3
Planning and Coordination	0.659	0.782	0.542
Problem Solving	0.486	0.697	0.677
Program Knowledge	0.710	0.689	0.633
Managing Performance	0.708	0.845	0.515
Analysis and Decision Making	0.614	0.820	0.417
Building Capability for All	0.627	0.787	0.527
Changing and Improving	0.712	0.874	0.505
Collaborating and Partnering	0.680	0.752	0.549
Collaboration and Partnerships	0.541	0.453	0.838
Communicating with Impact	0.831	0.741	0.571
Communication Skills	0.734	0.627	0.707
Continuously Improving Services	0.854	0.788	0.588
Contract Management and Budgeting	0.869	0.713	0.681
Decision Making	0.898	0.719	0.700
Delegation	0.802	0.672	0.594
Delivering at Pace	0.806	0.799	0.687
Delivering Value for Money	0.903	0.775	0.592
Desire for Knowledge	0.818	0.793	0.427
Developing our own capability	0.771	0.801	0.455
Initiative and Drive	0.797	0.742	0.447
Innovative Thinking	0.882	0.726	0.571
Integrity	0.890	0.655	0.491
Leadership	0.876	0.787	0.532
Leading and Communicating	0.917	0.748	0.609
Leading Others	0.910	0.748	0.550
Leading People and Building Teams	0.832	0.684	0.537
Making Effective Decisions	0.918	0.654	0.631
Managing a Quality Service	0.890	0.683	0.662
Managing Change	0.881	0.638	0.749
Managing our own work	0.811	0.752	0.584
Managing Performance	0.912	0.754	0.741
Meeting Customer Needs	0.896	0.641	0.626
Respect for Diversity and Equality	0.907	0.750	0.584
Results Orientation	0.889	0.799	0.678
Seeing the Big Picture	0.773	0.629	0.811
Setting Direction	0.746	0.729	0.619
Strategic Thinking	0.847	0.729	0.628
Strategy and Planning	0.873	0.734	0.621
Taking Accountability	0.853	0.596	0.712
Team-Working	0.845	0.739	0.550
Key	0.000	0.500	1.000
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.			

4.5 FINDINGS PERTAINING TO RESEARCH QUESTION 1: WHAT IS THE CONCEPTUAL DOMAIN FOR COMPETENT GOVERNANCE?

The conceptual domain for competent governance includes both threshold and differentiating competency variables. More importantly scale development and reduction yielded two factor for the differentiating competency data and three factors for the threshold competency data. Of the seventy-nine competency variables, all were found to be suitable for measuring competent governance. Only a very few were found to have similar factor loading across all components and therefore will need to be reconsidered for redundancy.

4.6 FINDINGS PERTAINING TO RESEARCH QUESTION 2: WHAT IS THE VALID MEASURE OF COMPETENT GOVERNANCE?

The valid measure for competent governance is made up of two constructs, being the differentiating and threshold competence performance criteria. The first construct is a measure of talented governance and is made up of two conceptual domains or competency frameworks. The second construct is a measure of effective governance and is made up of three conceptual domains or competency frameworks.

4.7 RELIABILITY

Table 4.30 presents a summary of valid and reliable measures for competent governance. The KMO measure of Sampling Adequacy, Bartlett Test of Sphericity, Eigenvalues with total variance measure and Cronbach Alpha reliability measures all indicate that the frameworks developed represent the underlying characteristics that government employees require to achieve a state of competent governance.

Table 4.28 Summary of Valid and Reliable Measures for Competent Governance

	Validity						Reliability
Indicators	KMO Measure of Sampling Adequacy		Bartlett's Test of Sphericity		Eigenvalue	% Variance	Cronbach Alpha
	Measure	Description	Measure <i>p</i> value	Description	Measure	Measure	Measure
Competent Governance Theory							0.993
Differentiating Governance Construct	0.95409023	Marvellous	0.000	Significant	30.173	74.7	0.990
Differentiating Governance Concept 1					28.546	73.2	0.986
Differentiating Governance Concept 2					1.627	4.2	0.956
Threshold Governance Construct	0.91863877	Marvellous	0.000	Significant	29.885	77.4	0.988
Threshold Governance Concept 1					27.516	68.8	0.987
Threshold Governance Concept 2					1.330	3.3	0.922
Threshold Governance Concept 3					1.038	2.6	0.751

4.8 CONCLUSIVE REFLECTION ON THE FINDINGS

The building of a theory for competent governance with valid measures is becoming clear. The theory has two validated constructs the first being for talented governance and the second for effective governance. The differentiating competency construct has two validated conceptual frameworks made up of thirty-nine competency variables. The threshold competency construct has three conceptual frameworks made up of forty competency variables. The theory, constructs and conceptual frameworks are all reliable with Cronbach Alpha measures of more than 0.7. Meaningful descriptions still need to be given to the theory, constructs and concepts to operationalize the theory.

CHAPTER 5: DISCUSSION AND FINDINGS

5.1 INTRODUCTION

5.2 DISCUSSION AND FINDINGS ABOUT THE DESCRIPTIVE FEATURES OF STUDY PARTICIPANTS FOR THE QUALITATIVE AND QUANTITATIVE PHASES OF RESEARCH

The age group of respondents (n=117) was between 21 and 65 years of age. One manager between the ages of 21 and 30 years responded to the survey which made up 0.9% of the sample which was the smallest percentage. Twenty-one managers between the ages of 31 and 40 years responded to the survey which made up 17.9% of the sample. Forty-nine managers between the ages of 41 and 50 years responded to the survey which made up 41.9% of the sample which was the biggest response group. Forty managers between the ages of 51 and 60 years responded to the survey which made up 34.2% of the sample. Six managers between the age of 61 and 65 years responded to the survey which made up 5.1% of the sample.

The male gender predominantly responded to the survey. This must be interpreted with caution as the ratio of female to male managers employed in the municipality may contribute to this result.

The level of education of middle to executive management of respondents ranges from matric to double doctoral degree. Most managers who responded to the survey have an honours degree or bachelor of technology level of education. Five respondents have a matric education which makes up 4.3% of the responses. Thirty-two respondents have a Diploma or Bachelor's degree level of education which makes up 27.4% of the responses. Thirty-eight respondents have an honours degree or bachelor of technology level of education which makes up 32.5% of the responses. Thirty-five respondents have Master's degree level of education which makes up 29.9% of the responses. Six respondents have a Doctoral degree level of education which makes up 5.1% of the

responses. One respondent has a double doctoral degree level of education which makes up 0.9% of the responses.

The length of service of middle to executive management of respondents ranges from 0 to 40 years. Most respondents have been serving for 6-10 years. twenty-two respondents have been serving for 0 to 5 years which makes up 18.8% of the responses. Twenty-four respondents have been serving for 6 to 10 years which makes up 20.5% of the responses. Eleven respondents have been serving for 11 to 15 years which makes up 9.4% of the responses. Nineteen respondents have been serving for 16 to 20 years which makes up 16.2% of the responses. Fourteen respondents have been serving for 21 to 25 years which makes up 12.0% of the responses. Nine respondents have been serving for 26 to 30 years which makes up 7.7% of the responses. Thirteen respondents have been serving for 31 to 35 years which makes up 11.1% of the responses. Five respondents have been serving for 36 to 40 years which makes up 4.3% of the responses.

The pay grade of middle to executive management of respondents ranges from level 14 to 25. Pay grade at the municipality is referred to as TK and is an important differentiator between middle and executive management. Middle management ranges from 14 to 18 and executive management ranges from 19 and above. Most responses came from middle management. Twenty-six middle managers with a 14-pay grade responded which makes up 22.2% of the responses. Twenty-six middle managers with a 15-pay grade responded which makes up 22.2% of the responses. Eleven middle managers with a 16-pay grade responded which makes up 9.4% of the responses. Twenty-six middle managers with a 17-pay grade responded which makes up 22.2% of the responses. Nine middle managers with a 18-pay grade responded which makes up 7.7% of the responses. Three executive managers with a 19-pay grade responded which makes up 2.6% of the responses. Two executive managers with a 20-pay grade responded which makes up 1.7% of the responses. Twelve executive managers with a 21-pay grade responded which makes up 10.3% of the responses. One executive manager with a level 22 pay grade responded which makes up 0.9% of the responses. One executive manager with a level 25 pay grade responded which makes up 0.9% of the responses.

5.3 ADDRESSING RESEARCH QUESTION 1: WHAT IS THE CONCEPTUAL DOMAIN FOR COMPETENT GOVERNANCE?

The conceptual domain for competent governance includes both threshold and differentiating competency variables. More importantly scale development and reduction yielded two factors for the differentiating competency data and three factors for the threshold competency data. Of the seventy-nine competency variables, all were found to be suitable for measuring competent governance. Only a very few were found to have similar factor loading across all components and therefore will need to be reconsidered for redundancy.

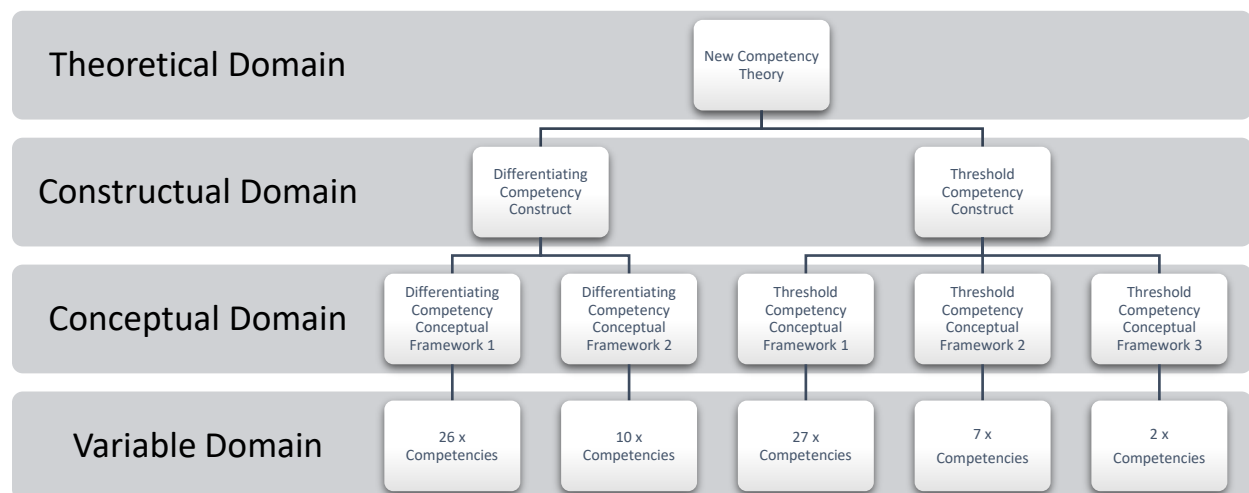
5.4 ADDRESSING RESEARCH QUESTION 2: WHAT IS THE VALID MEASURE OF COMPETENT GOVERNANCE?

The valid measure for competent governance is a new theory made up of two validated constructs, being the differentiating and threshold competence performance criteria. The first construct is a measure of talented governance and is made up of two conceptual domains or competency frameworks. The second construct is a measure of effective governance and is made up of three conceptual domains or competency frameworks.

5.5 STUDY'S CONTRIBUTION TO KNOWLEDGE

The study's main contribution to knowledge is the development of a new theory that explains competency-based governance. As can be seen in Figure 5.18 and Table 5.31 the new competency theory makes the main assumption that competent governance results from two competency constructs. The first construct is a differentiating competency model and claims that superior governance results from competency-based management using the two differentiating competency frameworks. The first framework has twenty-six competencies and the second has ten competencies. The second construct is a threshold competency model and claims that effective governance results from competency-based management using three threshold competency frameworks. The first framework has twenty-seven competencies, the second has seven competencies and the third has two competencies.

Figure 5.18 The theoretical framework of the new competency theory



SOURCE: Author

Table 5.29 Theoretical Domain of the new competency theory

New Competency Theory														
Differentiating Competency Construct					Threshold Competency Construct									
Differentiating Competency Conceptual Framework 1			Differentiating Competency Conceptual Framework 2		Threshold Competency Conceptual Framework 1		Threshold Competency Conceptual Framework 2		Threshold Competency Conceptual Framework 3					
#	26 Competencies	Factor Loading	#	10 Competencies	Factor Loading	#	27 Competencies	Factor Loading	#	7 Competencies	Factor Loading	#	2 Competencies	Factor Loading
1	Interpersonal Skills	0.936	1	Knowledge Management	0.894	1	Making Effective Decisions	0.918	1	Changing and Improving	0.874	1	Collaboration and Partnerships	0.838
2	Inspirational Leadership	0.927	2	Coaching	0.886	2	Leading and Communicating	0.917	2	Managing Performance	0.845	2	Seeing the Big Picture	0.811
3	Strategic Networking	0.922	3	Diplomatic Sensitivity	0.878	3	Managing Performance	0.912	3	Analysis and Decision Making	0.820			
4	Initiative	0.920	4	Conceptual thinking	0.873	4	Leading Others	0.910	4	Developing our own capability	0.801			
5	Impact and Influence	0.913	5	Concern for order	0.869	5	Respect for Diversity and Equality	0.907	5	Building Capability for All	0.787			
6	Global Mindset	0.905	6	Drafting Skills	0.866	6	Delivering Value for Money	0.903	6	Planning and Coordination	0.782			
7	Self Control	0.899	7	Change Management	0.859	7	Decision Making	0.898	7	Collaborating and Partnering	0.752			
8	Transparency	0.888	8	Developing others	0.858	8	Meeting Customer Needs	0.896						
9	Strategic Thinking	0.888	9	Achievement Orientation:	0.852	9	Integrity	0.890						
10	Organizational knowledge	0.887	10	Conflict Management:	0.813	10	Managing a Quality Service	0.890						
11	Teamwork and cooperation	0.884				11	Results Orientation	0.889						
12	Client Focus	0.880				12	Innovative Thinking	0.882						
13	Organizational Alignment	0.878				13	Managing Change	0.881						
14	Personal Skills	0.871				14	Leadership	0.876						
15	Flexible Thinking	0.867				15	Strategy and Planning	0.873						
16	Organizational Awareness:	0.850				16	Contract Management and Budgeting	0.869						
17	Managing Resources	0.847				17	Continuously Improving Services	0.854						
18	Influence	0.840				18	Taking Accountability	0.853						
19	Business Skills	0.839				19	Strategic Thinking	0.847						
20	Optimism	0.828				20	Team-Working	0.845						
21	Industry Knowledge	0.827				21	Leading People and Building Teams	0.832						
22	Pattern Recognition:	0.818				22	Communicating with Impact	0.831						
23	Emotional Self-Control	0.817				23	Managing our own work	0.811						
24	Emotional Self-Awareness	0.816				24	Delegation	0.802						
25	Adaptability	0.805				25	Initiative and Drive	0.797						
26	Accurate Self Assessment	0.792				26	Setting Direction	0.746						
						27	Communication Skills	0.734						

Source: Author

5.6 STUDY'S CONTRIBUTION TO POLICY AND PRACTICE

Since competency-based management leads to business success, the use of the new theory results in success. The theory makes a valuable contribution to policy and practice and thus requires meaningful descriptions to facilitate adoption into organizational policy and practice. This holds true because, as was stated in Chapter 2, a competency that is not linked to a criterion reference is, by definition, not a competency. The descriptions for the model should be theoretically meaningful as well as indicate value.









As can be seen in Table 5.32 the new theory is called “Fuchs’s Competent Governance Theory.” This description is meaningful as it refers to the theory’s claim of offering a panacea to the problem of incompetent governance discussed in Chapter 1. Competent governance is the common goal of all organizations seeking success and is the result of competency-based strategy and competent employees who can deliver effective and superior results. Furthermore, the name is significant because South Africa’s National Development Plan claims that effective governance is one of three primary driving forces that leads to development and social cohesion in society. This study’s claim is that effective government should be replaced by competent governance as effective governance is criterion referenced to threshold competencies and competent governance is criterion referenced to both threshold and differentiating competencies.

Since competency-based management generates wealth the constructs, concepts and competencies will be given descriptions based on precious metals and precious gemstones. This will facilitate the model’s adoption into organizations as precious metals and precious gemstones are universal symbols of wealth.

The differentiating construct will be called the Platinum Governance Model due to platinum being the most valuable precious metal. Due to diamonds being the most valuable of gemstones, the first differentiating competency framework will be called the Diamond Framework and its twenty-six differentiating competencies will be its twenty-six diamonds. Due to sapphires being the second most valuable of gemstones, the second differentiating competency framework will be called the Sapphire Framework and the ten differentiating competencies will be called its ten sapphires.

The threshold competency construct will be called the Golden Governance Model due to gold being the second most valuable precious metal. Due to rubies being the third most valuable of gemstones, the first threshold competency framework will be called the Ruby Framework and its twenty-seven threshold competencies will be its twenty-seven rubies. Due to emeralds being the fourth most valuable of gemstones, the second threshold competency framework will be called the Emerald Framework and its seven threshold competencies will be its seven emeralds. Due to opals being the fifth most valuable of gemstones, the third threshold competency framework will be called the Opal Framework and its two threshold competencies will be its two opals.

Table 5.30 Operationalizing the model through theoretically meaningful descriptions that indicate the value of competencies

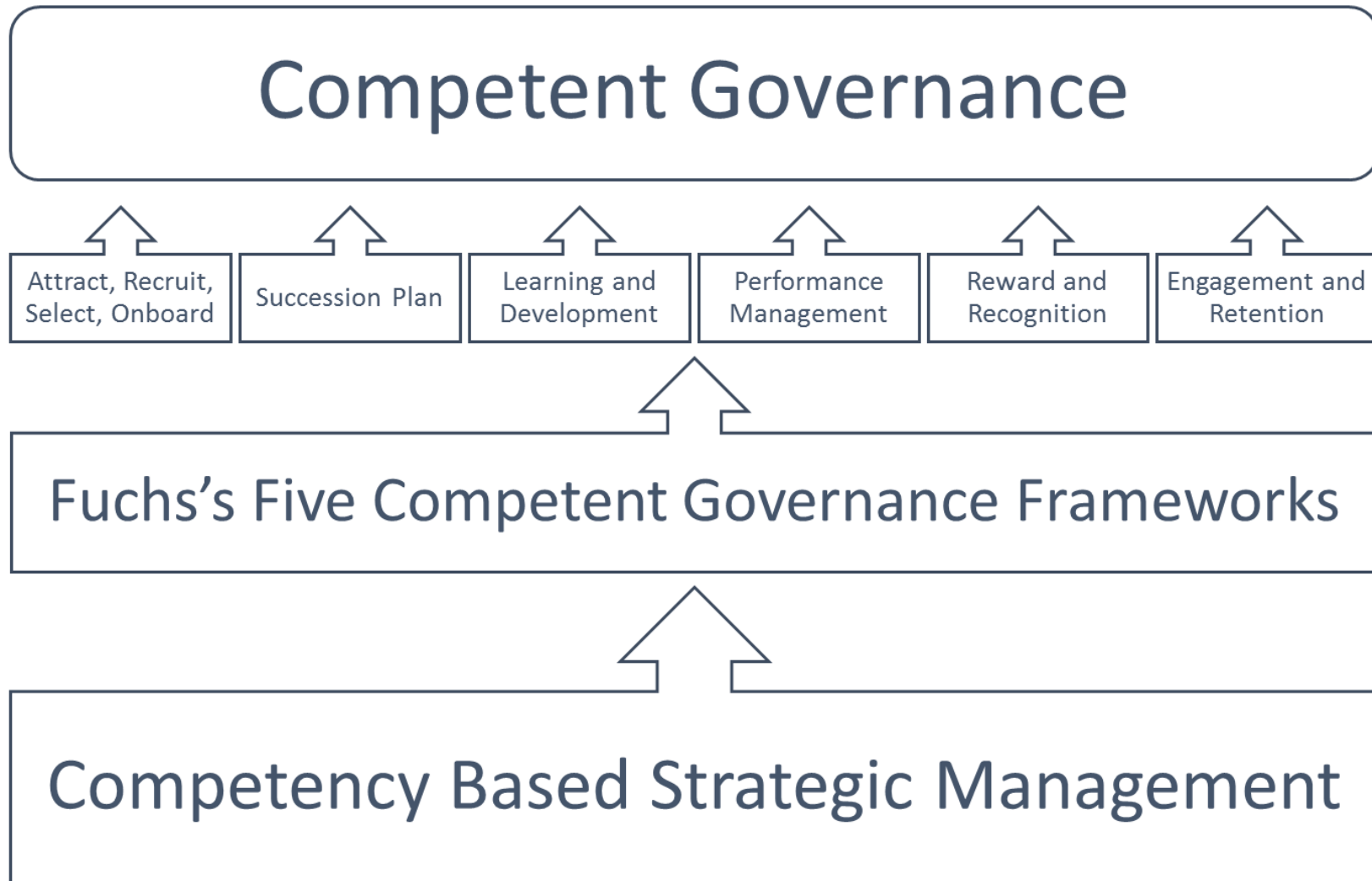
<div> Fuchs's Competent Governance Theory</div>														
<div> Platinum Governance Model</div>						<div> Golden Governance Model</div>								
<div> Diamond Framework</div>			<div> Sapphire Framework</div>			<div> Ruby Framework</div>			<div> Emerald Framework</div>			<div> Opal Framework</div>		
#	26 Diamonds	Factor Loading	#	10 Sapphires	Factor Loading	#	27 Rubies	Factor Loading	#	7 Emeralds	Factor Loading	#	2 Opals	Factor Loading
1	Interpersonal Skills	0.936	1	Knowledge Management	0.894	1	Making Effective Decisions	0.918	1	Changing and Improving	0.874	1	Collaboration and Partnerships	0.838
2	Inspirational Leadership	0.927	2	Coaching	0.886	2	Leading and Communicating	0.917	2	Managing Performance	0.845	2	Seeing the Big Picture	0.811
3	Strategic Networking	0.922	3	Diplomatic Sensitivity	0.878	3	Managing Performance	0.912	3	Analysis and Decision Making	0.820			
4	Initiative	0.920	4	Conceptual thinking	0.873	4	Leading Others	0.910	4	Developing our own capability	0.801			
5	Impact and Influence	0.913	5	Concern for order	0.869	5	Respect for Diversity and Equality	0.907	5	Building Capability for All	0.787			
6	Global Mindset	0.905	6	Drafting Skills	0.866	6	Delivering Value for Money	0.903	6	Planning and Coordination	0.782			
7	Self Control	0.899	7	Change Management	0.859	7	Decision Making	0.898	7	Collaborating and Partnering	0.752			
8	Transparency	0.888	8	Developing others	0.858	8	Meeting Customer Needs	0.896						
9	Strategic Thinking	0.888	9	Achievement Orientation:	0.852	9	Integrity	0.890						
10	Organizational knowledge	0.887	10	Conflict Management:	0.813	10	Managing a Quality Service	0.890						
11	Teamwork and cooperation	0.884				11	Results Orientation	0.889						
12	Client Focus	0.880				12	Innovative Thinking	0.882						
13	Organizational Alignment	0.878				13	Managing Change	0.881						
14	Personal Skills	0.871				14	Leadership	0.876						
15	Flexible Thinking	0.867				15	Strategy and Planning	0.873						
16	Organizational Awareness:	0.850				16	Contract Management and Budgeting	0.869						
17	Managing Resources	0.847				17	Continuously Improving Services	0.854						
18	Influence	0.840				18	Taking Accountability	0.853						
19	Business Skills	0.839				19	Strategic Thinking	0.847						
20	Optimism	0.828				20	Team-Working	0.845						
21	Industry Knowledge	0.827				21	Leading People and Building Teams	0.832						
22	Pattern Recognition:	0.818				22	Communicating with Impact	0.831						
23	Emotional Self-Control	0.817				23	Managing our own work	0.811						
24	Emotional Self-Awareness	0.816				24	Delegation	0.802						
25	Adaptability	0.805				25	Initiative and Drive	0.797						
26	Accurate Self Assessment	0.792				26	Setting Direction	0.746						
						27	Communication Skills	0.734						

Since competency-based management is a strategic paradigm it has relevance to strategic workforce governance. It is here that the 5 competency frameworks become meaningful as configuration is the practice that makes use of competencies to align the workforce's activities to the business strategy and therefore promote organizational success.

As can be seen in Figure 5.18 competent governance results from the strategic competency-based configuration of six essential workforce practices. The six practices are firstly attraction, recruitment, selection and onboarding, secondly succession planning, thirdly learning and development, fourthly performance management, fifthly reward and recognition and sixthly engagement and retention. These practices are generic to all organizations. When these practices are in alignment to the business strategy they lead to a business's success. The competency-based strategic practice of bundling makes use of competencies as a common professional language that facilitates the alignment of these practice to the organizations business strategy. This process is called competency-based strategic realignment.

The claim of this study is that the five competency frameworks should be used by organizations seeking strategic alignment through competent governance. The five competency frameworks are specific to the threshold and differentiating performance criteria and the seventy-nine competencies make up the dictionary of behavioural characteristics that informs the practices in each criterion. For example, the competency based recruitment of a talented director for a business unit would draw from the Diamond Framework for the differentiating competencies of the individual being recruited. Another example in managerial learning and development is when a manager is underperforming and the Ruby Framework would be used in a performance gap analysis to identify areas of incompetence that would assist in planning a training programme to correct the performance shortfall.

Figure 5.19 Fuchs's Strategic Competent Governance Model



SOURCE: Author

5.7 STUDY'S LIMITATIONS

The study does not consider the challenges of the dynamic of employment equity legislation and policy on South African municipal governance. Theoretically from a strategic human resource management domain, it is logical to deduce that competent governance produces results. However, the unique multi-cultured and diverse political climate in South Africa is layered with complexity and hampers the opportunity of South African Government to benefit from competency-based management. For this study to be relevant to South African local governance consideration would be due to the current political competency dimension and its resultant impact on performance in South African Government institutions.

5.8 STUDY'S AVENUES FOR FURTHER RESEARCH

Many options are available for future research based on the establishment of a new theory with new assumptions. The theory can therefore be subjected to the many research practices that are used on theory without any concern that it might have already be done by someone else in the world. As taught by Msweli (2016), the 6 research practices used for further research on theory include, but are not limited to, testing theory, confirming theory, disconfirming theory, developing theory, expanding theory and reformulating theory. Taking this into consideration, Fuchs's Competent Governance Theory can be subjected to further research by means of testing Fuchs's Competent Governance Theory, confirming Fuchs's Competent Governance Theory, disconfirming Fuchs's Competent Governance Theory, developing Fuchs's Competent Governance Theory, expanding Fuchs's Competent Governance Theory and reformulating Fuchs's Competent Governance Theory.

REFERENCES

- Anon, 2016a. *Philosophy of Research: What's the Difference Between Qualitative and Quantitative Methods?*, Sage Publications inc. Available at: <http://dx.doi.org/10.4135/9781526408495> [Accessed March 30, 2017].
- Anon, 2016b. What Is Research Design? In *Project Planner: Research Design*. SAGE Publications, Inc. Available at: <http://dx.doi.org/10.4135/9781526408532> [Accessed March 30, 2017].
- Armstrong, M., 2011. *Armstrong's Handbook of Strategic Human Resource Management* 5th ed., London: Kogan Page.
- Armstrong, M., 2006. *Strategic Human Resources Management: A Guide to Action* 3rd ed., London: Kogan Page.
- Association of Talent Development, 2014. *The ATD Competency Model: Talent Development Redefined*, Available at: <https://www.td.org/Certification/Competency-Model> [Accessed April 6, 2017].
- Basson, D., 2008. Questionnaire-Related Error. *Encyclopedia of Survey Research Methods*, pp.661–664. Available at: <http://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n427.xml> [Accessed March 31, 2017].
- Batista-Foguet, J.M. et al., 2009. Effect of response scale on assessment of emotional intelligence competencies. *Personality and Individual Differences*, 46, pp.575–580. Available at: <http://www.sciencedirect.com.dutlib.dut.ac.za/science/article/pii/S0191886908004613> [Accessed November 24, 2016].
- Belcourt, M. et al., 2013. *Strategic Human Resource Planning* 5th ed., Toronto: Nelson Education.
- Bluen, S. ed., 2013. *Talent Management in Emerging Markets*, Randburg: Knowres Publishing.
- Botha, J.-A., Kiley, J. & Truman, K., 2007. *Practising Education, Training and Development in South African Organizations* M. Coetzee, ed., Cape Town: Juta & Co.
- Boyatzis, R., 2009. Competencies as a behavioral approach to emotional intelligence. *Journal of Management Development*, 28(9), pp.749–770. Available

- at: <http://dx.doi.org/10.1108/02621710910987647> [Accessed May 11, 2016].
- Boyatzis, R., 2011. Managerial and Leadership Competencies: A Behavioral Approach to Emotional, Social and Cognitive Intelligence. *Vision: The Journal of Business Perspective*, 15(2), pp.91–100. Available at: <http://vision.sagepub.com> [Accessed November 24, 2016].
- Boyatzis, R. & Ratti, F., 2009. Emotional, social and cognitive intelligence competencies distinguishing effective Italian managers and leaders in a private company and cooperatives. *Journal of Management Development*, 28(9), pp.821–838. Available at: <http://www.emeraldinsight.com/doi/abs/10.1108/02621710910987674> [Accessed May 11, 2016].
- Boyatzis, R.E., 2008. Competencies in the 21st century R. Boyatzis, ed. *Journal of Management Development*, 27(1), pp.5–12. Available at: <http://dx.doi.org/10.1108/02621710810840730> [Accessed May 11, 2016].
- Boyatzis, R.E., 2013. The Creation of the Emotional and Social Competency Inventory (ESCI). *Haygroup.Com*, p.11. Available at: www.haygroup.com [Accessed November 24, 2016].
- Brown, P., Green, A. & Lauder, H., 2005. *High Skills: Globalization, Competitiveness and Skill Formation*, New York: Oxford University Press.
- Campion, M. a & Odman, R.B., 2011. Doing competencies well: Best practice in competency modelling. *Personnel Psychology*, 64, pp.225–262. Available at: <http://web.b.ebscohost.com.dutlib.dut.ac.za> [Accessed November 18, 2016].
- Carmines, E. & Zeller, R., 1979. *Reliability and Validity Assessment*, Available at: <http://methods.sagepub.com/book/reliability-and-validity-assessment> [Accessed March 21, 2017].
- Chambers, E. et al., 1998. The War For Talent. *McKinsey Quarterly*, (3), pp.44–57. Available at: <http://www.mckinsey.com/> [Accessed June 3, 2016].
- Chartered Institute of Personnel and Development, 2013. Annual Survey Report 2013: Learning and Talent Development. *Annual Survey Report*, p.46. Available at: cipd.co.uk/learningandtalentdevelopmentsurvey [Accessed March 16, 2016].
- Chartered Institute of Personnel and Development, 2016. *The Future of Talent in Singapore 2030*, Available at: <https://www2.cipd.co.uk/hr-resources/research/future-talent-singapore-2030.aspx> [Accessed June 2, 2016].
- Chartered Institute of Personnel and Development, 2015. *Valuing Your Talent:*

- Human Capital Reporting - Investing for Sustainable Growth*, Available at: http://www.valuingyourtalent.com/media/Investing for Sustainable Growth - PDF report_tcm1044-6813.pdf [Accessed June 2, 2016].
- Chasteauneuf, C., 2012. Questionnaires. In *Encyclopedia of Case Study Research*. Available at: <http://dx.doi.org/10.4135/9781412957397> [Accessed April 29, 2017].
- Chung, R.-G. & Wu, C.-Y., 2011. The Identification of Personnel Director's Competency Profile Through the Use of the Job Competence Assessment Method. *African Journal of Business Management*, 5(2), pp.405–415. Available at: <http://www.academicjournals.org/AJBM> [Accessed August 6, 2016].
- Corbin, J. & Strauss, A., 2012. Theoretical Sampling. In *Basics of Qualitative Research (3rd ed.): Techniques and Procedures for Developing Grounded Theory*. Available at: <http://dx.doi.org/10.4135/9781452230153> [Accessed April 29, 2017].
- Cox, B.G., 2008. Target Population. In *Encyclopedia of Survey Research Methods*. Sage Publications inc, pp. 876–877. Available at: <http://methods.sagepub.com/Reference/encyclopedia-of-survey-research-methods/n571.xml> [Accessed March 31, 2017].
- Cramer, D. & Howitt, D., 2011. Predictive Validity. In D. Cramer & D. Howitt, eds. *The SAGE Dictionary of Statistics*. Available at: <http://methods.sagepub.com.dutlib.dut.ac.za/base/download/ReferenceEntry/the-sage-dictionary-of-statistics/n435.xml> [Accessed March 21, 2017].
- Cramer, D. & Howitt, D., 2004. Validity. In *The SAGE Dictionary of statistics*. SAGE Publications Ltd, p. 188. Available at: <http://methods.sagepub.com.dutlib.dut.ac.za/base/download/ReferenceEntry/the-sage-dictionary-of-statistics/n435.xml> [Accessed April 6, 2017].
- Creswell, J., 2013. *Qualitative, quantitative, and mixed methods approaches*, Available at: <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Research+design+-+Qualitative,+Quantitative,+and+mixed+methods+approaches#0> [Accessed March 22, 2017].
- Czaja, R. & Blair, J., 2005. An Introduction to Surveys and to This Book. In *Designing Surveys*. SAGE Publications Ltd, pp. 1–10. Available at: <http://methods.sagepub.com/book/designing-surveys> [Accessed May 12, 2017].

- Daniel, J., 2012. Choosing Between Taking a Census and Sampling. In *Sampling Essentials: Practical Guidelines for Making Sampling Choices*. Thousand Oaks: California: SAGE Publications, Inc., p. 320. Available at: <http://dx.doi.org/10.4135/9781452272047> [Accessed April 1, 2017].
- Daniel, J., 2012. Preparing to Make Sampling Choices. In *Sampling Essentials: Practical Guidelines for Making Sampling Choices*. Thousand Oaks: California: SAGE Publications, Inc., pp. 1–22. Available at: <http://dx.doi.org/10.4135/9781452272047> [Accessed April 12, 2017].
- Deforge, B.R., 2012. Research Design Principles. In N. J. Salkind, ed. *Encyclopedia of Research Design*. Thousand Oaks: California: SAGE Publications, Inc. Available at: <http://dx.doi.org/10.4135/9781412961288> [Accessed March 30, 2017].
- Department of Public Service and Administration, 1997. *Batho Pele - “People First” White Paper on Transforming Public service Delivery*, Available at: <http://www.dpsa.gov.za/dpsa2g/documents/acts®ulations/frameworks/white-papers/transform.pdf> [Accessed August 9, 2016].
- Department of Public Service and Administration, 2003. *Senior Management Service Handbook*, Available at: <http://www.dpsa.gov.za/dpsa2g/documents/sms/publications/smsHB2003.pdf> [Accessed December 4, 2016].
- Drucker, P., 2005. *Management: Tasks, Responsibilities, Practices* Revised., Available at: <http://youth-portal.com/wp-content/uploads/2014/10/Peter-F-Drucker-Management-Rev-Ed.pdf> [Accessed October 25, 2016].
- Einspruch, E.L., 2005. Introduction. *An Introductory Guide to SPSS for Windows*, pp.2–5. Available at: <http://methods.sagepub.com.dutlib.dut.ac.za/book/an-introductory-guide-to-spss-for-windows> [Accessed March 22, 2017].
- Eisenhardt, K., 1989. Building Theories From Case Study. *Academy of Management Review*, 14(4), pp.532–550. Available at: http://www.jstor.org.dutlib.dut.ac.za/stable/258557?pq-origsite=summon&seq=1#page_scan_tab_contents [Accessed April 29, 2017].
- Emmel, N., 2014. Theoretical Sampling. In *Sampling and Choosing Cases in Qualitative Research: A Realist Approach*. Available at: <http://dx.doi.org/10.4135/9781473913882> [Accessed April 29, 2017].
- Emmerling, R. & Boyatzis, R., 2012. Emotional and social intelligence competencies:

- cross cultural implications R. Emmerling, ed. *Cross Cultural Management: An International Journal*, 19(1), pp.4–18. Available at:
<http://www.emeraldinsight.com/doi/abs/10.1108/13527601211195592>
 [Accessed May 11, 2016].
- Eriksson, P. & Kovalainen, A., 2012. Case Study Research in Business and Management. In *Encyclopedia of Case Study Research*. Available at:
<http://dx.doi.org/10.4135/9781412957397> [Accessed April 29, 2017].
- Ethekwini Municipality, 2010. *Education, Training and Development Policy*,
 Ethekwini Municipality, 2015. *Integrated Development Plan 2015/16*, Durban.
 Available at:
http://www.durban.gov.za/City_Government/City_Vision/IDP/Pages/default.aspx
 [Accessed April 6, 2017].
- Farquhar, J.D., 2013. What Is Case Study Research? Available at:
<http://dx.doi.org/10.4135/9781446287910> [Accessed April 29, 2017].
- Frank M. Horwitz, 2013. An analysis of skills development in a transitional economy. *The International Journal of Human Resource Management*, 24(12), pp.2435–2451. Available at: wikipedia [Accessed January 16, 2016].
- Goleman, D., 2011. *Leadership: The Power of Emotional Intelligence*, Northampton: More Than Sound LLC.
- Goleman, D., 2001. *The Emotional Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*, San Francisco: Jossey-Bass.
- Government of India, 2014. *Civil Service Competency Dictionary*, Available at:
<http://persmin.gov.in/otraining/Competency Dictionary for the Civil Services.pdf>
 [Accessed February 25, 2017].
- Government of New York City, 2012. *Program Management Core Competency Model*, Available at: <http://www.nyc.gov/html/ceo/downloads/pdf/CEO-Program-Management-Core-Competency-Model.pdf> [Accessed February 25, 2017].
- Government of Northern Ireland, 2012. *Competency Framework for Local Government*, Available at: http://www.lgsc.org.uk/fs/doc/LGSC_Final_Overall_Framework.pdf [Accessed March 4, 2017].
- Government of the Republic of South Africa, 2012. *National Development Plan*, Available at: http://www.poa.gov.za/news/Documents/NPC_National_Development_Plan_Vision_2030_-_lo-res.pdf [Accessed December 4, 2016].

- Government of the Republic of South Africa, 2013. *National Development Plan 2030: Executive Summary*, Available at: <http://www.gov.za/issues/national-development-plan-2030> [Accessed June 24, 2016].
- Government of the Republic of South Africa, 1998a. *Skills Development Act*, Republic of South Africa. Available at: <http://www.gov.za/sites/www.gov.za/files/Act36of1994.pdf> [Accessed May 12, 2017].
- Government of the Republic of South Africa, 1998b. *White Paper on Public Service Training and Education*, Available at: <http://www.gov.za/sites/www.gov.za> [Accessed October 3, 2016].
- Government of the United Kingdom, 2015. *Civil Service Competency Framework*, Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/436073/cscf_fulla4potrait_2013-2017_v2d.pdf [Accessed February 26, 2017].
- Gushta, M. & Rupp, A., 2010. Reliability N. J. Salkind, ed. *Encyclopedia of Research Design*, pp.1238–1244. Available at: <http://methods.sagepub.com.dutlib.dut.ac.za/reference/encyc-of-research-design> [Accessed March 29, 2017].
- Hammersley, M., 2011. Theoretical Sampling. In *The SAGE Dictionary of Social Research Methods*. Available at: <http://dx.doi.org/10.4135/9780857020116> [Accessed April 29, 2017].
- Harlow, E., 2012. Theoretical Contribution of Case Study. In *Encyclopedia of Case Study Research*. Available at: <http://dx.doi.org/10.4135/9781412957397> [Accessed April 29, 2017].
- Hay Group, 2011. *Emotional and social competency inventory (ESCI): A User Guide For Practitioners*, Available at: http://www.eiconsortium.org/pdf/ESCI_user_guide.pdf [Accessed March 9, 2017].
- Hay Group, 2008. Implementing Competencies. Available at: http://www.haygroup.com/downloads/ca/Whitepaper_Implementing_Competencies.pdf [Accessed November 17, 2016].
- Hay Group, 2015. *The Iceberg Model Explained*, Available at: [http://www.londonleadershipacademy.nhs.uk/sites/default/files/uploaded/Introduction to the Iceberg model_FINAL_25 03 2015.pdf](http://www.londonleadershipacademy.nhs.uk/sites/default/files/uploaded/Introduction%20to%20the%20Iceberg%20model_FINAL_25%2003%202015.pdf) [Accessed January 16, 2017].

- Homer, Jennifer & Homer, J., 2016. Global Outlook. *Talent and Development* , 70(March), pp.1–53. Available at:
<http://search.proquest.com.dutlib.dut.ac.za/docview/1774332733/fulltextPDF/CA539B8CA6F84EE1PQ/1?accountid=10612> [Accessed May 20, 2016].
- Van Den Hoonaard, W.C., 2012. Theoretical Sampling. In *The SAGE Encyclopedia of Qualitative Research Methods*. Available at:
<http://dx.doi.org/10.4135/9781412963909> [Accessed April 29, 2017].
- HRSG, 2014. Hire, develop and engage talent more effectively with HRSG's multi-level competencies. Available at: <http://www.hrsg.ca/> [Accessed December 18, 2016].
- Human Sciences Research Council, 2008. Human Resources Development Review A. Kraak & K. Press, eds. , pp.142–163. Available at:
<http://www.hsrcpress.ac.za/product.php?productid=2218> [Accessed April 6, 2017].
- Jamil, R., 2015. What is wrong with competency research? Two propositions. *Asian Social Science*, 11(26), pp.43–51. Available at:
<http://dx.doi.org/10.5539/ass.v11n26p43> [Accessed December 15, 2016].
- Ketchen, D.J. & Bergh, D.D., 2004. *Research methodology in strategy and management*, Available at:
<http://bookzz.org/s/?q=research+methodology&yearFrom=&yearTo=&language=&extension=&t=0> [Accessed April 14, 2017].
- Ketchen Jr., D. & Bergh, D. eds., 2006. *Research Methodology in Strategy and Management*, Available at:
<http://bookzz.org/s/?q=research+methodology&yearFrom=&yearTo=&language=&extension=&t=0> [Accessed April 14, 2017].
- Kimmel, A., 1988. *Ethics and Values in Applied Social Research*, 2455 Teller Road, Thousand Oaks California 91320 United States of America : SAGE Publications, Inc. Available at: <http://methods.sagepub.com/book/ethics-and-values-in-applied-social-research> [Accessed July 21, 2016].
- Korn Ferry, 2016. *The Trillion-Dollar Difference*, Available at:
http://static.kornferry.com/media/sidebar_downloads/Korn-Ferry-Institute_The-trillion-dollar-difference.pdf [Accessed December 19, 2016].
- Korzilius, H., 2012. Quantitative Analysis in Case Study. In *Encyclopedia of Case Study Research*. Available at: <http://dx.doi.org/10.4135/9781412957397>

- [Accessed April 29, 2017].
- Kraska, M., 2010. Quantitative Research. In N. J. Salkind, ed. *Encyclopedia of Research Design*. Thousand Oaks: California: SAGE Publications Ltd, pp. 1167–1172. Available at: <http://methods.sagepub.com.dutlib.dut.ac.za/reference/encyc-of-research-design> [Accessed March 29, 2017].
- Lakshminarayanan, S. & Pai, Y.P., 2016. Competency need assessment : a gap analytic approach. *Industrial and Commercial Training*, 48(8), pp.423–430. Available at: <http://dx.doi.org/10.1108/ICT-04-2016-0025%0ADownloaded> [Accessed February 6, 2017].
- Lawler, E.E., 1996. Competencies: A poor foundation for the new pay. *Compensation and Benefits Review*, 28(6). Available at: <http://search.proquest.com.dutlib.dut.ac.za/docview/213684453/fulltextPDF/2B9BE950182C4F67PQ/1?accountid=10612> [Accessed December 6, 2016].
- Litwin, M.S., 1995. Validity. In *How to Measure Survey Reliability and Validity*. Local Government Sector Education and Training Authority, 2015. *Skills Development Handbook*, Available at: www.lgseta.org.za [Accessed June 26, 2016].
- Maines, D., 2011. Theoretical Sampling. In *The SAGE Encyclopedia of Social Science Research Methods*. Available at: <http://dx.doi.org/10.4135/9781412950589> [Accessed April 29, 2017].
- McClelland, D.C. et al., 1958. Talent and Society: New Perspectives in the Identification of Talent. Available at: <https://archive.org/details/talentsocietynew00unse> [Accessed October 15, 2016].
- McClelland, D.C.D., 1973. Testing for Competence Rather Than for Intelligence. *The American Psychologist*, 28(1), pp.1–14. Available at: <https://www.therapiebreve.be/documents/mcclelland-1973.pdf> [Accessed March 9, 2017].
- Mentzas, F.D.G., 2006. Competency based management : a review of systems and approaches. *Information Management & Computer Security*, 14(1), pp.51–64. Available at: <https://pdfs.semanticscholar.org/2dbe/5601ef0e74a51fa3eab18d68ea753501a0df.pdf> [Accessed November 18, 2016].
- Meyers, M.C. & Woerkom, M. Van, 2014. The influence of underlying philosophies

- on talent management : Theory , implications for practice , and research agenda. *Journal of World Business*, 49(2), pp.192–203. Available at: <http://dx.doi.org/10.1016/j.jwb.2013.11.003> [Accessed March 20, 2016].
- Msweli, P., 2016. Proposal Writing Seminar Series: Ethical considerations and Implications for study design, instrument design and data collection. , (April), pp.1–18.
- Naqvi, F., 2009. Competency Mapping and Managing Talent. *The IUP Journal of Management Research*, 8(1). Available at: <http://search.proquest.com.dutlib.dut.ac.za/docview/199314058/fulltextPDF/CFB3D21B4CC74741PQ/1?accountid=10612> [Accessed August 6, 2016].
- Neuman, W.L., Social Research Methods: Qualitative and Quantitative Approaches.
- Organization for Economic Cooperation and Development, 2014. *Competency Framework*, Available at: https://www.oecd.org/careers/competency_framework_en.pdf [Accessed February 25, 2017].
- Organization for Economic Cooperation and Development, 2016. *Skills Matter: Further Results From The Survey of Adult Skills*, Available at: https://www.oecd.org/skills/piaac/Skills_Matter_Further_Results_from_the_Survey_of_Adult_Skills.pdf [Accessed July 1, 2016].
- Peterson, R.A., 2000. Questionnaire Structure and Evaluation. *Constructing Effective Questionnaires*, pp.101–121. Available at: <http://dx.doi.org/10.4135/9781483349022.n7> [Accessed June 5, 2016].
- Pick, S. & Uhles, N., 2012. Use a Competency Library to Build A Talent Management System. *The Public Manager*, (Fall). Available at: <http://search.proquest.com.dutlib.dut.ac.za/docview/1047052174/fulltextPDF/11034B51C992451EPQ/1?accountid=10612> [Accessed March 9, 2017].
- Prahalad, C.K. et al., 1990. The Core Competence of the Corporation. *Harvard Business Review*, 68(3), p.79. Available at: <https://hbr.org/1990/05/the-core-competence-of-the-corporation> [Accessed November 17, 2016].
- Public Service Sector Education and Training Authority, 2014. The PSETA Sector Skills Plan Update for 2015-2016. , pp.1–172.
- Ramo, L.G., Saris, W.E. & Boyatzis, R.E., 2009. The impact of social and emotional competencies on effectiveness of Spanish executives The impact of social and emotional competencies on effectiveness of Spanish executives. *Journal of*

- Management Development*, 28(9), pp.771–793. Available at:
<http://dx.doi.org/10.1108/02621710910987656%5Cnhttp://dx.doi.org/10.1108/02621710910987647%5Cnhttp://dx.doi.org/10.1108/02621710910987674%5Cnhttp://> [Accessed November 24, 2016].
- Rangriz, H. & Soltanieh, F., 2015. Exploring the effects of organizational capabilities and managerial competencies on the organizational effectiveness. *Journal of Strategic Human Resource Management*, 4(2). Available at:
<http://search.proquest.com.dutlib.dut.ac.za/docview/1733218388?pq-origsite=summon> [Accessed September 4, 2016].
- Ryan, G., Emmerling, R.J. & Spencer, L.M., 2009. Distinguishing high-performing European executives: The role of emotional, social and cognitive competencies. *Journal of Management Development*, 28(9). Available at:
<http://www.emeraldinsight.com.dutlib.dut.ac.za/doi/pdfplus/10.1108/02621710910987692> [Accessed December 8, 2016].
- Ryan, G., Spencer, L.M. & Bernhard, U., 2012. Development and validation of a customized competency-based questionnaire. *Cross Cultural Management: An International Journal*, 19(1), pp.90–103. Available at:
<http://www.emeraldinsight.com/doi/abs/10.1108/13527601211195646> [Accessed March 9, 2017].
- SA, S., 2017. *Quarterly Labour Force Survey - Q1:2017*, Available at:
http://www.statssa.gov.za/publications/P0211/Press_Statement_QLFS_Q1_2017.pdf [Accessed June 2, 2017].
- Sanchez, R. ed., 2008. *Research in Competence-Based Management: A focused issue on fundamental issues in Competence Theory Development*, Bingley: Emerald Group Publishing Limited. Available at:
<http://bookzz.org/s/?q=ron+sanchez&yearFrom=&yearTo=&language=&extension=&t=0> [Accessed August 28, 2016].
- Sanchez, R. & Heene, A., 1997. Reinventing Strategic Management: New Theory and Practice for Competence-based Competition. *Pergamon European Management Journal*, 15(3), pp.303–317. Available at:
<http://www.sciencedirect.com.dutlib.dut.ac.za/science/article/pii/S0263237397000108> [Accessed May 7, 2016].
- Sanghi, S., 2007. *The Handbook of Competency Mapping*, Available at:
<https://www.bookdepository.com/Handbook-Competency-Mapping-Seema->

- Sanghi/9780761935988 [Accessed August 28, 2016].
- Sapsford, R., 2011. *Survey Research: The Theory of Sampling*, Available at: <http://dx.doi.org/10.4135/9780857024664> [Accessed March 31, 2017].
- Sekaran, U., 2003a. *Research Methods for Business: A Skill Building Approach* 4th ed., New York: John Wiley and Sons, Inc. Available at: http://iaear.weebly.com/uploads/2/6/2/5/26257106/research_methods_entiree_book_umasekaram-pdf-130527124352-phpapp02.pdf [Accessed April 2, 2017].
- Sekaran, U., 2003b. *Research methods for business A Skill-Building Approach*,
- Silva, D.L. et al., 2014. Silva's Management Competency Theory: A Factor-Item Analytic Approach Utilizing Oblique Rotation Direct Oblimin Method under Kaiser-Bartlett's Test of Sphericity. In *World Congress on Engineering and Computer Science*. San Francisco, pp. 22–24. Available at: http://www.iaeng.org/publication/WCECS2014/WCECS2014_pp300-305.pdf [Accessed August 3, 2016].
- South Africa, 1998. *Skills Development Act*,
- South Africa, 1995. *The White Paper On The Transformation Of The Public Service*,
- South Africa Department of Labour, 2003. *State of skills in South Africa*, Available at: <http://www.labour.gov.za/DOL/downloads/documents/useful-documents/skills-development-act/Useful Document - SD - State of Skills.pdf> [Accessed February 14, 2018].
- Spector, C.P.E., 2004. Likert Scale. *The SAGE Encyclopedia of Social Science Research Methods*, pp.573–574.
- Spencer, L., 2001. The Economic Value of Emotional Intelligence Competencies and EIC-Based HR Programs. In *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations*. Available at: <http://bookzz.org/book/779577/e16e49> [Accessed December 6, 2016].
- Spencer, L. & Spencer, S., 1993. *Competence At Work: Models for Superior Performance*, Canada: John Wiley and Sons, Inc. Available at: <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWVpbmV8Z3g6MWZjMTg2ODNhMDQzOWRkYw> [Accessed March 9, 2017].
- Standard and Poors, 2017. Rating Action. Available at: <http://www.enca.com/south-africa/sp-downgrades-sa-to-junk-status> [Accessed May 14, 2017].

- State of North Dakota, 2011. *Competency Library*, Available at:
<https://www.nd.gov/omb/sites/omb/files/documents/agency/human-resource-mgmt/nd-competency-library.pdf> [Accessed February 26, 2017].
- Stone, T.H., Webster, B.D. & Schoonover, S., 2013. What Do We Know About Competency Modeling. *International Journal of Selection and Assessment*, 21(3), pp.334–338. Available at:
<http://onlinelibrary.wiley.com/doi/10.1111/ijsa.12043/abstract;jsessionid=2BD4B354E90FC7FE5812B6B938DE8845.f02t04?systemMessage=Pay+per+view+article+purchase%28PPV%29+on+Wiley+Online+Library+will+be+unavailable+on+Saturday+11th+March+from+05%3A00-14%3A00+> [Accessed November 18, 2016].
- Sudnickas, T. & Kratavičiūtė-Ališauskienė, A., 2011. Analysis of Applying Competency Models: Case of the Office of the Prime Minister of Lithuania. *Public Policy and Administration*, 10(4), pp.522–533. Available at:
<http://search.proquest.com.dutlib.dut.ac.za/docview/1426128214?pq-origsite=summon> [Accessed August 6, 2016].
- The Glacel Group, 2012. Focus On Individual Development: Maximize The Results and Multiply the Impact From 360 Degree Assessments. In E. Biech, ed. *Developing Talent For Organizational Results*. San Francisco: Pfeiffer.
- Thunnissen, M., 2016. Employee Relations Talent management: For what, how and how well? An empirical exploration of talent management in practice. *Employee Relations*, 38(1), pp.57–72. Available at: <http://dx.doi.org/10.1108/ER-08-2015-0159> [Accessed June 12, 2016].
- Toledo-Pereyra, L.H., 2012. Research Design. *Journal of Investigative Surgery*, 25(5), pp.279–280. Available at:
<http://www.tandfonline.com/doi/full/10.3109/08941939.2012.723954>.
- Vaus, D.A. de, 2004. Research Design. *The SAGE Encyclopedia of Social Science Research Methods*, pp.965–966.

APPENDIX A: EMAIL

Dear Public Manager,

I hope this finds you well.

You have been selected for phase 3 of this approved research project because of the managerial nature of your work at eThekweni Metropolitan Municipality. To date more than 100 managers have responded. The purpose of the 7-10 minute survey is to measure the opinions of management on what they believe should be the behavioural characteristics of a manager in local governance. Attached is the gatekeeper letter approving this project.

If you experience challenges with internet explorer it is likely that your internet browser is outdated. Suggested solutions to this challenge include:

- Updating your browser to the latest version
- Using alternate browsers like Google Chrome or Mozilla Firefox
- Contacting me and I will assist personally.

Your professional contribution is appreciated and I look forward to your response. Please click on this link to proceed to the electronic questionnaire: <https://goo.gl/forms/hP3D4q7ultB4bn9B3>

Sincere thanks,

Mr Jody Fuchs

Researcher

T: 031 322 4025

C: 081 760 2046

E: jodyfuchs@gmail.com | jody.fuchs@durban.gov.za

Professor Pumela Msweli

Supervisor

APPENDIX B: COVER LETTER OF INFORMATION

Exploring Managerial Talent for Service Delivery In eThekweni Municipality (Phase 3)

Dear Public Manager,

I hope this finds you well.

The Korn Ferry Institute (2016:4) claims that human capital represents a potential value of \$1,215 trillion to the global economy which is 2.33 times that of physical capital (tangible assets like technology, real estate, and inventory). Managerial capital, and its development, is more valuable now than ever before. To date more than 100 managers have responded to this survey.

You have been selected for this research project because of the managerial nature of your work at eThekweni Metropolitan Municipality. Your professional participation is unconditional and you are at liberty to withdraw at any time.

This management sciences research project, registered at the Durban University of Technology, is titled: An Exploratory Survey of Competency Frameworked Managerial Talent for Service Delivery at the eThekweni Municipality in KwaZulu Natal. The purpose of this survey is to measure the professional opinions of eThekweni management on what they believe are the characteristics of a theoretical municipal manager. Kindly note that responses are treated with strict confidentiality and no names will be divulged to any third party. The collated responses will be used primarily for statistical analysis. An abridged research report will be sent to you in the future.

Section A is for general information, Section B measures your opinion of the characteristics of a theoretical effective municipal manager, and Section C measures your opinion of the characteristics of a theoretical talented municipal manager. Kindly note that this is not a self-assessment but an exploratory survey of a theoretical municipal manager. The questionnaire will take 7-10 minutes to complete and only requires you to select the relevant pre-coded response in an objective and critical manner. The questions take the form of an 11 point likert scale that measures the degree to which you agree or disagree with the statement. Included before each section is a brief explanation of the key terminology relating to the concepts to assist you when completing the questionnaire. Please complete all the questions in a critical, professional and objective manner.

Your co-operation is highly appreciated and I look forward to your professional response. If there are any queries, please do not hesitate to email me at jodyfuchs@gmail.com | jody.fuchs@durban.gov.za. Thank you for your professional contribution to this research project.

Sincere thanks

Mr Jody Fuchs

Researcher

T: 031 322 4025

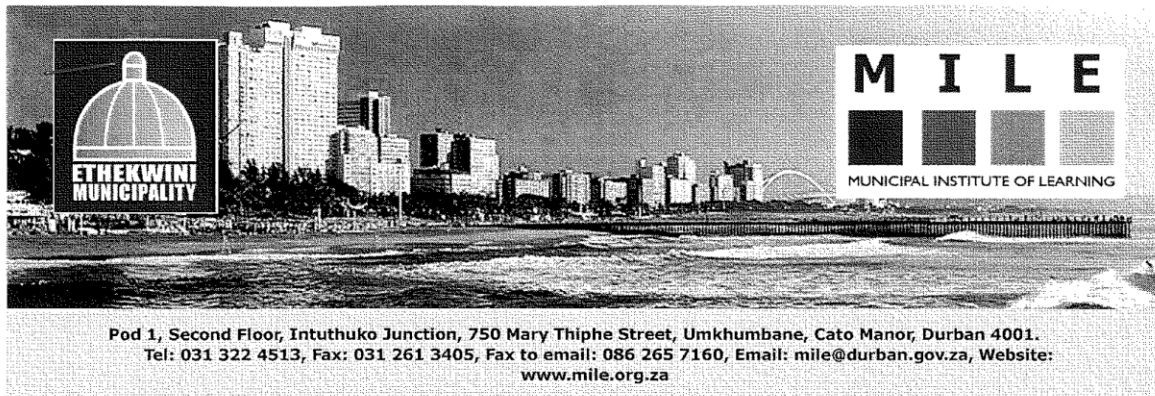
C: 081 760 2046

E: jodyfuchs@gmail.com | jody.fuchs@durban.gov.za

Professor Pumela Msweli

Supervisor

APPENDIX C: GATEKEEPERS LETTER (RESEARCH ETHICS REQUIREMENT)



For attention:
Chair of Ethics Committee: Management Studies
Durban University of Technology
Durban
4001

13 July 2016

RE: LETTER OF SUPPORT TO STUDENT J.M FUCHS , STUDENT NUMBER 20100835, - GRANTING PERMISSION TO USE ETHEKWINI MUNICIPALITY AS A CASE STUDY

The Head: eThekweni Municipal Academy has considered a request from Mr J.Fuchs to use eThekweni Municipality as a research study site leading to the awarding of a M.Tech in Human Resources Management degree entitled: *"The Imperative Of Skills Training as a Driver For Human Capital Development And Talent Management at the eThekweni Municipality in Kwazulu Natal: A Case Study"*

We wish to inform you of the acceptance of his request and hereby assure you of our utmost cooperation towards achieving his academic goals; the outcome which we believe will help our municipality in the long run. **In return,** we stipulate as conditional that he presents the results and recommendations of his study to the related unit/s on completion of the research output.


Dr M. Ngubane
Head: eThekweni Municipal Academy
eThekweni Municipality

APPENDIX D: STATEMENT OF AGREEMENT TO PARTICIPATE IN THE RESEARCH STUDY (RESEARCH ETHICS REQUIREMENT)

- I hereby confirm that I understand the nature, conduct, benefits and risks (if any) of this study
- I have received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage and without prejudice, withdraw my consent and participation in the study.
- I have exercised sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

I agree to participate in this research project *

☐ Yes

APPENDIX E: POSITIVIST MEASURING INSTRUMENT

SECTION A: GENERAL INFORMATION

1. What is your pay grade?

This question indicates the seniority of the respondent. Pay grades for this study are from 14 to 23. 14 is the entry level pay grade for middle managers.

2. What is your gender?

This question will assist in analysing whether gender influences the attitudes of managers towards competencies or not.

3. What is your age?

Age is often associated with experience and wisdom.

4. How long have you been employed by eThekweni Municipality?

Length of service is often associated with institutional memory. Long serving employees may have more insight into the needs of the organization and therefore provide valuable responses.

5. What is your highest level of qualification?

Qualification is associated with professionalism and level of competency.

SECTION B: THRESHOLD COMPETENCIES

Table 31 The behavioural characteristics of an effective municipal manager

<p>Section B intends to measure managers' professional opinion of a theoretical effective municipal manager. Effective municipal managers perform at an acceptable level and display threshold competencies. Emmerling & Boyatzis (2012, p.11) argue that threshold competencies are generally accepted as being the manager's knowledge, skills and abilities necessary for job productivity. Boyatzis and Ratti (2009, p.823) confirm that the concept of threshold competencies is important to understand requirements to be able to perform a job or role at a performance level that is necessary to fulfill the basics of the job or role.</p> <p>(Note: For this study, organization refers to eThekweni Municipality and all its staff members, unless otherwise stated.)</p> <p>Please complete all the questions in an informed and objective manner. Please note this is not a self assessment.</p>				
Competency Cluster (Constructs)	Competency (Variables)	Code	Statement	Reference
Performance Cluster - Delivering Results	1. Achieving Commercial Outcomes	UK7	maintain an economic, long-term focus in all activities.	(Government of the United Kingdom 2015)
	2. Achieving Results	NI13	show motivation and perseverance in overcoming obstacles and achieving results.	(Government of Northern Ireland 2012)
	3. Analysis and Decision Making	NYCA4	Identify alternative solutions to problems and select those that most effectively support goals and strategy	(Government of New York City 2012)
	4. Attention to Detail	IND8	have an underlying drive to being thorough and meticulous and to comply with procedures, rules, guidelines, and standards.	(Government of India 2014)
	5. Building Capability for All	UK6	have a strong focus on continuous learning for oneself, others and the organisation.	(Government of the United Kingdom 2015)
	6. Changing and Improving	UK2	take initiative, are innovative and seek out opportunities to create effective change.	(Government of the United Kingdom 2015)
	7. Collaborating and Partnering	UK5	are approachable, delivering business objectives through creating an inclusive environment, welcoming challenge however uncomfortable.	(Government of the United Kingdom 2015)
Working with Others	8. Collaborating in a Political Environment	NI7	develop and manage effective networks by establishing common ground	(Government of Northern Ireland. 2012)

	9. Collaboration and Partnerships	NYCA3	Represent the program confidently in interactions with funders, community groups, participants and other key stakeholders	(Government of New York City. 2012)
	10. Commitment to the Organisation	IND4	aligns behaviours and interests with the needs and goals of the organisations.	(Government of India. 2014)
	11. Communicating with Impact	NI6	present a positive image by communicating effectively, being resilient and treating people fairly	(Government of Northern Ireland. 2012)
	12. Communication Skills	IND24	articulate information to others in language that is clear, concise, and easy to understand.	(Government of India. 2014)
	13. Conceptual Thinking	IND15	understand a situation or environment by putting the pieces together and identifying patterns that may not be obviously related.	(Government of India. 2014)
Equity	14. Consultation and Consensus Building	IND10	build consensus through dialogue, persuasion, reconciliation of diverse views/interests and trusting relationships.	(Government of India. 2014)
	15. Continuously Improving Services	NI14	seek to continually improve the services and processes that impact on users.	(Government of Northern Ireland. 2012)
	16. Contract Management and Budgeting	NYCA6	Identify opportunities to use financial resources more effectively to achieve program goals	(Government of New York City. 2012)
	17. Decision Making	IND11	make timely decisions that take into account relevant facts, tasks, goals, constraints, risk and conflicting points of view.	(Government of India. 2014)
	18. Delegation	IND13	delegates responsibility with the appropriate level of autonomy so that others are free to innovate and take the lead.	(Government of India. 2014)
	19. Delivering at Pace	UK10	focus on delivering timely performance with energy and taking responsibility and accountability for quality outcomes.	(Government of the United Kingdom 2015)
	20. Delivering Value for Money	UK8	efficiently, effectively and economically use 'taxpayers' money in the delivery of public services.	(Government of the United Kingdom 2015)
	21. Desire for Knowledge	IND19	keep up-to-date with relevant knowledge and technology, share latest developments with others, and advocates the application of acquired knowledge.	(Government of India. 2014)
	22. Developing our own capability	NI5	look for opportunities to learn and develop in order to deliver and add value to their own role	(Government of Northern Ireland. 2012)
	23. Empathy	IND12	accurately hear out and understand the thoughts, feelings and concerns of others, even when these are not made explicit.	(Government of India. 2014)
	24. Influencing Outcomes	NI8	adapt style and approach to achieve effective outcomes	(Government of Northern Ireland. 2012)
	25. Initiative and Drive	IND16	contribute more than what is expected in the job.	(Government of India. 2014)
	26. Innovative Thinking	IND20	are open to change, approach issues differently, offer alternate/out of box solutions and strive for efficiency by working smartly.	(Government of India. 2014)

	27. Integrity	IND6	consistently behave in an open, fair and transparent manner, honours one's commitments and works to uphold the public service values.	(Government of India. 2014)
	28. Leadership	NI2	provide and support development to enable effective delivery.	(Government of Northern Ireland. 2012)
People Cluster - Engaging People	29. Leading and Communicating	UK4	show pride and passion for public service, communicating purpose and direction with clarity, integrity, and enthusiasm.	(Government of the United Kingdom 2015)
	30. Leading Others	IND5	engage, energise, and enable the team to excel.	(Government of India. 2014)
	31. Leading People and Building Teams	NYCA2	Motivate, develop and retain staff, providing them with opportunities for professional growth	(Government of New York City. 2012)
	32. Making Effective Decisions	UK3	use sound judgement, evidence and knowledge to arrive at accurate, expert and professional decisions and advice.	(Government of the United Kingdom 2015)
	33. Managing a Quality Service	UK9	value and model professional excellence and expertise to deliver service objectives, taking account of diverse customer needs and requirements.	(Government of the United Kingdom 2015)
	34. Managing Change	NI12	promote change effectively and ensures that changes are delivered in line with organisational goals.	(Government of Northern Ireland. 2012)
Self Management	35. Managing our own work	NI4	plan, structure and prioritise own work to achieve optimum results	(Government of Northern Ireland. 2012)
	36. Managing Performance	NI3	set clear, aligned, high standard performance goals & objectives for self, others and the organisation.	(Government of Northern Ireland. 2012)
	37. Meeting Customer Needs	NI9	establish the needs of customers and strives to ensure that these are met	(Government of Northern Ireland. 2012)
	38. Organisational Awareness	IND3	understand the organisation's informal structures, power dynamics and constraints.	(Government of India. 2014)
Ethos	39. People First	IND1	are passionate for serving people with special care for the marginalised and disadvantaged.	(Government of India. 2014)
	40. Personal Management	NYCA7	Express themselves with confidence and demonstrate a willingness to assert points of view that may meet opposition	(Government of New York City. 2012)
	41. Planning and Coordination	IND18	plan, organise and monitor work with effective utilisation of resources such as time, money, and people.	(Government of India. 2014)
	42. Problem Solving	IND21	understand a situation by breaking it into small parts, organising information systematically and setting priorities.	(Government of India. 2014)
How We Move Forward	43. Problem Solving and Decision Making	NI11	make effective decisions and recommendations based on resolution agreement within an environment of trust, mutual respect and cooperation.	(Government of Northern Ireland. 2012)

	44. Program Knowledge	NYCA5	Demonstrate knowledge of municipal laws, regulations and guidelines for programs managed	(Government of New York City. 2012)
	45. Respect for Diversity and Equality	NI10	treat all individuals with respect, responds sensitively to differences and encourages others to do likewise.	(Government of Northern Ireland. 2012)
Efficiency	46. Results Orientation	IND14	display high drive for achieving targets and competing against a standard of excellence.	(Government of India. 2014)
Strategic Cluster: Setting Direction	47. Seeing the Big Picture	UK1	have an in-depth understanding and knowledge of how their role fits with and supports organisational objectives and the wider public needs and the national interest.	(Government of the United Kingdom. 2015)
	48. Seeking Information	IND17	are curious to know more about things, people, or issue.	(Government of India. 2014)
	49. Self Confidence	IND7	believe in own capability to accomplish a task and being able to express confidence in dealing with challenging circumstances without being arrogant or boastful.	(Government of India. 2014)
Leadership and Direction	50. Setting Direction	NI1	contribute to the development of a strategy and convey a clear vision led by being innovative, ambitious and proactive	(Government of Northern Ireland. 2012)
	51. Strategic Thinking	IND2	respond to the opportunities and challenges for the betterment of society.	(Government of India. 2014)
Core Program Management	52. Strategy and Planning	NYCA1	Develop and implement a strategy and work plans to achieve program goals	(Government of New York City. 2012)
	53. Taking Accountability	IND9	take ownership for outcomes (successes or failures) while addressing performance issues fairly and promptly.	(Government of India. 2014)
	54. Team-Working	IND25	work together as a unit for common goal, building teams through mutual trust, respect and cooperation	(Government of India. 2014)

SECTION C: DISTINGUISHING COMPETENCIES

Table 32 The behavioural characteristics of an effective municipal managers

<p>Section C intends to measure your professional opinion of a theoretical talented municipal manager. Talented municipal managers are superior performers who possess distinguishing competencies. Emmerling & Boyatzis (2012:11) claim that distinguishing competencies are those competencies only demonstrated, more frequently demonstrated or demonstrated in a more sophisticated way by superior performers.</p> <p>(Note: For this study, Organization refers to eThekweni Municipality and all its staff members, unless otherwise stated.)</p> <p>Please complete all the questions in an informed and objective manner. Please note this is not a self assessment.</p>				
Competency Cluster (Constructs)	Competency (Variables)	Code	Statement	Reference
Talent Development	55. Performance Improvement	ATD10	Apply a systematic process for analyzing human performance gaps and closing them.	(Association of Talent Development 2014)
Core Competencies	56. Business Skills	ATD11	Demonstrate business understanding and drive business results and outcomes.	(Association of Talent Development 2014)
	57. Global Mindset	ATD12	Work effectively with people across borders, cultures, and generations.	(Association of Talent Development 2014)
	58. Industry Knowledge	ATD13	Maintain knowledge of relevant industries and industry segments.	(Association of Talent Development 2014)
	59. Interpersonal Skills	ATD14	Interact with others in a way that builds influence and trust	(Association of Talent Development 2014)
	60. Personal Skills	ATD15	Demonstrate adaptability and continuous learning.	(Association of Talent Development 2014)

	61. Technology Literacy	ATD16	Demonstrate awareness of and proficiency in existing and emerging technologies.	(Association of Talent Development 2014)
Talent Development	62. Integrated Talent Management	ATD6	Build an organization's culture, capability, capacity, and engagement through talent acquisition and employee development.	(Association of Talent Development 2014)
	63. Coaching	ATD7	Apply a systematic process to improve others' abilities to set goals, take action, and maximize their strengths.	(Association of Talent Development 2014)
	64. Knowledge Management	ATD8	Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration.	(Association of Talent Development 2014)
	65. Change Management	ATD9	Apply a systematic process to shift individuals, teams, and organizations from current state to desired state.	(Association of Talent Development 2014)
Social Awareness	66. Service	G12	monitor customer or client satisfaction carefully to ensure they are getting what they need.	(Goleman 2001)
Self Awareness	67. Accurate Self Assessment	G2	exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback.	(Goleman 2001)
	68. Self Confidence	G3	have a sense of presence, a self-assurance that lets them stand out in a group	(Goleman 2001)
Self Management	69. Self Control	G4	find ways to manage their emotions and impulses and channel them in useful ways.	(Goleman 2001)
	70. Transparency	G5	openly admit mistakes or faults and confront unethical behaviour in others rather than turn a blind eye.	(Goleman 2001)
	71. Initiative	G8	seize or create opportunities rather than simply waiting	(Goleman 2001)
	72. Optimism	G9	see other positively, expecting the best of them	(Goleman 2001)
Delivery Related Cluster	73. Analytical Thinking	OECD1	identify key or underlying issues in complex situations.	(Organization for Economic

				Cooperation and Development 2014)
	74. Negotiating	OECD10	work towards win-win outcomes.	(Organization for Economic Cooperation and Development 2014)
	75. Organizational knowledge	OECD11	understand the power relationships within the Organisation and with other organisations.	(Organization for Economic Cooperation and Development 2014)
	76. Organizational Alignment	OECD13	align their behaviour with the needs, priorities, and goals of the Organisation.	(Organization for Economic Cooperation and Development 2014)
	77. Strategic Networking	OECD14	build and maintain networks with important actors in achieving strategic-related goals.	(Organization for Economic Cooperation and Development 2014)
	78. Strategic Thinking	OECD15	develop a broad, big-picture view of the competitive advantage and threats, industry trends, emerging technology, market opportunities, stakeholder focus.	(Organization for Economic Cooperation and Development 2014)
	79. Drafting Skills	OECD3	respectfully communicate ideas and information (often technical) in writing to ensure that information and messages are understood and have the desired impact.	(Organization for Economic

				Cooperation and Development 2014)
	80. Flexible Thinking	OECD4	effectively adapt to a variety of situations, individuals or groups	(Organization for Economic Cooperation and Development 2014)
	81. Managing Resources	OECD5	understand human, financial, and operational resource issues to make decisions aimed at building and planning efficient project workflows, and at improving overall organisational performance.	(Organization for Economic Cooperation and Development 2014)
Interpersonal Cluster	82. Client Focus	OECD7	understand clients' needs and concerns and provide sound recommendations and/or solutions.	(Organization for Economic Cooperation and Development 2014)
	83. Diplomatic Sensitivity	OECD8	hear accurately and understand unspoken, partly expressed thoughts, feelings and concerns of others.	(Organization for Economic Cooperation and Development 2014)
Self-Awareness cluster	84. Emotional Self-Awareness:	RB1	Recognizing one's emotions and their effects	(Boyatzis 2011)
	85. Influence:	RB10	Wielding effective tactics for persuasion	(Boyatzis 2011)
	86. Conflict Management:	RB11	Negotiating and resolving disagreements	(Boyatzis 2011)

Cognitive Intelligence Competencies	87. Systems Thinking:	RB13	perceiving multiple causal relationships in understanding phenomena or events	(Boyatzis 2011)
	88. Pattern Recognition:	RB14	perceiving themes or patterns in seemingly random items, events, or phenomena	(Boyatzis 2011)
Self-Management cluster	89. Emotional Self-Control:	RB2	Keeping disruptive emotions and impulses in check	(Boyatzis 2011)
	90. Adaptability:	RB3	Flexibility in handling change	(Boyatzis 2011)
	91. Achievement Orientation:	RB4	Striving to improve or meeting a standard of excellence	(Boyatzis 2011)
	92. Positive Outlook:	RB5	Seeing the positive aspects of things and the future	(Boyatzis 2011)
Social Intelligence Competency Cluster	93. Empathy:	RB6	Sensing others' feelings and perspectives, and taking an active interest in their concerns	(Boyatzis 2011)
	94. Organizational Awareness:	RB7	Reading a group's emotional currents and power relationships	(Boyatzis 2011)
	95. Inspirational Leadership:	RB9	Inspiring and guiding individuals and groups	(Boyatzis 2011)
	96. Developing others	SPG10	Identifies a training or developmental need and designs or establishes new programs or materials to meet it.	C
	97. Teamwork and cooperation	SPG12	Encourages and empowers others, makes them feel strong or important	(Boyatzis 2011)
	98. Team leadership	SPG13	Uses complex strategies to promote team morale and productivity.	(Boyatzis 2011)

	99. Conceptual thinking	SPG15	Apply and modifies complex learned concepts or methods appropriately.	(Boyatzis 2011)
	100. Concern for order	SPG2	Setting up and maintaining systems of information	(Boyatzis 2011)
	101. Customer service orientation	SPG6	Takes personal responsibility for correcting customer service problems promptly and undefesively.	(Boyatzis 2011)
Impact and Influence	102. Impact and Influence	SPG7	Appeals to reason, data, facts and figures	(Boyatzis 2011)
	103. Relationship building	SPG9	Networking or establishing friendly relations with many people who may someday be called for information or other assistance	(Boyatzis 2011)