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LEADERSHIP DEVELOPMENT CHALLENGES IN IMPROVING SERVICE DELIVERY

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A research report submitted to the Faculty of Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management in the field of Public and Development Management (P&DM).

August, 2006

DECLARATION

I declare that this report is my own, unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management (in the field of Public and Development) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in other university.

Felleng Anacleta Yende
August, 2006

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ABSTRACT

South Africa can be said to be experiencing rapid changes in the new political dispensation. At the birth of non-racialised democracy in 1994, a number of laws aimed at transforming the government's administrative structures were formulated. Local government was one such organ of government that was the focus of the new transformative laws. In an effort to implement these new laws and government's development policies at community level, new structures such as ward councils were established. Ward councillors are the leading representatives of ward councils. Community members elect ward councillors. They represent their respective communities in policy- and decision-making bodies or forums, by articulating their communities' development needs and policies in line with government's overall community development mandate and strategies.

With the view to addressing the socioeconomic inequalities from the apartheid regime, councillors are strategically positioned to operate as mediators between government and communities. They are mandated to ensure policy implementation so that the communities they lead and represent change for the better if not transform in line with the government's transformation agenda.

This research investigates the leadership development challenges with specific reference to the two wards, namely, Ward 33 and Ward 34 in Soweto. We explore and examine these challenges from the transformational leadership perspective of South Africa's community development agenda. Our research methodology is qualitative research. We used semi-structured questionnaires were designed and in depth interviews undertaken. The guideline for conducting transformational leadership development challenges or gap analysis was guided by the qualities or competencies of leadership, which include good leadership qualities, function or role, ethics, development challenges. Our research shows that the councillors as leaders have development challenges. Community development needs to have a specific, relevant context. We recommend a leadership development model or a generic leadership development programme in order to enhance leadership qualities of ward councillors. Specifically, we recommend individual leadership development programmes for each councillor.

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CHAPTER ONE

INTRODUCTION

This research investigates leadership development challenges with a specific focus on transformational leadership in Johannesburg City's communities. The study focuses on qualities that constitute good leadership, bad leadership, and leadership development challenges faced by ward councillors. We argue that if these kinds of leadership are diagnosed and addressed, the standards of service delivery in Soweto will improve and reflect the country's transformation agenda.

1.1 BACKGROUND TO THE RESEARCH PROBLEM

Prior to 1994, South Africa was apartheid government, which put in place and promoted separatist development of communities that were racially segregated from each other. Apartheid' community development policies and strategies were grossly discriminatory; they led to the growth of wide socioeconomic inequalities between communities. The Mandela democratic regime of 1994 aimed to correct these past injustices and transform the governing of the country's communities. Consequently, new laws were formulated in order to drive the country's transformation agenda at community level.

But, the legacy of apartheid still haunts the new regime. As regards the management of resources, especially service delivery at community level, South Africa is till caught up in its past. This is most apparent in service delivery systems, as efforts fail to meet the community needs and demands. The post-apartheid local government has a mammoth developmental task to address the previous imbalances, inequalities, and inequities—as evidenced in immense and daunting community leadership challenges-- bequeathed to it by the apartheid system.[1]

HIV/Aids is one of the biggest challenges for community development. It is generally feared that the prevalence rate of HIV/AIDS is rapidly increasing in South African communities because of poor service delivery systems. HIV/AIDS is a huge threat to

[1] http://www.eta.org.za/toolbox/docs/local government/webdevlocgov.html.

human resource development since the scourge decimates the population of its most active members, thereby exacerbating community poverty.[2]

These challenges require transformational leadership which will transcend age-old and encourage resilient community development. Communities in the new South Africa require leadership that has the ability to set the right goals, direct people, align people, and motivate them, in order to realise improved and sustainable community development.

Johannesburg's executive mayor, Mr Amos Masondo proposed six mayoral development priorities, which are strategies intended to address common developmental gaps for the city of Johannesburg. These developmental priorities include promoting good governance, economic development and job creation, inner city regeneration, public safety, service delivery excellence and HIV/Aids.[3] These six mayoral priorities will be our focus of attention. They are enshrined in and influenced by the Constitution, the Municipal Structures Act 117 of 1998, and the Municipal Demarcation Act 27 of 1998.

The Demarcation Act "aims to lay the foundation for the future of local government in South Africa."[4] The Structures Act 117 of 1998, among other issues, defines criteria for categorising the nature of the municipality depending on the size of the population, resources, and so on. It also defines powers of municipalities and defines different types of municipalities that can be established within each category (category A, B and C). Category A are metropolitans; category B are local municipalities; and category C are district municipalities. These categories are distinguished by various factors such as high population density, extensive development, centre of economic activity, and so on. In view of the three different categories, the research focussed t region six (ward 33 and 34) in Soweto (South Western Townships), under the administration of Johannesburg Metropolitan.

1.2 STUDY SITE

Region 6 is situated towards the South East of the greater metropolitan. The establishment is largely "matchbox" houses and these were built during the apartheid era. It offered

[2] http://www.joburg.org.za/2005/may/may25_budgetch2.stm.
[3] http://www.Joburg.org.za/2005/may/may25_budgetch2.stm.
[4] Jaap, 1999, p.1.http://www.communitylawcentre.org.za/localgov/bulletin1999/1999_1_structures.php.

cheap accommodation. The matchbox houses are found in the following townships: Molapo, Phiri, Moroka, Senaoane, Jabavu, Jabulane, among others. There are also informal settlements in places such as Chris Hani, Slovo Park, Protea South, among others. Region 6 is also characterised by larger areas containing subsidised houses, such as Protea North, Protea South. Access by road from these areas is relatively easy its roads link into various points of the highways to the Johannesburg CBD and Roodepoort. The community is mostly reliant on public transport such as taxis and trains.

There are approximately 627 000 residents in this region. They are housed in informal settlements. Poverty is a major challenge, as evidenced by high levels of unemployment and low education. Due to the dense population of Soweto, the townships are represented, or served, by two regions, namely, Region 6 Region 10. Soweto Regions report to Johannesburg municipality. They get their business mandate from the city mayor's office.

This system ensures that the municipality is decentralised and takes local government to the grass roots level. It promotes good governance and ensures broader community participation in decision-making. The system has political leadership, which is elected by the community. The ward system and election of ward councillors are based on and informed by the Structures Act 117 of 1998, in accordance with section 157(4) of the Constitution. Each ward has a committee, which represents different sectors. The sectors include health, women, youth, education, CBO and NGO, Civics and Ratepayers, Sports and Culture, Religious groupings, Labour, and Business.

The role of the wards is to assist and advise the ward councillor on how to carry out his or her mandate. It also helps in IDP's reviews, input, and implementation. The committee also mediates between the community and the municipality, organises community meetings, and effectively resolves community conflict whenever it arises. Communication takes place through monthly ward committee meetings and during quarterly public meetings.

Against the background of the Johannesburg Integrated Development Programme mayoral six priorities, this research examines both the successes and weaknesses of Soweto Region 6 with reference to the performance of wards 33 and 34. According to

Region 6 councillor's communications office, wards 33 and 34 have done well in the following areas:

- Governance - there are different representative communication structures.
- Regeneration – municipal public parks have been developed, for example, Thokoza Park in ward 33.
- Public safety – the number of police persons in the street has increased. road blocks are frequently held. However, crime and violence are still high.
- Economic development. This is a result of other regeneration projects such as road building and the upgrading sports facilities. The projects also help reduce unemployment as they employ some of the community's previously unemployed youth.

Although it is evident that there is progress in these two wards, there are areas where the wards have performed poorly. There are concerns such as poor economic development and lack of job creation leading to high levels of unemployment among the youth. There is lack of coordination in service delivery. For example, the current street lighting project does not reflect progress much progress. HIV/Aids awareness campaigns or civic education has been undermined. Crime and violence are on the increase. On the whole, there is lack of capacity building for ward committee members.

1.3 STATEMENT OF THE PROBLEM

De Vos et al (2002) argue, "A formal problem formulation may serve as an effective point of departure for the proposal" (De Vos et al, 2002, p.118). They suggest that the problem must be specific and focussed. In many qualitative research proposals, the problem statement develops logically from the review of the literature. In our research, the real situation and the literature review influenced the problem statement.

Local government is one of the spheres of government, which is the closest to communities and hence responsible for community development. Community development and service delivery projects are outsourced to service agents such as Johannesburg Development Agency, Johannesburg Water, City Power, and others. The municipality delivers some of the services.

In wards 33 and 34, community members have raised concerns about poor implementation of development projects. Where there has been some sort of implementation, service delivery has been poorly coordinated. For example, street lighting was a project that was planned to start in August 2005?but it only started two months later. So far, little progress has been made in this project. Meanwhile lamp posts are being vandalised as the project seems to have ground to a halt. Community members interviewed thought that these problems are due to the lack of transformational community leadership, leading to loss of direction on projects, poor alignment with communities and low of morale for committee members. There is little or no capacity building for committee members.

Most municipalities have been inundated with community protests due to lack of leadership and direction, leading to poor service delivery, for example, in the North West, Cape Town, and Free State. It is the duty of the municipality to identify leadership development challenges and look for ways of improving service delivery so that it is effective and efficient.[5]

For Masondo, Jo'burg executive mayor, "the city of Johannesburg is committed to the principle of excellence in service delivery". He also cited the importance of experienced, efficient, trustworthy, and capable municipal leadership in the State of the City Address on 30 January 2003 (Meropa Communication, March 2003). Transformational leadership qualities and continuous leadership development are key to improving service delivery in the city's communities.

However, hitherto, literature on community leadership is scanty. Moreover, little research has been done on transformational leadership especially on ward councillors. The result is that wards 33 and 34 have no idea on how to tackle their community development challenges to improve service delivery. The executive mayor's belief in quality community leadership for service excellence remains a dream.

[5] http://www.etu.org.za/toolbox/docs/localgov/munservice/htm.

1.4 THE PURPOSE OF THE RESEARCH

The primary purpose of the study is to investigate qualities that constitute good leadership as well as bad leadership on the transformational leadership paradigm. Specifically, the research seeks to explore and examine ward councillors' transformational leadership development challenges for improved service delivery in wards 33 and 34 of Region 6. The study will achieve this via interviews and questionnaire in order to solicit views, perceptions and opinions of community members-- i.e. parents, youth and councillors themselves-- on transformational or quality community leadership.

1.5 RESEARCH QUESTIONS

The study is guided by the following research questions;

a. What is the relevant leadership style for the community?
b. What are the qualities of good community leadership?
c. What are leadership challenges vis-à-vis community development needs?

CHAPTER TWO

LITERATURE REVIEW

Leadership and service delivery are broad concepts. It is therefore critical for one to have an explicit understanding of the context of application of the concepts. Our unit of analysis is ward councillors as leaders at policy implementation level. Community members vote ward councillors into positions of leadership in order to address the community development needs. Their term of office is five years, with a possibility of re-election.

These leaders do not necessarily possess academic qualifications. But, they are political leaders and so they are perceived as capable of leading the community in its developmental projects. The two councillors of wards 33 and 34 have had a number of successes in meeting challenges of service delivery, apart from cases of untrained committee members, uncoordinated casual labour for the unemployed youths in the township, and lack of HIV/AIDS awareness campaigns.

2.1 DEFINITION OF LEADERSHIP

Leaders are agents of change. Their thoughts and acts influence other people positively, often without using force or with minimal pressure. A leader is someone who is always willing to take an initiative. He or she is not afraid to take risks and confront challenges. Leaders have the courage to admit failure; they then work hard at improving that situation. They are confident and sensitive to human needs, always have a vision, and are willing to learn new ways of improving the situation.

For Kotter (1998), leadership refers to the process of moving a group of people in some direction usually through non-coercive means (Kotter, 1998, p.6). On this reading, a leader need not make people feel to be forced to move or change or under pressure to perform as he or she desires. Rather, a leader should have the qualities that make it easy for people to see the need to move in a certain direction or to change or perform. In the case of the ward councillors, this definition speaks to the ideal (good) qualities of their

leadership, since community members vote them into positions of leadership believing they have abilities to change their communities for the better.

For Swanepoel et al (2003), a leader is an accepted, inspiring person who demonstrates a natural ability in a situation. He or she inspires others to follow willingly an ideal vision (Swanepoel et al 2003,). Meyer and Boninelli (2004) further stretch the concept of leadership to that of great leaders who "enable ordinary people to do extraordinary things and that they navigate through all weather and engage people in a cause" (Meyer & Boninelli, 2004, pp.3-6).

On South Africa's transformation agenda, local government has a mandate to have in place quality leadership for community developmental purposes, especially at policy implementation level. People's needs inform the nature and direction of community development, and their needs are always changing.

It is imperative that leadership at this level possesses and exhibits good qualities so that leaders are not only visionary and inspiring but also humble enough to learn new ways of effectively dealing with rapid changes and the increasing demands for services in their communities. Thus, for Kouzes and Posner (1987), "Leaders are those who step out to show others a direction in which to head, they create a new order, they venture into unexpected territory, they are the foot soldiers in the campaign for change" (Kouzes and Posner, 1987, p.32). We see that the need for new community leaders, leaders endowed with transformational qualities was felt long before the advent of democracy in South Africa.

2.2 DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

It is important to distinguish management from leadership. Leadership is about setting direction, dealing with change, motivating, moving people towards a vision through alignment and inspiration. Management is about implementing, controlling, handling policies and programmes. Put simply, the distinction between the two concepts rests on

moving things and going places, on the one hand, and handling and controlling things, on the other. [6]

Management is about dealing with situations and environment that are complex. Management aims at bringing about order and resolving chaos in an organisation. This complexity is addressed by planning and budgeting, which involve setting goals and targets and arranging resources for future purpose. Upon planning, management has to identify people and resources that will complement the implementation process that will help the organisation in realising its goals. Management ensures accomplishment through the application of problem-solving skills and controlling. The control phase entails monitoring progress and evaluating programmes.

Leadership is about coping with change. This begins with setting a direction, which involves formulating a vision. Leadership is also about alignment of the people, which involves extensive communication aiming at showing, or driving people to, a new direction. It is about building coalitions, which help a community or group realise its vision. Further, leadership is about motivating and inspiring people. People need to be motivated in order to be able to advance or embrace change (Kotter, 1990). Leadership is the ability to influence direction and behaviour of individuals and groups such that there is willingness to pursue the objectives and goals of the organisation. Success of the organisation depends on its leadership (Brevis, de Klerk, Vrba, 2002).

2.3 HISTORICAL BACKGROUND TO LEADERSHIP

For the past ninety or so years, several studies have dealt with the question of leadership. Scholars have for long conducted leadership research on various groups such as students, military personnel, and business people. This scholarship led to various theories about leadership behaviour, distinguishing between effective and ineffective leadership. Although these theories are not definitive, they are supported by scientific evidence. The American culture influences most of the theories on leadership. Yet the American culture is individualistic, and not collective. Different cultures influence leadership theories

[6] Kouzes and Posner, 1987; Anderson, 1993; Bennis&Nannus, 1988 & Transformational leadership from http://ww.leadership.au.af.mil/documents/horig.htm.

differently, For example, the Dutch culture places emphasis on the egalitarian society and is sceptical about the value of leadership. The Arab cultures focus on power, they obey their leaders for as long as they are in power. For example, Iranians seek power and strength in their leaders. Americans seek empowerment from their leaders as well as bold, forceful, confident and risk-taking leaders (Swanepoel et al., 2003, page?). This testifies to the fact that the concept of leadership is broad since each culture treats leadership depending on particular needs and expectations. Thus, although ward councillors as leaders may not possess academic qualification, they culturally qualify as leaders because they know and understand the expectations and needs of their communities.[7]

2.3.1 Components of leadership

There are components of leadership such as authority, power, influence, delegation, and accountability. A leader who has authority gives orders to junior colleagues and is willing to delegate duties to his or her junior colleagues. Power is the ability to influence others without authority. A leader who has influence over others, for example, followers, urging or encouraging them to work towards a certain goal. This may involve the application of authority and/or power. The need for delegating arises when leaders are unable to carry out certain tasks. They appoint others to perform those tasks. For example, in the wards, there are ward councillors whose responsibility is to communicate development strategies to the community. Ward councillors can delegate other tasks such as arrangement of the community ward meetings to the ward committees, to organise and chair on his or her absence.

In spite of the need for delegating, leaders have a responsibility to deliver certain tasks. Ward councillors are accountable for communicating and addressing development issues with the community and municipality. It is imperative that these components be balanced in order to avoid lording it overs (Brevis, de Klerk and Vrba, 2002).

There are traits of leadership. Erasmus et al (2003) argue that early research that was conducted on the concept of leadership found that great leaders possess traits that

[7] One possible South African view of leadership is that "a leader is an accepted person who displays a natural ability in a given situation to inspire others to willingly follow an individual vision, a facilitator of people and trustworthy with high morals" (Erasmus, 2003, p.343).

distinguish effective leaders from ineffective leaders, or non-leaders (Erasmus et al , 2003, p.344). Since 1940 theorists have been trying to identify common traits of leadership in an effort to develop an international, common set of leadership characteristics. The first quest for common leadership traits carried out in 1940's and 1950's concluded that no single trait differentiates leaders from non-leaders. This approach was unsuccessful because it ignored, amongst others, the needs and expectations of followers.

Recent research has identified some leadership traits as in the table below

Table 1: Leadership traits.

Personality traits	**Ability and Intellect**
Adaptability	Ability to cooperate
Alertness	Interpersonal Skills
Ambition	Diplomatic and tactful
Independence	Socially skilled
Assertiveness	Fluency in speech
Responsible	Creativity
Organised	Decisiveness
Persuasive	Knowledgeable
Dependable	Courageous
Energetic	Competence
Self Confidence	Adaptive
Emotional Stability	
Honesty and Integrity	

Source: Adapted from Erasmus, et al, 2003.

Behavioural theory deals with the behaviour of leaders, distinguishing successful from unsuccessful leaders. It however focused on what successful leaders do about delegating, communicating, and motivating their followers. It argues that behaviour can be acquired; leaders can be developed into effective leaders.

It also argues that leadership behaviour that is appropriate in one situation may not be so in another. For example, ward councillors are accepted community leaders even if they

may be illiterate. This cannot happen in a business environment or in an upmarket community. The ward councillors' history of political involvement at community level and their ability to learn while on the job may be all be that is necessary for improved service delivery. Leadership abilities such as addressing meetings in a language that suits the community, understanding the ethnic differences, sharing the same developmental needs and addressing them appropriately may be all that a ward councillor needs for successful leadership. This, once more, is markedly different from that of a leader in a business entity or in an upmarket community.

On this reading, effective performance of functions and social functions are the marks of effective leadership. It is important for leaders to understand their mandate as well as their social factors. This leads to two forms of leadership: task-oriented and employee-oriented leadership.

2.3.2 Leadership Orientation

Task-oriented leadership is about providing supervision for and exerting pressure on followers to perform. Followers are seen as mere instruments to get the job done. By contrast, employee-oriented leadership applies less control and more motivation and participatory management to get the job done. It focuses on people and their needs to get the job done. Swanepoel et al (2003) argue that certain alternative theories to leadership emerged in line with the behavioural movement in the late 1950's. These theories intended to delineate characteristics, patterns or styles of leadership such as Lewin's three classic styles of leadership. These classic styles are Authoritarian, Democratic and Laissez-Faire. The Authoritarian style is about retaining all the authority in the leader. The Democratic style is about delegating a great deal of authority and sharing with followers. Laissez-Faire style invloves a leader denying responsibility and abdicating authority. Thus, leadership does not require only one dimension in order to succeed; integrated dimensions may yield success.

2.3.3 Contingency Theory

This school of thought focuses on situational factors that determine leadership pattern. It assumes that effective leadership depends on a situation and involves a fit between power,

tasks, personality, attitudes, and perceptions. It argues that an effective leader will diagnose the situation and will apply the relevant leadership style. It further argues that leaders need to adapt to the situation and not look for the best leadership style, which might be irrelevant. This theory suggested the following models.

i. **Fiedler's Contingency Theory of Leadership:** This model provides that there should be a fit between a leader, followers, and the situation for effective service delivery.
ii. **Hersey Blanchard's Model:** This model promotes the maturity of followers for effective leadership, including persons' need for achievement, their willingness to accept responsibility and task-oriented experience.
iii. **Vroom Yetton Jago Model:** It advocates the involvement of followers in problem-solving. It recommends five styles of leadership in handling certain situations, as follows.
    - A leader deciding alone without any input from followers
    - A leader deciding alone after receiving information
    - A leader making a decision after consulting with group members
    - A leader and group reaching a consensus. [8]

The kind of leadership expected from ward councillors is a consultative one. A consultative leader is one whose leadership develops based on his or her knowledge and understanding of his or her community based on information from the community. His or her leadership style is consensus-building.

2. 4 SOME CONTEMPORARY PERSPECTIVES ON LEADERSHIP

Contemporary perspectives on leadership believe in joint decision-making. They embrace and put emphasis on change as well as the ability of leaders and followers to adapt to change. Swanepoel et al (2003) argue, "It is an influence relationship among leaders and followers who intend real changes that reflect the purpose mutually held by both leaders and followers" (Swanepoel et al., 2003. p.353). For Swanepoel, et al there is ongoing

[8] Swanepoel, et al., 2003; Brevis, et al., 2002; http://www.e://leadership.history.html, 2005.

research that aims to establish or construct the ultimate leadership model. New leadership models based on contemporary perspectives are as outlined below.

i. **Transactional Perspective:** These kinds of leaders clarify roles of juniors and provide appropriate rewards. They adhere to organisational norms and values. They direct, control and have centralised authority. This style is influenced by the satisfaction of needs between both leader and follower. This style is rather rigid and would not be effective in a community development framework due to its centralised authority and power.

ii. **Charismatic Leadership:** This type of leader has an exceptional impact on an organisation. He or she has the ability to motivate people to perform above their expected standards, creating an atmosphere of change. This leadership is relevant in the community setup because of its participatory decision-making approach to development; it can motivate committee members, and it can willingly address community needs at any given time.

iii. **Transformational Leadership:** This perspective is similar to the charismatic one. Some argue that transactional, charismatic, and transformational leadership are supplementary. The difference is that transformational leadership is innovative and has the ability to bring about lasting change.[9]

It is said that transformational leadership manifested itself in the 1970's and 1980's (Anderson, 1993 & Bass, 1997). It has the ability to move the organisation or community through rapid change. Moreover, for Bennis and Nanus(1985), transformational leadership "achieves significant change that reflects the community of interest of both leaders and followers and it frees up and pools the collective energies in pursuit of common goal" (Bennis and Nanus, 1985, p.217).

A transformational leader, just like any other type of leader, should have a vision in order to move or drive followers to the right direction. They should be able to align as well as inspire followers to be able to 'transcend a storm.'[10] A number of sources[11] cite the following qualities for transformational leadership, i.e. good leadership:

[9] See Bass, 1997 from http://www.academy.umd/publicationsklspdocuments/bass_p.html.
[10] Bass cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm; see also Anderson, 1992; Nanus, 1989.
[11] For example Bass cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm; Anderson, 1992, Nanus, 1992; April, Macdonald & Vriesendorp, 2000; Roch, 2001 from http://www.adtimes.nstp.com.myjobstory/jan 20b.htm; Curry, 2004 from

i. Emotional intelligence, meaning that in leadership it is critical that the leader is mature emotionally for objective judgement of issues and advice on direction.
ii. Value congruence, or being authentic, in order to build mutual trust.
iii. Commitment, enforcement, and the ability to model leadership standards.
iv. Integrity and fairness.
v. Increasing awareness of good behaviour and doing the right thing.
vi. Going beyond self-interest.
vii. Good communication and interpersonal skills.
viii. Honesty and setting a good example to followers.
ix. High level of competence and being considerate.
x. Fostering shared goals, Vision, and willingness to lead.
xi. Participatory decision making.
xii. Innovative thinking.
xiii. Motivating, supportive and getting things done.
xiv. Catalyst and servant .
xv. Patient, able to organize work and see to its completion, and encouraging teamwork.[12]

Kellerman argues that "bad leadership has a significant and inevitably deleterious impact on peoples lives."[13] She further argues that bad leadership is ineffective and often unethical. Even transformational leadership can exhibit bad characteristics or even be unethical, leading to:

i. Abuse of power.
ii. Manipulative and deceitful.
iii. Leading for self-fulfilment.
iv. Lying and being inconsistent.
v. Inability to deliver as promised.
vi. Poor performance and incompetence due to lack of required skills.
vii. Bullying and insensitive.

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http://wwwbusiness-marketing.com/store/article-leaders.html & Blagg and Young, 2001 from http://www.hbswk.hbs.edu/topic.jhtml?t=good_leadership.

[12] Van der Merwe (2004) adds the following characteristics: entrepreneurial, shared values, adaptable, ethical, inspirational, aware of environment, reflective, self-transcendent, and advocacy.

[13] cited in Powell (2006) Available from http://www.news.havard.edu/gazette/2004/10.28/11-bad.html,

viii. Carelessness, corruption, and inaccessibility in time of need.[14]

2.4.1 Effective Transformational Leadership

While there are differences between managing and leading the following skills are believed to be critical for the effective and efficient service delivery:

i. Ability to plan and implement because at times it is critical to lead by example to instil confidence in people.
ii. Excellent Communication skill both personal and mutual interpersonal, counselling and consulting.
iii. Ability to know oneself, to know things that have shaped you, your point of excellence and areas for growth.[15]

The following additional skills are also identified by others:

i. Problem finding skills and problem solving skills
ii. Ability to forecasting while acknowledging the future
iii. Human understanding skills
iv. Anticipatory learning and some level of intelligence.[16]

2.4.2 Ethics of Transformational Leadership

Transformational leadership requires ethics for it to be an effective leadership style. According to Brameld (cited in Gibb, 1969) ethics are primarily attitudes of equality or inequality that the leader possesses as he associates with his followers. Bass and Steidlmeier (2003) and Robert (1998) argue that leadership ethics are about moral foundations. They argue that truly transformational leadership must be grounded in moral foundations. For Robert (1998), morally sensitive leaders are the essential feature of any good community's development agenda and service delivery. Bass and Steidlmeier (2003) highlight the following as ethics of transformational leadership:

[14] Kellerman cited in Powell, 2006 from http://www.news.havard.edu/gazette/2004/10.28/11-bad.html; Legace, 2006 from http://www.hbswk.hbs.edu/topic.jhtml? Id = 4390 t=leadership & Bass, 1997 from http://www.cademy.umd/publications/klspdocs/bass_p.html.

[15] For example, Bass in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm; Anderson, 1993; Nanus, 1989.

[16] http://www.impact factory.com and Maccoby (1981).

i. the moral character of the leaders and their concerns for self and others;

ii. the ethical values embedded in the leaders' vision, articulation, and program, which followers can embrace or reject;

iii. the morality of the processes of social ethical choices and action in which the leaders and followers engage and collectively pursue.

Others[17] identify the following as ethical values of transformational leadership:

i. Commitment; whereby a leader makes a decision based on what is right rather than on self-interest. An element of trust that constitutes familiarity when we know someone or something well enough, personal relationships, and trust based on how we are treated.

ii. Personal responsibility, whereby a leader takes responsibility for actions

iii. Integrity, honesty, self-awareness, and knowing one self.

iv. Striving to do what is right while respecting self and followers.

v. Fairness

vi. Consistency, whereby a transformational leader will 'walk the talk'. If the plan is to put up streetlights, a transformational leader should lead by example, ensure that the project starts as planned and gets completed as per the schedule, and as promised to the community.

vii. Communication is yet another element; transformational leadership should maintain open communication to address effectively areas of conflict or potential conflict. These leaders should share perceptions and learn to share with others. For example, in community development, participatory development is crucial to ensuring that the required outputs are realized.

[17]Van der Merwe (2004); Burns cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm, Kouzes & Posner cited in Bass (1997) & Anderson (1992) in addition indicated the following characteristics as defining leadership ethics.

viii. The spirit of reconciliation. Transformational leaders should have the ability to create peace and harmony amongst their followers. In a case where a project failed, they should be able to clearly communicate the reasons and encourage teamwork.

ix. Upholding good morals. This is important as it elevates the level of human behaviour, good conduct, and ethical aspirations of both the leader and the led.

2.5 DEFINITION OF DEVELOPMENT

For some development means improvement of a situation from the status of impoverishment to improved well-being. As regards leadership, development implies improving oneself in order to function at a higher level and learning new and innovative ways of performing or leading. Generally, development also implies improving or developing ethics, skills, and styles of leadership for improved service delivery. Bryant (1982) thinks "development is about being and doing; deprivation, degrading, poverty all indicate underdevelopment wherever they are found" (Bryant, 1982, p.14). For Bryant, development implies increasing the capacity of people to influence their future positively.

However, this conception of development is limited to individual capacity such as concern for one's self-esteem and the improvement of individual skills and leadership traits. Development commences with acknowledging that there is a need for development, a need for learning new ways to improve service delivery, particularly in a rapidly changing environment.

For Swanepoel et al, "Development can be explained as a learning experience organised by employer usually to bring about the possibility of performance improvement and or personal growth" (Swanepoel et al, 2003, p.451). As soon as a need is identified, the development challenges are addressed through coaching or any other form of training in order to prepare them for future positions. Changing technology, environment, social demands, and global competitiveness might influence training needs.. The ward councillors as community leaders also need consistent development of heir leadership skills in order to be able to deal with the ever-changing environment and community needs. Failure for them to identify their leadership development challenges will adversely

affect service delivery. For Erasmus et al, "development makes use of planned productive learning methods" (Erasmus et al, 2003, p.3). Leadership development refers to knowledge, skills, and attitudes of leaders to provide better services.

Lack of skills at a personal, organisational, social and interpersonal levels will renders the leader ineffective. The fact that most ward councillors have little or no tertiary education does not necessarily imply they are bad leaders. Their environment and social background influence their leadership approach. Nevertheless, they need personal, social, organisational, and interpersonal skills. They need these skills because often they have to encourage, influence, and persuade the community members on issues of development and translate policies into workable strategies.

The South African Management Development Institute has designed a training and development to improve service delivery by addressing leadership challenges. According to the Department of Public Service and Administration's ten years annual report, the leadership challenges that they have identified and which impede service delivery are provision of leadership, inability to troubleshoot in the development projects, and inability to make hard choices. The leadership programme which SAMDI offers aims at transferring knowledge and skills (organisational, personal, social, and interpersonal skills) for improved leadership and interaction between relevant role players. There are certain traits and skills that need to be developed for improved service delivery.[18] The development of leaders does not happen by chance. There is need for a leadership development plan for leaders. This plan is aimed at building effective leadership to improve the delivery of health care services. They termed this plan "delivery through leadership."[19] The plan clearly outlines the development challenges, action plan, time-frame and review period. Kotter (1998) further supports the SAMDI leadership development programme and NHSS Executive plan. He goes on to ague that irrespective of the nature of the organisation, leaders need to develop an overarching philosophy which will inform and guide their performance and ensure that leadership has added value.

[18] http://www.samdi.gov.za/programmes_services/other_programmes/dev/ 05/08/ 2005.
[19] http://www.workinginhealth.com (2005).

2.6 SERVICE DELIVERY AND DEFINITION OF THE CONCEPT

Service delivery can be defined as the process whereby resources, materials, skills are combined and transformed to produce a quality product or to deliver a service efficiently. The products have target consumers. Services involve many things such amenities and utilities (for example, water, electricity, gas), including parks like a Municipal Park. Delivery of services is a process that involves the mobilisation of several resources. Some have defined "service delivery [as] the ability to convey useful labour."[20] For University of Pittsburg and the Rehabilitation Engineering Research Centre, "service delivery refers to the way an organisation sets up processes and procedures they will use to get their services delivered."[21]

Pycraft, Singh, and Phihlela (2004) think that operations management is about the way organisations produce goods and services. For them, the process includes the input phase which is about resources, staff etc, the transformation phase which includes design and planning and the output phase, which is the product or service. Other characteristics of producing services and products include quality. Quality is about the outcome of the services, and their design, and sustainability (Pycraft, Singh and Phihlela, 2004, p.3).

Local government is referred to as a developmental local government. The Constitution of South Africa states that municipalities have the responsibility to see to it that all citizens have goods and services that satisfy their basic needs. Municipalities are mandated to provide basic services to the communities, which amongst others are water, security, electricity, creation of jobs, and so on. These services ensure the wellbeing of the people.

While local government provides these services, the quality thereof is critical so that it realises sustainability and avoid provision of "poor quality services such as the houses that were built by greedy contractors" (Madlala, 2005, p.7). Madlala is concerned about water supply that runs dry in Kwazulu Natal.

[20] http://www.customersurvey definition.htm (2005).
[21] http://www.wheelchair.htm (2005, p.5).

Service delivery is critical in this research because, firstly, the mandate of the local government is development through provision of services. Secondly, the level at which services are delivered reflects the nature of leadership in local government and their abilities as well as competencies. For example, one of the characteristics of Developmental Local Government is leading and learning, entailing that "leadership of a developmental municipality should stay on top of developments and change." [22]

2.7 CONCLUSION

There is no predominant theory of leadership. Contemporary thought on leadership converges on situational leadership, involving the use of direct life experiences, being connected with followers, getting real, acknowledging one's limits, and upholding ethical values, while being innovative and striving bring about lasting change. Leaders need not be superheroes. This kind of leadership will bring about transformation through directing the community, community involvement, listening, conflict management through aligning the people, being a role model, motivating followers by bringing hope to the community etc. In view of the business of local government, it is clear that it requires transformational leadership to drive the developmental mandate (Binney, Wilke and Williams, 2005). This research focuses on transformational leadership.

[22] http://www.etu.org.za/toolbox/docs/localgov/webdevlocgov.html, 2005.

CHAPTER THREE

RESEARCH METHODOLOGY

This research uses two approaches: qualitative and quantitative. In a qualitative approach, researchers use a number of strategies of inquiry. These strategies differ according to the nature of research questions, skills and resources available (de Vos et al, 2002). Each strategy has its perspectives and procedures. The qualitative approach is not structured whereas the quantitative one is structured. In the latter, there can be closed-ended questions. For de Vos et al "there are a number of strategies, however, few prominent designs, namely, Case Study, Phenomenology, Ethnography, Biography and Grounded Theory" (de Vos et al, 2002, p.27).

3.1 RESEARCH DESIGN

In this research, we used the qualitative approach to investigate the problem. The questions were open-ended in order to gather detailed information. For de Vos et al "Case study can be regarded as an exploration or in-depth analysis of a single or multiple cases over a period of time" (de Vos et al, 2002, p.274). A case study has the advantage of focus and depth. It can focus the research on an individual, programme, or activity. Our research, for example, focused on two councils as the unit of analysis. Our analysis explored deeply leadership development challenges of the councillors.

Data collection involved multiple sources of information, such as interviews, documents, observation, and archival records. To collect data, we used in-depth one-to-one interviews, reviewed documents, and observed by participating in community meetings. The interviews and participant observation comprise what is sometimes referred to as "conversation with a purpose," which helps the researcher to understand the experience of others and meaning attached to those experiences, just as it helps the researcher in clearly understanding the participants views (de Vos et al, 2002, p.299). We compared data to see each councillor's strengths and weaknesses. We then made individual-specific recommendations.

The potential population of the research is all councillors of Region 6, including the youth, parents, and the elderly. However, due to the nature and scope of the research, this population would not feasible. It would be unmanageable. Thus, for feasibility and manageability, we specifically focussed our attention on two councillors of Region 6, wards 33 and 34.

We did not choose the participants randomly, and this is in line with the qualitative approach to research. For de Vos et al, "In qualitative research non probability sampling is used in particular theoretical or purposive sampling techniques rather than random sampling" (de Vos et al, 2002, p.336). Purposive sampling-- in selecting respondents and selection --was based on the level of interest in community development and attendance of councillors' community meetings. We selected a maximum number of twelve respondents, two ward councillors, four active youth (two from each ward), and six active (regular attendees of public meetings: "parents and the elderly") community members, three from each ward.

3.2 DATA COLLECTION AND ANALYSIS

We used two ways to collect data. First, we familiarised ourselves with local government development strategies. We then read and reviewed literature on leadership development from the library and internet. We visited local government offices in Soweto where we got more written and oral literature on the operations of local government, development strategies and councillors' performance. We also visited the community and observed actual development, in contrast to a mere development plan.

We designed two slightly different research questionnaires to elicit different data from the councillors and community members. The research questionnaire framework was semi-structured to allow systematic data gathering. The questions were also open-ended, therefore not limiting respondents in sharing and providing information. The questionnaire was designed such that it elicits data on leadership qualities such as good and bad leadership qualities, skills and competencies, ethics, and leadership development.

In preparation for interviews, we encountered difficulties with scheduling appointments with the councillors. We approached local government offices for assistance. Region 6

office gave us contact details of the new candidate councillors and suggested they be interviewed, as they were experienced PR councillors and active in community development agenda. They would be able to respond to the questions. Our appointments with community members were on schedule and successful. Finally, secondary data collection involved written documents, internet, and relevant newspaper articles.

We followed a circular movement framework of data analysis. For, de Vos et al, "Data analysis and interpretation can best be represented in a spiral image" (de Vos et al, 2002, p. 341). We used Computer Micro Soft Word and Excel to organise our research material. We read and reread the material to get a clear message and understanding. We thus established generic themes to elicit the meaning of data. Lastly, we integrated the data and summarised it. We also used graphics to re-present some of the data.

3.3 DELIMITATIONS AND LIMITATIONS

The study strictly focuses on leadership development challenges for improved service delivery in two wards 33 and 34, looking at two councillors out of 22 Soweto councillors. Among other constraints, time and the cost of travel to remote areas of Soweto made us focus on wards 33 and 34. We did not interview all committee members, or all ward community members, as the information would exceed the scope of the report. Leedy and Ormond (2005, p.55) argue, " Research problems typically emerge from larger contexts and larger problems areas, and the researcher can easily be beguiled by discovering interesting information that lies beyond the precincts of the problem under investigation" (Leedy and Ormond, 2005, p.55).

For de Vos et al "ethical guidelines serve as standards and as the basis on which each researcher ought to evaluate his own conduct" (de Vos, 2002, p. 63). We visited Region 6 and informed officials about the research, its purpose, and its significance. We designed a letter with the brief background of the study. In the letter, we asked the interviewees for their consent.

The nature of this research required us to uphold the principle of confidentiality. At the time of the research the political atmosphere was rather volatile as local government elections were about to be conducted. In January and February, local government was

busy preparing for the elections. It was difficult to secure interviews and even establish reasons for poor service delivery. The questionnaires had to reflect the principle of confidentiality. We assured our interviewees confidentiality of information, assuring that their views would only be shared with academic institutions as well as Region 6 of local government. The quality of the research report was critical, as it would possibly positively influence development in the selected wards. As a result, we advised against deception, as it would adversely affect the value of the report.

3.4 CONCLUSION

The researcher will ensure accurate, objective, and unambiguous report writing. This research is valuable because it deals with community leadership that is ideally democratic since ward councillors come into positions of power and authority through the ballot.. Councillors will learn something new about transformational leadership. They will realise their strengths and weaknesses, and improve accordingly. They will identify roots of poor service delivery and think of ways to improve it. The results of the research are generalisable, even though it is a case study design. It will help local government leaders and managers get a complete picture of the leadership development challenges of all ward councillors for the benefit of the local government.

The overall result will be effective policy implementation to the benefit of the community at large in receiving improved service delivery. Ultimately, we will gain knowledge of how local government leadership operates. The delay in gaining access to councillors derailed the data gathering process and the earliest completion thereof. However, the information collated enabled us to proceed with the research.

CHAPTER 4

RESEARCH FINDINGS

We saw above that prior to 1994, South Africa was apartheid government, which put in place and promoted separatist development of communities that were racially segregated from each other. Apartheid's community development policies and strategies were grossly discriminatory; they led to the growth of wide socioeconomic inequalities between communities. The Mandela democratic regime of 1994 aimed to correct these past injustices and transform the governing of the country's communities. Consequently, new laws were formulated in order to drive the country's transformation agenda at community level.

These transformation laws occur at three levels, national, provincial and local government levels. The Mandela regime gave local government responsibility for community development, it being a sphere of government that is the closest to communities. In the case of local government in Johannesburg City, in its effort to realise development, it outsourced certain services to such agents as Johannesburg Development Agency, Johannesburg Water, City Power, and others. Municipality leaders, officials, and ward councillors saw and still see to the delivery of most of the community development services. Ward councillors are not necessarily local government officials; they represent the community and articulate its development needs at appropriate deliberative forums..

4.1 PURPOSE OF THE RESEARCH

The primary purpose of the study was to investigate qualities of good leadership and bad leadership, and how they affect service delivery. It sought to explore and examine critically ward councillors' transformational leadership development challenges. In the interviews, we solicited views, perceptions, and opinion of members of the community as to whether the leadership needs to enhance or learn new and better ways of leading in their particular situation.

4.2 PROFILE OF THE SAMPLE

We categorised the 12 respondents according to their wards, age, and responsibilities. We selected six interviewees from various wards. We approached Region 6 offices to inform them about the interviews. We requested for assistance with to contacting ward councillors as it was proving to be difficult initially. We informed Region 6 that community members that we would interview them to explore their comprehension of community leadership. Region 6 and Local Government offices were helpful in giving us access to councillors' contact details. Ward 34 councillor was able to sit for an in-depth interview that lasted for two to three hours. We could not interview ward 33 councillor; one youth member forwarded a questionnaire to her for completion.

We also visited community members, informed them about the research, and scheduled interview appointments with them. The process of scheduling interviews with the community members proved to be easier that that of eventually gathering data from the ward councillors. Ward councillors lacked time, as they were involved in the planning of local government elections. We began interviews on 23rd January 2006 and ended on the 10th February 2006. Each interview lasted not more than three hours. At each interview session, we read a letter of introductory letter to the respondents and those willing to be interviewed gave their consent. Some gave consent by signing while others gave verbal consent. .

4.3 PERCEPTIONS, VIEWS AND OPINIONS OF RESPONDENTS

Most respondents in ward 34 showed interest in participating in the study. The ward 33 councillor had a positive attitude. She agreed to complete our questionnaire; we did not meet her face to face. The participants, community members, seemed comfortable and supported the idea of community research for a thorough comprehension of their needs. We met most community members in their homes. We interviewed ward 33 councillor in the ANC office in Jabulani and ward 34 councillor completed a questionnaire at her place.

4.4 PRESENTATION OF THE ACTUAL RESULTS

We interviewed six parents. Most parents said that they attend meetings sometimes because the timing is awkward; it is late at night and it is not safe in the streets. Few respondents said that they are not motivated to attend meetings because most issues discussed in those meetings yield little or no results. We also interviewed four youths. Two of them said they never attend meetings because they are studying and working. In ward 33, one youth said he always attends. In ward 34, one youth said he seldom attends meetings because he is not always aware of the meetings. Communication of meetings in ward 34 is poor.

Section –A- Good Leadership - Ward – 34

1. What is your understanding of community leadership?

Parents

Community leadership should be about knowing where the community comes from, where the community is going. It is also about thinking of the community in terms of its needs, and listening to the community about its needs, knowing how to talk to the people, and facilitating change.

Community leadership should reflect impartiality in addressing community needs. He or she should show patience, have good listening skills, and be available. A community leader should possess the former President Mandela's leadership qualities; they should be pro-transformational.

Youth

Community leadership is about listening, in order to understand problems and needs of the community. It also about represent and reporting of community challenges at local government level. He or she gives feedback to the community. He or she is an achiever.

Ward councillor

Community leadership is about change and being an inspiration. A leader will have a sound mind and rational. He or she will be an attentive listener, will give and seek advice, and be sensitive and non-judgemental, patient and helpful.

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[23] This was controversial, although it was cited often as a development indicator. Other respondents seemed not to be convinced as to how it was a positive development for them.

2. What kind of leadership qualities does a community need for its development?

Parents

Former State President Mandela's qualities would bring about change as they are the best. Mandela kept his promises and was available for the country. Mandela used to give feedback to the 'comrades even before the country realised democracy.' A leader understands people and makes decisions with the community. He or she

is committed to change and is dedicated.

Youth

A community leader should be honest, strong as a personality, patient, and passionate in bringing about change. He or she should be able to manage conflict. He or she should have skills to manage finances.

Councillor

A community leader should have manners, as it is a culturally diverse polity.

3. Do you think there is good and bad leadership?

Parents

There are good and bad qualities of leadership.

Youth (both wards)

There is definitely a difference.

Councillor

The difference depends on people's perceptions.

4. If yes, what are good leadership qualities?

Parents

A good leader understands the needs of the community. He communicates clearly, is available to followers, and is knowledgeable about the local government developmental policies and strategies. He or she takes interest in the community events. He or she can align with the community for reasons of progress and success in development, can positively respond to community challenges, and can mediate and arbitrate to resolve disputes.

Youth

Showing concern for the community.

Understanding challenges.

Consulting.

Accountability and transparency.

Giving feedback.

Visionary.

Assertive and persistent.

Strong personality.

Councillor

Good leadership is about:

Representing community development.

Giving feedback to the community whether good or bad

Playing an effective mediating role and sharing policy and strategies with the community in debate aimed at consensus-building

Being visible, available and openly communicating with the community

Being actively involved in the policy formulation and review.

5. What are the roles of good community leaders?

Parents

Councillors should:

Embrace the developmental mandate and communicate it clearly.

Address developmental challenges promptly such as 'blocked sewerage that end up creating unhealthy environment for the community.'

'Fix' problems and strive for a conflict-free community.

Successfully drive developmental programmes and projects.

Communicate challenges, successes, and new projects clearly to the community.

Inspire people to be involved in community development projects.

Represent genuine needs of the community.

Youth

Leadership is about:

Being sensitive to developmental issues (taking them seriously), being supportive, making follow ups, being exemplary, ensuring promises are fulfilled mediating.

Councillor

A Leader is a mediator between the community and the ward council. He or she should be a good communicator.

6. What should their functions be?

Parents

Direct the community on the way forward regarding development issues.

Bring about solutions.

Give feedback on improvements.

Inspire the community by fairly distributing community resources.

Be helpful.

Work with the people and be accommodative.

Understand the processes of change.

Youth

A leader should be a mediator between council and community, and represent development initiatives of the latter. He or she should ensure that delivery takes place. He or she should keep people informed and keep promises, listen to needs and support the community development initiatives such as 'community street patrol initiative to control crime.'

Councillor

A leader should bring about change 'by being change agents' and 'torchbearer of the organisation'; meaning leading and giving direction for development. He or she should respect the organisation and represent it well.

7. How should they perform their functions to ensure efficient and effective service delivery?

Parents

A leader should not be suspected of racial discrimination. They should ensure 'ANC veterans are recognised'.

Clear communicators in directing projects.

Giving feedback to the community.

Encouraging community participation.

Taking responsibility.

Working with the people.

Youth

Leaders 'can't perform their functions in silos.' They have to consult, encourage teamwork, and give feed back to the community and council.

Councillor

They should surround themselves with the community through 'partnership.'

8. What are the traits—e.g. social skills-- of good leadership?

Parents

Ability to communicate clearly in widely spoken languages.

Giving feedback to the community and municipality,

Encourage community participation.

Encourage shared responsibility and decision-making.

Caring, particularly for the elderly.

An attentive listener

Patience; time should be taken to explain to those who do not understand certain development issues.

Youth

Good communication skills, since the community is culturally diverse and hence multilingual. He or she should be computer literate for research purposes and development.

Councillors

Accessibility.

Friendliness.

Open communication.

9. What kind of ethics should good leadership possess?

Parents

Professional conduct that reflects discipline.

Personal development for effective leadership.

Integrity.

Understanding.

Ability to listen.

Participating in joint decision-making.

Respect for everyone.

Warm.

Accommodative.

Not known for bad conduct or behaviour.

Active leadership.

Discipline.

Good Time management particularly in project management and turnaround time.

Youth

Leades should respect agreements regarding projects prioritisation, and youth employment. They should respect everyone especially the elders, show compassion, and

have integrity. They should visit people in their houses to know other issues especially for the sick and the aged. They should uphold good morals.

Councillor

Uphold code of conduct based on principles of good governance principles such as consultation, transparency, humanity, or "batho pele" principles such as efficiency, respect, and integrity.

10. What other activities should a good leader participate in for community developmental purposes?

Parents

A leader should bring ideas to the community for joint decision-making. He or she should be visible, and accelerate job creation initiatives.

Youth

Leaders, such as councillors, should be available and lead by example. They should involve the community, encourage consultation, and empowerment. They should sometimes be observers at the community meetings. They should align with the people always.

11. What good community development has been realised due to good leadership?

Parents

Tarred roads are the only positive development realised in ward 34.

Youth

There is no youth development project in ward 34.

Councillor

Tarred roads

Upgrading of Inkanyezi hall

Upgrading of Koma road to ease traffic congestion

12. If there were good leadership what would be the benefits to service delivery?

Good leaders bring about positive change to the community. There will be progress on projects. They will boost the morale of community members. Ward 34 respondents made use of the progress of ward 33 as an example of good leadership.

For the youth, good leadership will bring about visible development and a reduction in youths' unemployment.

For councillors, a good leader will usher in 'improved development.'

Section – B- Bad Leadership

13. In your opinion, would you say that there is bad leadership?

Parents

There is bad leadership.

Youth

There is bad leadership.

Councillors

There is bad leadership. Ward 34 councillor also said it depends on people's perceptions.

14. If yes, what is bad leadership?

Parents

Lack of respect for oneself. For example, Ward 34 councillor ' has children with young girls within his ward.'

Leadership that has no genuine interest in community development.

Disregarding elderly community members.

Insensitive to people's needs.

Unavailable for consultation.

Inability to complete projects.

Mismanagement of community development resources.

Personal enrichment.

Partiality.

Not responding in time to community needs.

Youth

Lack of accountability: ' someone who uses community resources for his or her own development'.

Someone who is aware of the developmental challenges but does not provide solutions and takes no action.

Unfulfilled promises, e.g. when he promises 'children's playground needs funding' he is forever saying that for five years.

Not reliable.

Not caring

Ignorant of the community's development challenges.

Councillors

Misleading the community.

Someone without a backbone.

Someone making false promises.

Disrespectful.

Unethical.

Poor judgement.

Parents

In ward 34, there were no new projects except for the road improvement that took place in the area where the councillor lived. The councillor was allegedly practising favouritism. This demoralised members of the community.

Youth

Lack of employment and development projects.

Councillors

Not attending to people's problems.

17. If there were bad leadership, how would it affect service delivery?

Parents

All respondents said that bad leadership tarnishes development. Projects that are meant to develop the community are not implemented or if they are not completed. In Ward 34, there were unfinished street pavements, no street lighting, while ward 33 enjoyed these developments.

Youth

There would be no development at all. Poverty would continue, and crime would escalate due to unemployment and youths' frustration. Projects would remain unfinished.

Councillors

Bad leadership delays projects and development.

18. How can bad leadership be eradicated?

Youth

New leaders should be trained or get a mentor to lead the way.

Councillors

Training

Performance appraisal

Counselling and effective management of leaders' short-comings

Reward for achievements

SECTION – C – CHALLENGES

19. Would you say that our councillors have leadership challenges that need to be addressed?

Parents

Councillors have development challenges that need addressing.

Youth

Councillors have development challenges that need addressing.

Councillors

Councilors have development challenges that need addressing.

20. What are those challenges?

Parents

In ward 34, the councillor requires extensive leadership development training in all areas of leadership; he uses community resources for personal benefit. He is never available; he 'has his own people'; he never consults the community. He does not deliver on the community needs; the issue of children's playground is still outstanding. He is unethical as 'he has a child with a school going pupil'. He has poor problem-solving skills and lacks of interest thereof. He cannot communicate. He cannot initiate and direct projects. His poor financial management skills. He practices favouritism, for example, 'he gives jobs to the same people.'

Youth

The needs of the community remain unaddressed, for example, 'the area has no street light, there is an open field that harbours crime gangs; the proposed library did not materialise.' There is a high level of youth unemployment.

Councillors

Not available or accessible.

Insensitive leadership

Miscommunication of information.

Not making plans or agenda for meetings.

21. How could they be developed?

Parents

One parent said that ward 34 training cannot eradicate bad leadership. He is not a leader, and so he should be replaced.

Youth

If a leader cannot perform, he or she should be replaced.

Councillors

Through development.

Section- D- General Comments

22. Comments

Parents

Most respondents said that development requires good leadership, which focuses on change and not personal enrichment. Their councillor does not posses such qualities as 'he used the municipality money to extend his house'. They felt a new councillor should be elected.

Youth

They generally felt he should be voted back in as he has made material development changes, in spite of shortcomings.

Councillors

Turn bad to good situations.

Strategic thinking should be encouraged

The respondent said, 'Councillors should be humble and the people will elevate them.'

CHAPTER 5

INTERPRETATION AND ANALYSIS OF RESEARCH FINDINGS

The purpose of the study was to investigate the qualities of good and bad leadership at the community level. It explored the perceptions, views, and opinions of various respondents on how to address leadership challenges. The focus of the research was on transformational leadership.

The perceptions, views, and opinions of respondents showed significant similarities in their understanding of leadership particularly at the community level. The distinction was only on ward councillors' performance, followers form ward 33 and 34 aired similar views about ward 33 councillor that she has made progress in development in his ward although there are other shortcomings like favouritism when giving the youth jobs. Ward 34 members also indicated that they sometimes consult the councillor from ward 33, as she is available.

Community members in ward 34 were despondent. They complained that he has not delivered anything and he is only interested in personal enrichment. There was no mention of the ward 34 councillor by the ward 33 respondents. They referred everything to their councillor. Most respondents said they were unable to attend meetings due to the awkward schedule of meetings. The situation was complex because the community consisted of various age groups as well as school- or college -going, the employed and the unemployed, making it hard for members to reach a compromise on times for community meetings. We used a semi-structured questionnaire to guide the interviews. Section A consisted of twelve questions.

5.1 LEADERSHIP STYLE SUITABLE FOR COMMUNITY DEVELOPMENT

Most respondents in both wards said that a leader as a catalyst is needed. A leader is required who will embrace and facilitate lasting change and work with the people for development. Community members expect change and improvement in their communities because of underdevelopment inherited from the previous regime. What respondents had

in mind is transformational leadership, which is required in times of rapid change. Some sources[24] argue that transformational leadership is about true change. Transformational leaders

> truly transform things, with the presumption being for the better, permanently, and for many people, including employees, customers, stakeholders, shareholders, and the communities, in terms of their environmental, economic and social impact.[25]

Burns defines transformational leadership as "leaders inducing followers to act for certain goals that represent their values and motivations, the wants and the needs, the aspirations and the expectations of both leaders and the led". In transformational leadership, the prominent concepts are visible change, consultation, fulfilment of shared values and goals. For Anderson (1992), transformational leaders value people, and perceive themselves as servants and catalysts.

5.2 QUALITIES OF GOOD LEADERSHIP

Most respondents cited key qualities of leadership to ensure that community development is accelerated, chief of was mediator; a councillor will be able to work between the community and the municipality. A leader keeps promises, is available and accountable. He is an attentive listener. He or she consults, gives feedback, and gives and gets advice. He or she has a strong personality, is assertive, persistent, visionary, and has integrity. He or she is ethical: respectful trustworthy, honest.. He or she aligns with the community, truly represents community. He or she is skilled for successful project management, and truly drives development. He or she should be like the former State President Mandela. 'Mr Mandela kept promises and was available for the community. He used to give feedback to the comrades even before the country became a democracy.'

Giving feedback is important for two reasons: to inform the followers and for the leader to learn. As regards character, honesty, integrity, respect, honesty, self-discipline,

[24] For example, http:www.atleadership.com/issueschatroom/html, 2003.
[25] Burns cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm.

perseverance, diligence, morals are critical. Additionally, leaders should have these qualities: dependability, inspiring, consciousness, accepting responsibility, teamwork, building a shared vision, servant leadership, empowering self and others, ability to direct the community. Although context determines leadership qualities it is also evident from both literature and research findings that there are general qualities.[26]

Communication stands as a prominent quality at community level. This quality is about what you say, your behaviour, actions, decisions you make and consistency in sending and receiving messages. Another element of communication that is critical is listening, hearing what others say, making oneself heard, and giving attention to what others say in order to get things done.[27]

The other prominent quality is emotional intelligence. This quality is critical because at communities have people from various cultures, religions, age and gender groups. Leaders' ability to handle emotions is critical for objective judgement. Councillors have a difficult and challenging task to work with local government, and see to the realisation of and communities' goals. It can be difficult to strike a balance between the local government mandate and the needs of the community. For example, projects might be delayed due to government's bureaucratic structures. The community may be impatient, leading to susceptible or violent behaviour. The ability to thrive under pressure will be because of emotional competence.

The majority of the respondents from both wards said there is distinction between good and bad leadership. However, one respondent held a different view, and said that it depends on how people understand and perceives leadership. Leadership largely depends on the context. There are behaviours that are acceptable in some situations and unacceptable in others.[28] Generally, talk of qualities of good and bad leadership suggests there a difference. The situation is rather complex though, so that bad leadership can occur in a good leader sometimes. Kellerman (2006) argues, "There is bad leadership

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[26]Charlton,1991; Maxwell, 2005; Dewey, 2005 from http://www.girlscouts.org/for_magazine/2004_fall/five_qualities.asp; http://www.teamtechnology.co.uk/leadership-qualities.html, 2005; http://www.nsba.org/sbot/tolkit/LeadQual.html

[27]Curry, 2004 from www.business marketing.com/store/article.leaders.html; Blagg and Young, 2001 from www.hbswk.hbs.edu/topic.jhtml.t=goodleaderhip & Roch, 2001 from http://www.adtimes.nstp.com.myjobstory/jan20b.htm.

[28] http://www.teamtechnology.co.uk/leadership-qualities.html (2005).

around good leadership."[29] In other words, people in leadership have the potential to provide bad leadership.

5.3 LEADERSHIP ROLE

The role of leadership is to listen and be able to understand and communicate correct information in municipality meetings. Councillors should strive to promote security and safety within the community. They should embrace the community development mandate. They should promote a conflict-free community as mediators. They should inform and update the community.

Additionally, we learn from others that leaders should empower and instil hope in people (Charlton, 1992). We further learn that leaders should strive for consensus and act as a spokesperson.[30] Consensus-building makes sense because often a community leader is faced with discontent followers. Unmediated disagreement may degenerate into violence. A leader needs to step in quickly as a mediator to restore order.

5.4 FUNCTIONS OF LEADERSHIP

The main functions of leaders are to provide direction or vision, to align with the community, and inspire followers. Leaders will direct their followers because they have a vision of where the community is going or should go. They will be involved in policy formulation. On aligning with the community, the respondents felt that leadership should be able to provide solutions and bring the community together in times of conflict as well as promote partnership. Leaders will inspire the community by fairly distributing the community resources, providing feedback and giving help whenever it is needed.

The extant literature shows similar functions of leadership to those of our interviewees. The literature cites leadership functions as follows. A leader will influence followers, as

[29] Kellerman cited in Powell (2006) from http://www.news.havard.edu/gazette/2004/10.28/11-bad.html.

[30] Bass cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm.

he or she will have a vision of where he is going, will persuade followers to go with him or her, lead them to change through active participation, and build partnerships by truly connecting with other people. Transformational leaders inspire followers. They model the way and act as coaches and mentors. Leaders encourage followers by strengthening them, planning small contests, and celebrating accomplishments.[31]

Leaders should have insight into the functions they have to fulfil. They should have interest in the community projects. They should share information, consult. They should, encourage community participation, teamwork, and partnership. Charlton (1991) argues that leadership should create meaning through communication. To do this, good communication skills are imperative. Meaning might draw from knowledge of the community language and the ability to clearly convey messages or communicate new information. Continuous and clear good communication skills will enable the councillors to perform their functions effectively and efficiently, as people will be knowledgeable of the projects and development processes.

5.5 LEADERSHIP SKILLS

Leaders' social skills include good communication skills, which are crucial in culturally diverse communities like Soweto, which are multilingual. A councillor has to be conversant in the languages spoken by followers. Councillors should have good listening skills because they mediate between the municipality and the community, where accurate representation of information is critical. Councillors should have the ability to encourage community participation and be caring to all community members. Leaders should also be assertive and not be easily influenced. They should be friendly, approachable, reliable, and honest to those they serve.

The extant literature depicts these findings lays emphasis on leadership possessing excellent leadership skills. According to Maxwell, "A leader without people skills soon has no followers" (Maxwell, 2004, p.96). Leadership should show genuine concern for

[31] Maxwell, 2005; Waldock & Rawat, 2004; Posner and Kouzes, 1987; Charlton, 1991 & Bass cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm.

others, be understanding, positively interact with others, show positive behaviour towards others, have confidence because "followers normally do not follow someone without confidence, be able to communicate effectively, be open for ideas from the followers; "when communication is one sided it can be comical" (Maxwell, 2004, p.99).

Planning and implementation are critical leadership skills as leaders should be doers while at the same time giving direction. They should be able to counsel and conduct stress management for self and others. .Most importantly, leaders should be able to diagnose or find problems, solve them and/or address bottlenecks.[32]

The extant literature suggests the ability to read non-verbal language, trust in people or followers so that they will deliver as per their roles, reliability, consistency, and fairness when dealing with people.[33] Fairness in dealing with people is particularly critical in community because for councillor to perform their functions effectively they need to know the community needs , which would require their living in the community and paying house visits (Maxwell, 2004; Charlton, 1992).

5.6 LEADERSHIP ETHICS

The most important ethics of leadership include respect for oneself and others, accepting everyone, honesty, professional conduct, integrity, ability to listen, impartial, encouragement of joint decision-making, self-discipline, good time management skills, compassion for families experiencing difficulties, tolerant, and upholding principles of "batho pele".

In the literature review there seems to be consensus on self-discipline, emotional intelligence, interpersonal skills, sensitivity, honesty, and time management. Additionally, Maxwell talks of the "winning attitude and that it is the key to personal success" (Maxwell, 2004, p.95). For, Maxwell the winning attitude is the kind of attitude that will cause one to approach life from a completely positive perspective without limit. The winning attitude is that of a leader who thinks positively and by so doing, he or she is

[32] http://www.impactfactory.com. Bass in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm.

already halfway through success. Further, relationship-building is another good ethical value of leadership. This suggests transformational leadership, which should respect and do what is right, embrace congruency in leadership, and maintain good morals.[34]

Leadership without ethical values renders community leadership redundant because in the community the leadership therein should have the ability to interact with different ethnic groups, age groups, literate and illiterate community members, and different gender groups. To manage successfully these diverse groups leadership with unquestionable ethical values ethics is imperative.

Councillors should not distance themselves from the community events. They should be visible at events, for example, at school functions. They should be close to the community and identify with the needs of their community, even if informally. Needs analysis does not always have to be undertaken formally. Other forums should be explored and active involvement in community events is but one. Among others, leadership should be involved in HIV/Aids projects, in caring for the aged projects, accelerate, and facilitate youth training and job-creation. For Charlton (1992), leadership is also about travelling, or visiting the people.

5.7 COMMUNITY DEVELOPMENT

Although some development has taken place, ward 33 initiated, implemented, and completed more projects than ward 34. In ward 33, projects ranged from infrastructure development, for example, Moroka road construction, construction of Elkah stadium, and sport fields; street lighting; water meters; tarred and paved roads; to creation of employment for the youth.

By contrast, in ward 34 there seemed to be no development. The newly elected councillor said a community hall 'Inkanyezi hall' had been renovated. She also cited Moroka road construction as a success realised in ward 34. Majority opinion was on the poor performance of the councillor.

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[33] For Charlton, (1992) Leadership is about seeing, travelling or/and visiting the people.

[34] Burns cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm, Kouzes & Posner cited in Bass (1997); Anderson (1992) states that few people trust incongruent and deceitful leadership.

Good leadership is about bringing about positive change. It will bring about progress in any project and that will elevate the morale of the followers. If there is good leadership there will be visible community development. People will be interested in working in community development projects. Good leadership will also bring about positive thinking and perception of councillors in their followers. Bass states that good leadership has the ability to move people into transformation through "idealized influence" which is about trust between leaders and followers.[35]

5.8 SERVICE DELIVERY

Section B consisted of five questions, which focussed on bad leadership and its impact on service delivery. Most interviewees from both wards believed there is bad leadership, apart from one councillor who thought context dictated the kind of leadership. Nevertheless, if a leader in a particular environment is unable to perform their functions in mediating and facilitating projects he or she cannot blame the environment for failure or bad leadership. Kellerman (2006)[36] concurs with those who argue for a distinction between good and bad leadership. She believes there can be bad leadership around good leadership.

The respondents said a bad leader is someone who does not listen and ignores the followers' input; someone who does not understand their mandate (community development plan or policy); someone who is unethical, for example, ward 34 councillor.

Characteristics of bad leadership include failure to take responsibilities; coldness; insensitivity;, poor communication; lack of self and respect for others; and inability to achieve. Additionally, bad leadership is characterised by failure to meet deadlines, inability to build winning teams, blaming people in public in cases where there are problems or poor performance, taking credit for oneself, leaders focussing on own opinion. Most importantly, bad leadership goes about lying which makes leaders to lose

[35] Bass cited in "Homrig (n.d) Available from http://www.leadership.au.af.mil/documents/homrig.htm
[36] Kellerman cited in Powell from http://www.news.havard.edu/gazette/2004/10.28/11-bad.html (2006).

credibility, is incompetent, inconsistent, bullying, misuses of power, and coerces followers to sacrifice their plans for the benefit of developmental needs.[37]

Without doubt, inflexibility, lack of trust, poor communication skills would defeat the purpose of leadership in any context. Without doubt, bad leadership would derail government intentions to change the previously disadvantaged communities. Bad leadership thwarts development. Projects meant to develop the community end up not being implemented. Ward 34 respondents cited unfinished street pavements and lack of street lighting while ward 33 enjoys these developments.

Due to bad leadership, poverty would continue and crime would escalate. Unemployment would grow among the frustrated youth. Chapman (2005)[38] argues that characteristics such as shouting when a leader is angry and not keeping promises are characteristics of bad leadership.

5.9 POOR PERFORMANCE

In interpreting the challenges, it is important to separate the wards, as this is where performance or development challenges are apparent. It is clear that when comparing the two wards, ward 34 was underperforming while in ward 33 respondents were satisfied with the councillors' performance, in spite of a few areas where they felt that the councillor would improve upon. In essence, there was an agreement from all participants that there are leadership development challenges, although at different levels. Below is a summary of the findings of the leadership development challenges.

[37](Maxwell, 2004; Anderson, 1992; Taffinder, 1995; Bass & Steidmlmeier cited in Homrig from http://www.leadership.au.af.mil/documents/homrig.htm; Chapman, 2005 from http://www.businessballs.com/leadership.htm).
[38] http://www.businessballs.com/leadership.htm

Ward 33 challenges

Leadership development on skills:

- Councillor is said to have poor project management skills, as he does not complete some of his projects.

Ethics: he needs to improve performance

- He is said to be impartial in the provision of jobs.
- Lack of commitment to development.

(Questionable, since only the incoming councillor said it; no one else said it) .

Ward 34 challenges

Leadership development challenges on skills/competencies such as:

- Little or no idea of his leadership functions and role.
- Lack of Accountability; need instil sense of responsibility. For example, the councillor needs to understand that community resources are not for personal use.
- Poor Communication skills.
- Poor Financial management.
- Poor Problem-solving skills.
- Poor Planning skills, as there was not even one project that he had initiated.

Ethics he needs to enhance to improve performance:

- He is said to be insensitive.
- He lacks Integrity.
- He lacks respect.
- Lack of neutrality in leadership to minimize favouritism.
- Cold.

Leadership development is not only about training. It is critical for one to have an interest in leading the community. Positive behaviour is critical as well as passion to lead. For William, Wilke, & Binney (2005) "Leadership development has become popular in recent years" (William, Wilke, and Binney, 2005, p.211), and that leadership can be developed although this is a process. Leadership development takes time.

Wilke et al (2005) and Charlton (1992) further argue that although leadership is a process it can be learnt. Development must be relevant to the context of leadership, as leadership is shaped by the needs, culture, and its environment. None of the respondents suggested indicated councillors to be academics. They mentioned skills development not as an academic requirement but necessary to become an effective councillor.

Charlton (1992) cites an example from a survey on leadership development that was conducted in 1991 in South Africa on CEO's competencies. The survey investigated whether leadership could be developed. The findings suggested that leadership competencies could be developed and it encouraged formal leadership training in universities. Charlon, (1992) goes to say that leadership development should focus on addressing real life situation. The latter did not reflect clearly in our findings not explicitly, but for the fact that the respondents indicated that identification of challenges and development thereof will improve councillors' performance, and real issues would be addressed.

What is important is that while developing leadership it should not be done in silos. Leaders should be given the opportunity to practically apply the skills they have acquired. Nanus (1992) further suggests that leadership development should be encouraged from childhood whereby children at nursery schools are put in pairs and given small projects in which they will learn leadership skills. While there is a discourse on whether leaders are born or made, most sources[39] suggest that leadership does not just grow naturally. Transformational leadership skills need to be cultivated through good and accredited development training.

A small number of respondents from ward 34 wanted their councillor replaced. This could be because of his pathetic and hopeless performance.

While most people desire leadership development, it must be borne in mind that there is not any rigorous science or art, which guarantees successful leadership development. Good leadership development is perfected by trial and error.

[39]For example, Bennis and Nanus, 1985; Boulding, 1997 from http://www.nwlink.com/donclark/leader/leadcon.html; http://www.impactfactory.com.

5.10 CONCLUSION

Parents in ward 33 perceived the councillor as a mature and strong character; a father-like leader. To them he reflected good ethics that a transformational leader at the community level should possess. Their feeling is that he should be retained for further visible development. The youth were content as well with the performance of the councillor, although they reflected his partiality but they also justified that by indicating that if one is active and helpful, the councillor will always be with them in projects. They also strongly felt that he should be retained for the next term. He has made material change.

The new candidate councillor did not mention the councillor's inefficiencies or efficiencies. Instead, she made a recommendation with regard to the functioning of the ward committee. She said that ward committee had to be strengthened by ensuring that committed committee members were elected. Most interviewees were content with the current councillor's performance, although there were still areas requiring improvement. Overall, he was seen to have passion for and commitment to community work. Ward 34 respondents appreciate his performance.

Parents in ward 34 were angry at the poor performance and unethical conduct of the councillor. They wanted him replaced at the next election. He had completely failed to perform. The councillor lacks passion and commitment. Training him would be pointless if he had no interest. However, he might have lost interest in the process or he found the job too cumbersome, which would have nothing to do with passion or commitment.

The youth were also angry and despondent at the councillor. They wanted him replaced, as there is no development in ward 34. He was incompetent and partial. They seemed to have lost hope in their development. The newly or incoming councillor indicated that for successful development councillors should be humble and committed to the organisation they represent and its policies, and be elevated by the community. People thoughttThe councillor's performance was poor because he did not reflect passion or commitment in performing his duties. They thought he was interested only in self-enrichment.

It is evident that while the ward 33 councillor has some shortcomings, the followers have realised material change in community development. They strongly feel that he should be voted back into office in order continue with his projects. In ward 34, most respondents said their councillors had failed to represent the developmental mandate and their need of having a transformational leader was not realised. They wanted him replaced.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

The research explored qualities of good and bad leadership within the framework of transformational leadership. It also identified leadership development challenges because of poor delivery of services within the community. It examined the question of whether or not leadership can be developed. The research supports the view that leadership is a multifaceted and highly contested subject. Various authors have written on it for years. We can understand leadership within a context at a specific point in time, for example, leadership at the community or township level in a country going through a transition.

We narrowed our focus to transformational leadership, which is in line with the country's political, technological, social, and economic development agenda or vision. Transformation, as brought about by the new democratic dispensation in South Africa, affects every aspect of society, including community leadership. Government has given local government the mandate to change and transform local communities, as it is the closest to the people. This explains our focus on leadership development challenges of councillors.

We suggest that due to rapid changes in South Africa, communities require transformational leadership, which mirrors commitment and passion. Councillors should be trained to lead better. They need to have good leadership qualities. To avoid bad characteristics, they should focus on understanding the functions and the roles, as these would enable them to grapple with leadership challenges. Councillors should see themselves as part of the national transformation, agenda and hence the importance of their mediating role.

Improved service delivery and sustainability of community development are integral to national transformation, economic growth and development and improved social well-being of all. Communities' economic growth and social well-being are the results of good leadership, i.e. transformational leadership. For example, in both wards, interviewees were concerned with the poor performance--ineffectiveness and inefficiency as regards service delivery -- of ward 34, mostly attributed to what was generally seen as bad

leadership there. Little or no development has apparently occurred in ward 34 for the past five years. By contrast, in ward 33, leadership seems to have certain qualities of good leadership and hence its substantial development.

Local government requires substantial investment in leadership development at the the level of councillors. Councillors' effectiveness and efficiency will bring positive change to the community. Community members have the power to keep or remove a councillor, as was the case in Cape Town recently, when a councillor candidate from the opposition party won , beating her contender from the ruling party, allegedly due to poor service delivery, during the tenure of a councillor from the ruling party. It is against this background that leadership development should be treated seriously.

6.1 RECOMMENDATIONS FOR TRANSFORMATIONAL LEADERSHIP

i. Identification of leadership development programmes from experts or institutions of higher learning. It is critical for local government to have a clear understanding of a development programme that will best suit councillors and that will deliver training at the level, within the community development context.

ii. Combined workplace skills training that provide training and working to apply the skills. This training should include leadership styles, theory, qualities including skills and ethics.

iii. Leadership style: To focus on different perspectives of leadership, the role and functions of leadership such as spokesperson, director, visionary, change agent, and coach. We must dispel the myths of how a leader should look like and understand the importance of leadership within a context. Leadership is different for everyone and so different people perceive it differently.

iv. Leadership theory: Seeing the bigger picture of transformational leadership, to be able to see clearly from other people's viewpoints, in order to understanding the situation better. Being able to understand that true transformational leadership is

directive rather than participative, however, with the aim to align organisational developmental with individual interests.

v. Leadership Skills
   a. Development of strong leadership character, which will involve understanding leadership qualities and portfolio expectations.
   b. Change management in order to know how to deal with frequent, rapid changes and diversity in management.
   c. Emotional Intelligence (EQ). Training leaders to know how to deal with sensitive matters and to able to handle crises and conflicts. Self mastery, e.g. seeing the bigger picture through introspection into one's beliefs with regard to what shapes behaviour and establishing control over one's leadership behaviour.
   d. Intellectual Intelligence, e.g. the ability to initiate, direct projects, and lead staff in development projects.
   e. High integrity, consistency, flexibility, and anticipatory learning.
   f. Good governance and consultation. Transformational leadership should know how best to advance individual and organisational interests while still allowing the process of ownership , giving chance to followers to lead themselves when required.

vi. Interpersonal skills: Skills such as listening and communication training in to communicate well and 'walk the talk'. Self-management in order to instil good morals and ethics; learn to influence, direct people and move things forward; motivate the followers to think "out of a box"; being able to make 'unpopular' decisions which will benefit development; transcending the "can't do syndrome' and practicing it continuously.

vii. Ethics: Commitment; sincerity; valuing different cultures and ethnic groups; being firm and fair; be trained to know how to manage power wisely; being exemplary by modelling the way; expressing love, care and compassion; truth and honesty; freedom, tolerance, respect; accountability and responsibility.[40]

[40] http://www.impactfactory.com; Eban, 2005 from www.legacacee.com/index.html; Anderson, 1993; Maccoby, 1981 & Terry et al, 2004.

In view of the leadership challenges identified in both councillors and the level of development in the community, there is still a lot to be done in community development. Training and leadership development are necessary.

6.2 LEADERSHIP DEVELOPMENT FOR COUNCILLORS

i. Formal training to councillors, paying attention to transformational leadership's key qualities --for laying the foundation.

ii. Performance management aligned to local government development strategic objectives. Performance reviews preferably using the 360 degrees performance reviews in order to have an objective, insight of the competencies and inefficiencies. Rewarding improved performance compared to the individual development needs to encourage improvement.

iii. Develop councillors' development plans for individual training for accelerated service delivery.

iv. Discourage bad leadership and poor performance by adopting and exercising Labour Relations Act discipline for poor performance.

v. Coaching councillors, to assist councillors to become transformational leadership and accelerate development.

vi. While training and development is in progress, Local government should align their organisational bureaucratic structure and rigid systems and procedures to motivate councillors and therefore encourage improved service delivery.

6.3 LEADERSHIP DEVELOPMENT OF INDIVIDUAL COUNCILORS

Ward 33 councillors development recommendations

Leadership styles and theory including functions and roles, as they are critical for everyone in leadership.

Skill and competencies

- Project management skills training is highly recommended for this councillor, specific attention to managing projects and successfully completing projects..

Ethics

- He should attend training on ethics in general to improve on the identified shortcomings such as impartiality, and to improve the level of commitment.

NB. Interviewees thought councillor for ward 33 performed better that of ward 34.

Ward 34 councillors development recommendations:

Comprehensive extensive training on leadership styles, qualities, roles and functions such as director, visionary, motivator, spokesperson.

Skills and competencies such as:

- Accountability
- Governance, transparency and consultation; for example, the councillor needs to understand that community resources are not for personal use.
- Change agent and management
- Communication skills.
- Financial management inclusive of good governance.
- Emotional Intelligence in order to be able know how sensitive he is to others
- Problem identification and solving skills.
- Project management skills, e.g., Initiation, planning skills, monitoring, evaluation and closure.
- Forecasting skills.
- Coaching skills and staff development (ward committee members).
- Integrate/align organisational and individual (community) development interest.
- Spokesperson/advocacy skills.

- Ability to overview and review the landscape they are in charge of and keep everyone updated.
- Valuing different cultures.
- Power management.
- Develop strong character that will enable 'unpopular' decision-making at times for accelerating development.

Ethics:

- The need to be sensitive to others, i.e. emotional intelligence.
- Develop high integrity.
- Develop respect for self and others
- Self mastery- know self weaknesses and strength and be willing to improve and therefore bounce back.
- Develop on favouritism.
- Be compassionate and caring, patient, tolerable and trust.
- Be able to conduct one and model the way.
- Passion and commitment to development and leadership.

NB. Interviewees thought councillor for Ward 34 was grossly incompetent, unethical, and completely underperformed. They were highly dissatisfied with him.

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APPENDIX 1 - Letter of Consent

Leadership Development Challenges for improved service delivery

Dear Respondent,

My Name is Felleng Yende. I am a student at the University of the Witwatersrand, in the Graduate School of Public and Development Management. I am conducting research on leadership development challenges for improved service delivery.

The research is part of the fulfilment for the requirements of my masters degree.

The information that you will give me is private and confidential. It will be shared with the academic institution for academic purposes and the municipality at their request for leadership development purposes.

Your honest and impartial participation is highly appreciated.

RESPONDENT'S CONSENT

I……. on the …… day of ……..……. …….. year …….

the researcher permission to share the information with the academic institution and local council.

Signature of respondent

…….

Your participation in this project is appreciated.

Thank you,

Ms. Felleng Yende

Masters in Public and Development Management Student

082 434 0130

Confidential

APPENDIX 2 – Questionnaire

RESEARCH QUESTIONNAIRE – COMMUNITY MEMBERS i.e. Parents and youth

Ward Number:

……

Name of the respondents:

……

Role of the respondents:

……

Gender: …….

Physical address:

…….

Contact number:

……

Level of participation in ward's meetings and initiatives please tick the appropriate answer:

Always	
Sometimes	
Never	

SECTION - A – GOOD LEADERSHIP

1. What is your understanding of community leadership?
2. What kind of leadership does the community need for development?
3. In your opinion would you say that there is good leadership and bad leadership?
4. If yes, what is good leadership?
5. What role should good community leadership play?
6. What should their functions be?
7. How should their functions be unfolded for good service delivery?
8. What kind of traits should good leadership possess? (e.g. skills)
9. What kind of ethics should good leadership possess?
10. What other things should a good leader participate in for community developmental purposes?
11. What good community development has been realised due to good leadership?
12. If there is good leadership what would be the benefits in terms of service delivery overall?

SECTION –B- BAD LEADERSHIP

13. In your opinion would you say that there is bad leadership?
14. If yes what is bad leadership?
15. Do you have specific examples that are as a result of bad leadership?
16. What are they?
17. If there is bad leadership how would that impact on good service delivery?
18. How could bad leadership be improved?

SECTION – C – CHALLENGES

19. Would you say that our councillors have leadership challenges that need o be developed?
20. What are those challenges?
21. How could they be developed?

SECTION – D- GENERAL

22. Any other comments

……
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……...

Confidential