
**LEADERSHIP AND TALENT DEVELOPMENT AT THE
MBOMBELA LOCAL MUNICIPALITY**

by

**Tinyiko Qhibi
Student number: 751443**

**A research report submitted to the Faculty of Law, Commerce and
Management, University of the Witwatersrand, in 50% fulfilment of
the requirements for the Degree of Master of Management (in the
field of Public and Development Management)**

March, 2017

Abstract

Literature, which has been drawn for this research, defines talent development as a prime responsibility for leaders in an organisation to help achieve organisational goals and gain a competitive advantage. Further, talent development should be regarded as a collective approach which will encompass the other two parts of talent management, which is talent attraction and talent retention. Also, the integration of processes like change management, organisational culture and performance management has been outlined as beneficial factors to both employees and the company at large. While much has been written about talent management and talent development in particular, this study outlines what leadership can contribute towards a talent enriched organisation for future sustainability. Job satisfaction, visionary leadership and performance management are the three themes which emerged from this research. These themes require organisations to pay attention to them in order to achieve good results. What is also addressed is whether the focus of developing employees should be on the strengths or weaknesses of employees at individual level. However, the point not to be missed when dealing with the development of individuals in the workplace is to focus on TED (Total Employee Development). This helps the organisation to ensure that its workforce is equipped in all areas which is essential to achieve success and excellence.

While organisations begin to accelerate talent development matters, they need to further focus on developing teams and this should be guided by the following principles: 1) to continue with the development of talented and experienced individuals to keep up with the changes in their respective fields; 2) paying attention to employees who are absolutely new and inexperienced in the field to help them develop interest in their work. The SRPD model (Specification, Raw Material, Production process and Distribution) has been drawn in as one of the tools which can be applied for the attainment of the desired 100% talent in the workplace rather than anything less which will be inadequate.

Declaration on plagiarism

I **Tinyiko Predon Qhibi** Student number: **751443** am a student registered for MM at P&DM Wits University in the year 2017. I hereby declare the following:

I confirm that the work I will submit for all assessment for the above course is my own unaided work. I have followed the required conventions in referencing the thoughts and ideas of others. I am aware that the correct method for referencing material and a discussion on what plagiarism is are explained in the P & DM Style Guide and these issues have been discussed in class during Orientation.

I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong. I understand that the University of the Witwatersrand may take disciplinary action against me if there is a belief that this is not my own unaided work or that I have failed to correctly acknowledge the source of the ideas or words in my writing.

Signature: **TP Qhibi**

Date: **March 2017**

Acknowledgements

I would like to thank all the people who inspired and helped me throughout my Master's studies. This research has been done with the guidance and supervision of Dr MDJ Matshabaphala, who has been a teacher, mentor and a coach. I wish to express my appreciation to him for the encouragement, constructive comments, valuable discussions and support he has given me from the research proposal development stage to the writing and finalisation of the research report.

My appreciation also goes to my family; my husband Sizile, beautiful daughters, Lula and Langu, and my sisters, Agnes and Mathilder Qhibi, for their understanding, tremendous support, sacrifices they have made and for letting me realise that the journey was worthwhile.

A big thank you to God Almighty for leading my way, if it wasn't for Him, I wouldn't have made it thus far. May his name be worshipped for there is nothing impossible with Him.

Lastly, I would also like to send my appreciation to all personnel in the Organisational Design and Performance Management Unit at Mbombela Local Municipality, for their inspiration and motivation.

Table of Contents

Chapter One.....	1
1. Introduction and Background	1
1.1 Introduction.....	1
1.3 Talent management as a broader view	4
1.4 Leadership and talent development best practices	6
1.6 Mbombela Local Municipality	7
1.8 Problem statement.....	8
1.9 Purpose statement	8
1.10 Research questions.....	8
1.12 Significance of the study	9
1.12 Outline of Chapters	9
1.13 Conclusion	10
Chapter Two	11
2. Literature Review	11
2.1 Introduction.....	11
2.2 Literature review defined	11
2.3 Significance of literature review in a research	12
2.4 Theoretical framework	13
2.4.1 Leadership definitions	13
2.4.2 Leadership historical background.....	14
2.5 Leadership theories.....	16
2.5.1 GTY (Greater Than Yourself) leadership theory.....	16
2.5.2 X and Y leadership theory	17
2.5.3 Servant leadership theory	18
2.5.4 Transformational leadership theory	19
2.6 Conceptual framework.....	20
2.6.1 Introduction	20
2.6.2 20-60-20 leadership theory	20
Fig 1 Ray's 20-60-20 rule of Human Behaviour	20
2.6.3 Rationale for the theory	22
2.6.4 Relationship between theory and main focus of the study	22

2.6.5 Talent development components	23
2.7 Talent development strategies.....	24
2.8 The evolution of talent development.....	25
2.9 Conclusion	27
Chapter Three	28
3. Research methodology.....	28
3.1 Introduction.....	28
3.2 Research methodology defined	28
3.3 Quantitative research	29
3.3.1 Advantages of quantitative research.....	29
3.3.2 Disadvantages of quantitative research	30
3.4 Qualitative research	30
3.4.1 Advantages of qualitative research.....	31
3.4.2 Shortcomings of qualitative research	31
3.5 Research design	32
3.6 Population and sample for the study	32
3.7 Ethical considerations.....	33
3.8 Data collection	34
3.9 Data presentation.....	34
3.10 Data analysis	35
3.11 Reliability and Validity	35
3.12 Limitations of the study.....	36
3.13 Research management.....	37
3.14 Time frames.....	37
3.15 Outline of chapters.....	Error! Bookmark not defined.
3.16 Conclusion	38
Chapter four	39
4. Presentation of the findings	39
4.1 Introduction.....	39
4.2 Demographic information	39
4.2.1 Sample size - Fig 2	40

This table indicates that the total number of participants who took part in this research were 20. Six of them were Executive Directors, eight were Senior Managers and Junior Managers and the last six were employees at operational level.....	40
4.2.2 Gender - Fig 3.....	41
4.2.3 Race - Fig 4	42
4.2.4 Age Fig 5	43
4.2.5 Years of service - Fig 6	44
4.3 Findings on the research questions.....	45
4.3.1 Employee involvement in talent development assessment.....	45
4.3.2 Existence of talent development strategy for the municipality	45
4.3.3 Leadership involvement in talent development initiatives	45
4.3.4 Description of leadership styles for Mbombela Local Municipality leaders.....	46
4.3.5 Reasons for leaders not to be involved in talent development initiatives.....	48
4.3.6 What should happen in order for leaders to take charge of talent development? ...	49
4.3.7 What is currently happening in terms of developing employee talent?.....	49
4.3.7 Workable way of identifying talent	50
4.3.7.1 If talent is identified, what can be done to ensure that those categorised as talented remain that way?	51
4.3.7.2 What can be done to those identified as not talented to help them reach the required talent level?	51
4.4 Conclusion	52
Chapter five	53
5. Interpretation and analysis of the findings	53
5.1 Introduction.....	53
5.2 Demographic information	53
5.2.1 Does the size of a sample matter?	54
5.2.2 Gender balance in research.....	54
5.2.3 Diversifying research findings through race	54
5.2.4 Age is not just a number in research.....	55
5.2.5 Work experience.....	55
5.3 Emerging themes.....	56
5.3.1 Job satisfaction	56
5.3.2 Visionary leadership.....	57

5.3.3 Performance management	58
5.4 Relationship between research problem and the findings	59
5.5 Conceptual framework	60
5.6 Conclusion	62
Chapter Six: Conclusions and Recommendations.....	63
6.1 Introduction.....	63
6.2 Conclusions.....	63
6.3 Investigation	64
6.4 Factors leading to the problem statement.....	65
6.5 Literature review	65
6.6 Research methodology.....	66
6.7 Presentation of the findings	67
6.9 Recommendations.....	69
6.9.1 Mbombela Local Municipality	69
6.9.2 Mpumalanga municipalities	70
6.9.3 Municipalities in the Republic of South Africa.....	70
6.9.4 Local government in SADC Region (South African Development Community) ..	71
6.9.5 Local government in the global community	71
6.10 Conclusion	71
7. References	72
ANNEXURE 1	77
ANNEXURE 2	78
ANNEXURE 3	79
ANNEXURE 4.....	80

Chapter One

1. Introduction and Background

1.1 Introduction

Leaders of organisations have a huge role to play in ensuring that strategic organisational goals are realised through employees whose talents are well developed. However, most leaders in organisations do not get involved in talent development initiatives. They take it as a pure human resource function. In this way, talent development is bearing less fruit than it is supposed to. This situation would be a lot better if it were in the hands of the leaders. Lewis and Heckman (2006) highlight that organisations that are strategically focusing on developing their workforce's talents, enjoy the benefits of talent management that include, increased productivity, employee satisfaction, and competitive advantage. To reap these rewards, it is critical for leaders to appreciate the role that human resources can offer. It is imperative that organisations adopt a sustainable commitment to nurturing employees and treating them as critical assets. Managers, as leaders of institutions, have a responsibility to ensure that their organisations diagnose and possess enough competencies and scope to address challenges, such as lack of experience, skills and knowledge. These are crucial factors in moving the organisation into its desired trajectory.

Schuler (2011) has acknowledged that it is very challenging for leaders to attract talent as most organisations are trying hard to safe proof their talented employees. He however, further contends that developing and retaining talent is now gaining momentum around the globe as compared to attracting talent. This is predicated on the notion that talent search is more expensive, time consuming, and uncertain. Arguably, developing talent focuses on improving the current state of affairs into a much more satisfying one in alignment with the needs and aspirations of the organisation.

Warren (2002) presents an analysis of different kinds of leaders in a workplace whose characters can either build or destroy organisations. These types of leadership are Transformational, Servant, X and Y and GTY which will be broadly discussed in Chapter two.

As influential as leaders can be, they have a responsibility to create a workable environment within which all employees can feel comfortable and aspire to do more. This therefore means that, to successfully implement talent development, leaders need to begin to drive the processes by incorporating these into the broader strategies of the organisation. This will give them enough space for continuous discussions for the purpose of taking better decisions and ultimately, improving the implementation.

1.2 Background to the study

The dynamic, diverse, complex and challenging environment that organisations are finding themselves in today, require leaders who will be committed to ensuring that the workforce has the necessary proficiencies to deliver services. The shortage of talent, as outlined by Manpower talent shortages (2011), indicates that organisations are in a serious search for competent employees which then result in a talent war. On the other hand, Hoogheimstra (1992) argues that as much as the company vision and strategy are key for the success of the organization, employees are too, equally important, as they drive all programmes of the organization to the desired heights. The high demand for talented employees forces organisational leaders to seek mechanisms to develop their best talent from within their organisations and retain it, rather than spending their time in the battlefield which seems to be endless and unwinnable. Mendez (2011) suggests that strategic talent management should be embedded into the organisation's broader strategy which will contribute to sustainable growth and global competitiveness. This will promote ownership to the leadership of the

organisation and allow them to drive the processes forward with authority and understanding.

Berta (2006) suggests that one of the critical stages of talent management which leaders, or rather, human resource divisions, have control over, is development. This stage focuses on employees who are currently in the employ of the organisation. He further advises that in order to increase the level of organisational performance, effort needs to be put into developing the employees at an individual level to address the talent needs of the entire organisation. In addition, he submits that the successful utilisation of employee capabilities can positively contribute to talent discovery and also enhance performance at both individual and organisational levels.

Sullivan (2004) argues that one of the triggers of high labour turnover, especially for high performers is lack of, or minimal, development. He further highlights that development makes employees satisfied with their job as they feel proud and confident when they have the right abilities to fully and effectively execute their duties. High performers have been found to be very productive and quality driven, hence development is a crucial factor which they value a lot. This suggests that leaders can take advantage of developing their employees to a point where their full potential is realised.

Meyer and Fourie (2004) indicate that the ultimate objective of leaders, managers as well as human resource practitioners in any institution, is to build a high performing organisation. According to Bersin (2014), talent development is regarded as one of the driving forces towards talent enrichment which will be manifest through improved productivity and quality of work.

At Mbombela Local Municipality, there is no structured way to develop talent, no policies or frameworks to guide leaders in terms of talent development. This situation makes it difficult for leaders to play an effective talent leading role. To see results, talent development should form part of the strategic objectives of the municipality (Mendez, 2011). In this regard, the Mbombela Local Municipality should integrate the supply of educational bursaries to its employees, Workplace

Skills Plan (WSP), with the talent management strategy of the institution. The aim is to ensure that there is value for money. The fact that the municipality has now become a talent pool from which other organisations fish, should be a wake-up call for leaders to act swiftly. Also, when talented and experienced employees retire, they leave without imparting the knowledge they gained to the remaining employees since there is no retention strategy in place.

Iles (2013) indicates that in the 21st century, for talent development to bear fruit, leaders must begin to develop a profound business processes management which will incorporate systems like performance management, career development and competency management. This whole process should be driven by leaders, hence Sullivan (2004) suggests few roles to be played by leaders in talent development. These roles include being a role model, reinforcing value for learning as well as building sustainable learning processes.

1.3 Talent management as a broader view

Talent is defined as a natural ability to be good at something, especially without being taught (Sullivan, 2004). Stewart (2010) defines talent as a natural ability of being good in a particular activity. Cappelli (2008) defines talent management in a workplace context, as an ability to successfully carry out given tasks. He further emphasises the fact that this can be done after having been shown how. The definition by Cappelli suggests that people use far less talent than they possess and may end up being described as not talented simply because of not knowing the 'how' part. This therefore means that leaders need to implement talent management strategies to be able to discover, develop, recognise and manage employees' high potential.

Talent management is the science of using strategic human capital planning to improve business value and to make it possible for organisations to reach their objectives (Lewis *et al.*, 2006). These include attracting, selecting, developing and retaining the best employees in order to easily achieve the strategic roles of

the organisation. Talent management recognises both people who excel at a particular activity, and also those who perform at the lowest level by giving them the necessary support. It further enables them to put more effort towards their work which then improves their capabilities and helps them focus on meeting the organisational goals.

Talent development as a main focus for the study

Talent development is an action taken by organisations for the purpose of developing talent among its employees in a more strategic way (Scullion & Collings, 2011). Its main purpose is to ensure that employees are given the necessary support to be able to excel in all areas of their responsibilities. For the above to be achieved, Uren and Jackson (2007) indicate that the right environment should prevail to enable individuals to create value for the organisation.

Talent development helps organisations to discover strengths and weaknesses for their employees. This idea will pave the way for appropriate interventions that will capacitate the entire workforce in order to narrow or even eliminate identified talent gaps. There are a number of benefits that comes with talent development and that can be realised in the form of increased productivity. These benefits are a culture of excellence and high productivity (Ballesteros, 2010). Despite talent management benefits, Boudreau and Ramstad (2007) observed that most organisations do not have talent development strategies to guide them in terms of managing talent despite the acknowledgement by organisations that it is in fact a critical matter. Talent development is, without a doubt, an essential aspect that determines the overall success of the organisation. Organisations which take steps to develop employee talent, achieve their set objectives and gain global competitiveness. Pounsford (2000) contends that talented people want to be associated with successful and high performing organisations. It is for this reason that organisations should begin to embrace talent development to be in position of attracting talent.

1.4 Leadership and talent development best practices

Talent development is fast becoming a popular concept around the globe. Carter, Ulrich and Goldsmith (2012) indicate that in countries like India, managers view talent development as a way of managing risk. This is because they define their most feared risk as having unskilled and inadequate human resources to fulfil their organisational goal of increasing productivity. The monitoring of talent development is one of their top priorities as they believe that it ensures that their labour always possesses sufficient skills and knowledge to remain relevant in the market.

In Africa, talent development is taken seriously, especially in the private sector (Elegbe, 2012). A case in point is the First bank in Nigeria. They have incorporated the implementation of talent development into the broader strategic operational goals of the institution. Talent planning is on top of their priority list. What happens is that they identify talent challenges first and come up with solutions to address the challenges. This is coupled with management programmes to help workers adapt to and embrace changes as they happen. The last part is monitoring and evaluation. This is done to ensure that the development initiatives bring value for money. Leaders do not take talent development in isolation; instead they link it with other business processes like, organisational design, performance management, succession planning, and career paths.

Looking at the case of India and Nigeria as developing countries, it can be observed that organisations are now prioritising talent management to gain a global competitive edge. Successful organisations are driven with visions, visions accomplished by visionaries and visionaries who are talent conscious individuals. This statement underscores the notion that organisations require competent managers that are able to identify, nurture, and retain talent within the organisation.

Elements such as processes, programmes, systems, and the environment are rapidly changing and the question which begs an answer is ‘do leaders know what needs to be done to keep up with the paradigm shifts?’

1.5 The three spheres of government

Christopher (2011) points out that in South Africa, there are three spheres of government, namely; national, provincial and local government. The president is the head of the country, who then appoints ministers to lead national departments. Premiers have a responsibility of leading provinces and they also appoint Members of Executive Council to head provincial departments. Mayors are responsible to lead municipalities which are regarded as local spheres of government. Municipalities have a mandate to provide services to all households in the country. In municipalities, there are different kinds of households, some of whom can afford to pay for services and others who rely entirely on government to provide free basic services. Talent is in the core of the local government mandate as communities expect to receive quality services.

1.6 Mbombela Local Municipality

Mbombela Local Municipality is a government entity which falls within the local sphere of government and is based in Mpumalanga Province. This municipality is run by both the political and administrative leaders. Both leaders have a common mandate, that is, to deliver services to the communities. The area is mostly rural and according to the StatsSA report, 40 per cent of the residents are unemployed, due to lack of skills which was exacerbated by the lack of a university in the province. It therefore becomes difficult for residents to pay for services. Some of

the services provided by the municipality are; water and sanitation, electricity, roads and storm water, as well as human settlements. All these services require talented and committed individuals to deliver quality.

As the municipality has been merged with one of the municipalities in the Ehlanzeni District, it is hoped that the findings of this research can be useful to the leaders of the newly formed municipality.

1.8 Problem statement

There is currently no clearly defined talent development strategy at Mbombela Local municipality. The Leadership has not been able to take the lead in talent development initiatives. This has resulted in a situation where the organisation has failed to produce a workable talent development strategy to address the talent crisis that the municipality is currently experiencing. However, on an annual basis, the municipality set aside large amounts of money on skills development which seems to be a fruitless expenditure as it does not bring any improvement to employee capabilities.

1.9 Purpose statement

The purpose of this study is to:-

- Investigate factors leading to the problem of poor leadership at Mbombela Local Municipality in relation to talent development,
- Present, interpret and analyse the finding, and
- Recommend strategies for consideration by leaders of Mbombela Local Municipality.

1.10 Research questions

- What are the factors leading to poor leadership in relation to talent development in the Mbombela Local Municipality?
- What are the leadership trends pertaining to talent development in Mbombela Local Municipality?
- What are the leadership strategies applicable to talent development in the Mbombela Local Municipality?

1.12 Significance of the study

The demographical trends that are happening around the globe give projections of a shortage of talent which will become adverse in the near future. This study will help leaders of organizations, in particular Mbombela Local Municipality, to classify talent development as a key focus area for the purpose of addressing future problems. It will therefore contribute to maximizing employee potential, which is a desired goal for existing organizations.

This study will highlight an holistic approach to talent development in that it should target on finding and attracting the best talent in the market with a superior talent acquisition tool kit: talent sourcing, employer branding, headhunting, talent pools, referrals etc. this study will give guidance to organizations to be able to pay attention to develop talents from within rather than creating a talent war. In reality, organizations cannot attract good talent and fail to retain the existing talent. The two elements are inseparable.

This report is aimed at delivering strategies that will accelerate service delivery through the utilization of the right talent which will help organizations to blossom and not suffer.

1.12 Outline of Chapters

This paper seeks to highlight the importance of leadership involvement in talent development in the Mbombela Local Municipality.

Chapter one covered the introduction which includes background to the study, research problem, research purpose, research questions, as well as the significance of the study.

Chapter two discusses the literature review which contains leadership theories and a contextual framework.

Research methodology is discussed in chapter three. It, among others, highlights the research design, data collection method, population, limitations, research management and time frames. Basically, this section outlines procedures that the researcher followed when conducting the research.

Presentation of findings then follows in Chapter four, where the researcher details all the raw data collected from participants.

Fifth chapter is the discussion of the findings. This part interprets and analyses data presented in Chapter four to come up with the exact meaning.

The last chapter of this report is Chapter 6 which covers recommendations and conclusions. This is where the researcher makes suggestions for consideration in terms of the topic under discussion. Future research directions relevant to the topic of this paper are highlighted for future researchers.

1.13 Conclusion

This chapter outlined what the whole research cover and gives the reader a taste of what the entire research entails. The research problem is mainly an area where the researcher develops interest in the whole study. The researcher therefore defines a purpose of the study to ensure that, at the end of the day, the study achieves what it wanted to achieve. It is important for the researcher to also develop research questions that he/she would like the whole study to answer. This helps by going

back and forth to check whether the questions that the researcher had are answered or not. This chapter is basically the foundation of this research.

Chapter Two

2. Literature Review

2.1 Introduction

This chapter looks into material in the form of books, journal articles and any other written and published pieces of writings. This assists researchers to have an understanding of what others have discovered in relation to the topic under study. The aim is to get an understanding on the line of arguments which were raised by other authors and the findings thereof. The structure of this chapter includes Literature Review definitions, Theoretical Framework and Contextual Framework, which follows at the end to highlight the direction of the research.

2.2 Literature review defined

A Literature Review is defined as a way of analysing what has been published in the past by accredited researchers and scholars on a particular topic (Webster & Watson, 2002). Fink (2004) defines a literature review as a systematic, direct way of synthesising, identifying and evaluating work which has been produced by others. He also highlights that literature review is conducted by making use of secondary sources. Randolph (2009) defines a literature review as a way of

effectively evaluating selected documents written by other scholars on a particular research topic.

What is clearly shown is that the above authors concur that a literature review is about acknowledging work that has been produced by others. However, there are key elements which make these definitions complementary to each other. Watson et al. points out the importance of accreditation of authors, on the other hand, Fink, (2014) highlights that documents being reviewed should be secondary whereas Randolph, (2009) emphasises that only selected documents are reviewed.

Looking at these complementary elements, one can safely come to an understanding that a literature review is an essential feature of any research project and needs to be done thoroughly to avoid repeating what has already been covered.

2.3 Significance of literature review in a research

Webster and Watson (2002) outline that the literature review helps the researcher to convey ideas and knowledge that has been established on a topic. They further indicate that it helps identify gaps and consequently, leads to suggested research topics. Boswell (2013) concurs with the above statement when he states that it helps the researcher to identify a topic, select a methodology, provide context or even change the direction of the research. Literature review provides a good logical continuity between researches done in the past, present, as well as future research. If a researcher wants to conduct a research, literature review gives an overview of what has been covered by scholars and the potential future topics (Hart, 1999). For professionals, it serves as crucial reports that keep them abreast with the latest trends in the field. For scholars, it gives background to what has been covered and possible gaps that need to be filled.

It is acknowledgeable that literature review enlarges one's knowledge about a topic and further helps gain and demonstrate skills in the area of information

seeking. One is able to search the literature efficiently using computerised or manual methods to identify useful books and articles. In this regard, literature review gives guidance on which route to take on any research focus area.

2.4 Theoretical framework

The theoretical framework is defined as research from previously written literature which forms the basis for future research by outlining core concepts and theories for the study (Hart, 1999). He further indicates that the researcher uses a theoretical framework to develop arguments which will give logic to the study at hand. The theoretical framework for this study covers the leadership theories, as well as talent development concepts.

2.4.1 Leadership definitions

Lopez (2014) defines leadership as the competencies and processes required for enabling and empowering ordinary people to do extraordinary things in the face of adversity and constantly turn in superior performance to the benefit of themselves and the organization. He further describes leadership as the action of leading an organization or a group of people.

Kotter (2013) outlines that holding a particular title or position in the organization does not make one a leader. He further argues that most people use leadership and management interchangeably whereas they are two completely different concepts with different meanings. He refers to leadership as a way of giving direction in an organization by creating an alignment of the strategic objectives and a vision of an organization. Management is referred to as a way of planning, organizing and controlling the staff to ensure that the strategic plan of an organization gets implemented.

Leadership is a way of facilitating activities and managing relationships in a group or organization (Yukl, 2006:8). Pretorius (2013) outlines that the success and fall of organizations rest upon the shoulders of leaders, since they are regarded as drivers, and employees as passengers. Tonkar (2013) defines leadership as the ability by the company management to take sound decisions in order to inspire employees to perform better.

Lopez's definition fits in very well with the scope of this paper in the sense that it brings in the element of superior performance which is the intended result of talent development. All in all, the above definitions clearly show that leadership is about the ability to lead people. One cannot be regarded as a leader without followers. Leaders and managers are two critical concepts and are both key in ensuring that talent development is properly done for the betterment of the organization.

2.4.2 Leadership historical background

A logical starting point in dealing with the history of leadership will be the Bible. In the bible, leadership used to be a straight forward phenomenon which required mostly the ability to listen in order to take and follow instructions as directed (Yukl, 2006). This type of leadership has been broadly explained in the bible (Josh. 7:1-12, New International Version) where we are told about Moses and Joshua, who were leaders of the Israelites. What made it easier for these leaders then is that there was not much competition. Leaders were chosen just like Joshua, who was selected by Moses alone, after he received instructions from God. In their times, Moses and Joshua led the Israelites to the Promised Land. None of them knew or had been to the Promised Land, but they led the way.

The same applies with traditional leaders or a chieftaincy. Sons of traditional leaders always take over from their fathers when they pass on irrespective of whether the kids have qualities of leadership or not. Tonkar (2013) indicates that in the 21st century, for an individual to be regarded as an effective leader, he or

she must portray certain qualities which include emotional intelligence, humility, and positive attitude, et cetera.

Similarly, according to Perrine (2005), thousand years ago, Greeks and Romans also did not have the freedom to elect leaders. Leaders were imposed and people had to follow and do as the leaders said without asking questions. People did not have a lot of demands as things stand today. All they needed was a leader who would bring peace. Leaders did not care about people and a man by the name of Julius Ceaser later emerged and revolutionised leadership to the point that he was regarded as a hero by implementing laws and policies which brought prosperity and happiness to the people of his country (Perrine, 2005).

In South Africa, we relate the leadership of the late former president Nelson Mandela, who is regarded as a global icon and a recipient of the Nobel Peace Prize as an ideal kind of leadership. Pierce (2013) highlights leadership lessons that one learns from Mandela which among others, includes firmness, perseverance and leading by example. He was born and bred in a village and dedicated his life to changing the lives of the people of South Africa. Maxwell (2012) indicates that Mandela stood the test of time to bring democracy to pass.

The leadership history also includes major debates where different authors had argued on whether leaders are born or made (Groenewald, 2014). This was strongly debated by authors like Brookmire (2012), who strongly argued that leaders are made since he believed in the fact that a person can be developed to a point where he can be an excellent leader. However, the focus has changed completely and the debate that is gaining momentum in the 21st century is the ability to lead towards excellence (Brookmire, 2012). The above context gives an indication that talent development was not part of the equation. Leaders led general people and people were followers. There was no grooming of leadership or followers. As indicated above, there were no talent development processes which were undertaken for all the leaders discussed above, everything just happened, unlike in modern times where now the context demands a completely different approach.

This historical background discussed above, gives an indication that leadership is about an ability to create a good leader-follower relationship as well as the ability to change things for the better. Brookmire (2012) gives a convincing explanation that all leaders whether born or made, need to be continuously capacitated to adapt to the ever changing environment.

2.5 Leadership theories

There are a number of leadership theories that have been discussed over the years. For this paper, the focus is only on the following four leadership theories to highlight the importance of leadership in talent development.

2.5.1 GTY (Greater Than Yourself) leadership theory

GTY theory is all about a leader who pays attention to his/her followers. It is regarded as an ultimate goal for the whole concept of leadership (Farber, 2009). Leaders in this category aspire to see those around them being greater leaders than themselves. They teach, motivate and encourage followers to be the best at whatever they do. They invest their time at trying to bring the best out of others. He further suggests that in order for leaders to achieve this high level of leadership maturity, they need to do away with the element of greediness. All they need to do is think about the future by building successors who will be able to fill their expertise gaps when they are no longer part of the organisation. Steve Farber gives a very inspiring story in his book: *Greater Than Yourself*, which encourages leaders to help their colleagues to achieve their full potential in order to become more capable at what they do.

While ‘Greater than yourself’ is regarded as the fulfilling type of leadership, Scouller (2012) highlights some of its limitations. He states that leaders tend to concentrate more on developing their followers and this will shift their focus towards the strategic direction of the organisation. His advice is that leaders need to incorporate follower development into the strategic objectives of the organisation to achieve talent future-proofed organisations.

It has always been said that practice makes perfect and sharing is power. Leaders who apply GTY theory in their leadership positions are not only surrounded by capable and knowledgeable staff but highly talented and motivated experts. For organisations to drive talent development forward, leaders need to have the GTY mentality to continuously inspire their followers to do more.

2.5.2 X and Y leadership theory

In the 1960's, Douglas Mc Gregor introduced the X and Y model which explains the behaviour of leaders towards individuals and teams in organisations. The X leader assumes that individuals dislike work and they always avoid being given responsibilities. They believe that people need to be threatened and controlled to commit themselves towards the achievement of the organisational objectives. This type of a leader does not consult his employees in decision making processes. His word is final and he expects employees to obey without questioning. Employees who work under this type of a leader feel threatened, their morale and productivity is always very low.

However, Arslan (2013) indicates that in a way the X leader character is needed since employees are very complex. Some people work better and produce great results when they are under pressure of some kind, whereas on the other hand, employees under this leader will continuously be frustrated and make a lot of mistakes.

The Y leader is more dignified and believes that people work better when the conditions under which they are working is conducive and also when they are treated with respect. Followers or employees under this type of leader are viewed as assets which need to be developed and well taken care of. The leader involves employees when taking decisions in order for everyone to form part of the process and own it. Employees are highly motivated, their relationship with the employer is very sound. Performance and productivity is very high. Employees are given feedback and their performance is recognised.

These two leadership approaches discussed above, give leaders a clear view of how good or bad leaders can impact on the productivity of employees. Organisations are about performance and productivity whether profit making or not. The Y leader is suitable for any type of an organisation. Authors like Arslan (2013), are in support of this leadership style as it makes workers comfortable in their respective fields which leads to high productivity. Sam Wilton's quotation says succinctly:

“Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish”.

The Y leader is likely to create a platform where employees can freely do the work to the best of their abilities and in that way, talent can be easily identified, developed and managed accordingly.

2.5.3 Servant leadership theory

This theory emerged in the 1970s and was founded by Robert Greenleaf. Spears (1998) further discussed it by indicating that the theory is all about leaders who are mostly concerned about serving others first and themselves later. Leaders in this category work towards excellence. He further states that leaders are always ready to serve and also instil this spirit to their followers. Ginny (2011) indicates that leaders are very committed to helping others. They also encourage their followers to work to the best of their abilities. This theory emerged as one of the desirable leadership styles responding to the need for employee creativity, engagement and demands for increasing the level of employee good behaviour (Ginny, 2011).

Burkus (2010) indicates that while the strength of this theory is about employee development, there are some of the disadvantages that are noted. Leaders do not emphasise the bigger picture of attaining organisational goals. Instead, they focus

on serving and inspiring the employees which might lead to slow attainment of goals.

This leadership theory can produce a high level of motivated staff who might easily display their talent without any fear. However, leaders need to strike a balance between the strategic direction of the organisation and employee development.

2.5.4 Transformational leadership theory

Transformational leadership refers to the kind of leader who is charismatic, vision driven and portrays inspirational actions to influence followers to broaden their objectives and perform exceedingly, that is, beyond specified expectations (Qu, Janssen & Shi, 2014). Followers are motivated to engage in creative actions which promote self-competence and it varies with each follower. A leader is regarded as a role model to his followers which then raises their interest towards achieving the vision and mission of the organisation. Qu, Janssen and Shi (2014) argue that the more positive the leader is, the more the followers portray their inner self which makes it easier for the leader to discover and identify talent. Followers are given assignments, monitoring is done as often as possible and constructive feedback is given to improve productivity. It gives followers an opportunity to explore without limits.

This type of leadership theory sounds good as it lifts the spirit of the workers in an organisation. If employees have high morale, productivity improves. Its relevance to talent development as a focus area is very high as employees need to be motivated, mentored and coached to achieve maximum levels of productivity.

The above four theories provide adequate leadership trends for leaders to consider in order to lead effectively. Looking at these theories, one can suggest that for organisations to work better, they need a piece of all the theories as they

complement each other and that they all have a special meaning which can help transform leaders' perspective on leading organisations.

2.6 Conceptual framework

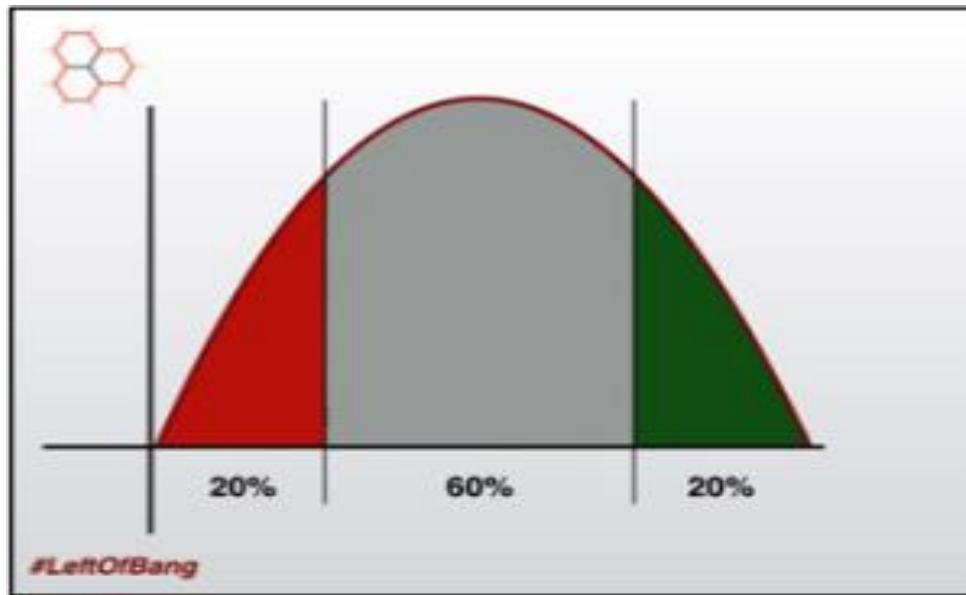
2.6.1 Introduction

The conceptual framework of this paper is informed by the theoretical framework discussed above and with the adoption of Lopez's leadership definition. Focus will be set on the 20-60-20 theory of leadership as the conceptual framework for this study. In this part, talent development concepts are discussed with the aim of linking the selected theory and the concepts.

2.6.2 20-60-20 leadership theory

This theory emphasises the categories of employees that are found in any organisation. These categories are; top 20, Middle 60 and bottom 20. Ray (2012) indicates that any type of organisation has these three categories of employees, which are presented in the figure below:-

Fig 1 Ray's 20-60-20 rule of Human Behaviour



- Top 20 per cent of employees classified as excellent performers and are the ones who come up with innovations to improve the way of working. They are highly motivated and goal-driven, in other words, they are the ‘cream’ of the organisation. They respect customers as well as their colleagues. This is where employees do their work without being forced. They work independently without any supervision. For businesses, the top 20 area is regarded as the profit margin zone. For sports, players in this zone are regarded as strikers and for organisations, employees in this zone are regarded as best performers (Ray, 2012).
- Middle 60 per cent of employees are classified as average performers and do their work satisfactorily, but do not put in any extra effort to increase their levels of performance. They are also described as moveable, meaning that they can easily adjust to different kinds of changes that are happening in the organisation. This, according to Ray (2012), is where the majority of employees belong. It is up to the leader whether to put in place mechanisms which can either move the employees up to the top 20 or down to the bottom 20 since they are regarded as moveable staff.
- Bottom 20 per cent of employees are classified as poor performers in an organisation. They do not worry about their job and their morale is very low.

They come to work occasionally without making any impact. They are troublesome and always have something to complain about. Charlton further indicates that leaders sometimes focus on moving the bottom 20 to the middle zone and neglect the talented employees on the talent zone.

As can be seen from figure 1 above, all these categories of employees are under one curve. The curve represents an organisation which is governed by particular acts, policies and procedures which are equally applicable to all. This tells that if leaders can play their role well, the organisation can be transformed into the 'top 20' area which is a desired destination for all existing organisations.

2.6.3 Rationale for the theory

The rationale behind this theory is that it is aligned to the objective of this study in that it clearly shows different categories of employees and the role thereof for leadership to be able to move employees to the top 20 which is the talent zone (Ray, 2012).

What is commendable about this theory is that it makes it easier for leaders to identify talent and actively develop it. The role of leaders is to mainly ensure that the top 20 remain where they are, meaning that they continuously nurture their talent to ensure that the quality is not compromised.

2.6.4 Relationship between theory and the main focus of the study

One of the human resource gurus, Bersin (2014), defines talent development as a way of enhancing the skills, knowledge and competencies of employees in order to reach the highest level of achievement in an organisation. Talent development is defined "as a process of ensuring that an organization has highly productive individuals in the right jobs, at the right time" (Iles, (2013). He further emphasizes that it is not a one day event, but rather a process which continuously

identifies talent needs, and develops a strategy to equip employees to always remain in the talent zone. Meyers, *et.al* define talent development as a “systematic identification of talent needs, and deployment of those individuals to particular positions in an organization where they can add value”. On the other hand, Gratton (2011) defines talent development as a way of guiding and developing the best performing employees who positively contribute to the growth and success of the company. Harris (2011) argues that talent development is a process which can be repeated over and over again and the main aim is to achieve the intended results and improvements thereof. He further states that for talent to be developed successfully, one needs to look into the elements of talent development to detect suitable models for individual employees. What can work for one, cannot work for another.

Bersin and Ilse’s definitions are concerned about enhancing the skills of the employees to ensure continuous productivity whereas Meyer covers the identification of the needs to ensure that the right people are trained in relevant fields. Gratton (2011)’s definition takes the route of concentrating mostly on the ‘star’ employees and the emphasis is to ensure that they are continuously trained and retained. All these definitions are directly linked to the theory as they talk about continuous improvement which if done correctly, will result in moving the bottom 20% as well as middle 60% to the desired talent zone.

Again, combination of these definitions are logical since it makes sense to first identify talent, then close the identified talent gap and later retain the developed talent. However, Bersin’s definition sends a very clear message of the core issues of talent development and leaves one with no doubt that talent development as a popular buzzword in the human resource field is worth discussing. Bersin also gives hope for leaders in organizations to work towards winning the intensifying war on talent management.

2.6.5 Talent development components

Talent development is a process which covers four broad areas (Garavan & Carbery, 2012). The areas are identification, design, evaluation and organizational support. He further indicates that these areas are done in a sequential form. The first one is the identification. Garavan and Carbery (2012) indicate that this is the area where people to be developed are identified. The second one is the design. This is where skill gaps and competencies for the people who are already identified are clearly defined. Implementation plan will therefore be drawn and a time frame is set for acquiring the identified gaps. The plan is therefore implemented according to the specified standards. The third one is the monitoring and evaluation. A tool to monitor and evaluate the initiative will be decided upon and applied to ensure positive outcomes. The last one will be the support from the top management of the organization. This is where leaders of the organization are expected to take a lead in ensuring that the whole process is successfully carried out.

What needs to be noted is that talent development process is handled differently from organization to organization. Most importantly, the whole process needs to be aligned with the organizational goals (Stewart & Harte, 2010). Kuchеров and Zavyalova (2012) suggest that for organizations to build a talented workforce, they need to first ensure that high potential employees are well developed to inspire employees with lower potential (bottom 20). Organizations need to prioritize the development of the local talent (Eddy, et al., 2006; Petison & Johri, 2007).

2.7 Talent development strategies

Firstly, the most aspiring results on talent development process are the development of competencies needed for the employees to perform better in their work areas. These competencies are categorized into two, that is, dynamic and stable competencies (Johnson, et al., 2006; Shaffer, Harrison, Gregersen, Black, & Ferzandi, 2006). Stable competences are those abilities and characteristics that are done the same way over time such as personal character (Leiba-O'Sullivan,

1999; Peters, et al., 1997; Shaffer, et al., 2006). Dynamic competencies refer to skills and knowledge that are acquired through learning experience such as training and this can change over time (Leiba-O'Sullivan, 1999; Peters, et al., 1997; Shaffer, et al., 2006). General understanding is that both dynamic and stable competencies play a big role in the development process of an individual (Crossman & Clarke, 2010).

Secondly, an important outcome of talent development is the transfer of skills and knowledge from experienced employees to newer employees (Calo, 2008). The different kinds of developmental mechanisms such as coaching and mentoring can be usable tools for leaders to ensure that the talent development seed is sown within organizations (Lazarova & Tarique, 2005). Results of the successful implementation of talent development are sometimes seen when older employees begin to become coaches and mentors to younger workers and this makes the lives of leaders and managers a bit easier (Lazarova & Tarique, 2005).

Caligiuri and Tarique (2009) indicate that most organizations use methods like training, job rotation, and redeployment, et cetera. However, Cappelli (2008) gives a clear guide by indicating that these methods need to be applied after having done a thorough skills audit to ensure that they are implemented correctly to relevant people. He further warns institutions relying on attracting talent to note that the talent market is shrinking. Most organizations are proof keeping their talent.

Cappelli (2008) makes a good point as most organizations are trying hard to retain their talented employees. Most organizations are now linking performance with career development. They are doing this by bringing in the issues of performance management, succession planning and career growth to achieve talent retention. If an organization can rely mostly on attracting talent, it might end up recruiting the bottom 20 employees of other institutions which can badly affect their productivity.

2.8 The evolution of talent development

Although the history of talent management can be traced from as far as 1865 (Simonton, 2011), Bersin (2014) gives an explanation of the whole concept of talent management. He explains that in the 1970s and early 1980s, the business function that was responsible for hiring and paying people in a work environment was called the personnel department. Later in the late 1980s to 1990s, the name strategic HR emerged after the realisation that the department is more important and more roles and functions were added which included, hiring, training, salary payments, employee benefits, health and wellness. According to Bersin, new roles were identified in the 21st century in addition to the HR strategic ones and were added after carefully studying the following:-

- Recruitment alone was not enough, but getting the right people with the right skills and competencies to the right positions.
- The working environment is forever changing, therefore employees' skills and responsibilities should always be aligned to the organisational objectives.
- Trends in every field are not constant, organisations need to provide continuous learning to keep up with the changes.

The consideration of the above led to the emergence of talent development. This concept encourages three elements, that is, identification, developing and retaining talent. The emergence of this concept simplified the challenges that leaders were facing, such as shortage of skilled staff, especially in the essential/scarcest skill category. It is interesting how the whole concept emerged from just few roles to much bigger responsibilities to drive the human capital forward. Human resource is one of the most valuable assets in an organisation, they need to be well equipped to ensure that the organisation is talent rich to reach its much anticipated goals.

2.9 Conclusion

What is key in the discussion of this part of the paper is that a literature review is crucial in any research environment. Without it, the researcher is very likely to repeat the work that has been done by others. From the above discussions, it can be seen that leadership is about an ability to create a good relationship between a leader and a follower and that no person may be regarded as a leader without followers. Leadership theories emerged as valuable tools that leaders should consider when leading organisations towards a 'talent rich' state. However, the 20-60-20 theory demonstrated the convincing elements which makes it easier for leaders to categorise its employees in terms of who is talented or not. Talent development was seen as one of the crucial strategies for leaders to incorporate into the organisational strategic objectives.

Chapter Three

3. Research methodology

3.1 Introduction

This chapter discusses methods that the researcher followed when conducting the actual research. Research methodology basically works as a road map which guides how research will be conducted, from the planning stage to producing the final written research report. What is described is the research method used, research design, data collection method, population, sample size, as well as methods implemented to ensure that validity and reliability of the instrument is maintained. The researcher at the end highlighted time frames followed in a form of a table for easy planning and execution of tasks.

3.2 Research methodology defined

Research methodology is when a researcher tries to answer the unanswered questions or explores ideas (Bernard, 2006). Research methodology is defined as a way of investigating a particular problem with the purpose of finding out the causes in the form of findings. It is further explained that it is a careful enquiry through searching for new knowledge or facts (Burrows, 2011). In social sciences, there are currently two broad research methodologies that a researcher can follow. These methods are quantitative and qualitative. However, a researcher can decide to use the combination of the two which is called mixed methods. What needs to be noted is that research question and purpose of the research are the leading factors for selecting a methodology. For this study, the researcher opted for a qualitative research. However, this paper takes a closer look at both methods to highlight the differences.

3.3 Quantitative research

A quantitative study provides data that can be expressed in numbers (Welman, et al., 2005). It measures and describes the level of occurrences based in calculations or numbers. He further indicates that this methodology presents data in numeric form and statistical tests are applied in making statements about the data. Descriptive statistics like median, mean and standard deviation form part of this approach. Quasi-experimental research, descriptive research, correlation research, survey research and evaluation research are some of the research designs that are followed by researchers using the quantitative research. Data can be collected through observations, interviews, questionnaires, scales and physiological measurements.

This type of research can be used in quite a number of disciplines but it has been popularised in market and business research. When considering quantitative methods, analysis of data is done through the emphasis of mathematical, numerical and statistical measurements. In this approach, findings are generalised among groups of people and are used to describe a particular phenomenon.

3.3.1 Advantages of quantitative research

One of the strengths of quantitative research is the fact that it has an ability to summarise large sets of information (Welman *et al.*, 2005). It also allows for greater objectivity and accuracy on any given results. It also has a stronger element of eliminating bias hence it has been an option for most researchers. This approach has been seen as a good method to prove and disprove hypotheses as well as finalising results. Quantitative research has a high element of reliability (Welman *et al.*, 2005).

3.3.2 Disadvantages of quantitative research

Welman et al. (2005) indicate that while quantitative research can summarise large sets of information, a slight mistake can ruin the whole data which can lead to wrong interpretation and analysis. The use of rigid and static approaches in quantitative research results in applying inflexible processes, however this also work as a benefit for future comparisons (Williams, 2007).

3.4 Qualitative research

Qualitative research is defined as an exploratory research as it is used to get understanding of opinions, reasons and motivations (Welman et al.). Denzin and Lincoln (2005) define qualitative research as a situated activity that locates the researcher in the world. It is concerned with understanding and describing a social reality through the eyes of participants (Wagner, 2010).

Denzin and Lincoln (2005) indicate that there are five research designs associated with this approach.

- 1) Phenomenology which is described as people's perception of the meaning on lived experiences.
- 2) Grounded theory which is defined as a research design that enables the researcher to develop a theory.
- 3) Ethnography is a kind of a research which is concerned with the study of people and culture.
- 4) Historical theory is associated with past problems, facts, issues and events.
- 5) Case study focuses on getting an in-depth understanding of a particular event at a specific period.

In qualitative research, data can be collected through interviews, focus groups, action research and observation.

3.4.1 Advantages of qualitative research

Pelto (1997) indicates that this approach to research gives a researcher an allowance to detail the description of events in the early stages of research. This lets the research unfold naturally. He further indicates that this type of research methodology seeks answers to the research questions by collecting evidence in order to produce findings which can be useful even beyond the boundaries of the study. Marshall (2003) highlights that qualitative research is seen to be effective mostly because it obtains specific cultural information about opinions, behaviours of particular populations. He further argues that the strength of this approach is seen in its ability to give complex contextual explanations and descriptions of human perceptions and experiences in a given research topic. One of the key elements of qualitative research is that it can effectively identify factors which are intangible such as norms, religion, ethnicity, gender, roles, etc. Pelto (1997) indicates that qualitative research is rich and explanatory in nature. This research methodology is generally known for its ability to generate new theories.

3.4.2 Shortcomings of qualitative research

Even though qualitative methodology is popularly known of its effectiveness in providing depth information in the description of events, there are some shortcomings associated with it. Williams (2007) highlights the following disadvantages:-

- It is difficult to aggregate data and systematic comparisons.
- It is dependent on the researcher's skills, competencies and attributes.
- It can sometimes be very subjective as the researcher may use his personal insights and experiences to analyse data.

- Reliability is sometimes very low.

3.5 Research design

Research design is a detailed outline of how data will be collected (Uren & Jackson, 2007). It enables the researcher to find ways of addressing the research questions in an effective, efficient and appropriate manner. The research design used in this study is a phenomenological approach. Phenomenology is regarded as the design which focuses on describing lived experiences for various individuals (Creswell, 2011). The research seeks to understand the common experiences of employees with their leaders in relation to talent development. Talent development has not been properly implemented in government institutions. This approach is best suited for this study in that any misconception and bias of the researcher is restricted. The experiences of individuals to be interviewed will be incorporated and a common meaning of lived experiences will be outlined. The researcher has been in the employ of the municipality for some time and this paves a way for the researcher to get a better understanding of the organisational setup.

3.6 Population and sample for the study

The basic understanding of population and sample in research is crucial as it gives the researcher an opportunity to clearly identify the relevant area/ community/ group etc. where the research will be conducted. This knowledge is valuable for the purpose of getting useful and relevant research results/findings. When a researcher decides to conduct research, he needs to understand that it is difficult and time consuming to reach all possible individuals he would like to reach for his research. However, the identification of a population, group or community and then deciding on a sampling method may be the best option. Lasser (2003) gives a good explanation regarding population and sampling in a study. He defines population as a group of individuals who share similar characteristics on whom

the researcher is intending to conduct his or her research. She further indicates that sample is a group of individuals from the population who are selected to be participants in a study.

The researcher followed three steps in understanding population and sampling which were broadly discussed by Leedy and Ormrod (2005).

The first step was to understand the characteristics of the intended larger group. In this case, the larger group were employees of Mbombela Local Municipality. This group was then divided into three strata. The first stratum was top management, second was middle level managers and the third one was employees at operational level.

Second step, a smaller group was selected out of the bigger one who met the description of the researcher. The researcher used heterogeneous sampling which is one of the purposive sampling techniques. The reason for using this sampling method is that it focuses on gaining greater insights of a phenomenon by considering it from various angles (Brundage, 2010). The researcher believed that this method was relevant and gave reliable information in relation to the study. The researcher then selected a sample from all the strata as they have different characteristics to determine common experiences from each group.

Step 3, the researcher did a thorough check on the sample size with the aim of ensuring that the entire population was well represented.

3.7 Ethical considerations

The fact that the researcher was aiming at interviewing human beings, there has to be a way of giving the participants an assurance about the level of confidentiality on the information that will be given pertaining to the research. Ethical issues were outlined in the letter that was sent to prospective participants. The letter mentioned that the study was confidential, anonymous and voluntary. The researcher wanted a situation where participants knew what would be expected

from them so they could make informed choices. Ethical consideration in research promotes fairness and truth, trust and mutual interest (Resnik, 2012). He further advises that the researcher must consider ethics to acquire honest data, avoid bias and to never discriminate. This study was undertaken with an assurance of a guaranteed confidentiality of all participants.

3.8 Data collection

There are various kinds of data collection methods that one can use. The researcher's preference was structured interviews. Welman et al. (2005) suggest that conducting interviews yields the richest data, details and new insights. Strydom (2014) indicates that interview in a qualitative study is flexible and interactive which gives the researcher an opportunity to seek clarity from the participants. The researcher prepared key interview questions to help answer the research questions.

Face-to-face interaction enabled the researcher to also note some non-verbal behaviours. The 'no answer' and 'don't knows' were addressed which added meaning to the conversations (Strydom, 2014). The researcher got an opportunity to do follow-up questions with the purpose of getting a clear and better understanding.

Since the majority of the target group were literate, the researcher decided to use English as a medium of instruction without any need for an interpreter. The fact that the researcher was regarded as an insider in that municipality, she understood the protocol procedures and this made the interview processes to be handled in an acceptable manner. While conducting interviews, the researcher was taking notes throughout the process. Participants had a choice whether or not to allow the researcher to record the proceedings using the audio tape.

3.9 Data presentation

The purpose of data presentation is to highlight useful and usable information about the research that has been carried out, in a form of writing (Burnard, (2004). He further advises that when presenting data, the researcher needs to ensure that the data is natural. This means that it should resemble the phenomenon that is being studied. For data to be well understood, the researcher presented data in a manner that she began with simple information to complex. This will help the reader to follow easily. The researcher also began by presenting the most important to least important information in order to grab the attention of the reader. The importance of presenting data is to ensure that all findings and data collected are presented in a well understood and summarised manner. This section is crucial in a research as it lays the foundation towards the research findings. Brundage (2010) points out that data presentation should be done in a way that covers all critical facts discovered during data collection.

3.10 Data analysis

Qualitative data analysis is defined as a systematic process of organising data into categories, identifying patterns and interpreting data to provide explanations of a single phenomenon of interest (Creswell, 2011). Wagner (2010) concurs by saying that it is a process that involves various ways of making sense of the data. Interview notes and audiotape recording were transcribed and coded. Emerging themes were analysed in a hermeneutic way to describe lived experiences of participants. The analysis was also done by following the three strata, this assisted the researcher a lot as the aim was to get clear findings on the three categories of employees who were interviewed.

3.11 Reliability and Validity

Golafshani (2003) indicates that the reliability and validity measure is used to determine the overall quality of the research process and the final product of the research. He further indicates that reliability estimates consistency of the measurement and the degree to measure a construct the same way each time it is used under similar conditions. Validity measures the extent to which the instrument is able to measure what it is supposed to measure (Cozby, 2001). It is advisable to try and minimise any threats to the reliability and validity of data. In this study, the researcher used content validity by comparing interview questions with the existing literature on the construct to be measured. Experts in the field of human resources as well as leaders at Mbombela Local Municipality were engaged to check if the research questions were indeed relevant to cover the necessary domain.

3.12 Limitations of the study

Conducting research comes with limitations which might compromise the research conclusions if not mitigated. The research took place at the Mbombela Local Municipality. This being a public institution, the Municipal Manager was always engaged in meetings and it took a long time for him to sign the request for permission to conduct research in the municipality. This delayed the kick-start of the research. However, the researcher made constant follow-ups with the Municipal Manager's Personal Assistant.

Securing appointments with the participants was one of the challenges the researcher came across with. The researcher being an insider in the municipality, she sent emails and made follow-ups with the prospective participants by also using available resources such as work telephone numbers.

Another limitation was that the research required enough time and the researcher did not have enough leave days to conduct the research. This situation delayed the completion of the whole project. The researcher was utilising weekends and after hours to do data analysis and writing the research report.

One of the limitations was the flow of the time table. Time frames set were unrealistic and the researcher had to review the whole time table due to missing deadlines on the set time frames.

3.13 Research management

Research management is defined as outlining administrative activities and defining the roles to be undertaken by the researcher from the commencement of the research project to the end (Kirland, 2006). This requires different skills, hence the researcher had allocated responsibilities and target dates for the undertaking and fulfilment of the research. The researcher has also consulted the research unit at the municipality for guidance, coaching and mentoring.

3.14 Time frames

The research ethics guidebook explains that the research project needs to be allocated enough time to allow the researcher to do proper research, collect and analyse data as well as writing reports. The time frames outlined below was well thought of and the researcher consulted the research unit of the institution to get a sense of the time needed for the research to be carried out successfully.

The time frames were as follows:

Activities	Date
Research approval request	25 August 2015
Develop key interview questions	29 September 2015
Establish contacts with participants	1-5 October 2015
Issuing of consent forms	7-11January 2016

Setting up appointments with the participants for the interview	9-27 February 2016
Interviewing the participants	1-15 March 2016
Analyse data	4-20 April 2016
First draft research report	11 June 2016 to 15 July 2016
Second draft research report	29 October 2016
Self-editing of the research report	12 – 31 January 2017
Professional editing of the research report	01 – 28 February 2017
Submit final research report	31 March 2017

3.16 Conclusion

Ethical consideration is one part which has been seen as an issue of interest for the participants as they needed to be given assurance on the confidentiality of the study. What became a crucial factor was the identification of the population and a sample. This was regarded as the core factor as it is a determinant of getting relevant and reliable information for the research. What is to be noted was the selection of the methodology as it needed to correspond with the purpose of the research.

Chapter four

4. Presentation of the findings

4.1 Introduction

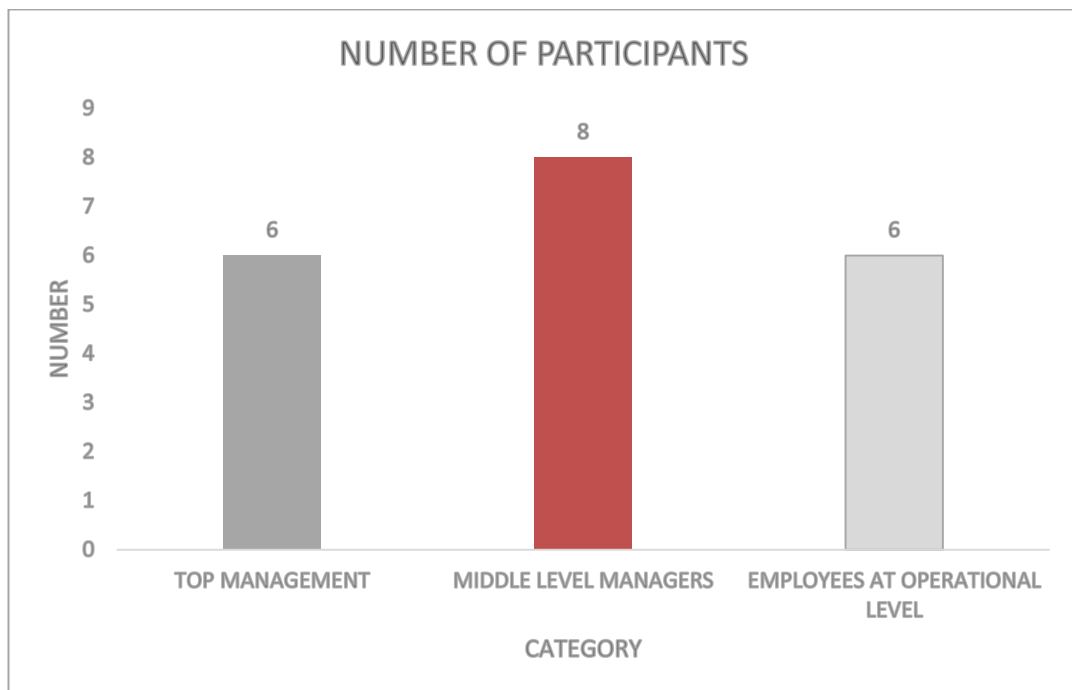
This section presents findings as per data collected. The researcher begins by presenting the demographics of the sample and later gives detailed findings on the 12 questions which were posed to the 20 participants. The whole idea of this chapter is to give an understanding of what the participants' responses were to the interview questions. The researcher analyses findings by making use of the three emerging themes which are job satisfaction, visionary leadership and performance management in Chapter 5.

4.2 Demographic information

Data was collected from 20 participants who are employees of Mbombela Local Municipality. Categories of participants were employees from the three levels i.e. 1) Top managers. This category includes Municipal Manager, Directors and Heads of Departments. 2) Middle level managers. This category includes Senior Managers, Heads of divisions and sections or units. 3) Operational level employees. These are employees who are operators, administrators, clerks, etc. who do not have any supervision responsibilities.

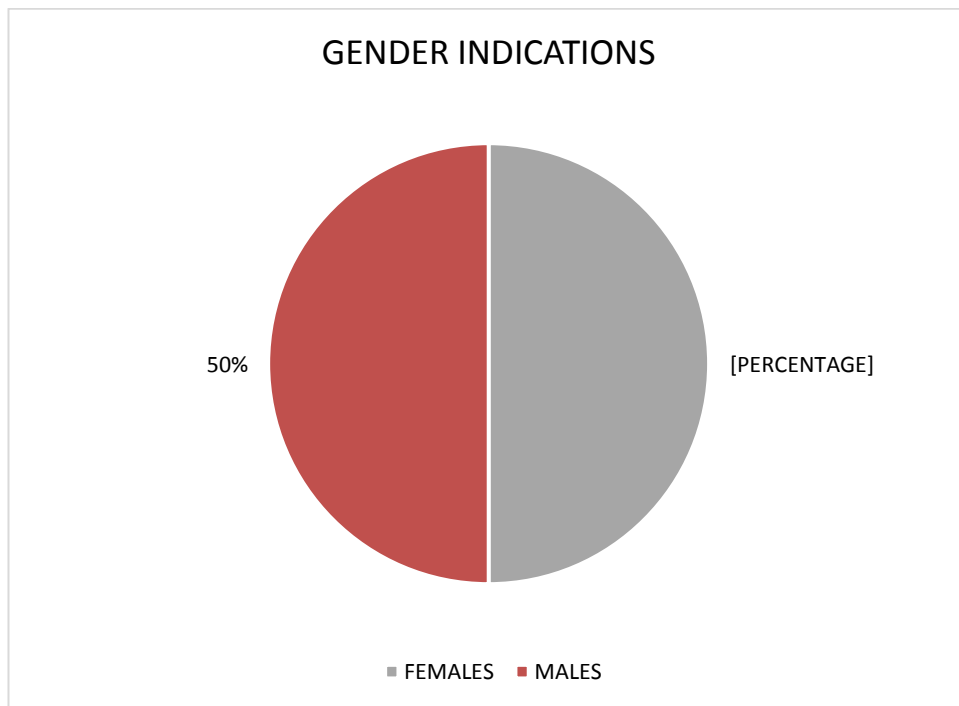
The following tables give an overview of the classification of all participants who took part in this research.

4.2.1 Sample size - Fig 2



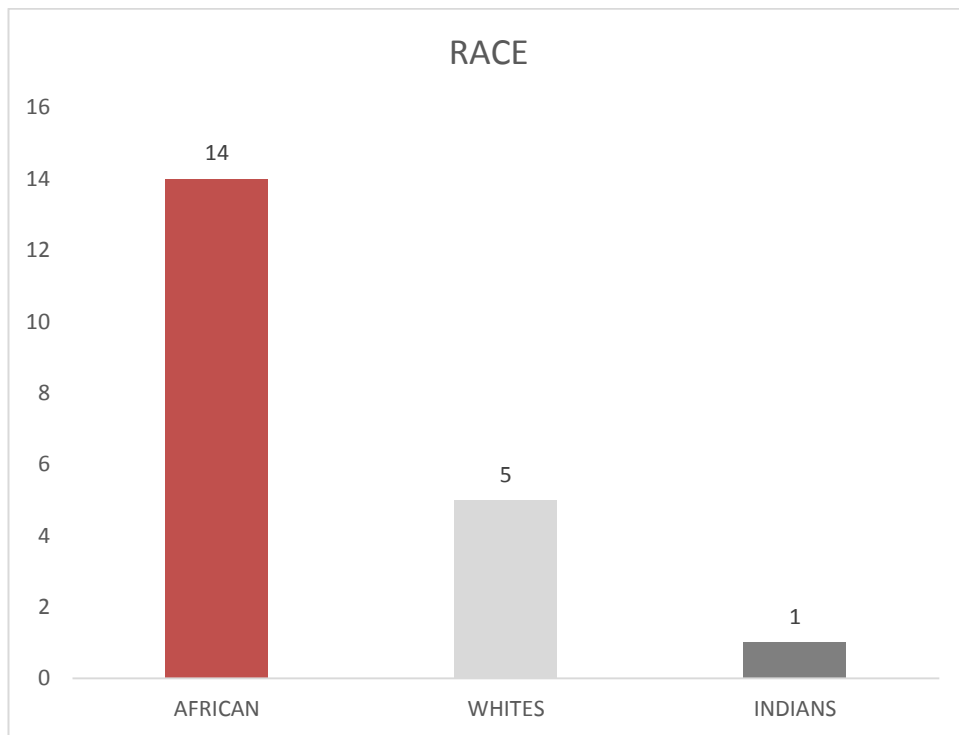
This table indicates that the total number of participants who took part in this research were 20. Six of them were Executive Directors, eight were Senior Managers and Junior Managers and the last six were employees at operational level.

4.2.2 Gender - Fig 3



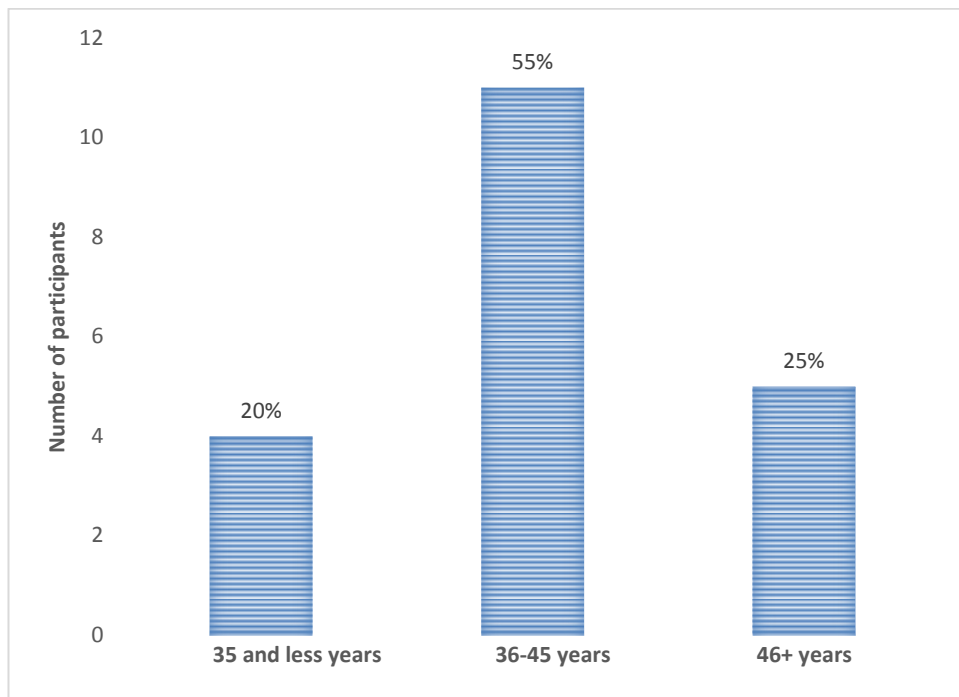
This table highlights the fact that all participants were equally represented in terms of gender i.e. 10 males and 10 females.

4.2.3 Race - Fig 4



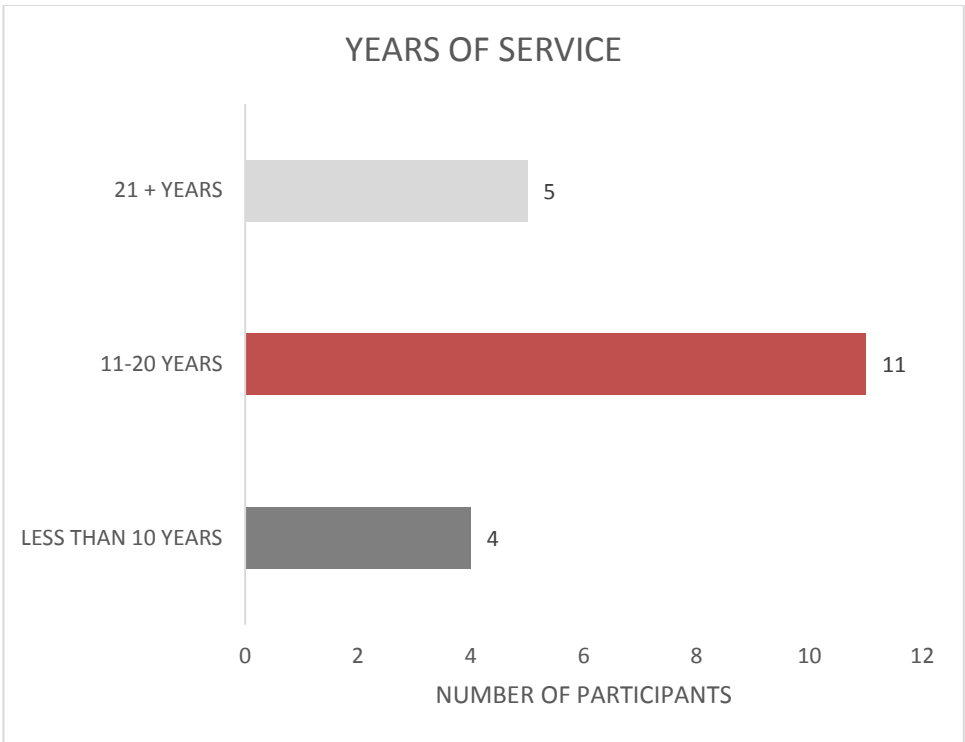
The race table indicates that out of the 20 participants, 14 were Africans, 5 were Whites and 1 was an Indian.

4.2.4 Age Fig 5



The above table highlights that participants who are less than 35 years of age constituted 20 per cent, followed by participants who are 46 years and more, who took 25 per cent and the remaining 55 per cent were participants who are between the ages of 36 and 45.

4.2.5 Years of service - Fig 6



The table above, points out that all participants had worked for the Municipality where five of them worked for more than 21 years, eleven worked for between 11-20 years and four of them worked for 10 years and less.

4.3 Findings on the research questions

4.3.1 Employee involvement in talent development assessment

Three participants (15 per cent) from middle level managers indicated that they were once involved in talent development assessments since they joined the municipality, however they had not received any feedback regarding the outcome of the assessment. Seventeen participants (85 per cent) were never involved in talent development assessment during their employ at the municipality.

4.3.2 Existence of talent development strategy for the municipality

Fourteen of the participants who fall under the category of operational and middle level managers (70%) indicated that they are not aware of a talent development strategy for the municipality. The six participants in top management indicated that they know that the municipality has a draft talent development strategy and it has been presented to them during the Top Management forum. Resolutions from the discussions were that ‘there is a need for a benchmarking exercise with other municipalities who have developed a workable strategy’ and successfully implemented it as they did not have much information regarding talent development.

4.3.3 Leadership involvement in talent development initiatives

The responses from middle managers and operational level employees were that leaders are not involved at all. However, there was only one participant from middle level managers who indicated that one of his former managers who was in top management category tried to introduce the talent development topic in one of

their quarterly meetings. This initiative did not bear any fruit as he did not get support from his subordinates. All top managers indicated that they thought that talent development was not their responsibility, but that of human resource practitioners. One of the participants said ‘leaders of this municipality do not care about their employees’ skills level, they only care about setting and achieving goals’.

4.3.4 Description of leadership styles for Mbombela Local Municipality leaders

There were only three leadership styles to which participants made reference to when describing leaders of Mbombela and they are as follows:-

- **Autocratic leadership.** This type of leadership was described by fourteen (14) participants from both operational and middle level categories. They indicated that leaders of Mbombela care less about the level of capacity that the workforce possess, all they want is to achieve a high level of services being delivered without necessarily paying attention on the ‘how’ part. No consultations, engagements or discussions were held, they practice the ‘my way or high way’ technique. One participant further indicated that ‘some of the leaders might not possess an autocratic character in nature but they are forced to practice it to please their political leaders. One participant gave an example that ‘one of the executive directors nominated completely irrelevant officials to attend a particular training, which will not in any way benefit the municipality’. He did not follow the workplace skills plan of the municipality and this resulted in a huge amount of fruitless expenditure. This led to most employees being disgruntled and it attracted media attention which ended up reaching the office of the Public Protector. One participant further said that ‘the Accounting Officer holds a degree in Human Resource management, but is nowhere near following the processes or procedures of human resources development’. Another participant indicated that employees are being

moved from one position to another without considering their expertise and specialisation. ‘A qualified Auditor who was occupying a Senior Manager position was moved from his division to parks and cemeteries department where he has no clue of what is happening there and is not utilised at all whereas he holds an MBA degree in internal auditing’.

- **Laissez-Faire leadership.** This style was described by all four (4) participants from top management. They indicated that leaders give human resource practitioners complete freedom to make and implement decisions without having played a role. They want to see things happening with little or no involvement. One of the participants said that ‘leaders feel that they are empowering human resource practitioners by delegating talent development responsibilities as they are regarded as champions and experts in talent management field’.
- **Commanding leadership.** When describing this leadership style, the two (2) participants mentioned that leaders behave more or less the same as laissez-faire leaders. One of the participants indicated that leaders do not even want to know whether the instruction they give will require additional human resources, funds or tools, they leave it for employees so they can ‘see to finish’. When the instruction is carried out successfully, they do not appreciate good work instead they carefully look for minor mistakes so they can blame someone. Participants indicated that this style of leadership results in low employee morale and extremely demotivated staff. According to one of the participants, this style of leadership need not be applied in a workplace environment as it makes leaders ignorant of crucial factors which will affect the organisational performance in a bad way.

4.3.5 Reasons for leaders not to be involved in talent development initiatives

Participants listed the following reasons which make leaders not to take the lead in talent development initiatives:-

- High level of commitment in the delivery of IDP and less focus on employee development. Participants indicated that leaders' greatest fear is to see protests from communities rather than employees who are not competent.
- Very limited focus on compliance to Acts and regulations and more concentration on meeting deadlines for submission of reports.
- Mixing of political and administration functions.
- Lack of understanding of talent development concepts and further labelling it as a Human Resource function.
- Fixed term appointments of leaders rather than permanent appointment which they are defining as a five year secondment. This impacts negatively on the performance of the whole municipality. Continuity is jeopardised and the situation leads to non-attainment of goals.
- Focus being put on personal interests.
- Political deployments of leaders who do not understand local government processes.
- No strategic direction, poor planning and little knowledge of strategic planning fundamentals which result in poor service delivery.
- Irrelevant academic background. Most leaders at Mbombela do not meet the minimum requirement to hold executive positions, they are simply 'deployed' to strategic positions.
- Employees are not given room to exercise their full potential but rather work like remotes who are given instruction which they need to obey.
- Poor leadership skills and competencies.
- Favouritism. This is seen when leaders side-line deserving employees for promotions and consider their closest family and friends.

4.3.6 What should happen in order for leaders to take charge of talent development?

Participants listed some elements which needed to be considered to enable leaders' involvement in developing their employees' talents.

- Training to make leaders understand the importance of talent development and the whole concept of talent management.
- A clear separation of responsibilities between politicians and administrators.
- Include a Key Performance Area in the leaders' Performance plans which will address talent development and also assess progress on a quarterly basis.
- Integration of talent development and organisational objectives.
- Development of a workable monitoring and evaluation tool.

4.3.7 What is currently happening in terms of developing employee talent?

Participants indicated that all they know regarding talent development is that there is a Workplace Skills Plan which is being implemented by considering the training needs of the employees, which is unfortunately not properly implemented. This, according to participants, does not assist in individual talent development as it is a generalisation to all categories of employees, e.g. all managers should undergo a financial management course which is not necessarily addressing talent development, but a standardised training plan.

4.3.7 Workable way of identifying talent

Participants gave the following ways which can be used to identify talent:-

- Job rotation

Participants indicated that if an employee is not performing up to a required standard, one of the elements which can be looked at is job rotation. They highlighted that if one is not good in a particular function, he/she can be assigned with other responsibilities to compare the outcomes and place him/her accordingly.

- Skills audit

Participants emphasised that a proper skills audit should be done where a questionnaire can be utilised to investigate what the employee is best at.

- Redeployment

An employee can be moved from one section to another which will assist in comparing their performance and subsequently determining their expertise.

- Performance management

Proper implementation of a performance management system can assist as an employee can be assessed on a quarterly basis to track his/her performance level. This will give indications of either poor or good performance. This system can also assist in monitoring and evaluation which is known to provide early warning signals which can be timeously addressed to achieve good performance.

- Delegation

Delegation of responsibilities can help managers identify talent in employees, e.g. if an employee is not good at report writing, the manager can delegate this function to that particular employee to repeat the function until he/she reaches the level of excellence.

- Coaching and mentoring

Leaders need to give themselves time to take their employees step-by-step to help them execute their duties until the employees show improvement. Coaching and mentoring work as a guiding technique towards excellence.

4.3.7.1 If talent is identified, what can be done to ensure that those categorised as talented remain that way?

Continuous training to keep up with environmental and technological changes is necessary. When training is done, the organisation should provide the platform to practice what the employees have been trained on. Employees need to be sent to inspirational and motivational workshops to lift their positive spirit. Give them an opportunity to share and teach others what they have learned. Delegate new functions to employees allow them to explore which will arouse their interest in new challenges. Facilitate group discussions where they will share knowledge and expertise and subsequently create networking channels.

4.3.7.2 What can be done to those identified as not talented to help them reach the required talent level?

Participants raised the fact that the implementation of poor performance management strategies may assist the underperformers to improve in carrying out their tasks. They further indicated that the organisation should consider conducting research which will involve all employees to encourage them to participate in decision making processes. In this way, the municipality will be practising the openness and transparency as required by the application of Batho Pele principles (2008).

4.4 Conclusion

Participants were able to answer all the interview questions which assisted the researcher to get a sense of the current state in terms of leadership and talent development at Mbombela Local Municipality. The interview took more than 30 minutes with each participant as they all became interested in the topic and gave as much information as they could.

Chapter five

5. Interpretation and analysis of the findings

5.1 Introduction

As indicated in Chapter one, the research is about leadership and talent development, thus, the researcher would like to highlight the research problem. This is to confirm that these analyses are indeed trying to address the research problem as well as the research questions. The problem is mainly about the leadership problem at Mbombela Local Municipality. In order to get to the bottom of the problem, the researcher would like to point out that these three research questions were a guide towards collecting data and interpreting it and were about; factors leading to poor leadership, leadership trends and leadership strategies.

This chapter deals with the interpretation and analysis of the findings which were presented in chapter four. The researcher begins by analysing the demographic information and later discusses the three themes which emerged from the data collected. These themes are job satisfaction, visionary leadership and performance management. The analysis also highlights the relationship between findings, research problem and the hypothesis. At the end, the researcher brings in the linkage between the conceptual framework and the overall findings.

5.2 Demographic information

5.2.1 Does the size of a sample matter?

Pekala (2001) indicates that the size of a sample in qualitative research does matter as it should represent the whole population. He further indicates that what matters the most is that the sample should be a reasonable number where the researcher is likely to get most or all the perceptions in a particular matter. As can be seen from fig 4.1 in chapter 4, the total number of participants give an indication that the researcher selected a manageable and reasonable sample which totals to 20 participants. This sample was a representative of the categories of all employees at Mbombela Local Municipality. This approach enabled the researcher to get views from all levels of employees which assisted in answering the research questions.

5.2.2 Gender balance in research

Each gender category has been equally represented in that there were 10 representatives on both sides of males and females. This is an indication that the researcher took cognisance of the element of gender balance. According to Pekala (2001), gender equality has been seen as a democratic factor in any research community, especially if the research itself is not gender based. Men and women are treated equally in today's world, unlike in the past where there were huge differences in gender representations, whether at an organisational level or academically. The introduction of the Employment Equity Act (1998) makes provision for employers to consider the fact that that previously disadvantaged groups, such as women and people with disability, be prioritised in employment, which then becomes a compliance matter.

5.2.3 Diversifying research findings through race

Diversity is crucial in social research. The researcher included participants from three racial groups namely; Africans, Whites and Indians. Africans in this research took 70% portion of the participants as they are in the majority at Mbombela Local Municipality. The other two groups who are in minority are Whites and Indians who took 20% and 10% respectively. Different races bear different cultures, which has an influence in the way people perceive things. The National Institute of Health (NIH, 2001) also indicates that race in a research plays a vital role as it boosts the quality of the findings in that they bring along their different perceptions which gives different views for wider interpretation.

5.2.4 Age is not just a number in research

In this research topic, age was a considerable factor hence the researcher considered it for the purpose of getting views from each age group. The researcher divided the age groups into four. This was to categorise the level of maturity where in normal situations, older people are regarded as knowledgeable and experienced whereas Generation X and Y fall under the younger age group and have little experience compared to older people. What came up from the interviews is that older people were giving more information than younger ones and were giving explanations to emphasise facts and understanding. Younger generation were giving short and to the point responses and were only elaborating when there was a follow-up question. What became an interesting part is when older generation were making references to their life experiences whereas younger generation were making references to their academic experiences. Age is more relevant to this phenomenological study as it outlines the lived experiences of the participants.

5.2.5 Work experience

The number of years of experience for each participant was a strong contributing factor to the outcome of this research. It gave the researcher an understanding of the way the municipality is operating. Participants who have longer work experience gave responses which date back to their very first encounter and will give the researcher indications as to how consistent the finding are. They obviously can give recommendation which can work well as they know what has been tried and tested, what worked better in the past, etc.

5.3 Emerging themes

Themes are major recurring topics or subjects which reveal what the study is all about and can consist of either one, two or more words (Lunn, 1995). Discussions and interaction that the researcher had with the participants led to these three emerging themes i.e. job satisfaction, visionary leadership and performance management. These themes are discussed below to highlight their relevance to this study.

5.3.1 Job satisfaction

The fact that only 15% of the participants were involved in talent development assessment indicates that the municipality neglects talent development and does not see it as one of the key focus areas. It further suggests that employees are not seen as important assets who need to be continuously assessed to check their competency levels to effectively perform their duties. Martins (2002) argues that caring for employees should be a number one priority. He further indicates that when leaders put their employees at the top, what they get is a talented, dedicated and passionate team. He further highlights that happy workers become loyal to the organisation and chances of turnover becomes minimal, meaning that

retention of the employees is likely. Treatment that employees of Mbombela get from their leaders is nowhere close to job satisfaction.

Employees complain about not being given feedback when there were assessments done. This, again, is demoralising for employees as they do not know where they stand in terms of their competency levels. McCauley (2006) indicates that giving regular feedback keeps employees abreast with the development which will make them keen to learn to close the identified gaps. McCauley further lists the benefits of job satisfaction in an organisation i.e. high performance culture, less conflict and limited labour disputes.

Conclusion

Leadership of Mbombela do not prioritise their employees' skills and competencies. This leads to a municipality which is dominated by an incompetent, unskilled and dissatisfied workforce. This will then have a negative impact towards the achievement of the municipality's set objectives and its 'City of Excellency' vision.

5.3.2 Visionary leadership

The municipality does not have a talent development strategy. There is a vision but no detailed implementation plan of achieving the vision. This is an indication that the municipality's vision of becoming a city of excellence might not be realised. There is, at the moment, a new strategy that has been developed by the municipality where they want to become the best city in South Africa by 2030. Looking at the way the leaders are operating, there is a high level of doubt in terms of realising this new goal.

Excellence is characterised by talented people who are led by visionary leaders. The discussions in chapter four indicate that leaders lose focus by not nurturing their employees' talents. Delivering of services is seen at the forefront, however the quality of the services to be delivered remains a dream which seems not to be

fulfilled in the near future. Leaders pay attention to compliance issues, specifically to Acts and regulations and ignore the human resources which are labelled as the most crucial part of the organisation. What was emphasised is that leaders are a crucial part of driving the organisation to greater heights. However, at Mbombela, this is not the case as policies and procedures are not properly followed.

When one looks at the three described leadership styles, one can tell that employees of Mbombela know the characteristics and qualities of a good leader hence they were able to describe the three leadership styles which can negatively affect the overall performance of the organisation.

Leaders of Mbombela, as described by the participants, show the level of ignorance when it comes to driving the strategies of the municipality. This is seen when they leave all talent development initiatives to be run by the human resource division without leading the way.

Meyer (2004) indicates that command leadership has been seen to be working in the military where the commander instructs and followers obey. No consultation process is done. In today's world, there are buzzwords like 'buy-in', where employees are expected to be consulted with everything that concerns them, including developing their talent.

There is an argument that command and autocratic leadership creates fear and instability among employees which can lead to high turnover (Meyer, 2004).

Conclusion

The fact that people hold leadership positions does not necessarily mean that they can actually lead. Leaders without vision are heading for failure, it does not matter how intelligent they are.

5.3.3 Performance management

Participants suggested some ways which could be used to ensure that employees who are talented remain that way and some remedies to be used to help employees who are not talented. This is an indication that employees themselves are more concerned about their performance and the performance of the whole organisation. The participants have a clear understanding of the impact of poor and good performance. They are aware of the benefits that talented people bring towards the realisation of the organisational goals. This fact is shown as they raised concerns about the fact that employees who are not talented need not be neglected, but should be assisted to improve with an ultimate goal of reaching satisfying talent levels.

Mitchel (2001) indicates that key stakeholders in performance management are the employees and the leaders. This means that for this concept to be called what it is, both stakeholders should put in reasonable effort.

Herman (2001) argues that for performance management to work, leaders need to put monitoring and evaluation measures in place to keep track of the employee's performance. He further describes the three benefits of performance management (1) improved communication between employee and supervisor; (2) increased accountability and (3) goals and targets orientated. These four elements combined, can contribute to the success of the organisation. Organisations exist merely because they have goals to accomplish (Mitchel, 2001).

Conclusion

Performance management is one of the tools that can be used to achieve the organisational vision. What is key is to actively monitor and evaluate the progress by continuously addressing poor performance and praising good performance. Talent management exist because it wants to help employees and leaders to be satisfied with what they are doing at work and also to ensure that the performance of the organisation improves.

5.4 Relationship between research problem and the findings

The relationship seems strong as the findings presented above give an indication that there is indeed poor leadership at the Mbombela Local Municipality. Leaders of Mbombela are more concerned about pleasing their political principals rather than focusing on the objectives of the organisation. Lack of strategy for talent development is a sign of a lack of vision. Leaders who are much more focused on their work have strategies to guide their way towards goal achievement. This research indicates that employees who are satisfied at their workplaces are very likely to be loyal to their employer. Findings of this research indicate that leaders know what is right, but they are being driven to do what is wrong and not beneficial to the organisation at large.

5.5 Conceptual framework

The conceptual framework for this study is based on the 20-60-20 theory of leadership. This theory indicates the three categories of leadership. They are the bottom 20%, these are employees who are poor performers, middle 60%, and these are employees who are in the neutral zone and are the majority and the top 20% who are the best performers. The whole idea of this theory is to help leaders realise that at the end of the day, the middle 60 and bottom 20 can be developed to perform their duties effectively in order to reach the 20%.

Mitchel (2001) came up with a simplified talent development model which incorporates all the suggestions and recommendations made by participants. This model is called SRPD, which means, Specification, Raw Material, Production process and Distribution. He also indicates that talent development should be built just like any other product which will require the following four sequential layers:-

- Specifications

To be able to develop an employee in totality, one needs to know the areas the employee is excelling in as well as the areas that are a challenge. This assists in developing a good, relevant and unique approach to meet individual needs. Blanket approaches do not work as people are different and their levels of competencies are not the same (Mitchel, 2001). The specification covers all categories of employees, as the main goal is to ensure that every employee is continuously developed, whether talented or not.

- Raw material

This is the area where leaders are in a position of knowing the status of their employee in terms of skills and competencies. What happens at this stage is to plan the quality of the outcome expected as well as the quantity of employees to be trained in particular fields. Williams (2007) indicates that methods of capacitating employees as well as targets and time frames fall under this factor. A communication plan is developed and communicated to all affected employees to make them ready for the planned initiatives. A monitoring tool is identified, developed and outlines the approach for evaluating outcomes.

- Production process

This is where all the plans and programmes developed under the raw material stage are executed. Williams (2007) advises that monitoring and evaluation should be done throughout the process to get a sense of the progress made to date. He further indicates that continuous feedback should be given to employees who are involved to motivate them and also assist in strengthening the employees' weak points and reinforcing their strengths for the purpose of excellence. Mitchel (2001) further indicates that leaders need to be trained as well for them to know what, how and when to develop their employees' talent and to also be in a position to tell if there is a talent crisis. This section highlights the importance of putting together the little pieces with the aim of getting the final quality product.

- Distribution

This part deals with the proper placement and utilization of talent. Employees are deployed in positions where they have been proven to be competent to effectively perform their duties. This area concentrates on excellence as it only happens after capacity building exercises. Mitchel advises that distribution should be done parallel to coaching and mentoring. The reasons are that the first attempt might have challenges and will require close monitoring.

This model is a great tool for leaders to follow in order for them to effectively drive talent development processes and to successfully achieve the goal of 100% talent rather than remaining with the top 20% talent which is inadequate.

5.6 Conclusion

This research has showed that talent development as a term is not taken seriously and leaders of Mbombela do not perceive it as one of the major initiatives which can, if implemented correctly, help the organisation achieve its set objectives and earn a competitive advantage. The discussions above indicate that no person is regarded as not talented, it all depends on the remedies taken to improve the performance levels of individuals in a workplace. Talent development in an organisation environment differs from that of nature as this one can be achieved through learning, skills transfer and observation for mastery. What became clear from these discussions is that leaders determine the future of the organisation by taking care of its people and aligning vision with strategy.

Chapter Six: Conclusions and Recommendations

6.1 Introduction

In this chapter, the researcher looks back and reflects on the information presented in this report by summarising all the chapters without necessarily repeating what has already been covered.

The aim of this research was to determine the factors leading to poor leadership in relation to talent development, to further present findings and make recommendations.

The researcher begins by recapping what the main problem was and later indicates factors leading to the problem as highlighted by the participants and the analysis chapter. Key discussion of the literature review is also outlined.

6.2 Conclusions

The discussions of this paper indicate that leaders of Mbombela Local Municipality are not proactive with regard to the implementation of talent development which will be beneficial to the municipality. Employees are concerned about this situation. They have a perception that most of them are talented, but they are not given a platform to showcase their talents. The environment created by leaders is not conducive and this is worrisome as employees are searching for employment elsewhere which results in a high turnover rate. This situation puts the municipality in an ever-talent searching mode, ever-doing the diagnostic assessment and ever-planning and not reaching the distribution stage as indicated by Mitchel (2007).

Employees operate at their moderate performance levels rather than at an excellent level. This is seen to be seriously affecting the achievement of the much anticipated vision of the municipality which is 'city of excellence'. What is problematic is the ignorance that has been created by leaders as no development is taking place after deployment of senior managers who are occupying key positions. These deployed officials do not have any skills in the field into which they are deployed. The whole idea is about filling all vacancies rather than focusing on recruiting talented individuals. Contractual appointment of senior managers is creating a vacuum as there is always a fresh start every five years after the end of these managers' employment contracts. This is creating a burden for lower level officials as they have to adjust to different leadership styles every now and then.

6.3 Investigation

This research indicates that some leaders know what needs to be done but they neglect the vision and prioritise pleasing their political principals. The municipality, with its mandate of providing services to the people, is seen as a political ground rather than a service delivery entity. Good working environment has been identified as one of the key factors of talent development as it results in employees being able to showcase their expertise without any fear of being judged. However, the situation at Mbombela is far from being conducive as

employees remain incapable of effectively and confidently carrying out their tasks.

6.4 Factors leading to the problem statement

Interference from political leaders in the municipality's 'business' has come out as one of the causes of the talent problems that are being experienced. This makes it difficult to assess the abilities of the leaders as it shifts their direction and focus. Deployment of political affiliates in leadership positions has been described as another major problem in that it creates an institution with fewer experts which puts the municipality at a competitive disadvantage. It therefore becomes difficult to attract talent and developing talent takes longer than it should. Leaders are seen not to be taking their leadership role, they rely mostly on human resource practitioners to develop employees. They also neglect the fact that talent development is one of the crucial strategies to help the organisation achieve its objectives.

6.5 Literature review

Chapter Two of this report indicates that a literature review is a primary step towards any research in that you cannot conduct a study without having checked what others have previously written about the topic under study. It became clear that the researcher should read and analyse as many published documents as possible to develop her own arguments. The literature review has been seen as a foundation for any research study as it gives the researcher facts which have been found by previous researchers to avoid repeating what was written before. Most importantly, it focuses on a new approach to research topics which were covered in the past.

This chapter further discusses the theories of leadership which are relevant to the study. These leadership theories give the researcher an understanding of

leadership characters that are found in the workplace who can make or break the organisation.

Leadership is about creating a good relationship between followers and the leader. What became in the front line of the discussions is that good leaders are seen as visionaries who develop strategies to accomplish their visions. It further emerged that employees are important assets, they need to be continuously nurtured. This creates job satisfaction and improves performance. Talent development has been described as a strategic function which needs to be integrated with the overall goals of an organisation.

What also came out of the discussions in chapter two are the four leadership styles which are a clear warning for leaders to consciously take note of in order to position themselves for a better way of leading organisations. ‘Greater than yourself’ theory was one of the major theories for leaders who are ready to effectively drive talent development processes to greater heights.

6.6 Research methodology

Research methodology works as a guideline for any research. It tells the researcher the steps to be taken from beginning to the end of the research to avoid confusion. The researcher needs to understand the direction that he wants the research to take. The researcher first decides the research questions and purpose, this will assist in selecting the method to be used. For example, the researcher wanted to get an understanding of the factors leading to poor leadership at Mbombela Local Municipality and the decision to use qualitative method was great as it gives detailed information in order to understand events, issues and situations.

The choice of a research method is followed by research design which was to understand individuals’ lived experiences. The choice of data collection method

was regarded as key since the researcher needed to get as much information as possible hence the option to conduct interviews was followed. When this is carefully decided upon, the next step was to decide how data is going to be presented and analysed.

Having done this, it becomes easier to start with the actual research and narrating the findings. What is also of importance, is to know when to do what from the beginning to end to avoid problems and this can be done by outlining the research management. The researcher developed an action plan which indicated when to do what from the beginning to the finalisation and submitting of the actual report.

What is also key to note in the discussions of chapter three of this paper is that there are notable differences between qualitative and quantitative methods in that it all depends on the purpose of the research. For this research, qualitative methods has been identified as the relevant method to be applied in order to get understanding through detailed information. Again, interviews were a good choice for the researcher with regard to the selected research design.

6.7 Presentation of the findings

This chapter of the research report focused on painting a picture of what the researcher found in the field. The sample size came as the first step that the researcher needed to focus on after having identified a population for the research. The core element of this part of the research is to get a reasonable representation which will satisfactorily stand in for the entire population.

Data presented in this chapter is divided into two categories; demographic and actual interview questions. Demographics were presented in graphs and columns to indicate the number of participants. Later research questions and responses were detailed.

The most important part of chapter four of this research was to ensure that all the information collected should be reflected as raw data. This will give future researchers a point of reference when conducting research of the relevant topic. This chapter again helps the researcher to compare analysis with the interpretation to ensure objectivity.

What is crucial in this part is to present findings in a manner that less complex information is presented at the beginning and most complex at the end to capture the reader's attention.

6.8 Interpretation and analysis of the findings

Interpretation and analysis of the findings were guidelines which were followed in order to come up with the three themes for this study. Themes are words which can summarise the heart of the findings. These themes are Job Satisfaction, Visionary Leadership and Performance Management. Under job satisfaction theme, main discussions were that employees improve their performance when they are satisfied with their job. Further, talented employees become more satisfied in their jobs when they are continuously developed as their pleasure comes when they do the right things with the right skills. This means that whether employees are talented or not, development should be applied to everyone in accordance with the identified gaps.

The visionary leadership theme gave an insight of how a leader can contribute towards the success or failure of the organisation. Again, strategic planning came as one of the strategies a leader can use to develop, monitor and achieve visions and that the 'know how' part is very critical.

The performance management theme highlighted the importance of setting targets and time frames to achieve them. Monitoring and evaluation throughout performance management was indicated as a key factor to ensure that goals are effectively achieved within a specified time frame.

The researcher made sure that linkage between research problem and findings were analysed to confirm or dismiss the research problem.

What was also of importance was to highlight the conceptual framework in relation to the findings. This was for the idea of giving detailed information to ensure the relevance of the conceptual framework to the whole study. The whole idea of this part of the research report was to interpret and analyse information collected to get the exact meaning and draw conclusions. The researcher had to carefully come up with recommendations based on the analysis.

6.9 Recommendations

There are recommendations which the researcher is proposing which if followed, should be able to bring change in a municipal environment, whether locally or globally. The recommendations are directed to Mbombela Local Municipality, municipalities in Mpumalanga, South Africa, regional and global community and are detailed below.

6.9.1 Mbombela Local Municipality

- Invest in its employees by paying attention to their competency levels through talent development initiatives.
- Commitment by leaders in talent development initiatives to drive the processes and integrate it with the overall objectives of the municipality
- To be vision orientated and develop workable strategies to guide the direction.
- Benchmark with municipalities which have successfully implemented talent development.

- Create a talent management culture for the whole organisation, by capacitating leaders and all employees.
- Create a conducive environment for excellent performance and job satisfaction.

6.9.2 Mpumalanga municipalities

- SALGA (South African Local Government Association) in Mpumalanga as an institution with a mandate to oversee the functionality of municipalities in Mpumalanga, should develop a standardised talent development policy for uniformity in the Mpumalanga province.
- SALGA to consider the appointment of top managers on a permanent basis for stability and continuity.
- MEC for CoGTA (Cooperative governance and Traditional Affairs) should delegate a team to all municipalities to assess their state of affairs, continuously monitor and implement the team's advices and recommendations to improve service delivery.
- SALGA and CoGTA to collaborate with municipalities and create a forum which will meet on a quarterly basis to assist failing municipalities and encourage progress. This should be regarded as information sharing platforms.

6.9.3 Municipalities in the Republic of South Africa

- Minister of Local Government to conduct a comparative study in all municipalities in South Africa to get a picture of best performing municipalities and request those to adopt a poor performing municipality for coaching and mentoring.

6.9.4 Local government in SADC Region (South African Development Community)

- To identify leaders to champion talent management in the region who will then meet at least once a year to share their experiences and help those who are struggling.

6.9.5 Local government in the global community

- Create platforms, forums and conferences to debate issues pertaining to local government.
- Invite experts who will be speakers in the forums.

6.10 Conclusion

Academics are showing a strong interest on issues of employee talent development as human resources are regarded as valuable assets to take organisations to high performance levels. Leadership emerged as a key element towards proper implementation of talent development. In this research report, it has been demonstrated that providing background to any study is crucial to highlight to the reader the key concepts and context for the study. Research problem and purpose has been one of the key areas to clearly indicate reasons why the study should be carried out. In the literature review chapter, leadership theories were discussed to show its importance and relevance to talent development. Key areas of talent management were also highlighted. Research methodology was discussed to indicate how the research was carried out.

There are quite a number of questions which remain unanswered which needs to be taken further by future researchers.

Research is suggested regarding the importance of developing leaders for the purpose of talent development. The researcher recommends another area for further study to look at strategies to address the talent crisis with which most organisations are faced. Talent management appears as a field which will continue to be an area of discussion by academics and researchers as it touches both government and private sector. Clearly, there is a great deal of exciting and important work still to be done.

7. References

Batho Pele Principles (2008), Department of Public and Service Administration (DPSA)

Bernard, H.R. (2006). *Research methods in anthropology: qualitative and*

- quantitative approaches*. Oxford: Altamira Press
- Bersin, J. (2014). Leadership development fact handbook
- Berta, D. (2006). Leadership development bolsters employee retention. *Nation's Restaurant News*, 40 (36), 18-19
- Bible, Josh. 7:1-12, New International Version
- Boswell, J. (2013). Reviewing the literature. *Journal of World Business*
- Brookmire, D. (2012). Are leaders born or made? *Journal of World Business*, 37 (3), 226
- Brundage, K (2010). *Retaining Top Talent Journal of Accounting*, 209 (5)
The role of Leader Behaviour in Work of Industrial Psychology (137).
- Burkus, D. (2010). Servant leadership theory – Strengths based leadership theory. *The international Journal of Higher Education*
- Burnard, P. Writing a qualitative research report. *Nurse Educ Today*
- Burrows, T. (2011). *Writing research articles for publication*. Thailand: The Asian
- Caligiuri, P., & Tarique, I. (2009). Predicting effectiveness in global leadership activities. *Journal of World Business*, 45(2), 337
- Calo, T.J.E.I.-C.P. (2008). Talent Management in the Era of the Aging Workforce: The Critical Role of knowledge Transfer. *Public Personnel Management*, 38(5), 402-417
- Cappelli, P. (2008). Talent Management for the Twenty-First Century. *Harvard Business Review*, 85, 64-71.
- Carter, L., Ulrich, D., Goldsmith., (2012). *Best practices in Leadership Development and Organisational change*.
- Christopher, J. (2011). *Spheres of government: contribution to sustainable delivery*
- Coyne, P. (2011) AN evidence based model of job rotation
- Cozby, P.C. (2001). Measurement Concepts. In: *Methods in Behavioral Research* (7th ed.). California: Mayfield Publishing Company
- Creswell, J.W. (2011). *Principles of Qualitative Research: Designing a Qualitative Study*.

- Crossman, J.E., & Clarke, M. (2010). International Experience and Graduate Employability: Stakeholder Perceptions on the Connection. *Higher Education: The International Journal of Higher Education and Educational Planning*.
- Denzin, N. K., & Lincoln, Y. S. (2005) The sage handbook of Qualitative Research. Thousand Oaks, CA: Sage
- Department of Public and Service Administration (DPSA). (2008). Pretoria: The department.
- Eddy, J., Hall, S.J.D., & Robinson, S.R. (2006). How global organisations develop local talent. *The McKinsey Quarterly* (3), 6-8
- Elegbe, J.A. (2012). *Talent Management in the Developing World: Adopting a Global Perspective*.
- Employment Equity Act [No. 55 of 1998] Government Gazette, Vol. 400, No. 19370 Cape Town: Government Printer.
- Finking, A. (2014). *Conducting research literature reviews from the internet to paper*. (2nded.)
- Garavan, T.N., Carbery, R., & Rock, A. (2012). Mapping talent development: definition, scope and architecture. *European Journal of Training and Development*, 36(1), 5-24
- Ginny, E. (2011). Servant Leadership Theory – Strengths and Weaknesses. *Journal of Business Strategy*, 30(4), 23-29
- Golafshani, (2003). *Understanding Reliability and Validity in Qualitative Research*.
- Gratton, L. (2011). Workplace 2025 – What will it look like? *Organizational Dynamics*, 40(4), 246-254
- Harris, J.G. (2011). Talent and analytics: new approaches, higher ROI. *Journal of Business Strategy*, 32 (7), 5-7.
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London, UK: Sage Publications.
- Herman, R.E & Gioia-Herman, J.L. (2001). What Companies Do Beyond the Basics to Retain Scarce Talent, *Journal of Organisational Excellence*, 35-40
- Hsieh, A., & Chao, H. (2004). A reassessment of the relationship between job specialization, job rotation and job burnout: Example of Taiwan's high-technology industry. *The international journal of Human Resource Management*, 15(^). 1108-1123
- Iles, P. (2013). *Commentary on "The meaning of 'talent' in the world of work"*

- Johnson, J.P., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: towards a definition and a model. *Journal of international Business Studies*. 37(4),
- Kuchеров, D., & Zavyalova, E. (2012). HRD practices and talent management in the companies with the employer brand. *European Journal of Training and Development*. 36(1), 86-104.
- Kotter, J. (2013). Analysis of what leaders really do. Successful change management. *Journal of international business*. 23 (3) 18-21
- Lasser, K. (2000). *Population studies: Facts and information*.
- Lazarova, M., & Tarique, I. (2005). Knowledge transfer upon repatriation. *Journal of World Business*. 41(4), 362-377
- Leedy, P.D. & Ormrod, J.E. 2005. *Practical research: planning and design*. 8th Edition. New Jersey: Pearson.
- Leiba-O'Sullivan, S. (1999). The distinction between stable and dynamic cross-cultural competencies: implications for expatriate trainability. *Journal of international business Studies*, 30(4),
- Lewis, R.E & Heckman, R.J (2006). *Talent Management from Hire to Fire Training and Development*, 60(11), 42-50.
- Lopez, R. (2014). *The leadership imperatives*
- Lunn, T. (1995). Selecting and developing talent: an alternative approach *Management Development Review*, 8 (1): 7-10
- Marshall PA. (2003). Human subjects protections, institutional review boards, and cultural anthropological research. *Anthropol Q* 76(2):269-85.
- Martins, N. & von der Ohe, H. (2002). Trust as a factor in determining how to attract, motivate and retain talent, *SA Journal of Industrial Psychology*, 28 (4): 49-57
- McCauley, C. & Wakefield, M. (2006). Talent Management in the 21st Century: Help your Company Find, Develop and Keep its Strongest Workers, *The Journal for Quality and Participation*, 29 (4): 4-7.
- Mendez Stander (2011). Positive Organization: The Role of Leader Behaviour in Work Engagement and Retention, *South African Journal of Industrial Psychology* (37):1
- Meyer, M. & Fourie, L. (2004). Coaching and mentoring: business tool of the 21st century. *Management Today*, October, 48-51

Mitchell, T., Holton, B.C. & Lee, T.W. (2001). How to keep your best employees: Developing an effective retention policy, *Academy of Management Executive*, 15 (4): 96-108.

NIH *Guidelines on the inclusion of women and minorities as subjects in clinical research* (1994) 59 Fed. Reg. 14508-14513

Pekala, N. (2001). Overcoming Retention Deficit Disorder: Holding On To Top Talent, *Journey of Property Management*, September/October, 22-28

Pelto P, & Pelto G. (1997). Studying knowledge, culture and behavior in applied medical anthropology. *Med Anthropol Q* 11(2):147-63.

Perrine, P (2005). Integrating Talent management. *Human Resources Management*. 36 (2)

Pounsford, M. (2000). Winning The War for Talent, *Strategic Communication Management*, October/November 6-7.

Pretorius, B. (2013). *Brand Pretorius in the driving seat*

Randolph, J.J. (2009). Practical Assessment, Research & Evaluation, Vol 14, No 13. *A peer-reviewed electronic journal*.

Scheweyer, A (2004). Talent Management System Best Practices in Technology: *Solutions for Recruitment, Retention and Workforce Planning, Triagaraphical Printing*.

Scouller, J. (2012). *Leadership theory: business balls*

Spears, L. C., ed (1998). *Insights on Leadership: Service, stewardship, spirit, and servant-leadership*. New York: Wiley.

Stewart, J., & Harte, V. (2010). The implications of talent management for diversity training: an exploratory study. *European Journal of Training and Development*, 34(6), 506-518

Strydom, H. (2014). *An evaluation of the purposes of research in social work*.

Sullivan, J. (2004). *Talent management defined: It is a buzzword of a major breakthrough*

Uren, L. & Jackson, O. (2007). From Talent Compliance to Talent Commitment, *Strategic HR Review* 6 (3):32-35

Wagner, W.E. (2010). *Statistics for Social Statistics and Research Methods*.

Warren, J. (2002). *Educational Leadership: Improving Professional Practice*.

Webster, J., Watson, R.T. (2002). *Analysing the past to prepare for the future: writing a literature review*.

Welman, C., Kruger, F., & Mitchell, B. (2005). *Research Methodology*. 3rd ed. Cape Town: Oxford South Africa.

William, C., (2007). Advantages and Disadvantages Of Quantitative Research *Psychology Essay*.

Www.Jackjackkiwi.co.za, (2014)

Yukl, G. (2006). *Effective leadership behaviour: What we know and what questions need more attention*.

ANNEXURE 1

An email sent to prospective participants

From: Tinyiko Qhibi

Sent: Monday, November 2, 2015 3:00 PM

To: Shumani Budeli; Anna Chiloane; Thobile Simelane; Nic Erasmus; Mahesh Srinivasan; Rowena Pillay; Mannie Ferreira; Phumula Mathebula; Njabulo Zwane; Futhi Kgwehane; Okkie Shongwe; Bigboy Phelembe; Kgomotso Matsheke; Mishack Sifunda; Adolph Rakoma; Ben Steyn; Johan Putter; Maria Centeio; Dilia DeCorte; Florence Banda; Cynthia Mthembu; Thuli Mthethwa; Lindiwe Mahlangu; Candice Hayes; Sipho Sibuyi; Mandla Nkosi; Jeyton Phiri; Tebogo Mdluli; Sakheleni Letau; Jeff Nkuna; Busi Sithole; Johannes Mulaudzi; Doctor Lukhele

Subject: RESEARCH FOR MM - P&DM

Good afternoon

I kindly request that you form part of the participants for my research at the Mbombela Local Municipality. Attached please find an approval letter from the Municipal Manager for further reference.

I will appreciate if you can indicate your availability by sending back the signed form. Interview date can be any day during the month of November 2015.

Regards

Tinyiko Qhibi

Mbombela Local Municipality

Organisational Design and Performance Management

Tel: 013 759 9088

Cell: 082 975 6721

E-mail: Tinyiko.qhibi@mbombela.gov.za

ANNEXURE 2

**LEADERSHIP AND TALENT DEVELOPMENT AT THE MBOMBELA
LOCAL MUNICIPALITY**

Dear participant

I am a Masters student at Wits University (P&DM) in the 2015 academic year. I will be conducting interviews on leadership and talent development at the Mbombela Local Municipality. The study is for academic purposes and will be conducted on top, middle and operational levels of employees to investigate the role of leaders in talent development.

Your confidentiality is guaranteed as the study is anonymous and your participation is voluntary. Findings of this study may potentially contribute to improve employees' capabilities for the purpose of service delivery improvements. Outcome of this research will be available in the WITS university library. No names of the respondents will be published in the research findings.

Participants who choose to take part in this study are requested to complete and return this form by email to tinyiko.qhibi@mbombela.gov.za or hand deliver to office 337.

For any queries and clarity seeking questions, please contact Tinyiko at 0137599088/0829756721.

Thanks for your willingness to participate in this study.

.....

Tinyiko Qhibi (Researcher)

Consent

I have read the content of this letter and am willing to voluntarily participate in this study.

.....

Participant's signature

.....

Date for interview Time for interview Preferred venue for interview

ANNEXURE 3

Interview guide

1. What is your position at work?
2. What is your age range?
3. What is your category level?
4. What is your race?
5. What is your gender?
6. How long have you been working for the municipality?
7. Have you ever been involved in any talent development assessment in the Municipality?
8. Do you know of any talent development strategy for the municipality?
9. Are the leaders of Mbombela involved in any way in the talent development initiatives?
10. How can you describe leadership styles for Mbombela Local Municipality leaders?
11. What do you think is the cause of leaders not to be involved?
12. What do you think should happen in order for leaders to take charge of talent development?
13. In your view, what is happening in terms of developing employee talent?
14. Any recommendations to improve the situation?
15. What do you think can be a workable way of identifying talent?
 - 15.1 If talent is identified, what can be done to ensure that those categorised as talented remain that way?
 - 15.2 What can be done to those identified as not talented to help them reach the talented level/zone?

ANNEXURE 4

APPROVAL FROM THE MUNICIPAL MANAGER

P.O.BOX 3627
White River
1240
09 September 2015

Municipal Manager
Mbombela Local Municipality
P.O.BOX 45
Nelspruit
1240

Dear Sir

REQUEST FOR A PERMISSION TO CONDUCT RESEARCH AT MBOMBELA LOCAL MUNICIPALITY

I hereby request to be given a permission to conduct research at the Municipality. I'm currently registered for a Master of Management degree in the field of Public and Development Management at Wits University. I have completed course work for the degree and also successfully defended my research proposal to the Wits University defence panel.

My research topic: Leadership and talent development at the Mbombela Local Municipality. I will be conducting the research by interviewing officials who are at both management and operational levels through random sampling.

I would greatly appreciate if I can be allowed to conduct this research as it forms part of my partial fulfilment towards attaining the degree and it is solely for academic purposes.

I have attached my proof of registration to substantiate my request.

Yours faithfully



Tinyiko Qhibi

Approved / not approved



NM Seanego

Municipal Manager

1270