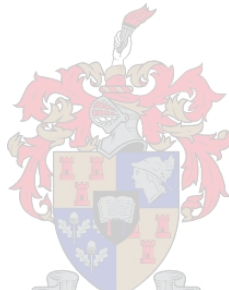


**THE ROLE OF LEADERSHIP LEARNING IN THE DEVELOPMENTAL NEEDS OF
THE SENIOR MANAGERS IN A RURAL MUNICIPALITY: A CASE STUDY IN ADULT
EDUCATION AT BUSHBUCKRIDGE LOCAL MUNICIPALITY**

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**Dissertation presented for the degree of
Doctor of Philosophy in the Faculty of Education
at Stellenbosch University**



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Declaration

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any other qualification.

Date: 16 February 2015

Abstract

Municipalities are entrusted with the responsibility of providing sustainable social services to local communities. Issues of capacity to facilitate the delivery of such services feature prominently in these municipalities where a number of communities have expressed their frustration and even anger at the slow pace of delivery of services, or the absence of such service delivery. The reported failure by senior municipal managers to facilitate the delivery of the needed services to communities motivated this investigation. In particular, the possible contribution of leadership learning in the developmental needs of senior managers in the Bushbuckridge Local Municipality was focused upon. The main knowledge claim in this study is that the proven lack of competencies and skills of senior municipal managers have much to do with the weak delivery of acceptable services to communities. Consequently, the study indicated the need to identify the developmental needs of senior municipal managers from a leadership learning perspective and to implement developmental interventions to possibly address such needs. The study was conducted in four phases. First, a number of pre-planning leadership learning questions were formulated, which were determined through document analyses and developing theoretical perspectives from review of relevant literature. Next, a needs assessment among senior managers was conducted. This phase was followed by the implementation of a planned intervention based on leadership learning principles. Finally, the potential success of the intervention was evaluated. The study revealed that although the municipality of Bushbuckridge has an acceptable policy framework that supports leadership learning, the leadership competencies and skills required for senior managers to facilitate delivery of municipal services to communities were lacking. The leadership intervention in this study had limited success due to systemic instabilities within the particular municipal system. The study showed that systemic stability appears to be essential for productive leadership development. It also showed that financial investment in leadership development or developmental interventions may contribute less to enhancing the performance of senior managers if a municipality lacks systemic stability. Given the reported large-scale systemic instability within local municipalities countrywide in South Africa, the results of this study indicate that capacity development initiatives are destined for failure if systemic issues are not addressed first.

Opsomming

Munisipaliteite is daarvoor verantwoordelik om volhoubare maatskaplike dienste aan plaaslike gemeenskappe te verskaf. Kwessies rakende die vermoë om sulke dienste te fasiliteer speel 'n belangrike rol in munisipaliteite waar 'n aantal gemeenskappe uitdrukking gegee het aan hul frustrasie en selfs woede oor die stadige pas waarteen dienste gelewer word of die afwesigheid van sulke dienslewering. Die gerapporteerde onvermoë van senior munisipale bestuurders om die vereiste dienste aan gemeenskappe te lewer het hierdie ondersoek gemotiveer. In die besonder is die kollig geplaas op die moontlike bydrae van leierskapsleer in die ontwikkelingsbehoefte van seniorbestuurders in die plaaslike munisipaliteit van Bosbokrand. Die belangrikste kennisaanspraak in hierdie studie is dat die bewese gebrek aan bevoegdhede en vaardighede van senior munisipale bestuurders grootliks toegeskryf kan word aan die swak lewering van aanvaarbare dienste aan gemeenskappe. Die studie het aangetoon dat daar 'n behoefte bestaan om die ontwikkelingsbehoefte van senior munisipale bestuurders vanuit die perspektief van leierskapsleer te identifiseer en om ontwikkelingsintervensies te implementeer om moontlik sulke behoeftes aan te spreek. Die studie is in vier fases uitgevoer. Eerstens is 'n aantal voorafbeplanningsvrae rakende leierskapsleer geformuleer. Hierdie vrae is deur dokumentanalise en die ontwikkeling van teoretiese perspektiewe van 'n tersaaklike literatuuroorsig gegenereer. Daarna is 'n behoeftebepaling onder seniorbestuurders gedoen. Hierdie fase is gevolg deur die implementering van 'n beplande intervensie gebaseer op leierskapsleerbeginsels. Laastens is die potensiële sukses van die intervensie geëvalueer. Die studie het aan die lig gebring dat alhoewel die munisipaliteit van Bosbokrand 'n aanvaarbare beleidsraamwerk het wat leierskapsleer ondersteun, die vereiste leierskapsbevoegdhede en -vaardighede vir seniorbestuurders om die lewering van munisipale dienste aan gemeenskappe te fasiliteer ontbreek het. Die sukses van die leierskapsintervensie in hierdie studie was beperk vanweë sistemiese onstabiliteit in die besondere munisipale stelsel. In die studie is daar aangetoon dat sistemiese stabiliteit noodsaaklik is vir produktiewe leierskapsontwikkeling en verder dat geldelike investering in leierskapsontwikkeling of ontwikkelingsintervensies waarskynlik minder tot die verbetering van senior bestuurders se prestasie sal bydra as sistemiese stabiliteit in 'n munisipaliteit ontbreek. In die lig van die gerapporteerde grootskaalse sistemiese

onstabiliteit in plaaslike munisipaliteite in Suid-Afrika dui die bevindinge van hierdie studie aan dat inisiatiewe vir die ontwikkeling van kapasiteit sal misluk as sistemiese vraagstukke nie eers aangepak word nie.

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Dedication

This dissertation is dedicated to all persons with interest in human capital development and continuous learning, especially those in rural municipalities. The dissertation is intended to encourage further inquiry into the need for continuous leadership learning in institutions that strive to deliver acceptable social services to communities.

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Chapter One

Orientation to the study

1.1 Introduction

Lifelong learning has proved to be useful in the acquisition of relevant competencies and skills for enhancing performance. Consequently, education, training and development (ETD) as part of lifelong learning have been used for improving both individual opportunity and institutional competitiveness worldwide (Meyer, Mabaso & Lancaster, 2003). Through ETD, individuals are empowered to develop their full potential and continue with lifelong learning in instances where education is encouraged. In such instances, Boase and Watson (1995:102–103) explain that participants in ETD benefit from the core knowledge, skills, values, experiences and behaviours that enable them to participate actively in society, develop communication skills in a particular language, develop numeracy skills, and increase their ability to think critically. It is through the acquisition of such skills and knowledge that the labour force of a country may be better positioned to render excellent services (United Nations, 2010; Turner & Hulme, 1997). Meyer *et al.* (2003:2) agree with the assertion above, noting that no country can sustain economic development and international competitiveness if its human resources are not prepared to address the needs of both its economy and citizenry.

Earlier work of Boase and Watson (1995) affirms that ETD plays an important role in the development process of both developed and developing countries. Investments in ETD are appraised as an integral, constituent part of any development which has the aim of social and economic growth and change. Mostert (2012) adds that substantial annual ETD monetary investment is aimed at leadership development initiatives, but that there is no evidence for positive returns on this investment. He therefore advocates 'new approaches' to leadership development (Mostert, 2012:4–5). However, there is evidence from the United Nations report (2010) that investment in human capital development has an influence on the overall performance and development of a country and its institutions. As a logical consequence, in most countries expenditure on education and training has been increasing as a percentage of state budgets and gross national products (Botha, Kiley & Truman, 2007).

This contention by Botha *et al.* (2007) was also expressed in a United Nations report (2010) which found that future economic prosperity in both developed and developing countries will come from a global economy that is facilitated by competitive human capital. In this report, the United Nations (UN) shows an increase in money committed to human development, especially to ETD initiatives. As a result of this increased spending, developing countries (such as India, Brazil, Russia and South Africa) have recorded improvements in their Human Development Index (HDI). The HDI is a tool developed by the UN to measure and rank countries' levels of social and economic development based on, among other things, education and health (United Nations, 2010:1–6). India, for instance, has recorded an increase in their human capital development spending of 1.6% annually, which gives the country a ranking of 119 out of 169 countries. The human capital development spending for South Asia as a region increased from 0.315% to 0.516% at the time of the report. Brazil's rating is at 0.699% which gives it a ranking of 73 out of 169 countries. Latin America and the Caribbean as a region recorded 0.706% in 2010, compared to 0.578% in 1980, placing the region above Brazil. The Russian Federation stands at 0.719%, which puts the country in a position of 65 out of 169 countries. The performance of Europe and Central Asia as a region increased from 0.578% in 1980 to 0.717% in 2010.

An important question seems to be how African countries are performing in terms of their HDIs. As in other parts of the world, patterns of achievement in Africa vary greatly with some countries having lost ground since 1970 (United Nations, 2010:1–6). The indicators below show how African countries fared:

- **High Human Development** – these are countries that have allocated more financial resources towards ETD. These countries include Mauritius, Tunisia, and Algeria;
- **Medium Human Development** – these are average performers in ETD spending, such as Gabon, Botswana, Egypt, Namibia, South Africa and Morocco; and
- **Low Human Development** – the performance of these countries in terms of spending on ETD is poor and needs to be corrected urgently, with reference to Zimbabwe, Democratic Republic of Congo, Niger, Burundi,

Mozambique, Guinea-Bissau, Chad, Liberia, Burkina Faso and Mali (United Nations, 2010).

Botswana recorded an overall rise of 1.3%, placing it at number 98 of all ranked countries. Uganda is ranked at 143. The sub-Saharan region of Africa increased from 0.293 in 1980 to 0.389 in 2010. These trends highlight the gaps that continue to divide the interconnected world due to uneven spending efforts towards ETD, both on the African continent, where South Africa ranks among the medium performers, and in other parts of the world. The performance of South Africa as indicated above implies that more still needs to be done for it to become competitive in terms of its expenditure on ETD (United Nations, 2010).

Highlighting the performance of these countries could help to show how South Africa has fared in spending for the development of its human capital since the 1970s. In 2010, South Africa stood at number 110 out of 169 countries with comparable data, recording a 0.597% increase in performance, which is above the regional percentage with the average of 0.389% (United Nations, 2010). Presenting South Africa's performance provides a lens through which leadership learning and efforts to address the developmental needs of senior managers at the Bushbuckridge Local Municipality may be understood. The performance of South Africa also provided a basis on which leadership learning at the municipality may be studied, analysed and evaluated. Cyril Ramaphosa, the Deputy President of the African National Congress, wrote in a Sunday Independence newspaper article entitled 'What does April 27 mean to all of us' (Ramaphosa, 2013:13) that

... while some countries owe their emergence to the discovery of natural resources, most have achieved it by focusing on the development of their people. For this reason we need to develop our human potential.

Ramaphosa's assertion above confirms that many of the developmental challenges that South Africa faces may be addressed through investing in human capital development where both government and the private sector should be major contributors.

From the literature explored above, it seems evident that governments in cooperation with the private sector and individual institutions are responsible for creating developmental opportunities for citizens. It is these opportunities that may facilitate leadership learning in organisations such as the Bushbuckridge Local Municipality. Meyer *et al.* (2003:2) emphasise the importance of ETD and consider it important for organisations that aspire to provide developmental opportunities for employees. The emphasis of Meyer *et al.* (2003) seems especially important against the background of South Africa's re-entry into the global domain in 1994.

In 1994 the international community witnessed the birth of the new democracy and welcomed South Africa into the global community.¹ The technological and economic challenges that accompanied the political events of the time required the country and its organisations, including the Bushbuckridge Local Municipality, to welcome and adapt to change. Embracing change is seen as a facilitating factor in ensuring competitiveness with regard to service delivery (Botha *et al.*, 2007).

Organisations and different places of work were required to develop effective coping mechanisms for dealing with change. ETD as one of the mechanisms for change could facilitate the development of skills, knowledge and attitudes needed to cope with the demands of the changing workplace (Botha *et al.*, 2007). Employees in management, for example, require skills and the ability to interpret documents and government policies. In addition to the knowledge and skills necessary to make use of new technologies such as computers and the Internet, there is also a need for problem-solving skills, communication and teamwork (Bhattacharjee & Premkumar, 2008).

The South African history of Bantu education and the apartheid legacy of inequality have contributed to a lack of knowledge and skills needed for performing prescribed duties in the public sector. It was against this backdrop and in view of the need to ensure quality services that the democratic government promulgated a number of Acts (such as the Skills Development Act of 1998 and the Skills Levies Act of 1999), all of which were designed to ensure that individuals are provided

¹ I acknowledge South Sudan as the most recently established state and the newest member of the global community; but I focus on South Africa because it is where this study was conducted.

with ETD that would address the skills needs of the South African society and its economy (Meyer, 2002). The South African Qualifications Authority Act (Act 58 of 1995), which makes provision for the development and implementation of the National Qualifications Framework (NQF), is an example of a government policy initiative to promote ETD across educational systems (Republic of South Africa, 1995).

The constitutional intentions as expressed through the South African Qualifications Authority (SAQA) and the NQF provide a basis on which transformational policies and initiatives must unfold for the realisation of a democratic education and training dispensation (Republic of South Africa, 1995). This dispensation is designed to equip workers as learners with skills necessary for effective service delivery in public and private institutions in South Africa (Erasmus & Van Dyk, 2003). It is beyond the scope of this study to render a detailed exploration of the objectives of SAQA, but in summary the SAQA Act provides for the development and implementation of the NQF, which, among other things, provides for in-service learning to take place, and within formal education structures (such as higher education institutions, schools and private training institutions) throughout a worker's life. To emphasise the need for and importance of continuous adult education, this study investigated the role of leadership learning in meeting the developmental needs of the senior managers at the Bushbuckridge Local Municipality.

1.2 Research problem

Blair (2000) argues that government at local level has to be more responsive to citizen needs and more effective in providing acceptable services. Douglas (2005) adds that local government is often the closest to communities and responsible for bringing development to poor rural areas. The assertions referred to above may be an indication that the problem of service delivery is much broader than a South African one, hence Khumalo, Ntlokonkulu and Rapoo (2003) argue as follows:

Municipalities, not only in South Africa but also around the world, are at the forefront of efforts to experiment with innovative forms of service delivery to improve on the usage of the limited public resources.

In rural Asia, for example, the focus is on improving the capacity of human capital in efforts to make local government responsive to the needs of communities. Leadership learning in the context of rural Asia is encouraged through providing basic training packages to a range of senior managers in order to develop the needed competencies and skills (Slater & Preston, 2004). In this study, I investigated the role of leadership learning in the developmental needs of the senior managers in the context of a local municipality. My investigation was motivated by the South African Public Service Commission's reports (2010) which revealed that most municipalities in South Africa are characterised by a lack of relevant competencies and skills among the workforce. And yet – according to the South African Local Government Association (2012:1) –competencies and skills are critical at local level to bring development to all South Africans. The above-mentioned association maintains that there is a need for municipalities to 'ensure that leaders have the required competencies and skills in order for them to facilitate delivery of services to communities' (South African Local Government Association, 2012:1). The present South African president, Jacob Zuma, supported this claim in his address to the special conference of the South African Local Government Association, by asserting that 'lack of competencies and skills of officials in key positions is one of the challenges that slow the progress towards some Municipalities performing as expected' (Zuma, 2012:2). This assertion supports the report by the South African Public Service Commission (2010), in which it was argued that it appeared that municipal senior managers were not equipped with the competencies and skills needed to execute their duties effectively. The report resonates with Mattone's (2012) contention that most managers in leadership positions are not adequately trained, at a risk of leading organisations that cannot be trusted by customers. The concern for trust raised by Mattone was further highlighted by Boonstra (2013:48–49), who argues that 'organisations need to strengthen their social legitimacy and improve their performance to restore trust and credibility'. Boonstra (2013) warns that if organisations fail to perform, they risk losing legitimacy that might threaten their continued existence.

The concern over leadership competencies and skills for people in leadership positions does not seem to be a uniquely South African problem, but the context in which the problem manifests itself in this country is different given the rural nature

of most South African communities. Morse and Buss (2008:9) quote a Harvard Centre for Public Leadership report, which stated that there was a leadership crisis in the United States of America. The report indicated 'all levels of government fell below the moderate amount levels of confidence in a question on overall level of confidence in leadership by sector'. In this study I argue that leadership inadequacies need to be addressed as they may impede effective service delivery for local communities. This concern for leadership competencies and skills in the Bushbuckridge Local Municipality add to the concern expressed by Ndletyana (2007) and Atkinson (2007) who asserted that South Africa as a country and its communities were tired of waiting for basic government services. The Bushbuckridge Local Municipality is no exception. Senior managers' apparent lack of the necessary competencies and skills to deliver services effectively supported my argument for the need to investigate the contribution of leadership learning in addressing their developmental needs more closely. Ndletyana (2007:21) provides further impetus for such an argument by stating:

Inevitably, interventions to remedy the shortage of relevant leadership competencies and skills in municipalities have to be designed urgently to yield immediate relief, while ensuring sustainable future supply to cater for the ever changing municipal contexts. This may presently be achieved through systematic leadership development activities.

This contention seems to be in line with the observation made by Kulipossa (2004) and Hussein (2006) who noted that a large percentage of people in developing countries lacked the necessary competencies and skills to provide effective services to communities. In this study I argue that a lack of competencies and skills could be the case in the Bushbuckridge Local Municipality in correspondence with reports by the South African Public Service Commission (2010), which state that incompetent senior managers and unskilled employees are putting the South African government at threat by not delivering services to the public. Adding to the importance of competent leadership in the South African context, a recent Human Sciences Research Council report (2012) revealed that unskilled and ill-equipped senior managers in government institutions were unable to facilitate the delivery of efficient and effective services to communities for the public good. Based on the discussion above, I argue that there is a need to investigate how encouraging

leadership learning may contribute in addressing these concerns regarding leadership competencies and skills. This argument is informed by Mattone (2012:2) who notes that 'organisations that excel in leadership performance create a culture in which current and future leaders continuously develop'. This argument is also supported by Morse and Buss (2008), who state that leaders in public institutions need to be innovative and recreate their competencies and skills in favour of effective and efficient service delivery for the good of the public. It is against this backdrop that the main research question for this study was formulated as follows:

What is the role of leadership learning in the developmental needs of senior managers in the Bushbuckridge Local Municipality?

The main research question was supported by the sub-questions provided below, which were aligned to the different phases of the study.

Pre-planning questions

- What are the leadership competencies and skills that may point to an ideal profile of municipal senior managers?
- What are the leadership competencies and skills needed for the Bushbuckridge Local Municipality to deliver on its mandate?
- What are the opportunities available for leadership learning in the Bushbuckridge Local Municipality?

Needs assessment questions

- What are the current leadership competencies and skills levels of senior managers at the Bushbuckridge Local Municipality?
- What are the leadership developmental needs of senior managers at the Bushbuckridge Local Municipality?
- How may these leadership developmental needs be addressed at the Bushbuckridge Local Municipality?

Implementation questions

- What would constitute an intervention addressing the leadership developmental needs of senior managers at the Bushbuckridge Local Municipality?
- How can such an intervention be successfully implemented?

Evaluation question

How, if at all, did an ETD intervention address the leadership developmental needs of senior managers at the Bushbuckridge Local Municipality?

1.3 Research aim and objectives

The main aim of this study was to investigate the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality. Through this investigation into the role of leadership learning in the developmental needs of the senior managers, the study sought to achieve the following objectives through answering the sub-questions presented in 1.2 above:

- to establish whether the performance standards as set out in the Bushbuckridge Local Municipality's strategic and implementation plans are complemented by the senior managers' relevant leadership competencies and skills;
- to establish the potential gap between the expected and actual leadership competencies and skills of senior managers;
- to determine the leadership developmental needs of senior managers at the Bushbuckridge Local Municipality;
- to develop an intervention based on the determined leadership developmental needs of senior managers;
- to implement the leadership development intervention;
- to conduct an evaluation of the ways in which the intervention may or may not have assisted senior managers in fulfilling their expected roles and responsibilities; and
- to contribute a conceptual understanding of leadership learning in a rural municipality by proposing a conceptual framework and a possible future leadership development programme.

1.4 Theoretical perspectives

In conducting this investigation into the developmental needs of the senior managers of the Bushbuckridge Local Municipality, I took the current theoretical perspectives on leadership development as discussed in Chapter Three of this dissertation into consideration. The theoretical perspectives that were used to organise this study, were based on Mattone's (2012) 'Stealth Fighter' model and Morse and Buss's (2008) public leadership perspective. These authors influenced the way I conceptualised the study (see Figure 3.3), and my choice of research methods as outlined in Chapter Four.

1.4.1 Key operational concepts

The key operational concepts of this study included the following: *leadership*, *leadership learning*, and *leadership development*. The meaning of these concepts was influenced by Mattone's assertion (2012:18) that 'great organisations excel in creating the belief that their leaders, individual contributors and teams have the can do (i.e., skills, the talent, the behaviours) to execute their duties'. It was also influenced by the work of Morse and Buss (2008) who assert that public leadership must always be geared towards working for the good of the public. The focus on the members of the public suggested by Morse and Buss may be viewed as advocating for a leadership development model that emphasises providing for the basic needs of communities. The sub-sections below explore the meaning of each of these key concepts as used in this study.

1.4.1.1 Leadership

Mostert (2012:30) defines leadership as a 'people-driven process on the assumption that, unless people are moved to action, no leadership has occurred'. Although his definition relates to the corporate sector, his emphasis on 'people' makes it apposite to include the public sector where the focus is on empowering people both inside and outside organisations, as advocated by Morse and Buss (2008). Furthermore, this definition of leadership is reflected in April, Kukard and Peters (2013), who assert that leaders need to pay attention to their personal vision, other individuals in the organisation, as well as the external factors that may influence organisational processes. They argue in favour of a balanced approach

to leadership where all systems are considered part of the whole. However, April *et al.* (2013) do not embrace the focus on people, giving their definition a predominantly corporate outlook. In the context of this study, I view leadership as a process of influencing one's followers to support an organisational vision towards achieving on collectively agreed-upon community or people's service delivery purposes while taking into account the context in which the organisation functions (based on the work of Tummers & Knies, 2013; Murphy, Elliott, Goldring & Porter, 2006). Leadership in this context is not about individual leaders' characteristics; rather it is seen as a process that requires interactions and relationships among senior managers and their followers. Furthermore, leadership requires common purpose in order to harness all the resources of an organisation – such as a municipality – towards desired goals (Mostert, 2012). Finally, I contend that an ideal leadership in a municipal context is one that is people driven and views all organisational processes and its systems as part of the whole. The emphasis on people is particularly important given that municipalities are at the coalface of communities and their social needs (Mostert, 2012).

1.4.1.2 Leadership learning

Mostert (2012:1) contends that 'leadership is in crisis and learning is broken'. This statement can be interpreted as implying that those assigned the responsibility to facilitate service delivery to communities are failing to do so, and there are no effective learning opportunities to facilitate their continued development. Mostert's notion of leadership is consistent with my argument that there seems to be a grave need to investigate the contribution of leadership learning in the developmental needs of municipal managers in South Africa, particularly the Bushbuckridge Local Municipality in this case. In this study I view leadership learning as a process by which senior managers' actions change as a result of experiences and influences that take place through everyday organisational and/or leadership activities, formal or informal, within their municipal context. Kempster (2006:4) emphasises the influence of living experiences in the process of leadership learning and leadership development by stating that

... leadership learning through lived experiences comprises a number of events and influences that occur through daily engagements within

particular contexts, and it is through such engagements that leadership meanings, practices and identities are developed.

In this study, formal leadership learning activities include developmental interventions that are aimed at addressing the identified developmental needs of senior managers. I therefore consider the learning experiences of the senior managers – both formal and informal – as potentially contributing to facilitating leadership learning. In this learning context I view leadership development as an outcome of the learning experiences which are embedded in an organisational context (Mattone, 2012).

1.4.1.3 Leadership development

According to Mattone (2012:10), the development in most organisations across the world is dependent on the investment made towards human capital development. Mattone's assertion is in line with early definitions of leadership development that placed more emphasis on activities that enhance an individual's ability to lead. These definitions imply that leadership development is directed towards individuals by increasing their capacity to be successful in leadership roles and responsibilities (McCauley & Douglas, 2004). In this study I define leadership development as initiatives aimed at the development of senior managers' shared capacity to lead and to facilitate the delivery of social services in a manner that fulfils the agreement between municipalities and their communities (McCauley & Douglas, 2004).

1.5 Significance of the study

Local government in South Africa, through local municipalities as strategic service delivery units, is the third sphere of government and the closest to the citizenry. Local municipalities also operate at the implementation phase of service delivery initiatives (Igbuzor, 2009; Blair, 2000; Republic of South Africa, 1996). Issues of leadership and the capacity to deliver on basic social services feature prominently in rural municipalities because of the high levels of poverty and underdevelopment (Kulipossa, 2004). These services can only be delivered if the people charged with the responsibility to do so have the required leadership competencies and skills (Ndletyana, 2007). This does not seem to be the case, as Atkinson (2007:53) argues that since South Africa's first democratic elections in 1994, 'a significant

percentage of the population is yet to access basic services and basic infrastructure because of government's slow pace of service delivery'. Ndletyana (2007) adds that South Africa has experienced a string of service delivery related protests since the period preceding the municipal elections in 2006. Ndletyana (2007:23) asserts that the main cause of lack of service delivery in South Africa is linked to a 'lack of capacity of local government to execute its mandate'. Both Atkinson (2007:58) and Mattone (2012) note that most managers in leadership positions lack essential leadership competencies and skills – competencies and skills that are required to navigate service delivery challenges. This lack of relevant leadership competencies and skills results in organisations providing substandard services to their constituencies. Hence Morse and Buss (2008:11) argue that 'being a public manager today involves much more than Planning, Organising, Staffing, Directing, Coordinating, Reporting, and Budgeting, and thus the training and preparation of public managers to be public leaders is essential'.

Based on the above-mentioned assertions, I argue that there is a need to closely investigate leadership learning in the Bushbuckridge Local Municipality where opportunities for continuous development may be lacking. It is commonly accepted that public organisational performance is dependent on public leadership performance which is biased in favour of community needs and interests (Mattone, 2012; Morse & Buss, 2008). In this interdependent relationship between public organisational performance and public leadership performance, leadership capabilities which are properly aligned to the strategic plan of the organisation (in this case the municipal integrated development plan) assist towards achieving on commitments made with communities. In instances where there is no proper alignment, it seems important that the developmental needs of the senior managers must be properly diagnosed, demarcated, developed and deployed for the purpose of enhancing performance.

This study investigated the leadership developmental needs of senior managers in the Bushbuckridge Local Municipality and similar municipalities in South Africa. Furthermore, it explored an intervention that was aimed at addressing the identified leadership developmental needs of the senior managers in the Bushbuckridge Local Municipality. The study thus potentially contributes to an informed account of

leadership learning based on research into leadership learning practices at the Bushbuckridge Local Municipality. The next section presents a brief overview of the research design used to generate data in an attempt to contribute to a better understanding of the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality.

1.6 Research design

According to Guba and Lincoln (1998:200), a paradigm is a set of thoughts and assumptions that people have about a specific issue. Such thoughts and assumptions usually guide individuals in their actions. This means that researchers' actions and lives, including the choices they make with regard to research designs, are also guided by the paradigm they choose in addition to the aim of the investigation undertaken. With regard to this study, the major aim was to establish the role of leadership learning in addressing the leadership developmental needs of senior managers. In order to achieve the research aim mentioned above, I used an interpretative paradigm which is based on the assumption that reality is subjective. It assumes the existence of multiple, socially constructed realities best studied as a whole, while taking into account the context in which participants experience these realities (Yin, 2003). In this study, leadership learning and development were investigated from a deductive vantage point of logic taking into account the experiences that individual respondents had within their municipal context and their interpretation thereof and comparing such data to an 'ideal' model. More elaborate discussion on the paradigm and approach to this study is provided in Chapter Four.

Yin (1994) argues that a case study is a research strategy that investigates a phenomenon within its practical context. Gerring (2009), Schweitzer (2005), Handel (1991), Runyan (1982) and Yin (2003) define a case study as an intensive investigation of a single organisational unit, such as the Bushbuckridge Local Municipality in this study, for the purpose of understanding a larger class of (similar) units. In this study a larger class of units entailed other senior managers in rural municipalities in South Africa, and the unit of analysis constituted the senior managers of the Bushbuckridge Local Municipality, whose developmental needs were investigated and analysed over a delimited period of time through an

intervention that addressed their identified needs. Details of this design type are further elaborated upon in Chapter Four.

1.7 Population and sampling

A sample is a part of the target population that can be used to obtain required data as opposed to dealing with the entire population (Welman & Kruger, 1999:46; Birley & Moreland, 1998). In this study I included municipal senior managers at the Bushbuckridge Local Municipality who, at the time of the study, were responsible for the following directorates: *corporate services; community services; local economic development; internal audit; municipal works; finance; and water services*. I also included the municipal manager who was head of administration. The sample was therefore of a non-probability nature.

In addition, there was a need to incorporate a community perspective on the kind of leadership deemed capable of delivering on the expected basic services. To achieve this objective, the speaker of the Bushbuckridge municipal council and five executive members of the mayoral committee were considered to be the most appropriate representatives of the community perspective. I considered their views as informed voices of communities whose interests are served by the municipality council.

Finally, as the study progressed towards the concluding phase (see Chapter Six), the provincial government of Mpumalanga (the province in which the Bushbuckridge Local Municipality belongs) took a decision to place the Bushbuckridge Local Municipality under administration as provided for in section 139 (b) of the Constitution of the Republic of South Africa (The Constitution of South Africa, 1996). This was not the case when the study was initiated. This decision had implications for my study as it supported my earlier assertion that leadership inadequacies in the Bushbuckridge Local Municipality need to be investigated as they may have impeded delivery of services to communities. Because of this development, I decided to include the views of the administrator who was mandated to bring the municipality back on course towards meeting its service delivery obligations as the new authority in the municipality.

1.8 Data generation

Using an interpretative research lens (as described in 1.6.1) has several methodological implications with regard to data capturing and analysis. According to Henning, Van Rensburg and Smit (2004), data in interpretative studies may be captured by means of several methods, including document analysis, observations and interviews. In this study, document analysis and semi-structured interviews were used as basic data-generating instruments. A detailed discussion of the documents that were analysed and the interview processes of this study follow in Chapter Four.

1.9 Data analysis

Data analysis constituted the final stage of working on the data that were generated. The first set of data that was analysed comprised the contents of documents for the Bushbuckridge Local Municipality. Data were also generated through individual interviews with interviewees as specified in 1.6.3 on sampling above. Leedy and Ormrod (2001) contend that content analysis is typically performed on books, transcripts of conversations, newspapers and television content, among other things. Conventional qualitative data analysis as proposed by Maykut and Morehouse (1994) was used in this study. Thus the data that were generated from interviews were transcribed, divided into small units of meaning and named (coded), each unit according to the meaning it carried, then grouped together (categorised). Each category contained semantically interconnected codes which were then examined, noting how they answered the research questions. The data analysis process that was followed in this study is discussed in more detail in Chapter Four.

1.10 Ethical statement

All the information generated from the municipal documentation and the respondents was treated as confidential. Access to both the municipal documents and the respondents of this study was formally requested from authorities and permission granted. I continued to secure informed consent from the participants themselves. More information on ethical considerations is presented in 4.11.

1.11 Outline of the study

Chapter 1 provides an explanation of the background of the research, the context of the study, the research problem, sub-problems, claims and aims of the research and the research design and methods.

Chapter Two focuses on the South African rural context and the state of leadership learning in South African municipalities.

Chapter Three presents literature perspectives on education, training and development, leadership, adult education and lifelong learning and local government. This chapter also establishes a theoretical framework for the empirical part of the study.

Chapter Four focuses on the research design and methodology used in this study, while **Chapter Five** deals with the findings of the study through the presentation, analysis and interpretation of the data generated.

Chapter Six presents the summary, conclusions and implications of the study and in **Chapter Seven** I provide my reflections on the journey of the study

1.12 Conclusion

In this chapter I focused on the background to the study, briefly explored the research problem and explained the research design and methodology used. I also outlined the structure of the study, briefly explaining what each chapter covers. The next chapter explores the South African rural context in which the role of leadership learning in the developmental needs of the municipal senior managers was investigated.

Chapter Two

The South African rural context

2.1 Introduction

Rural development is one of the main concerns of the development agenda of the South African government. According to the Comprehensive Rural Development Strategy, which is linked to land and agrarian reform and food security, between 10 and 15 million South Africans live in rural areas that are characterised by extreme poverty and underdevelopment (Statistics South Africa, 2010). For the purpose of this study, it was crucial to explore the South African rural context briefly. By outlining the context I was able to provide a lens through which the Bushbuckridge Local Municipality's rural nature and its leadership learning practices were investigated.

2.2 Historical background

Traditional leadership is an integral part of African society and it is one of the oldest institutions of governance on the continent (Reddy & Mkaza, 2007). According to Ntsebeza (2007), during the apartheid era in South Africa, rural governance and development was the responsibility and competence of the traditional authorities under chiefs. Ntsebeza (2007) argues that traditional authorities were unaccountable, undemocratic and despotic and were forced on the unwilling rural citizenry. In some areas such as Pondoland, Sekhukhune and Xhalanga, the imposition of these institutions led to often bloody conflicts between apartheid state supporters and those who were against the previous South African regime. When rural struggles re-emerged in the late 1980s and intensified in the early 1990s, traditional authorities were the target in almost all rural areas, because they were seen by communities to represent apartheid and oppression in the poverty-stricken South African rural areas (Ntsebeza, 2007).

The new South African constitutional dispensation established in 1994 placed traditional leadership high on the agenda in terms of its continued recognition, protection and role beyond the apartheid era. Although traditional leadership remains without financial resources and a clear practical role in municipal councils, recent local government policy and legislation developments, notably the White

Paper on Local Government, Local Government: Municipal Demarcation Act of 1998; the Local Government: Municipal Structures Act of 1998; the Local Government: Municipal Systems Act of 2000 and the Traditional Leadership and Governance Framework Act of 2003 have had a marked influence on the institution of traditional leadership (Reddy & Mkaza, 2007).

A key challenge which appears to be applicable in most rural areas presently and in the future is to unlock the development potential of traditional leadership and more specifically facilitate cooperative local governance between traditional authorities and municipal councils. Unlocking the potential of traditional leadership would enable them to contribute beyond being partners to political parties and factions (Reddy & Mkaza, 2007). Traditional leaders can work in collaboration with the municipalities (such as the Bushbuckridge Local Municipality), elected councillors and community-based organisations to facilitate development and enhance service delivery thereby promoting the quality of life of the rural citizenry (Reddy & Mkaza, 2007). However, currently this is not the case.

2.3 Leadership structures in rural areas

According to Ntsebeza (2007), rural governance in the former Bantustans was controlled by tribal authorities prior to 1994. These structures were dominated by chiefs, headmen and their appointees. These authorities were not accountable to the citizenry because there was no space for community participation in the governance activities. Mamdani (1996) argues that traditional authorities that characterise South African rural areas are similar to what countries on the African continent went through under colonialism. Since the inception of the democratic government in 1994 leadership and service delivery structures have been undergoing transformation (Ntsebeza, 2007). Shackleton and Cousins (2001) agree that the majority of South Africa's rural population resides in the former homelands under traditional authorities where they face numerous socio-economic challenges such as sustaining food security for their families.

During the apartheid era the Bushbuckridge area fell under two different homelands, namely Gazankulu and Lebowa (Bushbuckridge Local Municipality, 2010/2011). This structural arrangement has since been transformed (Ntsebeza,

2007). What is currently being transformed in the democratic South Africa and the benefits that come with this transformation are discussed in the paragraphs that follow.

The African Peer Review Mechanism (2007) asserts that South Africa is a unitary state with a federal outlook. The South African Constitution provides for three spheres of government: national, provincial and local, which are distinctive, interdependent and interrelated. According to section 104(1) and section 125(5) of the Constitution, the legislative authority of a province is assigned to the provincial legislature and the implementation of provincial legislation in a province as an exclusive provincial executive power (Republic of South Africa, 1996). In local government, of which the Bushbuckridge Local Municipality is part, executive and legislative authority is vested in the municipal council, as stated in section 151(1) (Republic of South Africa, 1996). Between 1998 and 2003, the South African government enacted legislation that entirely transformed systems, institutions and processes of local government. Key among these was the Local Government: Municipal Structures Act of 1998, the Local Government: Municipal Systems Act of 2000, the Local Government: Municipal Electoral Act of 2000 and the Local Government: Municipal Finance Management Act of 2003 (African Peer Review Mechanism, 2007). The above-mentioned institutions are considered necessary by the government for accountability, cooperative governance and maximal community participation (African Peer Review Mechanism, 2007). The South African government has put measures in place to bolster the capacity of decentralised institutions, including the Bushbuckridge Local Municipality. Although decentralisation has been a challenging endeavour, it has increased public participation in various spheres of government (African Peer Review Mechanism 2007).

The following structures have been introduced by the South African government to ensure broader public participation and dissemination of knowledge and information about government service delivery in municipalities:

- Ward committees, made up of not more than 10 elected persons representing diverse interests in the ward chaired by a ward councillor.

- These persons are responsible for ensuring direct consultation with and participation of the citizenry in all government activities within the ward;
- An integrated development programme (IDP) which is a blueprint for service delivery activities in municipalities;
 - Community development workers (CDWs) who form links between the communities and municipal administration regarding the everyday livelihood challenges; and
 - Imbizo 'citizen forums' and leadership at all levels of government to deliberate public issues of concern. These gatherings create space for the public to voice concerns and grievances and to communicate wishes and aspirations (African Peer Review Mechanism, 2007; Republic of South Africa, 1998).

Traditional leadership has always played a key role in the lives of citizenry in the rural areas of South Africa (Lohnert & Steinbrink, 2005). The place given to traditional leaders in the democratic process in South Africa is not only creative and innovative but also respectful of South Africa's political heritage (African Peer Review Mechanism, 2007). Two key pieces of legislation, which were promulgated in the Traditional Leadership and Governance Framework Act of 2003 and the Communal Land Rights Act of 2004, eased tensions and disagreements that surrounded the role and functions of traditional leadership in the governance system in South Africa. Both Acts have clarified the role and functions and formalised the relationship between the traditional leaders and the official governance structures in South Africa (African Peer Review Mechanism, 2007 & Ntsebeza, 2007). It is important in this study to note that in local government, municipalities are made up of elected councillors who are the leading actors. Traditional leaders are identified as an interest group, along with women, youth and farmworkers and were given the total of 20 per cent representation in 2000 (Ntsebeza, 2007). Consequently, service delivery remains the primary responsibility of the municipal council and its administrative structures, leaving traditional leadership with interest group status.

2.4 Rural development

According to Shackleton and Cousins (2001), desperate economic conditions in many rural African countries have forced communities to look for solutions to their everyday livelihood challenges. Lohnert and Steinbrink (2005) claim that conventional development approaches arising from thinking in terms of rural-urban dualism run the risk of being without effect or even counterproductive. In many rural communities, development is being thrown into reverse, because after many years of steady economic advance, many rural communities are being forced back into extreme poverty (Gooneratne & Mbilinyi 1992). In the paragraphs that follow, rural development in South Africa is discussed in greater depth.

A report entitled *The Integrated Sustainable Rural Development Programme* (Republic of South Africa, 2000) indicated that the majority of poor people in South Africa lived on rural commercial farms at the time. The challenge of development and the fight against poverty was mostly felt there and most people in these areas lived in households with an income below the minimum subsistence levels (Republic of South Africa, 2000).

In contrast to the private rural sector, there is an overwhelming perception that, in the communal areas, land-based livelihood strategies makes insignificant contributions to overall livelihood and well-being, and that communal areas are largely reliant on the allocation of grants from the national treasury (Van Horen & Eberhard, 1995). Many who reside in communal areas regard themselves primarily as agriculturalists. Those without land still aspire to land within the communal areas, and the majority of those with land are eager to attain more land. The show of interest explained above indicates the value of land-based strategies to livelihoods (Shackleton, Shackleton & Cousins, 2000a).

According to Shackleton, Shackleton and Cousins (2000a), livestock farming and the production of staple arable crops, compared to income and remittances from non-land-based sources, have overlooked the direct-use value derived by most households from a large number of products resulting from land-based livelihood activities. These products include small stock, the full range of goods and services associated with livestock, produce from home gardens, wild foods harvested from

among staple arable crops, the collection of natural resources for home consumption, the sale of raw or processed natural resources, and non-monetised reciprocal barter and exchange of goods and services.

In addition to these direct-use values is the value associated with land-based strategies as a rural safety net for household members (Ashley & LaFranchi, 1997; Shackleton *et al.*, 2000a). This safety net value of the land-based goods and services used during times of need (e.g. retrenchment or death of a breadwinner) is probably considerably higher than the direct-use value of the goods and services (Shackleton *et al.*, 2000a). Previous works on rural development have not considered the value of goods and services derived from the full spectrum of land-based activities, and the value associated with these goods and services has not been captured in regional or national statistics (Statistics SA, 2007; Scand, 2007).

A lack of consideration for the value of goods and services produced from land-based activities perpetuates the perception of communal rural areas as being unproductive and contributing little to the national welfare and economy. This often erroneous perception is fuelled by a subjective impression of resource decline and the relatively small amounts of animal and plant products (wild and domestic) from communal areas that enter the formal economy. The bulk are consumed at home or traded within the informal economy.

2.4.1 The role and economic value of land-based strategies

Communal rural communities of Southern Africa (including South Africa) are no exception to other areas of the developing world in procuring a wide variety of natural resources for home consumption or sale (Shackleton & Cousins, 2001; Shackleton & Shackleton, 2000a; and Ashley & LaFranchi, 1997).

In South Africa, most of the local level valuation research at the household level occurred more than a decade ago; following on work conducted in Zimbabwe (see Hassan & Haveman, 1997; Shackleton & Cousins, 2001 and Shackleton *et al.*, 2000a). However, living conditions in rural South Africa still show disparities more than 15 years into democracy. Inadequate access to services experienced by the poor contributes to the slow pace with which they (notably the rural poor) move out

of poverty (Statistics SA, 2011). A large number of households in the rural areas of South Africa are still dependent on natural resources for a range of basic living needs (Statistics SA, 2011, Douglas, 2005, Dovie, Shackleton & Witkowski, 2002, Cunningham, 2001, Nel & Binns, 2000 and Cunningham, 1992).

According to Shackleton, Shackleton and Cousins (2000a), the most commonly used resources and the main contributors to the total value are indigenous wood for fuel and fencing (70–100% of rural households), wild fruits (72–100% of households), wild herbs (93–100%), medicinal plants (50–100%), wood for utility items (90–100%), grazing for livestock (30%) and thatch, clay and sand. Few rural households do not use any natural resources whatsoever, although the degree of use may vary considerably from region to region based on a number of factors including resource availability, accessibility of resources, institutional controls, population densities, employment levels, income levels, availability of alternatives to the natural resources, and personal and cultural preferences (Shackleton, Shackleton & Cousins 2000b).

There is evidence that poor households and rural households use a greater diversity of resources, and more of each resource, than less isolated or wealthier households (Shackleton, Shackleton & Cousins, 2000a). Poor households also depend on the resource base as a source of living in times of need. Women gather and process more non-wood resources than men (Neumann & Hirsch, 2000). In three participatory rural appraisal workshops with women's groups in Bushbuckridge, Shackleton and Cousins (2001) found that all participants were trading in at least one natural resource on a regular basis. Sometimes women may sell resources when they require cash for a specific purpose, such as school fees for their children. My assertion is that in rural areas communities are not entirely dependent on services that are provided by municipalities for sustenance: for their subsistence they are mostly dependent on natural resources.

2.4.2 The influence of migration on rural development in South Africa

According to De Vletter (2000) and Posel (2003), the nature and implications of migration in and for the South African economy was the focus of extensive study during the 1970s and 1980s. In the 1990s more focus was placed on immigration

because there was a general perception that migrant labour would not be part of the character of the post-apartheid South Africa, because the assumption was that people would choose to settle permanently with their families near their place of work.

However, it was not to be, because both migration and immigration continued to characterise the patterns of labour supply in workplaces in South Africa. It was because of the assumption mentioned above that the coverage of labour migration in national survey instruments in South Africa declined in the 1990s and ceased in 2000 (Posel, 2003). Another reason why migration received little attention is that more attention and resources went into developing a mechanism to control the influx of immigrants, especially those from neighbouring countries such as Mozambique, which borders the Bushbuckridge area through the Kruger National Park. Reports by the Department of Science and Technology (2010) reported that the strong attractors of the influx included the densely populated rural areas of Bushbuckridge under the Ehlanzeni District Municipality in the Mpumalanga province. According to the report, the influx placed remarkable stress on the resources of the area.

Crush (2000) argues that migration and immigration have historically defined the character and outlook of development and economic development in South Africa. Throughout history, rural development in South Africa felt the impact of migration because most productive members of household in rural areas, especially men, migrated to urban areas in search of attractive livelihood leaving their families with challenges of reduced household produce (Mazur, 1998).

There is no account in many studies for this male-dominated pattern of migration and the challenges of livelihood that females in the rural areas faced when their male family members migrated to find employment in urban areas (Walker, 1990; Scand, 2007). However, both Bozzoli (1983) and Posel (2003) claim that women were compelled by the patriarchal tendencies of chiefs, fathers and husbands who restricted their mobility by reinforcing women's traditional roles in rural production. In the 1990s there was a small but identifiable shift in the gender composition of labour migrants. In 1993, an estimated 30 per cent of African migrants were

women; by 1999, there was an increase to approximately 34 per cent (Posel, 2003).

According to Posel (2003), movements of people between rural and urban areas in South Africa became entrenched in the economic system through a series of state interventions to mobilise and control labour as well as a range of measures that made permanent urban settlement difficult for most migrants. Spiegel (1980) argues that immigrants such as migrants were exposed to similar conditions on their employment and settlement. Like many African workers in South Africa, immigrants were not allowed to bring their spouses and families to the places of work (Spiegel, 1980:115). Faced with the challenge of migrants' reduced household income and declining loyalty to rural families, many communities sought to develop 'internal moral sanctions', making migrants feel morally obliged to their groups of origin, and to increase the incentives for migrants to remit income Posel, 2003). In 1993, approximately 79 per cent of all rural African households with migrant workers received remittance income; by 1999, there was an increase to 85 per cent (Posel, 2003).

The discussions presented above point to livelihood challenges that people in the rural areas of Bushbuckridge still face. In the section that follows, an account of how far South Africa has gone in addressing these challenges is discussed.

2.5 Service delivery

The meaning of service delivery as applicable to this study derives from the mandate given to local government by the Constitution of the Republic of South Africa (1996) as discussed in 2.6.2 of this study. The Constitution of the Republic of South Africa (1996: 81–88), in line with the Bill of Rights (1996: 6–24), and as operationalised by the Municipal Systems Act 32 of 2000, states that municipalities have a duty to provide services to all citizens to meet their basic requirements.

Based on the constitutional mandate noted above, I identified the following as some of the most important services that must be provided by municipalities:

- water supply
- sewage collection and disposal

- refuse removal
- electricity and gas supply
- municipal health services
- municipal roads and storm water drainage
- street lighting
- municipal parks and recreation

These services have an immediate effect on the quality of lives of people in communities. In most municipalities, including Bushbuckridge, leaders are under pressure to lead their organisations towards the effective and efficient delivery of these services within the following key performance areas as determined by the national government (Bushbuckridge Local Municipality, 2012): Good Governance; Institutional Transformation; Financial Viability and Management; Local Economic Development; Social Development; and Basic Infrastructure and Services. These are the key performance areas that, if addressed, may provide a sound base for sustainable development in rural areas (Republic of South Africa, 1996). Given the mandate above, it is through effective leadership that municipalities can be organised towards achieving on the expected service delivery in rural areas. The question that arises is what the current state of service delivery in rural areas may be.

2.5.1 Service delivery in rural areas

According to Ntsebeza (2007), in 1994 the new, post-apartheid South African government inherited service delivery backlogs dating many decades back. Ntsebeza argues that the main challenge facing the democratisation and development project in South Africa's rural areas is how to deal with the legacy of 'reserves', later renamed 'Bantustans/homelands'. Less than a decade ago, approximately 10 million historically disadvantaged South Africans still lived in communities in the rural areas or informal settlements without basic shelter, drinking water, sanitation, solid waste disposal, electricity and safe, affordable transportation (African Peer Review Mechanism, 2007). Mpumalanga constitutes 7.8% of the total South African population with 4 039 828 people. The majority of these people live in rural areas (Statistics South Africa, 2010).

The Bushbuckridge Local Municipality Integrated Development Plan (Bushbuckridge Local Municipality, 2009:6) reported that Bushbuckridge accounted for less than a million of the 10 million people mentioned above. Indeed, this municipality is still bound to experience challenges in terms of service delivery because it has no revenue base and relies mainly on equitable shares and municipal infrastructure grants to provide services to its population (Bushbuckridge Local Municipality, 2009:6-7). However, it should be noted that financial viability was not the focus of this study.

In the next section the service delivery mandate of local government institutions in rural areas of South Africa is discussed.

2.5.2 Services needed by the citizenry in rural areas

Chapter Two of the South African Constitution, and in particular, the Bill of Rights (Republic of South Africa, 1996: 6–24), provides for the following obligatory services guaranteed to all citizens of the Republic of South Africa:

- Everyone has the right to access to health care services, including reproductive health care; sufficient food and water; and security, including providing a safety net for those who are unable to provide for themselves and their dependants;
- Everyone has the right to adequate housing; and
- Everyone has the right to a healthy, harmless living environment.

According to the Constitution of the Republic of South Africa (Republic of South Africa, 1996), government institutions (including the Bushbuckridge Local Municipality) are required to take reasonable measures to deliver on these services. Furthermore, Chapter Three of the Constitution of the Republic of South Africa provides cooperative government where the national, provincial and local spheres of government are expected to cooperate with one another to provide well-coordinated services to the citizenry to promote the spirit of one-citizenship (Republic of South Africa, 1996:25). However, this aspect will not be discussed in detail. It is only mentioned for purposes of linkages with Chapters Four and Five of this dissertation.

2.5.3 Service delivery activities in rural South Africa

According to Ntsebeza(2007), the Constitution of the Republic of South Africa gives the three spheres of government (nation, provincial and local), the private sector and non-governmental organisations (NGOs) the responsibility to deliver services to the citizenry. All these stakeholders have roles to play in service delivery (Ntsebenza, 2007).

The local sphere of government (municipalities) is responsible for the delivery of essential services, such as water, sanitation and electricity. In addition, municipalities are responsible for various functions shared with provincial governments. These functions include municipal planning, building regulations, municipal public transport, local tourism and economic development, regulation of harbour services and fire-fighting services, among others (Republic of South Africa, 1996:25).

According to the African Peer Review Mechanism (2007) and the Constitution of the Republic of South Africa (Republic of South Africa, 1996:25–26) the primary responsibility of the provincial sphere of government (provincial governments) is to deliver social services to the citizenry. Consequently, provincial governments plan, budget for and implement programmes aimed at delivering a broad range of services directly to the citizenry. These services include the provision of health services, education, housing and social development, among others. The national sphere of government (national government) is responsible a number of functions that focus on the country as a whole for the purposes consistency and nation building. These responsibilities include safety and security (policing function), foreign affairs, defence and home affairs, among others (Republic of South Africa, 1996).

The Constitution of the Republic of South Africa (Republic of South Africa, 1996) guarantees every person the right to clean water. The Department of Water Affairs and Forestry's Community Water Supply and Sanitation Programme (CWSS) was established in 1994 to achieve water provision to the citizenry (Tembo, 2004). Since then, about 6.5 million people in rural areas have been given a basic clean water supply. During mid-2002, 27 million people had access to clean water in

South Africa. A policy giving poor households 6 000 kilolitres of free water each month was introduced and implemented in the late 2000s. According to the study conducted by the Department of Water Affairs and Forestry (Department of Water and Forestry, 2001), 51% of the country's population lived in areas where municipalities offered a basic amount of free water every month. However, according to the annual report of the Department of Local Government and Traditional Affairs 49% (almost half of this population) still do not benefit from this important service (Department of Local Government and Traditional Affairs, 2001). Five years later, this finding was supported by Statistics SA (2006), which reported that a large number of the poorest households continued to live in informal and traditional dwellings, of which a third did not have access to electricity. Less than half of all the poorest households had access to clean tap-water at that time.

In 1997–1999 the National Waste Management Strategy (NWMS) was developed. The purpose of the NWMS was to reduce the environmental impact of all forms of waste, so that the socio-economic development of South Africa, the health of its people, and the quality of its environmental resources would no longer be degraded by uncontrolled and uncoordinated waste management.

In 2010, in reaction to reports of service backlogs in the provision of sanitation, Tokyo Sexwale, then minister of Human Settlements, was reported as saying that people should be able to conduct their sanitation functions in private – as opposed to reports of toilets in open fields (Department of Human Settlement, 2010). Tembo (2004) reports that during 1999–2000, R75 billion was spent on sanitation, but at the same time cholera outbreaks were reported in some areas of the country. In 2000–2001, an amount of R135 million was made available for areas affected by cholera in KwaZulu-Natal. A campaign called Water, Sanitation and Hygiene (WASH), a global health programme, was introduced in 2002 to create an awareness of the importance of washing one's hands after using a toilet. This campaign was aimed at reducing diseases including cholera, caused by lack of proper sanitation for most households in rural areas and informal settlements.

In 2009 the Institute for Democratic Alternative for South Africa (IDASA) reported that the Department of Water and Forestry spent R120 million on constructing 50

000 pit latrines and that it intended to continue with their efforts until all people had access to basic sanitation, targeting 2010 as the cut-off year. In 2010 the Department of Water Affairs (then DWAF) indicated that more than 129 000 households received sanitation between April and November 2009; 287 sanitation projects at 561 schools in the 2009/2010 financial year had been completed, and 1 048 buckets had been done away with between April and July 2009. According to the department's strategic overview of the water sector progress for the third quarter of the 2009/2010 financial year, connections to sewer networks and construction of toilets were still lagging because of regional bulk infrastructure delays such as the upgrading of the water supply and reticulation, bulk sewer connections and new pump stations (Department of Water Affairs, 2010). The adequate delivery of basic services such as water and sanitation remains a challenge for local municipalities, including the Bushbuckridge Local Municipality.

The Constitution of the Republic of South Africa (Republic of South Africa, 1996: 6–24) guarantees everyone an access to adequate housing. According to IDASA (2007), in 1990, prior to democracy in 1994, there was a shortage of 1.3 million houses in South Africa. Every year approximately 200 000 new households register a need for a new house. In 2006, in a speech on the housing shortage in South Africa (Department of Housing, 2006), Lindiwe Sisulu, then minister of housing, said that the Department of Housing had the challenge of responding to increasing homelessness. Expenditure for housing doubled from R4.2 billion in 2003 to R9.5 billion in the 2008/9 financial year (Department of Housing, 2006). In his address to the South African Local Government Association in September 2010, Scelo Shiceka minister for cooperative governance and traditional affairs (Department of Cooperative Governance and Traditional Affairs, 2010:3) reported that in the past 16 years the government has delivered over two million houses.

The supply of electricity is one of the major challenges facing South Africa two decades after democracy. According to the ANC discussion documents (Policy Conference Discussion Document, 2007), South Africa has had excess capacity for generating electricity in the past. However, only 36% of households were connected to electricity networks. Approximately 3 million households were without access to electricity, while 19 000 schools (86%) and 4 000 clinics had no

electricity. In 2006 the challenge was compounded when South Africa ran out of excess capacity to generate electricity and was unable to generate enough for existing users, forcing ESKOM to introduce load shedding to save electricity. This challenge continued into 2008 (Department of Minerals and Energy, 2008). However, in his address at the SALGA conference held in Polokwane, Limpopo in 2010, Scelo Shiceke reported that more than 8.6 million households have now been provided with electricity (Department of Cooperative Governance and Traditional Affairs, 2010:3).

At the 2006 SALGA conference, a five-year strategic plan for local government was unveiled. The plan was aimed at improving the performance of municipalities in South Africa (Dugard, 2006). The plan included some specific goals for improving basic service delivery. The key elements of the plan are:

- ensuring all communities have access to clean water and sanitation by 2010;
- ensuring universal access to free basic services;
- ensuring all households have access to electricity by 2010;
- eradicating the bucket toilet system by 2007; and
- developing a national municipal infrastructure investment policy and strategy by September 2006.

The plan was complemented by the former president of the Republic of South Africa, Thabo Mbeki, in his State of the Nation Address in 2007 (Republic of South Africa, 2007). He said the government planned for large investments in various sectors to meet the demand for electricity; expand and modernise the telecommunications infrastructure; and satisfy the demand for water.

The former President further said that the public sector would accelerate infrastructure grants, the Expanded Public Works Programme, and other infrastructure funds to improve service delivery, including the provision of roads and rail, water, energy, housing, schools, clinics, business premises, sports facilities, police stations and courts. It was envisaged that R372 billion would be set aside for both sets of programmes over three years (Dugard, 2006). The Zuma administration that came to government in 2009 improved on this allocation.

According to the national treasury, for the Expanded Public Works Programme R52 billion was allocated for 2009–2014 and R846 billion was allocated for public sector infrastructure programmes which included water and sanitation, roads and housing. A total of R15.2 billion was allocated for the Development Bank of Southern Africa to assist poorer municipalities such as Bushbuckridge with infrastructure projects (Republic of South Africa:2010). Despite these monetary investments in the development of adequate infrastructure and the provision of basic services, the Bushbuckridge area remains poorly serviced.

According to Ndletyana (2007), all efforts for improvement in service delivery required a massive improvement in capacity. Municipalities are still faced with challenges of low levels of capacity and expertise. While there are efforts to address these matters, it seems that capacity building and skills development are still seen as lower order needs than other issues. The minister for Cooperative Governance and Traditional Affairs (Shiceka 2010) agreed to the assertion by Ramoshaba on challenges facing government. He argued that all South African municipalities were replete with conditions that make them a theatre of struggle. These included problems of inadequate access to basic services as well as high levels of poverty and insecurity which communities suffer at the hands of criminals. The current low levels of capacity and expertise imply that local municipalities are subject to governance challenges.

2.5.4 Governance challenges

Local government in South Africa faces challenges of, among other things, a lack of cohesion at the political and administrative interface. Relationships at municipal level are tainted by contestations among the political elites of the local area that scramble for access to state resources. This assertion is in agreement with the assessment conducted by the Department of Cooperative Governance and Traditional Affairs (Republic of South Africa, 2009:37) which revealed the following:

Political factionalism and polarisation of interests over the last few years, and the subsequent creation of new political alliances and elites, have indeed contributed to the progressive deterioration of municipal functionality. In some areas the political/administrative interface has

resulted in factionalism on a scale that is akin to a battle over access to state resources than any ideological or policy differences.

The situation highlighted above is compounded by high levels of political patronage whereby individuals resort to giving blind loyalties to the dominant political party faction for lucrative jobs and businesses in municipalities. Most of these loyalists do not have the necessary competencies and expertise to do the jobs, hence the poor levels of delivery (Republic of South Africa, 2009). The situation is further worsened by what the Public Protector, Thuli Madonsela (Madonsela, 2013:13), has called in her address to a meeting of South African municipalities the 'Mafia leadership' in municipalities characterised by cliques and political factions that bully finance officials in order to access public money.

As this study progressed towards its conclusion, some municipalities, including the Bushbuckridge Local Municipality, were declared bankrupt and placed under administration. Municipalities placed under administration were those that went bankrupt and could no longer provide services to communities because governance structures had collapsed. In accordance with the South African Constitution (Republic of South Africa, 1996) municipalities that can no longer provide services to communities must be given direct support by the upper structures of government to ensure that communities are serviced adequately. In such municipalities experts are deployed to assist in establishing systems and processes to ensure that the municipalities continue to deliver on basic social services as required. In such instances the executive powers of the Executive Mayor and his Municipal Manager are revoked and handed to the administrator (section 139 (b)), or the council is dissolved and the responsibility to oversee the municipality becomes the responsibility of the administrator (in case of section 139 (c)). The Bushbuckridge Local Municipality was placed under administration in terms of section 139 (b). Therefore, for the period of administration all decision-making powers rest in the hands of the administrator who works with the municipal council to see to the day-to-day activities and functioning of the municipality.

2.5.5 Current leadership learning practices in rural municipalities

Twelve years since the establishment of the democratic municipal dispensation in South Africa most municipalities were still struggling to put in place mechanisms to build capacity of their human capital (Republic of South Africa, 2009). The government report adds that in one of South African municipalities 'a former tea lady had become the Chief Finance Officer without the necessary qualifications' (Republic of South Africa, 2009). The seriousness of the lack of competencies and skills in municipalities is deepened by the decline of municipal professional associations and poor linkages between municipalities and the higher education sector. These factors have contributed to the breakdown in the availability of initiatives aimed at encouraging learning in municipalities (Republic of South Africa, 2009). In addition, the report stated that 'there has been almost no expert independent evaluation of the learning needs of municipal Senior Managers which would have highlighted their plight' (Republic of South Africa, 2009). As a response to this challenge, the national government resorted to introducing amendments to the Municipal Systems Act of 2000. These amendments compel all municipalities to appoint people with the required competencies and skills in all leadership positions (Republic of South Africa, 2009). However, I argue that the response fails to address and cater for the developmental needs of the senior managers who are already within the system in municipalities. This argument is supported by the findings of the same report which reveal that among other things, the 'poor skills development programmes currently on offer for Municipal employees contribute to the lack of responsive learning environment in Municipalities' (Republic of South Africa, 2009:31). These programmes are mostly not intended for municipal senior managers. Contrary to the argument above, the chairperson of the South African Local Government Association (2011) argued that the amendments to the Local Municipal: Systems Act of 2000 would ensure that municipalities are adequately capacitated with employees who are qualified and well able to deliver on their mandate. But this argument fails to acknowledge that senior managers are faced with the ever-changing municipal environment that poses new challenges which require different solutions and responses that may demand continuous leadership learning as a medium- to long-term solution.

2.6 Summary of the chapter

In this chapter rural development was highlighted as one of the major development concerns of the South African government. It is estimated that more than 15 million South African citizens live below the poverty line in rural areas. In these rural areas traditional authorities are still an integral part of leadership processes because of the custodian role they continue to play through the traditional authorities (Reddy & Mkaza, 2007). The Bushbuckridge area is one of such rural areas that are characterised by abject poverty and a lack of basic services (Bushbuckridge Local Municipality, 2012).

In response to the need to bring development and basic services to all citizens of South Africa, the government promulgated legislation that was aimed at transforming local government and making it accessible and responsible for bringing development and basic social services to communities. There have also been efforts to deliver water, electricity and houses to most of the poor – in both townships and rural communities – who did not enjoy these services during the apartheid era. Despite these initiatives, poor rural communities still require meaningful leadership with the necessary skills and competencies to deliver on basic needs.

The context of rural municipalities in South Africa was also discussed. The discussion pointed to challenges that emanated from the historical governance structures of South Africa in the apartheid era. These structures dictated where and how people of different races and classes lived and the kind of social and economic resources they had to rely on for livelihood. These kinds of structures left the majority of South African citizens in rural areas deprived and poor. I also discussed governance structures that were in place then, and changes that were introduced after the advent of democracy in South Africa. Important aspects of the sustained role of traditional authorities within the current system of local government were also explored, confirming the continued importance of the traditional authority institutions in the delivery of services in rural areas. Furthermore, governance challenges faced by the current local government regime were highlighted revealing how the political and administrative interface disabled efforts aimed at developing sustainable municipalities in South Africa. Among other

things, the lack of balance in the interface between the two sectors resulted in the collapse of governance structures and processes forcing some provincial governments to put a number of municipalities such as the Bushbuckridge Local Municipality under administration. Lastly, the lack of efforts dedicated at encouraging leadership learning in municipalities is seen as an area that requires the attention of both political and administrative authorities.

The conclusions drawn from this chapter are that rural municipalities in South Africa are largely dependent on natural resources for their livelihood. Since 1994, government, through local municipalities, has made progress in providing clean, potable water, housing, sanitation and electricity to some communities. Despite these achievements, rural municipalities are yet to provide these services to the majority of communities; hence service delivery protests still persist. Another challenge faced by municipalities is to provide a meaningful role for traditional authorities in their governance structures and systems because presently most municipalities are used for electioneering by political parties. Furthermore, municipalities are currently led by senior personnel that are not appropriately qualified for their leadership responsibilities and roles. Finally, different stakeholders are in agreement that there is a need to encourage continuous leadership learning in municipalities in an effort to cater for the developmental needs of senior managers.

This chapter has therefore painted a picture regarding leadership and leadership learning challenges embedded in the rural municipal context. It is, indeed, the same context in which municipalities are supposed to facilitate the delivery of acceptable services to communities. Thus, it was in this context that this study aimed to find out what the role of leadership learning is in the developmental needs of the senior managers in the Bushbuckridge Local Municipality. In essence, this chapter provided a context within which the concerns, and views raised regarding ETD activities in South African rural municipalities may be understood. In the next chapter ETD is discussed with the purpose of establishing the role it may play in providing some basis for addressing the developmental needs of municipal senior managers.

Chapter Three

Education, training and development for leadership learning

3.1 Introduction

In this chapter the focus is on the concepts of education, training and development (ETD) as part of leadership learning, as well as how learning practices can be used to address the developmental needs of the senior municipal managers. The chapter also renders an examination of what constitutes leadership, leadership learning and leadership development; and how such development may possibly contribute in improving the competencies and skills of the senior managers. Hirsh and Carter (2002) argue that the competence and efficiency of leadership is incumbent upon the continuous development of people in leadership responsibilities. As a result, the literature explored in this chapter examines how leadership learning and development may potentially contribute in addressing the developmental needs of senior managers.

3.1.1 Education, training and development as part of lifelong learning

Scholars view ETD as an important aspect in addressing the developmental needs of employees in both private and public organisations (Meyer *et al.*, 2003; Boase & Watson, 1995; Botha *et al.*, 2007). Progressive organisations create learning opportunities aimed at providing the requisite competencies and skills in instances where such a need exists. It is for this reason that I sought to investigate the role of leadership learning in addressing the developmental needs of the senior managers of the Bushbuckridge Local Municipality. Given the emphasis on ETD as expressed by the scholars above, I argue that there is a need to explore the concept of ETD further in order to determine its suitability as a strategy to deliver on the developmental needs of senior managers.

3.1.1.1 Education

The meaning of the term 'education' has been a contentious subject of investigation by many education philosophers (Mok & Chan, 2002). Some scholars define education in terms of what it is planned to achieve. According to Orr (1996), education should move away from an emphasis on theory instead of values, concepts rather than human beings, abstraction rather than consciousness,

answers instead of questions, ideology and efficiency rather than conscience. Associated with the view that education is defined in terms of what must be achieved, Campbell (2001) asserts that education serves as a core for economic growth through the accrual of human capital. Campbell's views align with claims made by Wesntling (1992) that education is the development of the human mind which increases the powers of observation, analysis, integration and understanding, decision making, and coping with new situations. This assertion is an important justification for the large expenditure on education in many democratic nations (Wesntling, 1992). Similarly, Alex (2011) writes that education refers to the process of learning and acquiring information which is regarded as important for national development. According to Alex, this process can be divided into two main types: formal learning through institutions such as schools on the one hand and self-taught learning (usually termed life experience) comprising everyday human experiences, on the other. However, Alex does not mention what education is designed to achieve.

Subsequent to the views expressed above, this study uses the term 'education' in a similar manner to Botha *et al.* (2007), the Education Commission (1999), and Peters (1967), who all refer to the general enlightenment perspective of education. According to Botha *et al.* (2007), the Education Commission (1999) and Peters (1966), the concept 'education' can be discussed from a number of perspectives: sociological, institutional and general enlightenment perspectives are three such examples. While the sociological perspective focuses on all child-rearing practices in a community, the institutional perspective deals with the development of an individual as a result of influences emanating from the school or other formal educational institutions.

According to the enlightenment perspective, education is something which may or may not be achieved through socialisation or formal institutions. Education is viewed as a form of human achievement. This achievement is viewed as a valuable development of the mind and is characterised by the acquisition of valuable leadership competencies and skills (Botha *et al.*, 2007). In this study, education is seen as encompassing a wide range of activities that could equip senior managers with the necessary competencies and skills to perform their

leadership roles. Consequently, the acquisition of the relevant competencies and skills is associated to the ability of senior managers to render acceptable services to the local communities.

The process of acquiring education is continuous as it commences as soon as the child is born and runs on throughout the adult's life; hence, the concept lifelong learning (Nafukho, Amutabi & Otunga, 2005). The process of acquiring education, therefore, is not restricted to learning that takes place at school. It encompasses all learning that is acquired formally or informally that empowers the recipient with the ability to manage his or her environment in the most appropriate manner (Nafukho *et al.*, 2005). I argue in this study that senior managers require education in order to have a foundation for training and development to ensue; therefore, education has a bearing on training and development initiatives that may be implemented.

3.1.1.2 Training

While education is viewed in this study as continuous learning activities that may potentially provide senior managers with the necessary competencies and skills, training is associated with preparing someone to perform a specified task or role (Botha *et al.*, 2007; Buckley & Caple, 1990). Weaver (1996:2) adds that training entails the need for employees to be skilled in areas such as job design, problem solving, self-confidence and leadership. Generally, employee training forms part of the broader field of development and human resources. It is evident that both education and training serve the purpose of developing capabilities, apart from the long-term focus of education. From the definitions provided above it is clear that there may be direct links between education and training; however, the latter concept is narrower in its focus as training represents an outcome of a more general process of education. Thus training encompasses the improvement of employees' competencies and skills by endowing them with job skills, management and supervisory knowledge and skills needed to execute specified duties and tasks (Botha *et al.*, 2007). Consequently, training is a systematic and planned process aimed at improving the skills, knowledge and competencies of employees with the purpose of enhancing their performance. Training therefore brings improvement in the performance of employees such that they become potentially valuable and competent in their organisations. In this study training entailed a planned and

systematic process that was aimed at addressing the specifiable competencies and skills needed by senior municipal managers in order to potentially enhance their performance (Botha *et al.*, 2007).

3.1.1.3 Development

'Development', a concept comparable to education and training, be defined and used in different ways depending on who defines and uses the term. Both Botha *et al.* (2007) and Rogers (1996) claim that development refers to an intervention designed to bring about constructive change. It is concerned with planned developmental changes that result from previous situations. As a process of designed change, development has two basic elements, namely planning and action. The element of planning implies that there is a purpose or an intention behind any act of development. It also means that one must design an intervention or an activity to achieve the purpose. Development occurs when constant learning opportunities are created in an organisation so that employees and individuals can improve and maintain high levels of performance (Botha *et al.*, 2007).

Mayer (2002) and Tight (1996) note that development takes place at a national, organisational or an individual level. At a national level development is seen from an economic perspective and relates to how much individuals or organisations within a country may contribute to the national income. Rogers (1996) notes that at an individual level, development has to do with the ability to achieve predetermined individual goals.

In the context of this study, development is defined as planned interventions designed to continuously develop leaders in order for them to bring about positive change (Mott, 2000; Rogers, 1969). I argue that development is an outcome of both education (which is continuous throughout life) and training (which focuses on developing competencies and skills for specific roles and responsibilities). Therefore, development happens when on-going learning opportunities are created in an organisation (Botha *et al.*, 2007). In the context of this study, I argue that development entails developmental experiences that senior municipal managers may be exposed to as part of lifelong learning. In the next section I explore what lifelong learning entails, describe the learning opportunities that are available and

explain how these opportunities can potentially be used to develop municipal senior managers. This section is followed by a discussion on how an enabling environment can be created to encourage citizens to continue learning. Similarly, adult education is presented as, among others, an important aspect of a learning society.

3.1.2. Lifelong learning

Modise (2005), Nafukho *et al.* (2005), Lindell (2000), Delors (1998), Merriam and Caffarella (1991) and Knowles (1980) maintain that lifelong learning is based on four primary pillars, which comprise learning to know (LTK), learning to do (LTD), learning to live together (LTLT), and learning to be (LTB). These basic assumptions are illustrated in Figure 3.1.

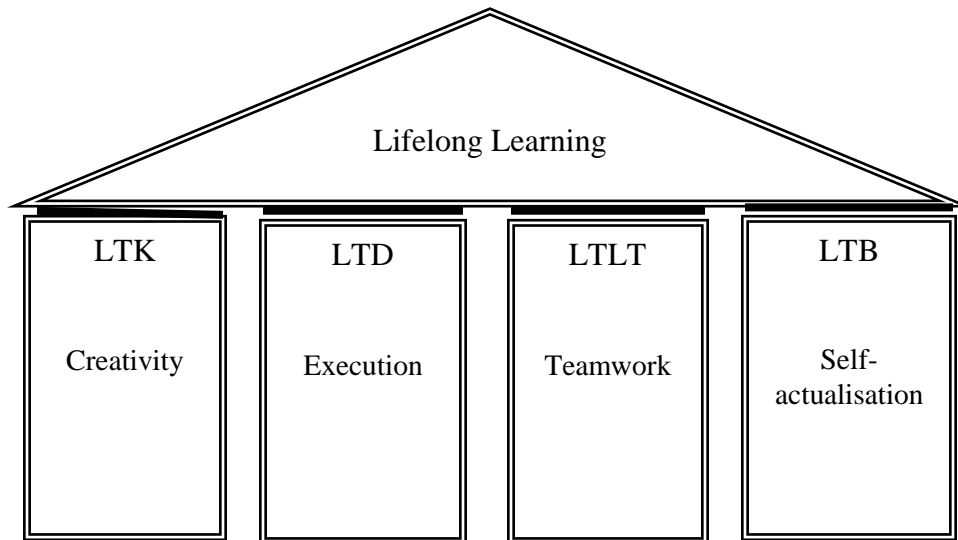


Figure 3.1: A conceptualisation of lifelong learning (adapted from Nafukho *et al.*, 2005; Delors, 1998; Knowles, 1980)

The 'pillars' of lifelong learning illustrated above speak to the leadership competencies and skills needed in leaders as discussed later in 3.3.3 as well as in Chapter Five. These are competencies and skills that leaders, as adult learners, can potentially develop through ETD as part of lifelong learning in order to add to their existing competencies and skills with the main purpose of enhancing their performance (Mott, 2000; Tight, 1996). Some authors argue that in instances where lifelong learning is supported, the performance of organisations and those

who lead them (the organisations) is increased, and a culture of a learning society is encouraged (Nafukho *et al.*, 2005; Ball, 1991). The next discussion outlines what characterises a learning society.

3.1.3 Exploring the concept of a learning society

Senior municipal managers are members of the broader South African society, responsible for leading the delivery of government objectives at the municipal level. In instances where senior managers continue to learn, they may contribute towards the municipality becoming a learning organisation. This understanding of a nation that continues to learn is defined by Nafukho *et al.* (2005) as a learning society.

Based on earlier definitions by Nafukho *et al.* (2005) and Tight (1996), a learning society can be described as a society in which all citizenry acquire high quality general education, appropriate vocational training and jobs, while continuing to participate in education and training throughout their lives. Ball (1991) defines a learning society as one where citizens are encouraged to continue learning throughout their lives. Both definitions provided a relevant framework for this study because they imply that education and training form part of lifelong learning. Linked to the above definitions, Edwards (1995) observes that a learning society is one that has the following key characteristics:

- an educated society committed to active citizenship, liberal democracy and equal opportunities;
- a market in which educational institutions provide educational services to individuals enabling them to compete in the economy; and
- networks which enable participants to develop their interests and identities by drawing on a wide range of resources.

Correspondingly, Mok and Chan (2002) suggest that African governments should use lifelong learning as a framework for conceiving, planning, designing, coordinating and implementing activities aimed at promoting learning for all people in society.

For the purpose of this study, Mok and Chan's (2002) above-mentioned suggestion is supportive of my argument that there may be a need to establish how leadership learning can contribute to the developmental needs of senior municipal managers.

According to Nafukho *et al.* (2005), forms of adult education practices in Africa include evening classes, library services, extra-mural education, trade union education, vocational training and popular theatre. These forms of adult education reflect the contextual diversity of adult education programmes in Africa. Whatever form adult education takes, it should, as an end result, do the following (UNESCO, 1976:2–3):

- Build increased awareness of the relationship that exists between human beings and their immediate physical and cultural environment and lead to the sustainable use and protection of natural resources.
- Lead to respect and tolerance of diverse cultures.
- Develop new knowledge, qualifications, attitudes or forms of behaviour that are conducive to the full maturity of the personality.
- Develop the capability to use diverse communication media, in particular radio, television, cinema and press, in order to interpret the various messages addressed to modern society.
- Develop the ability to learn continuously.

The backdrop provided above may be linked to Bhola's (2000) contention that adult education increases the ability of citizens to participate in democratic processes – particularly in politics and governance – either individually or as part of civil society. In this study, I argue that senior managers are part of the governance structures of the municipality. Continuous development may contribute towards enhancing their ability to lead effectively and deliver quality services to the communities they serve.

Furthermore, Knowles (1980) notes that the purpose of lifelong learning is to fulfil the needs and aspirations of individuals and institutions and the socio-economic needs of society. Consequently, development in any society requires maximum utilisation of learning opportunities provided by family, the community and regional organisations as well as government, trade unions, NGOs, civic organisations, international organisations and institutions of higher learning (Nafukho, 2005).

The above discussion highlights the potential need for senior municipal managers to take advantage of the available opportunities and participate in lifelong learning as adult learners. Bhola (2000) argues that adult education has various aims,

which may include creating an environment that is conducive to development by contributing to conflict resolution; developing an understanding of the socio-economic and political challenges facing communities; and creating and building an awareness of the relationship that exists between communities and their environment and how rural communities (such as the Bushbuckridge community) can have improved development without destroying their own environment (Republic of South Africa, 1996). It is therefore evident that there may be substantial developmental benefits for the senior municipal managers as adult learners if they continue to participate in education training and development initiatives that are part of lifelong learning. Following the discussion above, the next sub-section discusses the meaning of adult education in the context of this study.

3.1.4 Defining adult education

Scholars in the field of adult education have defined adult education in different ways. In this study, the definition given by Merriam and Brockett (1997) was considered the most appropriate because of its focus on the continuous development of adults with responsibilities. Merriam and Brockett (1997) define adult education as comprising both planned and unplanned activities that enhance the total productivity and the quality of life for those whose age and responsibilities qualify them as adults. Lasonen (1999) strengthens Merriam and Brockett's definition above, by claiming that adult education refers to universally premeditated activities for the purpose of providing learning and growth opportunities to those whose age, social responsibilities and self-concept categorises them as adults.

UNESCO (1976:2) comprehensively expands on the above definition of adult education, submitting that the term 'adult education' includes the entire body of planned educational processes, whatever the content, level, or method. It could be informal or otherwise, but the persons involved should be able to develop their capabilities, broaden their knowledge and improve their technical or professional qualifications. The educational experience should bring about new directions and changes in their attitudes or behaviour in a twofold perspective. Thus they should experience full personal development and participation in balanced and independent social, economic and cultural development.

Adult education is an integral part of lifelong learning. Consequently, for organisations such as the Bushbuckridge Local Municipality to achieve meaningful development and improved performance in the twenty-first century and beyond, its senior managers could potentially benefit from embracing adult education principles and, in particular, lifelong learning as part of the formal organisational activities and processes. This observation is in line with Youngman's (2001:2) contention that adults as lifelong learners benefit by participating in education, training and development. Lindell (2000:78) observes that the aim of adult education is to prepare adult learners to participate in and influence a democratic society through:

- participating in lifelong learning experiences;
- participating effectively in the world of work;
- developing communication skills;
- participating in the shaping and development of economic policies;
- developing a critical understanding of their society;
- enhancing job creation schemes;
- participating in and utilising development initiatives; and
- understanding science and technology and how it influences their world.

The argument put forward by Nafukho *et al.* (2005) is that the future of adult education primarily depends on how effective lifelong learning is encouraged and promoted by organisations. Consequently, it is evident from the discussion on adult education above that among other things, addressing the developmental needs of senior municipal managers may be possible if more emphasis is placed on encouraging continuous learning among them. This may also be true for organisations such as the Bushbuckridge Local Municipality which requires that its workforce be equipped with the necessary skills, knowledge and competencies through leadership learning and development. Therefore, in the next sections I explore the concepts of leadership and leadership development. Due to the continued contestations regarding the difference between leadership and management, where in some instances the concepts are applied interchangeably, I start by exploring what the two concepts entail in order to draw the attention of the reader to the distinction.

3.2 Leadership and management

It is often asked whether a distinction can be made between leadership and management. The main distinction between leaders and managers is the way they motivate the people who work with them or follow them, and this sets the tone for most other aspects of what they do (Chapplow, 2004; Chrislip & Parr, 2002; Westley & Mintzberg, 1989).

The current perception regarding senior municipal managers is that they are primarily administrators. They write business plans, set budgets and monitor improvement. By definition, senior managers have subordinates (Maccoby, 2000), and they produce order and efficiency (Kotter, 2000). Leaders, on the other hand, get institutions and people to transform and perform better, and produce change and movement (Kotter, 2000). I considered that this description of what leaders was relevant for understanding the leadership responsibilities of senior managers in the Bushbuckridge Local Municipality. In addition to getting institutions and people to transform and perform – as stated above – leaders have to manage their organisations and available resources such as finances and physical assets (Trottier, Van Wart & Wang, 2008). Therefore, public sector leadership requires good management and leadership competencies and skills (Yukl & Lepsinger, 2004), but when they want to lead, they have to give up formal authoritarian control, because to lead is to have followers, and ‘following’ is a voluntary activity (Kotter, 2000).

The distinction between leadership and management is that management is a *function* that must be exercised in any organisation, and (as discussed in 1.4.4), leadership is a *relationship* between the leader and the led that can invigorate an organisation (Collins & Holton, 2004; Denton & Vloeberghs, 2003; Kotter, 2000). It was with Kotter’s above-mentioned view in mind that I investigated how leadership learning may contribute towards assisting management to inspire people to follow them as leaders in order to improve the performance of their municipality. Table 3.1 clarifies the differences between leadership and management.

Table 3.1: The differences between leadership and management

| Subject² | Leadership | Management |
|----------------------------|-------------------|-------------------|
| Focus | Leading people | Managing work |
| Has | Followers | Subordinates |
| Perspective | Long-term | Short-term |
| Seeks | Vision | Objectives |
| Approach | Sets direction | Plans detail |
| Decision | Facilitates | Makes |
| Power | Personal charisma | Formal authority |
| Culture | Shapes | Enacts |
| Dynamic | Proactive | Reactive |
| Persuasion | Sell | Tells |
| Style | Transformational | Transactional |
| Likes | Striving | Action |
| Desire | Achievement | Results |
| Risk | Takes | Minimises |
| Rules | Breaks | Makes |
| Disagreement | Uses | Avoids |
| Direction | New roads | Existing roads |
| Truth | Seeks | Establishes |
| Concern | What is right | Being right |

(Adapted from Morse & Buss, 2008:51–56)

²'Subject' means the organisational aspect that elicits management or/and leadership qualities.

In Table 3.1 management is distinguished from leadership by differentiating between what management entails compared to leadership in an organisation. This distinction may assist in describing what I consider as 'ideal' leadership qualities. These are the qualities that explain what effective leaders do in their organisations. In 3.4 I focus on the key concepts of leadership, leadership learning and leadership development.

3.3 Leadership, leadership learning and leadership development

The aim of this study was to investigate the role of leadership learning in the developmental needs of senior managers of the Bushbuckridge Local Municipality. The centrality of the terms leadership, leadership learning and leadership development in this study required that these terms be explored in order to establish their meaning and relevance for the study.

3.3.1 Definition of leadership

Mostert (2012:30) claims that 'unless people are moved to action, no leadership has occurred'. This statement confirms my earlier assertion in Chapter One that leadership is the capability that determines the difference between success and failure in an organisation. Ulrich and Smallwood (2013:4) distinguish between a leader and leadership. They argue that 'an individual leader can make a lot of noise and raise the bar on expectations, but collective leadership binds leaders at all levels of the organisation to shared and sustainable action'. I argue that addressing the developmental needs of the senior managers of the Bushbuckridge Local Municipality collectively may potentially increase their capacity to facilitate the municipal service delivery processes towards achieving on their shared organisational vision of providing sustainable services to communities. Furthermore, I contend that in order to achieve this shared vision, there is a need to bring up-to-date the capacity of the municipal senior managers to facilitate the delivery of acceptable social services to communities. This argument was motivated by reports of non-performance by those employed to lead municipalities as discussed in Chapters One and Two. Acceptable performance in organisations requires effective leadership, where the leader and followers trust each other (Tummers & Knies, 2013:859). The assertions by these authors also pertain to what leadership entails in the municipal service delivery context. Leadership refers

to the ability to influence others to work voluntarily in such a way that the objectives of the organisation are achieved. It means providing people with the purpose of the organisation and motivating and directing them towards the accomplishment of the organisation's objectives (Grint, 2005; House, 2004; Maxwell & Dornam, 2003 and Hughes, Ginnett & Curphy, 2002). Conger (2004:11) notes that leadership includes 'the ability to span scales of governance, orchestrate networks, integrate and communicate understanding, and reconcile different problem domains'. By so doing, the mission and the vision of the organisation are accomplished. Vision and mission accomplishment demands employees' loyalty to the organisation. Leadership in any given organisation therefore inspires confidence and loyalty among the employees (Trottier, Van Wart & Wang, 2008 and Huszczo, 1996).

Mattone (2012), Palestini, (2012), Ohlott (2003), Maxwell (2001), Smith (1992) and Nadler (1989) express similar views arguing that leadership is about creating a powerful, engaging culture in which followers and teams make free choices to commit to continuous improvement. Key to Mattone's argument is the ability of leaders to win over followers and create teams that are committed to enhancing both individual and organisational performance; hence Passmore (2011:5) observes that 'leadership begins with individuals in leadership positions but it does not end up there', meaning that those in leadership responsibilities need their followers in all endeavours to achieve the goals of their organisations. The corporate sector influence on the definitions discussed above is evident, and there is a clear need to provide a public sector perspective of leadership in order to locate the Bushbuckridge local municipal service delivery with the public context. With this in mind, I endorse Joyce's (2012) view on what leadership means in the public service. He uses examples of municipalities in Italy and points out that leadership in public service must exhibit the following characteristics: knowing the situation; knowing how to lead; being good at learning and personal development; challenging people to change; understanding and managing stakeholders; building trust among the led; having self-confidence; and building alliances and coalitions. Ugwuegbu (1992, cited in Aluko, 2010) gives a Nigerian local government context. He argues that leadership in local government is a collaborative process of an organised group in its efforts towards target achievement. It involves encouraging people to provide more effort and commitment towards target achievement. While

the definitions above relate to leadership in different geographical and social contexts, most of these characteristics may be useful as a reference in the process of understanding leadership, leadership learning and development in the Bushbuckridge Local Municipality.

In line with the views expressed above, I argue that senior municipal managers have power that is not necessarily assigned to them by a higher authority. Their power is earned and translates to the capacity to influence their followers to support the public service delivery vision and objectives of their municipality (House, 2004; Yukl, 1998 and Patterson, Grenny, McMillan & Switzler, 1996). In the process of influencing their followers senior managers are duty bound to be conscious of the context in which they provide leadership. This is consistent with Cheyne's (2011:4) contention that local government leadership should be characterised by 'strong community networks'. Such networks build alignment between community needs and the business of local government where the available developmental opportunities may be exploited to the benefit of both the local government and the communities it serves. Understandably, the authors referred to above concur on a number of areas that strengthen the focus of this study around how leadership learning may contribute to supporting the developmental needs of senior municipal managers. These areas include that leadership is about having a vision, empowering others, creating and leading teams, encouraging change, taking risks, exploring new possibilities for more success, effective communication, and responsiveness to contextual limitations and opportunities. These are some of the areas that feature prominently later in this chapter as I build more understanding about the developmental needs of senior managers. Therefore, the preceding discussion helped me to present a framework that set boundaries around what should be considered in terms of potentially effective leadership, and how that may be achieved in a public sector context. The question that now arises is how leadership learning and leadership development may contribute towards effective leadership. This matter is explored in the next section.

3.3.2 The relationship between leadership learning and leadership development

According to Trottier *et al* (2008), Hernez-Brown, James, Mann, and Creasy (2007) and Hughes (2004), Conger (2004) and Jakupiec (2000) leadership learning happens through a process of lived experiences. In this process a number of events and influences occur as part of everyday engagements within particular contexts. These events and influences determine how senior managers may make sense of their leadership practices and, through these events, may develop identities and ways of addressing the challenges they are faced with in their organisations. Aligned to the 'lived experience' approach to leadership learning as stated above Conger (2004:16), argues that leaders can also learn through formal programmes which may increase their knowledge of the important leadership competencies and skills. However, Conger admits that less than 15% of what is learnt in formal leadership learning programmes gets transferred into sustainable behavioural changes within the workplace. This view is highlighted by Mostert's (2012:4) quote from a report by PricewaterhouseCoopers (2012) which says that 'there is no clear indication that enhanced performance is arising from the considerable investment in leadership development'. Furthermore, Mostert (2012:5) asserts that the environment in most organisations limits the ability of leaders to innovate and effect new ideas due to the risk involved. He calls this the 'boxed is better' approach whereby organisations have rigid rules that facilitate service delivery processes, thus limiting the ability to innovate by those in leadership positions. He comments as follows on such situations (Mostert, 2012:5):

[S]enior management roles are limited in terms of their scope of influence and innovation. Oftentimes senior managers have no control over the objectives of their organisations. They are employed in organisations that have predetermined objectives to achieve. Their task in these circumstances is to implement such 'pre-determined decisions'.

Despite the concerns raised by the authors mentioned above, I contend that in municipalities, senior managers are responsible for facilitating the process of identifying service delivery priorities with communities (Republic of South Africa, 2000). They are also responsible for planning, and implementing the municipal IDP

which contains priorities agreed upon between the municipality and communities. Therefore, there are some peculiarities in the municipal context which suggest a different approach from the one to which Mostert alludes. Consequently, I explored senior managers' involvement with the core business of the municipality to tap into their 'lived experiences' as baseline information that would trigger further engagements and discussions in the delivery of the formal leadership development programme that was eventually implemented with them. I considered this approach of linking the leaders' lived experiences and their identified developmental needs as capable of facilitating much needed creativity as the programme had to reflect their particular context. I thus viewed the combination of their experiences and the planned developmental intervention as a process that would allow them an opportunity to reflect on their practice as leaders and contribute ideas that may be used to effect some improvements in the performance of their municipality.

Linked to increasing the space that leaders have to innovate and influence performance in their organisations – as mentioned above – is leadership development (Mattone, 2012; Palus & Horth, 2006 and Ashton, 2004). Leadership development has always been important in the public sector because of its influence on the performance of leaders as well as their organisations (Morse & Buss, 2008). Authors such as Morse and Buss acknowledge that success in providing social services to communities is reliant on competent and effective leadership. Therefore, leadership development has a role in the 'expansion of the organisation's capacity to enact the basic leadership tasks needed for collective work, setting direction, creating alignment, and commitment' (Morse & Buss, 2008:5). Morse and Buss warn that there is a difference between leader development and leadership development. As mentioned in the discussion of leadership above, leader development focuses on an individual while leadership development is a collective activity which includes building the capacity of the entire organisation to respond to the needs of communities. They argue that most leadership development programmes that were initiated in the past were in essence leader development programmes that addressed the needs of leaders as individuals. Furthermore, Morse and Buss (2008:5) argue that 'leadership development goes beyond developing individual capacities to developing connections between individuals, collectives, and between the organisation and

key constituents and stakeholders in the environment'. Therefore, leadership development points to 'developing the individual and collective capacities to create shared meaning, to effectively engage in interdependent work across boundaries, and to enact the task of leadership in an inclusive manner' (Mattone, 2012).

In addition to the views expressed above on leadership development, Morse and Buss (2008:6) distinguish between leadership development as discussed above, and public leadership development. They view public leadership development as 'a broad term that describes developing the capacity of public organisations or networks of organisations that serve public purposes'. They consider providing opportunities for developing public leaders as part of the efforts to increase leadership capacity for public purpose. Increasing public leadership capacity facilitates the ability of leaders to lead in public organisations and in collaborative settings for the common public good. Public leadership development emphasises fluidity across settings and organisations (Morse & Buss, 2008). In the context of this study it may be construed as implying that leadership developmental interventions should prepare senior managers to cope with the challenges embedded in various public service contexts. Their competencies and skills should be portable to other spheres of government, namely national government and provincial government. This means that a senior manager in a municipality can move from the municipal environment to the provincial or national government environment and still demonstrate the required performance. The earlier views articulated in the previous paragraph put more emphasis on the need to respond to specific challenges embedded in a particular organisational context. Such views do not foresee fluidity across organisations and spheres of government as anticipated in Morse and Buss (2008). While it would be desirable for the three spheres of government in South Africa to have more flexibility with regard to the movement of competencies and skills, I noted that municipalities in South Africa are not administered within the public service sector. They are administered by SALGA, which is autonomous, but linked to public service through inter-governmental relations (Republic of South Africa, 1996). Over the past few years discussions and proposals for a single public service in South Africa have been tabled at national government levels with prospects of establishing a 'single public service' regime. Yet there is still no evidence of progress in this regard. This lack of progress has

seen local municipalities continuing to function separately within SALGA. Furthermore, this study was a case study aimed at understanding leadership learning, and development in the Bushbuckridge Local Municipality in its uniqueness. It was for this reason that the developmental intervention of this study was only aimed at addressing the developmental needs of the municipal senior managers for the Bushbuckridge Local Municipality as a case within its distinct context. There was no intention of preparing the municipal senior managers for other contexts or spheres of government. The public leadership concept as proposed by Morse and Buss (2008) is thus more relevant to this study because the study is situated within the public service domain, namely a municipality which is mandated through the Constitution of South Africa to provide social services to communities. The developmental needs of the senior managers had to show alignment with service delivery commitments the Bushbuckridge Local Municipality agreed upon with communities (Mattone, 2012).

The discussion on leadership development above highlights the importance of the context in which leadership is provided; the need to empower people, both within and outside the organisation; the importance of integrating and aligning service delivery priorities of communities and the service delivery programmes of the organisation. Therefore, I argue that leadership development should emphasise the interdependent and collective nature of leadership tasks undertaken by the municipality, wherein public interests are integrated. This argument is derived from Morse and Buss (2008) who advise that any worthwhile leadership development must integrate, collaborate, and create alignments between the developmental needs of senior municipal managers and the public needs. In this regard Mattone (2012:16) asserts that

... leadership development can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organisational imperatives.

The emphasis on interdependency and collectivism described above influenced this study in terms of the need to create linkages and alignment between the identified leadership developmental needs of senior municipal managers as

anticipated by the needs assessment phase discussed in Chapters One and Four, and the shared vision of the Bushbuckridge Local Municipality, which is to 'bring sustainable basic services to local communities' (Bushbuckridge Local Municipality, 2010). I placed special emphasis on linkages and alignment in order to address the concern raised by Mostert (2012:7) who observes that in developing leadership development programmes 'the typical process is that there is almost no consultation with the leaders who will attend the programme'. Therefore the leadership development intervention of this study took into account what the senior managers identified as their required competencies and skills, and the developmental needs of communities that are served by the municipality as contained in the IDP. This means that the developmental intervention should integrate the developmental needs of senior municipal managers, their experiences, and the service delivery context of the municipality, including the social services needed by communities. The question that now arises is what leadership development options may have been provided to senior managers of the Bushbuckridge Local Municipality.

3.3.2.1 Techniques for leadership development

Cushway (1994) identifies mentoring, coaching, on-the-job training and job rotation as techniques for leadership development. Similarly, Morse and Buss (2008) argue that there are a number of different yet complementary leadership development types. The first type represents what Morse and Buss (2008:6) call 'self-study'. This type occurs outside of formal training and it is based on self-observation of the competencies and skills needed to enhance self-performance. The second type occurs when 'leaders grow leaders' (Morse & Buss, 2008:6–7). In this leadership development type, experienced leaders develop the next generation of leaders. It is also consistent with Forrester and McTigue's (2004) earlier contention that a mentoring relationship entails an experienced or senior employee guiding and developing the subordinate. Thus, daily guidance by the superior is designed to develop the subordinate in his or her present position and to prepare him or her for promotion. It is a continuous process of learning, based on the face-to-face relationship between superior and subordinate. Mentoring thus renders support and guidance to the novice leader with the focus being placed on helping him or her acquire the necessary knowledge and skill (Renton, 2009; Van Niekerk, 2002

and Mullen & Link, 1999). According to Mothata (1998), mentoring within the learning situation is an important aspect in the provision of quality leadership. MacLennan (1995:103) defines a mentor as 'someone available for the performer to learn from'. In the context of this study the mentor could be an experienced leader. The mentor could also fulfil the role of facilitator and assessor of the roles a junior employee performs. Meyer *et al.* (2003) remark that the role of the mentor may also be to provide information, act as a role model and guide the novice.

In the context of this study mentors could be senior leaders, or experienced members of the management team. These are the individuals who may be charged with the responsibility of leading and guiding novice or newly employed senior managers through phases of whole learning programmes. MacLennan (1995) adds that mentors should provide feedback and appraisal and other facts that enable those being developed to complete the learning effectively.

Coaching is linked to the concepts of 'leaders grow leaders' and mentoring. Megginson and Clutterbuck (2009) and Parsloe and Leedham (2009) define coaching as a practice wherein employees are assisted and supported in order to enable them take responsibility for facilitating their own learning and change. Coaching is a systematic and planned process of skills transfer in which clear and direct guidance is provided by the coach. Those being coached learn and develop specific skills, thus becoming competent. The skills are applied and implemented in the workplace. The performance outcomes are clearly defined and achieved over a short period of time, normally equivalent to the duration of the training intervention. What is common in the three leadership development types mentioned above is the use of an experienced senior person in the initiatives to develop others. In this study this experienced individual could refer to the municipal manager, who develops, mentors and coaches the senior managers of the Bushbuckridge Local Municipality.

The third type is what Morse & Buss (2008:7) call 'organisations growing leaders'. In this instance the organisation initiates programmes to develop those in leadership positions. This type of leadership development is consistent with what Baron, Berger and Black (1997) and Altonji and Spletzer (1991) call 'on-the-job

training'. This type of leadership development is described as employer-provided training which contributes to productivity and success in the labour market. Morse & Buss (2008), Griffin and Ward (2006), Strong and Vorwerk (2001) and Van Dyk (1997) add that despite the benefits of on-the-job training, most organisations are reluctant to invest money because of poaching of trained workers from organisations that invest more in training. This practice forces organisations to train only employees who are most likely to stay on for a long time. Smith and Lowrie (1998) argue that notwithstanding the fear of losing on human capital investment, on-the-job training usually provides knowledge or skills essential to the full and adequate performance of the job; and is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and the service strategy of the participant, as appropriate.

It is also flexible on who should provide the training. The training may be conducted by internal employees such as the human resources manager or any employee who has attended an external training and has come back to train colleagues on the learned skills and experiences (Bas, 1989). According to Wenstling (1992:4) such training

... is usually carried out by the superior officer in the organisation or the subject matter specialist within the workplace. The training is generally problem oriented and may include formal presentations, informal discussion, and opportunity to try out new skills and knowledge in the field.

In this study it would mean that a developmental intervention is designed and adapted to the context of municipal senior managers with the purpose of addressing their identified developmental needs.

The fourth type of leadership development entails 'off-site' formal leadership training and education (Morse & Buss, 2008:7) which is offered by formal institutions of learning as well as professional education programmes that offer certification. This type provides those in leadership positions an opportunity to register with institutions of higher learning for structured learning towards a

qualification which adds to their professional profiles. Most of these programmes are not based on the diagnosed needs of the participants. For this study, it would mean that senior managers would be subjected to learning experiences that are not linked to their municipal context.

Finally, Van Niekerk (2002) proposes job rotation as one of the leadership development types. They argue that it is particularly appropriate for leadership in progressive organisations. It refers to moving staff members into new jobs for a period of time to enable them to acquire new and wider skills and knowledge. Though leaders may not be rotated from one department or unit to another, they may rotate in different managerial positions as assigned by the senior manager of the institution. This method enables novice leaders to acquire specific practical experience quickly, instead of having to wait for opportunities to present themselves over a period of time through promotions. Job rotation is also an invaluable method of inducting young graduates and newly appointed employees (April *et al.* 2013). However, due to the fixed nature of the employment contracts of the senior municipal managers, job rotation is not feasible.

Based on the discussion of leadership development types or techniques above, I elaborate on the suitability of these leadership development techniques for this study in Chapters Four and Five where the leadership development intervention that was aimed at addressing the needs of the senior managers is discussed. In the next section leadership styles and approaches that, when woven together, point to a well-rounded and effective public leadership are discussed.

3.3.2.2 Leadership styles and/or approaches

According to April *et al.* (2013), what preoccupies people in leadership positions is the choice of leadership style(s) and approaches they need to follow in order to achieve the objectives of their organisations. The significance of approaches to leadership is evident in most organisations that strive to maximise the performance of their available resources which include employees (Mostert, 2012). According to Warneka (2008), leadership style refers to the manner and approach in which one provides direction, implements plans, and motivates people in an organisation. Passmore (2011) adds that a desirable choice of leadership style should embrace

collaboration, debate, accountability, empowerment and continuous learning, all aimed at achieving maximum productivity. Due to the diverse contexts in which organisations find themselves, different leaders opt for different styles and approaches to leadership in an effort to achieve their objectives. April *et al.* (2013) divide leadership styles and/or approaches into five categories, namely trait-based leadership, situational leadership, transformational leadership, servant leadership, and steward leadership. Trait-based leadership focuses on the influence of individuals' personal characteristics rather than the environment in which they operate. This approach asserts that a leader needs specific traits in order to be productive. Furthermore, it assumes that if you copy the characteristics and behaviour of successful leaders, 'you could become one' (April *et al.*, 2013:5). In the context of this study it may suggest that for senior managers of the Bushbuckridge Local Municipality to perform better there is a need to benchmark the personal characteristics of other senior managers, ideally from the same municipality or other rural municipalities in order for them (senior managers of the Bushbuckridge Local Municipality) to exhibit. This approach disregards the presence, and the influence, of diverse factors in any given municipal context that may require that leaders be creative and innovative, and that they collaborate with others in order to achieve the set objectives. Situational leadership is change-oriented. It encourages leadership to adapt to the ever changing contexts and remain relevant to the material conditions of the organisation. According to April *et al.* (2013:3), situational leadership is about 'enabling individuals to understand the context in which they operate'. This approach assumes that leaders do not influence the organisation, but are themselves influenced and absorbed by the context of their organisation. This view of leadership is not consistent with the view taken by Boonstra (2013), who recommends an environment where leadership is required to be innovative and which may potentially influence positive change through collaboration with others. In this study I considered the context in which senior managers were working and where they were expected to adapt to the municipal environment. However, I argue that it would not have been sufficient for such managers to adapt without being prepared to influence positive change in the municipality. This leadership approach regards organisations as being bigger than the people who work in them. I argue that such an approach is disempowering to those in leadership positions because they are not allowed to restructure and

influence necessary change. This approach alone would not be helpful to senior municipal managers of Bushbuckridge Local Municipality because they would not allow them space to influence the municipality to attain new heights of performance.

Transformational leadership encourages innovation in leaders. The role of leaders is to deliver acceptable outcomes by influencing contexts, and pushing for desirable changes (April *et al.*, 2013). In the case of senior managers of the Bushbuckridge Local Municipality it meant that they needed to be empowered with competencies and skills to enable them to develop others, change the direction of their organisation, set new targets and achieve the commitments made to communities. This approach would be useful in the municipal context where, as stated in Chapter One, delivery of social services is either very slow or absent. Similarly, servant leadership is empowering to both the leadership and the people employed by an organisation. This approach focuses more on people than the organisation. It assumes that an ideal productive organisation is the one that strives to meet the needs of employees through teamwork, community participation, developmental values, service to communities and care. Like transformational leadership it empowers those in leadership roles to effect changes that will develop other people (April *et al.*, 2013). In the context of this study, it would help in motivating both senior managers and the general employees. Senior managers would be empowered in order to empower others. Performance would be everyone's concern. Communities would also be actively involved in the service delivery processes of the municipality as stipulated in section 16 of the Municipal Systems Act of 2000.

The last approach as proposed by April *et al.* (2013:58) is steward leadership:

[I]n these early years of the 21st century, we are beginning to see that traditional, autocratic and hierarchical modes of leadership are yielding to a newer model that is based on teamwork and community, one that seeks to involve others in decision-making, one strongly based in ethical and caring behavior, and one that is attempting to enhance the personal growth of workers while improving the caring and quality of our many institutions.

It is evident that steward leadership embraces most principles from transformational and servant approaches to leadership. Principles that are common include teamwork, community involvement, consultation in decision making, and empowering people and their organisation. This model of leadership encourages leaders to prepare organisations for a role in the future. I view this model as one that encourages leaders to transform organisations to deliver social services for both the present and the future needs of communities. Therefore, development and service delivery in communities must be sustainable into the future. However, I acknowledge other authors that have structured leadership models differently but express leadership principles similar to those articulated by April *et al.* They include authors such as Passmore (2011), Warneka (2006), Carmazz (2005), Grint (2005), Vloeberghs (2003), Carles (2001), Barling, Slater and Kelloway (2000), Morris, Willcocks and Knasel (2000), Bass (1997), Podsakoff (1994), and Greenleaf (1977). An example of such similarities is observable in what Passmore (2011) calls participative or democratic leadership style. This style has elements from transformational leadership, servant leadership and steward leadership styles. A participative leader believes in involving subordinates in decision making, enabling them to participate actively in the change processes of their organisations. The main focus of this style is on empowering employees – a style which is much similar to what transformational leadership, servant leadership and steward leadership entail. Unlike April *et al.* (2013), the above-mentioned authors do not integrate the community or public aspect into their approaches.

However, most of these authors seem to agree that all approaches work well when used together. According to Barling *et al.* (2000), Carles (2001) and Vloeberghs (2003), there is no specific leadership style that could be labelled most appropriate in all situations. The implication of this observation is that a good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. While an authoritarian style could be appropriate to a new employee, it may not be suitable with a team of workers who know their job. Vloeberghs (2003) observes that the authoritarian style ties in well with situations where the leader is proficient and an excellent coach and where employees are motivated to learn a new skill. When the situation is a new environment for the

employee, such an employee could be told what to do and will learn specific skills as he or she takes instructions. On the other hand, a participative style of leadership works well with a team of workers who know their job. In this regard the leader knows the problem, but does not have all the information (Grint, 2005).

According to Morris, Willcocks and Knasel (2000), in situations where employees know more about the job at hand than their senior managers, a delegative style of leadership could be used. It could also be used in situations where the leader intends to develop his or her subordinates. In such cases the subordinates are delegated to execute certain tasks, perfecting their skills in the long run. Delegation as a leadership style is also appropriate in situations where the leader is required to be elsewhere, executing other responsibilities. This approach shares most principles from the situational, transformational, servant and steward leadership approaches.

It must, however, be noted that there are instances where all the approaches can be used to complement each other. According to Rudman (2004), in cases where a manager has to bring to the attention of an employee or a group of employees that a certain procedure is not working, an authoritative approach could be used. In cases where leadership requires leaders to solicit employees' views on particular organisational issues, a participative approach would be ideal. Bass (1997) notes that delegation can be used in situations where the leader has tasks that he feels his subordinates can and should execute.

Grint (2005) remarks that there are context-bound factors that influence the preference of the approach or approaches to be used in addressing organisational challenges. For instance, is there enough time to use a specific style? This implies that a time-effective (authoritative) style could be more desirable than style(s) that might consume more time (participative). The culture of the organisation influences the choice of style(s). For example, is reverence and reliance part of the culture in the organisation? Leaders delegate because there is trust and respect for the organisation and the ideals for which it stands.

The power of information is another factor that needs to be taken into consideration. Are the employees empowered with information or only their leader? In cases where the leader has the information, an authoritative style may be more appropriate. Capacity to execute the required task directs which style to use. If the know-how rests with the leader then the authoritative style might be preferable. The established levels of conflicts in the organisation influence choice of style(s). In situations where there is much conflict, leaders might not use participative styles because such styles could lead to more conflict. Grint (2005) argues that while it is more appropriate to use all three styles of leadership, more often than not leaders develop an overriding style even if they use more than one style.

Organisations are not immune to stress in the workforce. Delegation might not be appropriate for employees who are strained as a result of high workload and the intricacy of the task at hand. It might not be ideal to delegate a simple task to employees who do well with complex and challenging tasks. Less challenging tasks could be demotivating to high performers, as complex tasks could be to low-range performers.

Schriesheim (1982) suggests that there are approaches that complement leadership styles that may contribute to the success or failure in organisations. The first approach is the positive approach which is characterised by rewards, such as education and independence to encourage, motivate and empower the employees.

The second approach is described as a negative one. Leaders who follow this approach are domineering and use their superiority to prove who is in charge. They are punitive and follow excessive corrective mechanisms such as expulsion, and embarrassment of employees in front of colleagues to address wrongdoing. Consequently, employee morale dwindles, depriving the organisation of the positive potential of the workforce. A good choice of leadership style needs an appropriate approach to yield the requisite positive organisational objectives (Schriesheim 1982). While I noted the strengths of the other approaches proposed by the authors above, I followed the approach to leadership as proposed by April *et*

a/. (2013). My choice was motivated by their focus on people, including communities. The community aspect in this approach was particularly important for this study given the roles of senior managers of the municipality which include facilitating the delivery of social services to communities and members of the public. Furthermore, I noted that linked to these styles and/or approaches, are prerequisite leadership competencies and skills that leaders must exhibit in order to facilitate social service delivery effectively. Therefore, the section below discusses leadership competencies and skills required by leaders for them to facilitate delivery of social services to communities.

3.3.3 Leadership competencies and skills

Leadership competencies and skills are the capabilities leaders need in order to function effectively in steering their organisations towards achieving the predetermined objectives. The description of competencies and skills above is consistent with Mattone's (2012:9) statement that 'competencies and skills are a related knowledge and behaviours that produce performance enhancement within a particular environment, culture and organisational context'. Mattone's emphasis on environment, culture and context is echoed in Mostert (2012:3) who remarks that 'all other systems involved in the leadership learning process are required to understand the reality of the leaders as a means of optimising the Return to Investment (ROI) from the development of leaders'. Furthermore, Canada Public Service Agency (2005) and Patterson, Grenny, McMillan and Switzler (1996) noted earlier that these competencies are understood within three key areas, namely core competencies, leadership competencies and professional competencies. However, because of their interlinked nature where it is difficult to discuss one completely separate from the others, I discuss these competencies under the theme *strategic leadership competencies and skills* as proposed by Mattone (2012:17), who adds that competencies and skills are 'defined in terms of specific observable actions of the leaders when they execute their jobs well'.

Despite the seemingly different approaches to understanding competencies and skills as set forth by the above-mentioned authors, there is agreement that all senior managers in organisations need to have the following competencies and

skills in order to perform effectively: critical thinking; communication skills; which include decision making, interpersonal skills, conflict resolution, problem solving, forming and leading teams, talent leadership, team leadership, change leadership, drive for results, strategic thinking, and emotional leadership. In addition, Morse and Buss, (2008:9) argue that leaders in the twenty-first century need competencies and skills such as ‘collaborative leadership, leading across sectors and levels of government, leading by shared values, the ability to frame issues in new ways, and the ability to motivate others’. While I acknowledged the link between the competencies and skills identified by Morse, Buss and Mattone, I preferred following Mattone’s approach of discussing these competencies under strategic leadership competencies and skills. I chose this approach because of the advantage of integration where there is an understanding that all the competencies and skills mentioned above work better if planned for, discussed and used together. It is for this reason that I used his approach to structure the analysis of the findings of this study, and the contents and activities of the intervention that was implemented with the municipal senior managers, and to evaluate the outcomes and draw the conclusions of this study. The strategic leadership competencies and skills are discussed below.

3.3.3.1 Strategic leadership competencies and skills necessary for senior managers

Strategic leadership competencies and skills are capabilities that all individuals in leadership roles and responsibilities in organisations need in order to perform effectively (Mattone, 2012; Morse & Buss, 2008). These competencies and skills are foundational for leadership at all organisational levels as they are important aspects in terms of planned activities for intervention (Bass, 1997 & Meyer, 1996). In his ‘Stealth Fighter’ model, Mattone (2012) adds that all competencies and skills needs are determined by considering ‘organisational needs and priorities’; that is, there must be alignment between the competencies and skills that leaders need and those that are needed by the organisation in order to fulfil its commitments with communities. Therefore, any planned intervention aimed at enhancing the leadership competencies and skills of the municipal senior managers should consider what the municipality aims to achieve in terms of commitment to the needs of the communities. Furthermore,

Mattone (2012) does not view the needed leadership competencies and skills as distinguishable one from the other because he argues that they can only make sense if discussed, planned for and delivered together. Communication is one of the competencies that facilitate the flow of information in successful organisations. In the context of this study the flow of information occurs mainly among the municipality, municipal employees, communities as municipal services consumers, provincial and national government, non-governmental organisations, the business sector, religious groups, and traditional authorities (Bushbuckridge Local Municipality, 2012). Therefore part of the responsibilities of the senior managers is to communicate effectively with the above-mentioned stakeholders in order to avoid unnecessary stand-offs. Communication comprises, among other things, effective basic oral and written communication for leaders, as well as negotiating skills. Negotiating assists in resolving conflicts without provoking antagonism (Bass, 1997).

It is important for leaders to have interpersonal skills which are part of communication in practice. These skills facilitate growth and the maintenance of trust within the organisation and instil a culture of respect and reward for good performance. They also facilitate customer satisfaction in organisations in instances where acceptable services are delivered to communities (Meyer, 1996 & Patterson *et al.*, 1996).

Teamwork is another competency that leaders must exhibit. Teamwork, which helps create unity in an organisation, is also an integral part of communication (Mattone, 2012 and Hoegl & Germuenden, 2001). All systems work like a single unit towards a common goal and individual workers comprehend that their actions have an impact on everyone in the organisation (Mostert, 2013 & Ile, 2010). Teamwork implies that all activities in the organisation are complementary systems geared towards achieving the common organisational vision. Emphasising the importance of teamwork, Mattone (2012) uses the phrase 'team leadership' to underline that the strength of the organisation is in people instead of individuals. In the context of this study teamwork would assist senior managers to build collectivism with other employees in order to maximise organisational performance.

Creative problem solving is the next competency leaders must develop. According to Conger (2004), leaders need to have the ability to identify and investigate problems, and decide on creative and sustainable solutions. A leader should have the ability to frequently assess the quality of products and projects the municipality provides to both internal and external customers to guarantee value for money. Therefore, in the context of this study, the ability to manage client relationships and municipal communities is seen as an important leadership competency.

A leader should have an individual vision. Mattone (2012:7) calls this aspect a 'drive for results'. The vision of the leader influences that of the organisation. I argue that the shared vision of the senior managers of the Bushbuckridge Local Municipality shapes the direction of the municipality. This shared vision enables senior managers to drive the municipality without any pressure to do so from the municipal council and communities. This view echoes that of Crawford (2005) who argues that successful leaders are inspirational in their work, and allow external and internal factors that might affect their organisations and influence decision making. Similarly, both Mattone (2012) and Predpall (1990) maintain that leaders set personal visions, which influence the vision of the organisation, and gain assurance by influencing teams to set objectives and buy in on the processes. The leader's vision gives direction to followers in the organisation; personal vision creates an environment that influences and motivates both subordinates and peers in the organisation. What is more, the visioning process empowers leaders and encourages them to support change.

It is important for leaders to have the ability to create and lead teams. Barling *et al.* (2003) note that leaders should have the capacity to develop high-performance teams that function comprehensibly and that they should have the ability to carry the organisation from the position of insecurity into a progressive and industrious period (Barling *et al.*, 2003). Leaders should also be able to assess situations quickly and accurately. According to Barling *et al.* (2003), such capability enables a leader to take charge when the situation demands it, and to make applicable decisions on time.

The ability to foster conflict resolution is another leadership competency that contributes to enhancing the performance of leaders and their organisations. Pascale (1990) argues that this competency enables leaders to resolve and solve problems to the benefit of their organisations, communities and employees.

Project management assists leaders in performing effectively. According to Fentol (1990), a leader with this competency monitors progress in project implementation to make sure that projects are completed on time. This competency enables leaders to monitor the activities of the organisation and protect it from external factors that might change or influence the organisation's goals. Such leaders are able to plan for contemporary and future projects, thus enabling the organisation to move progressively.

The ability to develop and implement employee involvement strategy is another important capability. Leaders with this competency can involve employees in decision making and planning processes in the organisation, thus motivating them to take full ownership of the activities and processes of the organisation. Crawford (2005), Hargreaves and Jarvis (1998) and Predpall (1994) argue that employees' involvement empowers and enhances their performance and inspires them to get things done.

According to Kouzes and Posner (2002), coaching and training peers and subordinates helps leaders to acknowledge mistakes as learning opportunities and recognise that every challenge presents a learning opportunity. Coaching and training opportunities also encourage leaders to give feedback about daily activities in the organisation.

In addition to the competencies and skills discussed above, Crawford (2005) argues that leaders require several other competencies and skills to enable their organisations to deliver acceptable services to customers. One of such competencies and skills as identified by Crawford is the efficient administration of resources and records. In the municipal context, the ability to manage the

municipal finances and assets forms the basis of determining sustainability and financial accountability. Hence, the Municipal Systems Act of 2000, and the Municipal Finance Management Act of 2003 provide a framework that facilitates the manner in which municipal finances and assets must be managed. Therefore, over and above the competencies and skills discussed in the paragraphs above, I argue that the senior managers ought to also manage the resources of the municipality in order to deliver on the plans of their IDP. In support of this argument, I refer to Crawford (2005) who asserts that if the aims and objectives of an organisation have to be achieved, organisational resources and information must be properly managed. Departmental circulars and other relevant information, for instance, have to be constantly brought to the employees' attention in good time and where necessary. Leadership in the organisation initiates discussions to make sure that all employees understand the contexts of the circulars.

Furthermore, Boninelli and Meyer (2004) argue that leadership should predictably ensure that organisational resources are used optimally and creatively in a manner that brings about the execution of the organisation's vision, mission and goals. Leadership must empower all workers to use resources such as premises, buildings, equipment and vehicles optimally in such a way that service delivery is enhanced. Workers can only be empowered if organisational leadership is developed and equipped with the competencies and skills relevant to effective resource and records administration. Therefore, senior managers of the Bushbuckridge Local Municipality need to exhibit the ability to manage the resources of the municipality as envisaged by the legal framework listed above.

The question that now arises is how leaders' competencies and skills may be enhanced through leadership learning. This matter is the subject of discussion in the next section.

3.3.4 Enhancing leaders' competencies and skills through leadership learning

Against the need to encourage leadership learning by all organisations, a need exists to equip leadership with new skills, knowledge and competencies to deal effectively with service delivery challenges in government organisations such as

the Bushbuckridge Local Municipality. According to Mattone (2012), leadership learning plays an essential role not only in enhancing leaders' competencies but also as a means to bring about and ensure effective leadership.

London and Smither (1999) note that leadership learning can also work as a driving force of change in organisations, promote the best possible utilisation of resources and enhance leaders' self-management. The result of leadership learning is the creation of effective leaders who are able to deliver effective services as demanded by the community (Smither, London & Reilly, 2005).

The need to develop leaders' competencies and skills is discussed further in the sub-sections that follow.

3.3.4.1 The benefits of equipping leaders with competencies and skills

Municipal leaders are expected to execute specific duties all of which require that they (the leaders) are constantly prepared with the necessary competencies and skills through leadership learning. According to Bass (1997), leaders alone may not deliver the services the community needs. Their success depends on the efforts that are put in by the ordinary workers in the organisation. Consequently, leaders have to create a positive working environment that enables all employees to participate effectively in organisational plans designed to bring about effective service delivery. Through leadership learning, leaders and senior managers acquire the ability to create a suitable working environment that promotes employee involvement and effective performance (Bass, 1997).

In addition to the assertion above, House and Podsakoff (1994) and Nicholson note that leaders need to demonstrate adequate knowledge with regard to the different tasks they perform and those performed by their followers. Mattone (2012) argues that this knowledge is vital because it enables leaders to diagnose their own weaknesses and strengths and those of their employees. Leadership learning therefore equips leaders with competencies in planning, organising, self-management, preparation, and presentation (London & Maurer, 2004).

House and Podsakoff (1994:45-82) and Mattone (2012) observe that successful leadership is all about creating sound interpersonal relations with colleagues and employees in the organisation. A leader's ability to create such relationships is as vital as the ability to inspire and create a vision for the organisation. Leadership learning in this case should therefore equip leaders with the ability to communicate sensitively and interact appropriately with all fellow leaders and employees in the organisation (House & Podsakoff, 1994).

Leadership learning programmes empower leaders with the necessary knowledge, competencies and skills to lead their organisations; through such programmes they are positioned to fulfil their responsibilities as leaders effectively. Furthermore, through such programmes leaders' beliefs and ways of executing their duties are changed for the good of the organisation (Martineau & Hannum, 2004). The steps that are necessary in designing a leadership learning programme are discussed next.

3.3.4.2 Steps involved in designing a leadership learning programme

The steps that are followed in designing a leadership learning intervention resemble the process as proposed by Botha et al. (2007) and Rhinesmith (1995) the steps are discussed below.

Diagnosing developmental needs

According to Botha *et al.* (2007), Erasmus and Van Dyk (2001) and Meyer (2002), to implement leadership learning programmes, an intensive systematic diagnosis of needs is required so that areas for leadership learning can be selected and planned for. In this way the gap between the current competencies and skills and the desired competencies and skills can be identified. It may well be that leadership learning programmes could be designed to close this gap (Botha *et al.*, 2007). How this may be done is explained below.

Planning for leadership development

Meyer (2002) notes that planning, like diagnosing developmental needs, should be a participative process. During this phase, programmes to address the identified needs of senior managers have to be put in place. According to Van Niekerk

(2002), this phase involves determining the details of the programme, including its objectives and decisions on who will be participating and conducting the leadership learning programme, what professional development activities will be conducted, where and when they will be held and what resources will be needed. Consequently, the planning phase of this study used the following aspects as a guide as proposed by Mattone (2012), among others:

- formulating clear learning objectives;
- formulating a relevant strategy to evaluate the effectiveness of the intervention;
- developing the content of the leadership development intervention;
- selecting learning opportunities;
- sequencing the training material;
- selecting the training medium;
- applying the principles of adult learning;
- developing a motivation strategy; and
- testing the intervention prior to final implementation (pilot training).

Implementing leadership development programmes

Van Niekerk (2002) notes that this phase covers all the leadership learning activities to achieve the specific objectives that have been set. The implementation phase involves determining exactly how each activity will be carried out, selecting purposeful activities and determining the time span for the programme, the senior managers to be involved, financial and physical facilities required, and leadership development procedures and structures needed to put the programme into effect. Meyer (2002) notes that there are certain criteria to be met when implementing leadership learning programme. Such criteria include certain dimensions as set out below.

Management support should be evident. This support is vital if the programme is to succeed. According to Meyer (2002), more often leaders in organisations regard training and staff development as a process that takes employees off their normal paid schedule, abandoning pre-planned programmes of action. Consequently this attitude negates and discourages learning and development in organisations.

The rationale and objectives of the programme should be clear. The rationale and objectives usually become clear after each leader to be trained has examined his or her weaknesses and strengths (Meyer, 2002). Meyer (2002) and Botha *et al.* (2007) further observe the need for programmes that are relevant to the needs of the leaders.

Quality learning materials should be used in leadership learning programmes. Quality materials are essential in the training and developing of leaders. Sredl and Rothwell (2002) indicate that without materials, planned learning experiences (in this case for leaders) would be limited to mainly on-the-job training or lectures that are given by experts.

A reasonable plan for achieving objectives is essential. According to Erasmus and Van Dyk (2003), effective leadership development requires good planning of both the total development programme and every specific intervention that must be made during training. Effective planning in this regard enables the organisation to develop future-focused enhancement plans proactively. This resonates with Mattone's (2012) assertion that any initiative aimed at developing competencies and skills should 'build on the programs and initiatives already in place in the organisation'. It was for this reason that in this study I analysed the municipal documents with the purpose of establishing whether there were municipal plans in place that could either be refined or used as a basis for introducing learning activities that address the identified leadership learning needs of the municipal senior managers.

In instances where learning programmes exist, there is a need to refine them to meet the new needs. Communication and feedback should be part of the process (Mattone 2012). Erasmus and Van Dyk (2003) express similar views to Mattone's mentioned above, noting that the first important aspect in creating a positive learning environment is to communicate the planned development programme with the participants. Erasmus and Van Dyk (2003) claim that two issues are of importance, namely making participants aware of the development programme and communicating with them regarding the programme.

Evaluating leadership development programmes

Organisations should determine whether the leadership learning programme has achieved the intended objectives. Botha *et al.* (2007) claim that evaluation assists in determining the extent to which the leadership learning activities have met their goals. Van Niekerk (2002) states that leadership development programmes serve certain purposes, hence the need to evaluate. According to Erasmus and Van Dyk (2003) and Botha *et al.* (2007), evaluation of training is the last stage in the process of evaluating a leadership programme.

It is important to evaluate the intervention because in the absence of evaluation, organisations may not be able to determine whether the development effort was worth the investment. Further, it may be difficult to determine whether there has been improvement in the competency level of employees who participated in the training programme (Erasmus & Van Dyk, 2003). Botha *et al.* (2007) add that evaluation should not be an event, but a process that requires proper planning. Evaluation should happen at different times during the training process. This process should be systematic in arriving at conclusions about the quality of the programme in terms of effectiveness and efficiency.

Botha *et al.* (2007) note that a deliberate plan for evaluation provides a monitoring mechanism that might benefit organisations as described below.

Diagnostic evaluation happens before the implementation of the leadership learning programme. The evaluation focuses on the design of the programme and the current skills levels of leaders as part of a needs analysis. In this study I discussed the design of the intervention with the municipal senior managers to allow them an opportunity to provide input.

Formative evaluation takes place during the training intervention. Such evaluation focuses on the quality of the delivery process, the adequacy of the learning material and the appropriateness of the delivery methods (Botha *et al.*, 2007). When the intervention of this study was implemented, the participants and the

facilitator were able to pause and reflect on the appropriateness of the programme with the purpose of redirecting learning experiences where necessary.

Summative evaluation should happen immediately after the development intervention. This type of evaluation focuses on the satisfaction of the participants with the training programme, the achievement of the outcomes by the participants and the overall effectiveness of the training programme (Botha *et al.*, 2007). In this study summative evaluation was conducted at the end of the entire programme where participants' experiences of the programme were tested against the predetermined learning outcomes as listed in chapter five.

Finally, **longitudinal evaluation** is done in the workplace, three to twelve months after the completion of the leadership development programme. The purpose of this evaluation is to make sure that the skills learned are transferred and applied in the workplace, that support is provided for new knowledge, skills and attitudes in the workplace, and the impact of intervention on individual performance in the organisation and the whole organisation is checked (Botha *et al.*, 2007).

In this study I applied the first three monitoring mechanisms which comprised diagnostic evaluation, formative evaluation and summative evaluation as discussed above. Due to the scope of the investigation and the time allowed for this study, it was not feasible to apply longitudinal evaluation because it required an extended period to ensure that the learned skills were indeed transferred and applied in the organisation.

According to Van Niekerk (2002), the success of any leadership learning initiative is dependent on the support it receives from the organisation. In view of this requirement, the next section focuses on maintaining effective leadership learning initiatives.

3.3.4.3 Maintaining leadership development programmes

The importance of the maintenance phase cannot be over-emphasised (Van Niekerk, 2002). These authors argue that leaders often attend professional development programmes and learn new techniques but never use them

afterwards. Organisations should therefore establish periodically whether the new techniques are being applied or not. Programmes could also be adapted to meet both individual and organisational objectives more effectively. Such leadership programmes will call for observation on the part of the organisation. In this study, it was not practicable to monitor whether senior municipal managers implemented the learned skills due to reasons discussed under longitudinal evaluation above.

3.4 A conceptual framework

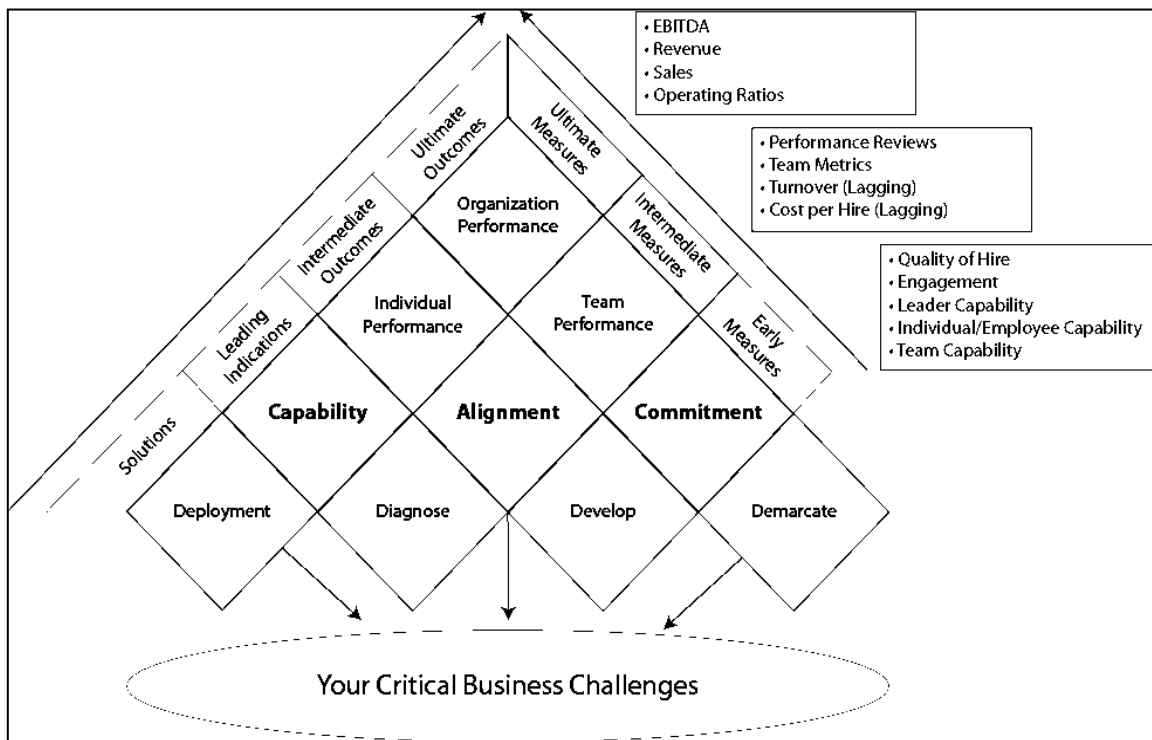
From the literature discussed above, it is evident that most authors consider leadership learning as important in facilitating the growth and continuous development of senior managers and their organisations. The ability of organisations to create developmental opportunities for persons in leadership positions assists in encouraging continuous leadership learning (Grint, 2005; Olsson *et al.*, 2006). Mattone (2012), writing from a corporate context, expresses views that can be construed as supportive of the assertion above. He notes that the ability to create an environment of continuous learning where leaders see the need to calibrate their competencies and skills continuously puts organisations in a convenient state of productivity. However, Mattone writes about leadership learning in the context of corporate business and not public service where, in most instances, the main focus is on reducing levels of poverty. In the context of business leadership the emphasis is on productivity and profit making. However, Morse and Buss (2008) bring into the discussion of leadership learning a public sector aspect which gives meaning also to Mattone's contribution. The views of both Mattone and Morse and Buss mostly reflect the situation existing in developed nations that may not necessarily have similar environmental constraints as those in organisations in South Africa (such as in the rural Bushbuckridge). However, I argue that the authors' description of leadership, leadership learning, key leadership competencies and skills as discussed in 3.1 might be adapted in this study and be used to understand the phenomenon under investigation. For example, Mattone (2012:7) proposes the 'Stealth Fighter' model of leadership learning and development that can be used to understand how meaningful leadership learning and development may take place in organisations in general. In this model he suggests that a clearly defined direction of an organisation serves as the focus from which all activities, including leadership learning initiatives and

plans, derive. In instances where the direction of the organisation is clearly defined, the need to continuously review and provide for the developmental needs of senior managers is mostly supported. Furthermore, he proposes that in organisations where continuous leadership learning is encouraged, there is a need to integrate and properly align the planned development interventions to the plans of the organisation and the needs of the customers – and communities, in the context of this study. There is also a need to integrate existing leadership learning programmes with the new initiatives to increase the opportunities for positive outcomes. In the context of this study, the Bushbuckridge Local Municipality's IDP outlines the vision of the municipality, programmes and plans aimed at achieving the vision, the available resources, and strategies to facilitate the delivery of the plans and programmes. I argue that the presence of the planning process and the necessary budget in the municipal's IDP create more chances for Mattone's model to be adapted and used to understand how best the capabilities of the senior managers can be aligned to the needs of the municipality with the purpose of enhancing performance.

Bass (1997), Kouzes and Posner (2002) and Barling *et al.* (2003) wrote in different periods and perhaps different contexts, but their views show similarities to Mattone's explained above in that they suggest that attempts to address the developmental needs of senior managers should embrace certain key competencies and skills that are accepted as generic needs of all people in leadership positions. Their argument implies that if all leaders could be equipped with these competencies and skills, then their performance might be more acceptable. These competencies and skills can be grouped into three areas as discussed earlier in this chapter. These areas are reiterated as core competencies, leadership competencies and professional competencies.

I chose to follow Mattone's model as well as Morse and Buss's perspective of leadership learning because of the following reasons: While Mattone's writing has a corporate business influence, and he agrees with most of the competencies and skills identified by the other authors above, the advantage of his model is that it integrates all leadership competencies and skills under one theme, namely *strategic leadership competencies and skills*. Integrating these competencies and

skills seems to imply that they may yield meaningful results if planned for and delivered together because in practice they are complementary. His proposal does accommodate other competencies and skills that might not be part of the categories preferred by the other above-mentioned authors. Mattone's assertion with regard to the need for alignment of organisational plans and programmes and the developmental needs of senior managers helps to eliminate the possibility of a lack of alignment between the existing and the new plans for leadership learning. His assertion is complemented by Morse and Buss's public leadership perspective as mentioned above. Although Mattone's proposal does not reflect the rural municipal context, I maintain that his strategic leadership competencies and skills approach might be relevant to this study given the strategic nature of the positions held by municipal senior managers. It was for this reason that I chose to use Mattone's 'Stealth Fighter' model as well as Morse and Buss's public perspective as instruments to understand leadership learning and leadership development



processes in the context of the Bushbuckridge Local Municipality (see Figure 3.2).

Figure 3.2: 'Stealth Fighter' model (Mattone, 2012:26)

The 'Stealth Fighter' model as presented in Figure 3.2 above is defined by Mattone (2012:26) as:

*... a symbolic way to understanding how successful private sector organizations optimize performance. In practical terms, an organization's Human Capital Value Proposition (HCVP) is the holistic sum of the following practices: (1) Deployment-selection and promotion; (2) Diagnostic-assessing leaders, individual contributors and teams; (3) Development of the identified developmental needs; and (4) Demarcation-performance management and relevant influence on multiple levels of business outcome – such as **capability, commitment** and **alignment** (leading indicators), intermediate outcomes such as organisational revenue, profits and operating ratios.*

Mattone (2012:26) contends that 'organisations that excel operationally excel initially with their human capital practices'. Morse and Buss (2008:4–5) note that 'leadership roles and processes mean those that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work', unlike in Mattone, where profit making is regarded as a major indicator

for performance, Morse and Buss's (2008) public leadership perspective views performance in terms of the capacity to deliver services for the public good. My view of Morse and Buss's observation above is that the output from the activities of those who are in leadership positions should steer an organisation towards achieving on the objectives of both the organisation and its immediate communities. In the context of this study, the work of senior managers is seen as being as useful as it is capable of facilitating the delivery of acceptable services to members of the public. The above-mentioned views expressed by Mattone (also see Figure 3.2) are consistent with those of Morse and Buss mentioned above. Both these authors emphasise the importance of a clear vision that should set a direction for the organisation. They also view creating alignments between the competencies and skills that senior managers have and the capacity needs of the organisation. Furthermore, they argue that the continued existence of any organisation is dependent on whether the organisation is capable of achieving on common commitments made with stakeholders and communities. Consequently,

Figure 3.3 below provides a conceptual view on how leadership learning and development can be used as mechanism to position the Bushbuckridge Local Municipality towards enhanced performance in providing social services.

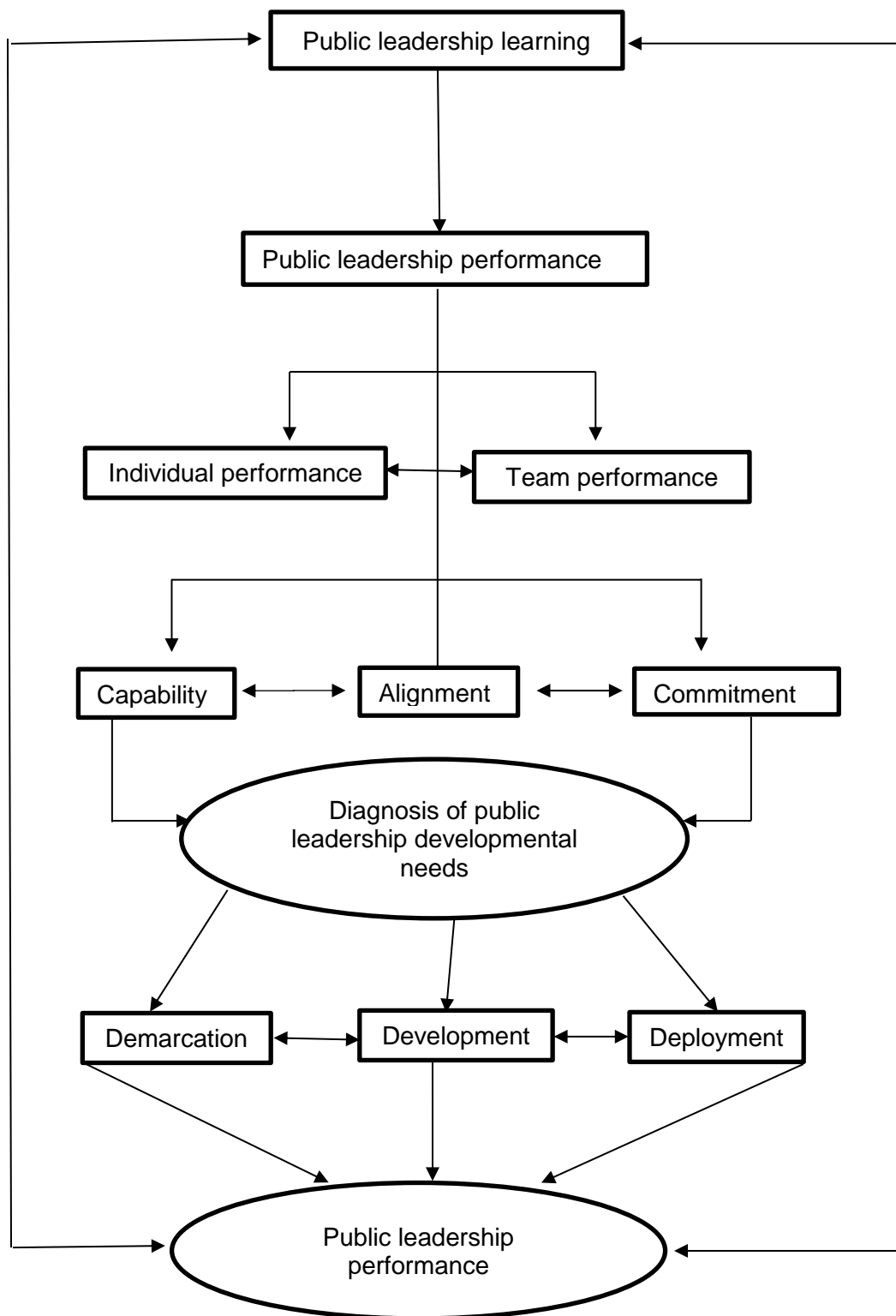


Figure 3.3: Conceptual framework for leadership learning (Adapted from Mattone, 2012:26 and Morse & Buss, 2008:4–5)

The conceptual framework shown in Figure 3.3 suggests that for public organisations to meet communities' service delivery demands they need to encourage and support public leadership learning. Organisations that encourage and support public leadership learning place emphasis on creating an environment for continuous development which may influence desirable performance by those in positions of leadership responsibilities. Such leaders who continue to learn may contribute as individuals and as teams towards the overall performance of their organisation. Furthermore, the conceptual framework asserts that continuous learning by public leaders should equip them with relevant competencies and skills that are properly aligned to the core business of their organisation. This alignment is an important indicator of whether public leaders have the necessary capabilities to carry out their roles and responsibilities towards meeting the commitments made with the customers of their organisation. In instances where the capabilities of public leaders are not aligned to commitments with customers, their developmental needs must be diagnosed for the purposes of further development. During the diagnosis process, their required competencies and skills are clearly identified and demarcated to ensure that developmental interventions that are initiated address the relevant competencies and skills. In the demarcation process, it should be determined whether public leaders' leadership developmental needs are demarcated according to individual needs and departmental responsibilities of individual leaders or whether their developmental needs should be viewed as an endeavour towards 'developing connections between individuals ... collectives ... and between the organisation, key constituents and stakeholders within the immediate environment' (Morse & Buss, 2008:5). When the demarcation process is complete, the development of public leaders ensures where an intervention is implemented to address the identified developmental needs. Finally, after the development process, deployment of the presumed new competencies and skills ensues where leaders try out new ways of leadership and of interacting with the environment within their organisation. The anticipated newly developed competencies and skills may – when implemented – enhance the performance of public leaders and that of their public organisation.

3.5 General overview

In this chapter the concepts of education, training and development were defined and contextualised to the study. I considered it necessary to explain the meaning of leadership, leadership learning and development in order to create some basis to understand the presumed relationship between leadership learning, development and enhanced performance as expressed through the conceptual framework in Figure 3.3. The question that arises is how the conceptual framework discussed above informed the data-generating process, the data analysis process, the findings of the investigation, the developmental intervention process and the conclusions drawn from this study.

Chapter Four

Research design

4.1 Introduction

Chapter One provided a general overview of the study, outlining the research problem, research objectives, basic literature on the research problem, the importance of the study and the research design and methodology that was used. The research question of this study is reiterated here as follows: *What is the role of leadership learning in the developmental needs of the senior managers in the Bushbuckridge Local Municipality?* The research design as described in Chapter One steered the detailed discussion that follows in this chapter.

This chapter focuses on the research design for the study as well as the methods used to generate and analyse data in response to the research question of the study. A case study design with the Bushbuckridge Local Municipality as a single institutional unit was selected. Document analysis and interviews were used as methods to generate qualitative data that were analysed to make findings with regard to the developmental needs of the senior managers of the Bushbuckridge Local Municipality. Before discussing the research design and how it was appropriate for the investigation of this study in some detail, the next section elaborates on the research question introduced in Chapter One in order to explain the path taken in linking the investigation to the main research question.

4.2 Research question

The research question of this study was: *What is the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality?* A set of sub-questions as outlined in 1.2 was developed to facilitate the data-generating process and help elicit responses to the main research question. The sub-questions also guided the needs assessment process, the intervention planning, the intervention implementation processes and the evaluation thereof. The mentioned set of sub-questions were derived from Yin (2003: 26) who states that in a qualitative case study a path should be taken to connect the empirical study to its initial research questions and finally to the

answers or conclusions arrived at by the end of the study (see 4.3). In addition to the sub-questions above, I used guideline questions which served as a measure that set a standard tone that ensured that all respondents were subjected to the same compulsory questions (see Addendum 2). These standard questions were also intended to facilitate and increase the level of elaboration and allowed for probes during the interviewing process. This was in line with Babbie and Mouton's (2001) stipulation that care should be taken with the wording and tone of the research questions because the quality of data generated largely depends on these factors. A more detailed discussion on how the said questions guided the data-generating process is provided later in 4.5 below. The next section provides some background to the chosen design for this study.

4.3. Research design

Babbie and Mouton (2001:74) define a research design as a plan or a blueprint that shows how research is conducted. Henning *et al.* (2004:33) and Leedy and Ormrod (2001:91) expand on the above-mentioned definition by stating that a research design is a strategy that shows how the central research problem will be solved. Henning *et al.* (2004) further note that the design provides the overall structure for the procedures that the researcher follows, giving an indication regarding the type of data that will be generated and the methods that will be used to analyse the data. Henning *et al.* agree with Hopkins (1976:237) that it is vital for a research design to make use of methods or techniques that suit the problem at hand, and that these methods or techniques should be able to provide the most trustworthy and credible data.

It is against this background that Morse, Barrett and Mayan (2002) agree that trustworthy and credible data-generating and analysis processes encourage rigour in a qualitative case study design. The definition given by Kumar (2005) is consistent with those of Morse *et al.* (2002), Henning *et al.* (2004) and Hopkins (1976) which underline that the chosen methods must suit the research problem of the study. Kumar's definition has limitations in that it mainly stresses how the researcher finds answers to research questions and it is silent on other aspects such as the type of data to be generated and how to ensure the credibility of the process and the data generated. Therefore, this study was based on the views of

Morse *et al.* (2002), Henning *et al.* (2004) and Hopkins (1976) who suggest a link between design and the type of data that are generated.

Therefore, the choice of research design and methods used in this study were influenced by my view that reality depends on how an individual within his or her particular context experiences it. This study is embedded in an interpretative knowledge paradigm and is context bound (Henning *et al.*, 2004). Linked to the interpretative knowledge paradigm referred to above, I investigated and generated data regarding the role of leadership learning in the developmental needs of senior municipal managers in the Bushbuckridge Local Municipality by means of a case study. Therefore, the chosen research design needed to be well aligned with the research paradigm as discussed in 4.3.1 below.

4.3.1 Research paradigm

According to Guba and Lincoln (1989:200), a paradigm is a set of beliefs and assumptions that people have about a specific issue. Such beliefs usually guide individuals in their actions. This means that researchers' actions including the choice they make with regard to research designs are also guided by the paradigm they choose in addition to the aim of the investigation being undertaken. With regard to this study, the major aim was to establish, through the municipal documents and the respondents within their context, the extent to which leadership learning plays a role in addressing the developmental needs of senior managers and then construct an explanation for the status quo with the purpose of proposing a model for development. I therefore adopted an interpretative research paradigm and used a case study design supported by qualitative data to investigate the institutional case of the Bushbuckridge Local Municipality.

Furthermore, Guba and Lincoln (1989:200) indicate that an interpretative research paradigm is based on the assumption that reality is not objective. The paradigm assumes the existence of multiple, socially constructed realities best studied as a whole, while taking cognizance of the context in which participants experience these realities. The interpretative paradigm afforded the respondents in this study an opportunity to share their beliefs and assessment regarding the contribution of leadership learning as they experienced it in their personal and real-life

involvement within their working environment in the Bushbuckridge Local Municipality.

My above-mentioned approach was guided by Henning *et al.*'s (2004) contention that researchers need to find out and make sense of the research participants' actions, behaviours and experiences within their real-life context. While experiences may be tacit, and thus personally unique to individuals, other experiences are extensively shared. Individuals in a common setting (such as the Bushbuckridge Local Municipality) could thus share cultural traits, emotions, behaviour and values and yet have different views and opinions with regard to leadership learning practices, opportunities that are available for leadership development and how all these aspects relate to their own needs and ability to facilitate the delivery of effective services to communities.

Merriam (1998:22), Guba and Lincoln (1989:200) and Maykut and Morehouse (1994) state that multiple interpretations of reality rest not only with the research respondents, as the researcher too brings to the research situation a construction of reality that interacts with those of the research respondents. In light of the above, the respondents and I interacted actively as I solicited their perceptions with regard to their developmental needs and the influence of leadership learning practices in their continuous development. All the while I remained mindful of other possible factors and variables such as financial constraints and political interference in the administration that might be equally important but not addressed as primary factors in this study. Therefore, I was cautious not to suggest a causal relationship between leadership learning and addressing the developmental needs of senior managers on the one hand and improved performance on the other, as Hussein (2006) asserts that in municipalities there are a number of capacity challenges that lead to ineffective delivery of services. These include, among other things, a lack of appropriately trained personnel and insufficient financial resources that can be used for the development of human capital and the delivery of looked-for services to communities.

In this study I acted as the primary instrument for data generation and analysis. I listened to the respondents' views with openness, unearthing their underlying

feelings about leadership learning practices and taking care not to be biased. I experienced their worlds and played an active role in constructing reality. I understood the situation from the respondents' perspective and not my own (Merriam, 1998). As a result, the final outcomes of this study were an interpretation of the respondents' views seen through my own lens. In this regard, Babbie and Mouton (2001) contend that it is essential in a study of this nature for the researcher to gain trust and establish rapport in order to get as close as possible to the participants and their ideas. At the same time, I divorced myself from the respondents' actions, experiences and behaviour, and the meanings they attached to them. Such actions or behaviour and whatever they said were independently interpreted, described evaluated, and an explanation was given regarding leadership developmental opportunities and their developmental needs in the particular municipality.

Because this study had been designed to construct an explanation and an understanding of the status quo regarding the role of leadership learning in the developmental needs of senior municipal managers, I opted for an interpretative research approach with methods intended to yield qualitative data as dictated by a case study design (Yin, 2003).

4.3.2 Adopting a case study methodology

A case study is an intensive investigation of a single unit (McDermott (2007), Yin, 2003; Robert and Green, 2003; Gillham (2000), Handel (1991), Runyan, 1982). Gerring (2009) argues that case studies enjoy a natural advantage in research of an exploratory nature. Yin (1994) points out that an exploratory case study is characterised by a number of 'what' questions. In this case study there are several 'what' questions that justify an exploratory study, as is evident in the main research question of this study and the sub-questions given in 1.2. Furthermore, Tellis (1997:1) argues that a 'case study is an ideal methodology when a holistic, in-depth investigation is needed'. My choice of a case study approach was motivated by the need to facilitate an in-depth inquiry of an individual unit where that unit is approached as an example of some larger phenomenon. This approach is in line with Kumar's (2005:113) view that 'the case may be a person, group, episode, process, community, society or any other unit of social life'. It is an approach used

to narrow down a broad field of research (local municipalities in rural areas of South Africa) into one easily researchable topic (the Bushbuckridge Local Municipality). A case study provides a detailed account of one or more cases (Johnson & Christensen, 2008:49). This definition is consistent with Yin's (1994:5) observation that a case study 'looks intensively at something and draws conclusions only about that group in that specific context'. In line with the description of what a case study can do as stated above, I considered the Bushbuckridge Local Municipality as a case in which senior managers' developmental needs could be studied holistically within the context of their working environment. Furthermore, I needed to elicit detailed data from the viewpoint of the respondents by using multiple sources of data as discussed in 4.5 below (Yin, 1994). Consequently, the aim of investigating the role of leadership learning in the developmental needs of the senior managers in the Bushbuckridge Local Municipality was to identify their developmental needs. This would be followed by the development and implementation of an intervention to address the identified needs. The implemented intervention would then be evaluated to check whether the anticipated outcomes were achieved. Therefore, the developmental intervention gave this case study an interventionist character as proposed by Yin (1994). The need to incorporate an intervention for the case of Bushbuckridge Local Municipality was justified by my initial claim in Chapter One that the senior managers of the Bushbuckridge Local Municipality did not have the necessary competencies and skills to facilitate delivery of basic social services to communities, hence the main research question of this study as reiterated in 4.2. This claim called for processes as described in Chapter One (see 1.2) and is elaborated on in 4.5. The Bushbuckridge Local Municipality was chosen from five municipalities which constitute the Ehlanzeni District Municipality in the province of Mpumalanga, Republic of South Africa (refer to Figure. 4.1).

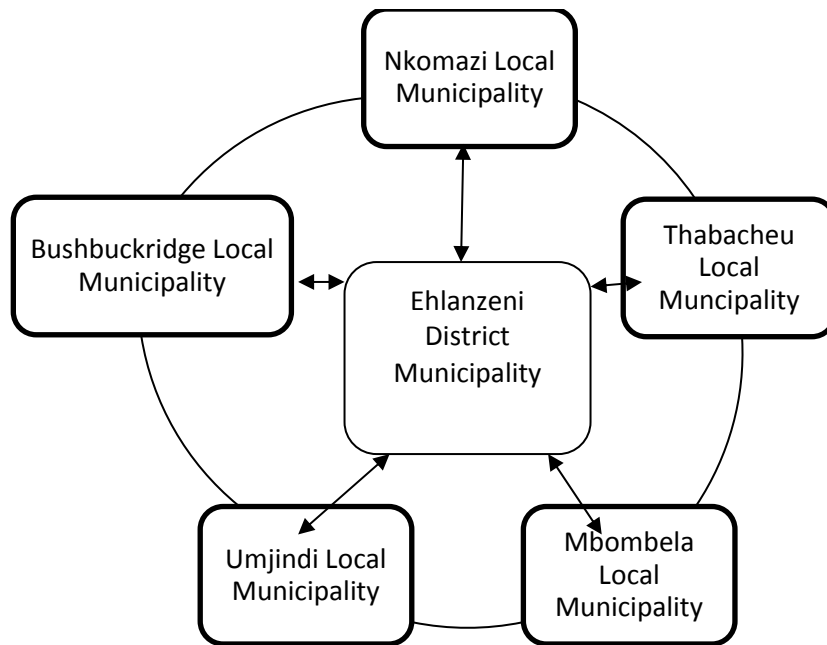


Figure 4.1: Local municipalities that constitute the Ehlanzeni District Municipality

The Bushbuckridge Local Municipality was considered because of its rural nature and its accessibility to me as the researcher.

The results obtained through studying this single unit were not generalisable to the other rural local municipalities of the Ehlanzeni district or the whole of the Republic of South Africa. As Yin (2003:6) points out, '[i]n a case study design researchers are not looking for universals or generalizable truths'. This is an inherent limitation of a case study, especially when only a single case is used (Gerring, 2009; Leedy & Ormrod, 2001 and Schwandt, 2001). The next section discusses the sample that was selected for this case study.

4.4 Sampling

Moraba (1996:30) contends that to ensure effective sampling, 'attention should be paid to the target population itself, criteria for selection of cases and the method of selection'. Frankel and Wallen (1990) and Isidor (1976), without quantifying the size of the group, define a sample as a group in a research study, a group from which information is obtained. Kumar (2005) builds on Franken and Wallen's definition above, defining a sample as a process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or

predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group.

Kumar (2005) identifies among others two types of sampling: random/probability sampling (all individuals have equal opportunities for selection), non-random/non-probability sampling (selection depends on other considerations either because the population is unknown or cannot be individually identified, and, there are four non-random designs, namely; (1) quota sampling, (2) accidental sampling, (3) snowball sampling and purposive sampling), and, (4) mixed sampling (which is the combination of both random and non-random sampling designs). Miles and Huberman (1994) state that researchers who use mainly qualitative data work with small samples of people situated in their context and these samples are studied in detail. I used purposive sampling as explained by Kumar (2005), Welman and Kruger (1999), Frankel and Wallen (1990) and Isidor 1976 to select the Bushbuckridge Local Municipality whose senior managers' developmental needs were investigated. I planned to interview a small group of seven senior managers, namely the municipal manager, the council speaker, and five members of the mayoral committee. I also later included the administrator as discussed in Chapters One and Two.

The criterion for selection in this study was that any respondent had to be a senior manager of department, a municipal manager or an administrator in the Bushbuckridge Local Municipality. The council speaker was selected because he represented the community interest, and facilitated the functioning of the Bushbuckridge local municipal council. The members of the mayoral committee, such as the speaker, were selected because they were responsible for setting community development priorities and in addition for overseeing processes towards the realisation of these priorities. Therefore, the inclusion of the members of the mayoral committee in this study was intended to help in corroborating what was recorded in the municipal documents, the views expressed by both the senior managers and the municipal manager with regard to leadership learning and the opportunities that were available and/or that should be made available to address the developmental needs of senior managers. The choice of non-probability sampling was feasible. It afforded me an opportunity to work with a small group of

departmental senior managers, the municipal manager, the council speaker and members of the mayoral committee. Consequently, it was possible for me to interview each respondent more than once (Miles & Huberman, 1994). As the study neared the conclusion stage, the Bushbuckridge Local Municipality was placed under administration as stated in Chapters One and Two. This development had implications for my study. It reaffirmed my claim in the research problem of this study that the Bushbuckridge Local Municipality was unable to provide services to its communities. Lastly, it presented an opportunity for this study to provide a holistic picture (which integrated information on leadership learning before and during administration) of the context in which this study took place. Therefore, it was necessary to include the views of the appointed administrator with regard to the role that leadership learning might play in the developmental needs of the senior managers with the Bushbuckridge Local Municipality under administration.

4.5 Data-generating process

Babbie and Mouton (2001) assert that it is important to use multiple sources of data in case studies, because the product of such studies would be thickly described, meaning that this process produces more information from different data-generating methods. In this regard, Yin (2009:8) notes that case studies 'usually examine the interplay of all the variables in order to provide as complete an understanding of an event or situation as possible'. This is known as 'thick description', an in-depth description of the entity being evaluated, the circumstances, the characteristics of the people, and the nature of community (Yin, 2003:8). Using these different data-generating sources provided this study with enough body of data to work from. My assertion echoes Yin's (1994) statement that case studies typically combine data-generating methods such as interviews and document analysis. Yin further explains that these data-generating methods result in the generating of more useful data. Furthermore, Leedy and Ormrod (2001:158) say that 'a case study can use observations, interviews, written documents, audio-visual materials, objects, and anything else that can help answer the research question'. In this study, I generated data from the following sources: document analysis and interviews, in addition to the literature review.

The data-generating process in this study followed on the diagnostic process as proposed by Mattone (2012) and referred to in Chapter One, and was guided by two phases, namely pre-planning and needs assessment (see 1.2) and used two main data-generating methods as stated in the previous paragraph (also see 1.6). These phases and methods represented 'a general plan of inquiry, not a specific set of rules and questions that had to be asked in particular words and/or order' (Babbie & Mouton, 2001:289). The phases and methods used did not suggest ring-fencing or freezing specific methods to specific guiding questions. Consequently, the kind of data that was elicited at a particular phase or through one method would have been derived through the other (Kvale, 1996). Therefore, there was fluidity across the phases and the methods, meaning that the data generated in one particular phase or through one method would complement, clarify or verify the data generated through the other method in order to generate more useful data for the study. The data that were generated through the two phases were used to develop an intervention that was implemented with the senior managers. The following section explains how the data-generating methods were used to produce the required data at different but complementary phases as set out in 1.2.

4.5.1 Document analysis

One of the ways of generating data in this study was through the analysis of official documents of the Bushbuckridge Local Municipality. According to Birley and Moreland (1998), document analysis is a common concept for different types of textual analysis. This involves either quantitative or qualitative descriptions or analysis of various types of official, semi-official and unofficial documents. Birley and Moreland (1998) describe three types of documents that can be analysed, including primary sources written at the time of the event. These documents may be official communications, journals, newspaper articles, minutes of meetings, reports, letters, and/or commentaries. In this study I generated data from municipal documents that went through council processes for approval. According to Birley and Moreland (1998), the above-mentioned sources should be evaluated against the following checklist:

Authenticity – Is the origin of the document certain? The documents collected for this study were official documents from the Bushbuckridge Local Municipality and remained the property of the municipality.

Credibility – Is the evidence biased towards a particular viewpoint? The documents outlined the developed plans to address the developmental needs of the municipal senior managers.

Representativeness – Is the document typical of similar documents of that period? The documents are standard documents that all municipalities are required to have by law (for example, Local Municipality: Systems Act 32 of 2000; Structures Act 117 of 1998, Performance Regulations for Municipal Senior Managers and Senior Managers Directly Accountable to Municipal Senior Managers, 2006; Local Municipality: Municipal Finance Management Act 56 of 2003).

Meaning – Is the researcher absolutely clear about the meaning of the document? The choice of documents was informed by my interaction with the theoretical framework presented in Chapter Three, in particular, section 3.2. In addition, I am an employee of the municipality and occupy a professional position which enabled my familiarity with municipal processes. The nature of my job required me to be familiar with all policy documents that are relevant to municipalities; therefore, I was able to sift out of the documents those that were relevant to the study. These included human resource development documents, reports on the performance of the Bushbuckridge Local Municipality, and the IDP of the municipality.

The following specific documents for the Bushbuckridge Local Municipality were analysed against the background of the explored literature discussed in Chapter Three and the data generated used as basis for the interviews with the respondents of this study:

- Integrated development plan 2010/2011
- Service delivery implementation business plan 2008/2012
- Human resource policy 2006
- Workplace skills plan 2009–2011
- Organisational structure 2010/2011
- Retention strategy 2010/2011
- Municipal newsletter 2010/2011
- Municipal budget for 2010/2011
- Service delivery progress report for 2010/2011
- Quarterly performance reviews 2008//2012
- Development plans for senior managers 2010/2011
- Public participation manual 2010/2011
- Job descriptions for senior managers 2008/2012
- Senior managers' performance contracts 2008/2012
- Recovery plan 2013

I made the decision on the relevance of the documents. The criteria used for determining relevance were that the documents had to cover human resource policies, plans and reports, service delivery plans, progress reports and job descriptions for senior managers. Irrelevant documents such as the municipal newsletter, the labour forum policy, the municipal transport policy, the municipal acting allowance policy, the municipal over-time policy and the car allowance policy were excluded from the study. Documents relevant to municipal planning, performance, human resources, training and development were grouped together because all of them dealt with aspects of the municipal planning and development processes, including the role that is expected of municipal senior managers as administrative leaders of the municipality.

I described the following documents as relevant to the study: the integrated development plan (IDP) for 2010/2011; the service delivery implementation business plan 2008/2012 (SDIBP); the service delivery progress report (SDPR) for 2008/2012; job descriptions for senior managers 2008/2012; the human resource policy (HRP) 2009/2011; the workplace skills plan (WSP) 2009/2011; senior

managers' performance contracts (SMPC) 2008/2012; quarterly performance reviews (QPRs) 2008/2012, the personal development plans (PDPs) 2008/2012 for senior managers and the recovery plan (RP) for the Bushbuckridge Local Municipality 2013. It is important to note that the RP document was a product of the administrator who was mandated to bring the municipality back on course towards meeting its service delivery obligations (refer to Chapters One and Two). Therefore, I used the RP document to verify the conclusions that I drew in this study.

The documents that I did not use, but that remained important developmental tools for the municipality, were the following: the public participation manual, the Izimbizo programme, the organisational structure and the municipal newsletter. The question that arises is how document analysis was used to generate data that responded to the questions in the pre-planning phase as set out in 1.2 and the research question of this study.

During the **pre-planning phase** it was possible to facilitate and generate data that responded to the question what the prerequisite competencies and skills were for the senior managers of the Bushbuckridge Local Municipality at the time of this study. This phase also helped to establish which competencies and skills were most needed by the municipality in order to deliver basic social services to communities at the time of this study. Finally, this phase assisted me in establishing whether there were opportunities for leadership learning in the municipality at the time of this study. The following municipal documents were used to respond to the questions mentioned above: The job descriptions for senior managers (JDSM) 2008/2012; senior managers' performance contracts (SMPCs) 2008/2012; the service delivery and budget implementation plans (SDBIPs) 2008; the integrated development plan (IDP) 2008/2012; quarterly performance reviews (QPRs) 2008 and the personal development plans (PDPs) 2008 for senior managers. I selected these documents because they detailed the competencies and skills that were required of the senior managers (JDSM & SMPC) and those competencies and skills that were needed by the municipality (JDSM, IDP & SMPC) at the time of this study. The QPR and the PDP documents were used to

check on the leadership learning practices within the municipality which were intended for the senior managers at the time of this study.

During the **needs assessment phase** I investigated the competencies and skills levels of senior managers of the Bushbuckridge Local Municipality at the time of this study against the required levels as established in the pre-planning phase in order to determine the deficit (gap). Furthermore, the gap that was determined informed the investigation into the developmental needs of the senior managers of the Bushbuckridge Local Municipality at the time of this study. Lastly, in this phase I investigated how the identified developmental needs may be addressed. In order to generate data that responded to the questions above, the IDP, SDIBP, SDPR, JDMS, HRP, WSP, SMPC, QPR, PDP, RP documents and interviews as discussed in 4.5.2 below were used. The IDP detailed the service delivery commitments that the municipality made with communities. I then linked the commitments to the ideal competencies and skills recommended in the literature discussed in Chapter Three. By linking the commitments in the IDP and the literature in Chapter Three I was able to create a basis for this study to identify areas for the senior managers' development, and the nature of development feasible within their context. The data that were generated through the document analysis as discussed above was enhanced by the use of interviews as elaborated on below.

4.5.2 Interviews

In order to complement the data that were generated through the document analysis as discussed above, I proceeded with semi-structured interviews with the municipal senior managers, the municipal manager, the speaker of the municipal council, members of the mayoral committee of the municipality, and the administrator as alluded to in Chapter One and 4.4 above. I viewed placing the Bushbuckridge Local Municipality under administration as confirmation of my claim in the problem statement that the municipality was at the time unable to provide services to communities. Therefore, it was necessary to integrate this new development in the study. The interviews conducted in this study were aimed at adding practical voices to the data already generated through the literature review (see Chapter Three) and document analysis as discussed in 4.5.1 above. The

interviews allowed for vigorous discussions between me and the respondents of this study. Vigorous, because it was at this stage of the data-generating process wherein I asked for explanations, views and opinions from the respondents regarding the status quo of leadership learning and development as recorded through the literature review and the municipal document analysed.

My choice for interviews was motivated by Babbie and Mouton (2001:643) who describe interviews as a data-generating method that is characterised by one person (the interviewer) asking questions from one or more respondents. Interviews can yield a great deal of useful information as the researcher can use questions associated to some of the following: facts, people's beliefs about facts, people's feelings, opinions, motives, current and precedent behaviours, standard for behaviour and cognizance of reasons for actions or perspectives (Metcalf, 2004). Complementing the above assertion, Rubin and Rubin (1995:43) argue that qualitative interviewing is characterised by being flexible and iterative (meaning that each time you repeat the basic process of generating information, analysing it, winnowing it, and testing it, you come closer to a clear and convincing model of the phenomenon you are studying), and continuous, implying that through the continuous nature of qualitative interviewing the questioning is redesigned throughout the project, rather than prepared in advance and 'locked in stone'.

Based on the argument by Rubin and Rubin (1995) above, the following data were elicited through interviews:

- data that detailed the current leadership competency and skills level of senior managers
- data that outlined the leadership competencies and skills needs of the senior managers, taking into account the expected leadership competency levels as expressed in the literature and municipal documents that were studied
- data that defined the kind of leadership competencies and skills short-falls of the senior managers that may be addressed
- data that established the commitment of the municipal council towards leadership learning and the development of the senior managers

- data that identified learning opportunities available for the development of the municipal senior managers

My argument is that the data that were generated through the literature review, document analysis and interviews were complementary. They were all aimed at establishing the kind of competencies and skills that are expected from the municipal senior managers; the kind of competencies and skills that the senior managers have against the expected; the deficit that needed to be addressed; the developmental opportunities that were available in the municipality to address the deficit; and the development strategies that could be employed to address the identified leadership developmental needs of the senior managers. Leedy and Ormrod's (2001:105) assertion that 'triangulation in a qualitative study entails data generating with the hope that they all converge to support a particular hypothesis or theory' supports my argument. Informing this argument, Neuman (2003) contends that, when used, triangulation facilitates an acceptable understanding of a phenomenon. Furthermore, Babbie and Mouton (2001) note that triangulation is considered to be one of the best ways to enhance rigour in qualitative research. Likewise, I utilised document analysis and interviews, which are various methods of data generating in a qualitative study. This strengthened the body of data that was generated for this study and the outcomes thereof (Merriam, 1998).

Babbie and Mouton (2001) and Kumar (2005) assert that there are two identified types of interviews, namely structured and unstructured interviews. However, Leedy and Ormrod (2001:159) hold the view that interviews can be structured, semi-structured, and/or unstructured. Structured interviews encourage rigidity in the structure and contents of the interviews. They are also known for being rigid in interview questions and wording. This type of interview would not create flexibility that would allow for fluidity in the generating of the necessary data in this study, thus eliciting a limited body of data (Babbie & Mouton, 2001).

For the purposes of this study, I decided on semi-structured interviews. This enabled me to exploit the advantages of both structured and open-ended interviews in that the semi-structured interview allowed me to use elements of both structured (main research question, sub-questions as discussed in 1.2, and

interview question in Addendum 2) and open-ended questions and probes where I had the opportunity of formulating questions spontaneously as the interview was in progress. Most of these questions developed as I attempted to get more clarity from the respondents, encouraging them to give more information that would build a thick body of information (Kumar, 2005; Leedy & Ormrod, 2001:159). Probes served as follow-up questions that triggered more discussion and clarity on data that was given by both the municipal documents and the respondents (Kumar, 2005). Furthermore, I employed semi-structured interviews because they permitted repeated interaction between me and the respondents, building trust and conversation flow, resulting in more data generating as the respondents were repeatedly afforded the opportunity to express their personal views on the research question.

In the same manner as in the document analysis the interviews followed on the process phases as proposed in 1.2 and discussed in 4.5.1, but the interviews served the purpose of giving more clarity and context to the data that were generated through literature review and municipal documents. What was recorded from the municipal documents was used to trigger more discussions and further elaborations with the respondents. For the purpose mentioned above, semi-structured questions (see Addendum 2) were used to facilitate further discussions on the findings of both the literature review and the document analysis. This process of interviews was important for the study because it was used to generate more data that gave more details in addition to the findings of the literature review and the document analysis. The process also provided clarity on what the municipal documents recorded while eliminating what was not accurately recorded against the experiences of the respondents.

I recorded all of what the respondents said using an audio-recorder as well as field notes. I deliberately avoided putting words in the respondents' mouths because if actual responses from respondents were not captured, the results would not be dependable (Babbie & Mouton, 2001).

While I acknowledged that total objectivity could not be achieved in research, I kept my personal views and reactions to myself to avoid bias and therefore increase the

dependability of the study. This assertion is based on Babbie and Mouton's (2001) statement that it is important for a qualitative researcher to make conscious attempts to exercise empathy when conducting his or her study. Ideally, the generated data must be understood from the perspective of the respondents.

Lastly, I considered the disadvantages of interviews as outlined in Kumar (2005). These included, among other things, that interviews are time-consuming, especially when potential respondents are scattered over a wide geographical area. The respondents of this study were, as discussed above, all based in one geographical area which was the Bushbuckridge municipal complex.

As stated above, I spent some time with the respondents before the actual interviews, discussing what the study was about and what was expected in terms of the research project. This interaction was aimed at creating rapport between me and the respondents and increased the probability of generating in-depth qualitative data (Babbie & Mouton, 2001).

Interviews were conducted over a period of two weeks. I used the first week to explain how the study was to be conducted and made logistical arrangements regarding a timetable for the respondents and agreed-upon venues for the interviews. Five working days were spent on talking informally to individual respondents depending on their availability. Those respondents who were not available on the first day were allocated an alternative day within the remaining four days. I continued to conduct the actual interviews during the second week which consisted of five days (40 hours available). There were fifteen respondents in total, and each was allocated three hours.

The interview schedule above was derived from Kumar (2005:124) who argues that, because of the repeated contacts and hence the extended length of time spent with the respondents, it is assumed that the rapport between researcher and respondent will be enhanced. Thus, the subsequent understanding and assurance between the respondents and me would lead to more and accurate thick data being generated (Kumar, 2005). In this study I was able through interviews to prepare the respondents before asking them questions, some of which were

complex and had to be explained to the respondents prior to the recorded interviews in order to increase the possibility of generating more relevant data. The way in which the generated data were analysed for the purpose of arriving at the actual developmental needs of the senior managers is explained in 4.6 below.

4.6 Data analysis

The data analysis process of this study was guided by the implementation and evaluation phases as proposed in 1.2. The purpose of the implementation phase was to facilitate the process of planning for the actual development of the senior managers and facilitate the process of developing an intervention that would address the identified leadership development needs of the senior managers (see 4.5.1 and 4.5.2). Furthermore, in this phase I had to determine how such an intervention could be successfully implemented. Finally, the evaluation phase, which was the last phase, was intended to facilitate the process of establishing how, if at all, the intervention addressed the identified leadership development needs of senior managers at the Bushbuckridge Local Municipality. An elaborate discussion on the two phases follows later in this section. The question that arises is what informed the analysis process of this study.

The analysis process of this study was based on Babbie and Mouton's (2001) view that data analysis constitutes all forms of analysis of data that were gathered using techniques that yield qualitative data, regardless of the paradigm used to govern the research. In support of Babbie and Mouton (2001), Leedy and Ormrod (2001), mention that there is no single 'right' way to analyse data in a qualitative study. In this study I started with a large body of data and through inductive reasoning sorted and categorised it and gradually reduced it to a smaller set of abstract, underlying themes. I derived this approach of dealing with data from Patton (2002:109-114), who regards data analysis as the process of bringing order and organising the data generated into patterns, categories and descriptive units. In this study the data analysis process helped me to test new knowledge that was generated through document analysis and interviews against what was said in the research problem and the literature studied and reviewed in Chapter Three. The product of this testing process is expected to confirm or disagree with the views as

expressed in the both the literature and the research problem as stated above (Kumar, 2005).

The first step in the analysis process involved putting the generated text into written words (transcription of data). Babbie and Mouton (2001:496) state that 'any qualitative researcher needs to begin his venture into discourse/data analysis by identifying all the possible meanings of the text he is analyzing'. This process was characterised by the first following two practical steps (Parker, 1992:9). The first step was putting all texts into words. This was done through compiling the data of document analysis and listening to the data recorded during the interviewing stage and making verbatim transcripts. In this process, the data compiled from the two data-generating methods were compared and contrasted against the main concepts as expressed in the research problem and the literature reviewed in this study which was summed up and expressed further through the conceptual framework in Figure 3.3.

I broke the large bodies of text down into smaller units that were in the form of sentences and paragraphs that I distinguished and I used multi-coloured pens to identify the main areas of this study. This technique is called open coding. According to Strauss and Corbin (1990:62), open coding is part of analysing that which pertains specifically to the naming and categorising of phenomena through close examination of data.

In addition, I repeatedly used the entire data set to gain an understanding of what it contains as a whole, keeping a record of memos on the margins of documents used. These memos helped me to determine possible categories and interpretations (Leedy & Ormrod, 2001:161). After structuring the text, I engaged in a process of working out the meaning of each category of text. This was done in line with the recommendation by Babbie and Mouton (2001:496) who propose that the researcher should at this stage identify general categories or themes, and perhaps sub-categories or sub-themes as well, and then classify each piece of data accordingly. At this point, the researcher should be getting a general sense of patterns and a sense of what the data mean.

I proceeded to the next two steps which were distinguished as follows:

- In the first step I compared and contrasted my initial claims against the literature findings referred to in Chapter Three and the findings of the study (Creswell, 1998).
- In the second step I integrated and summarised the data. This process involved putting together comprehensive findings outlining the relationships and the gaps between the research question of this study, the literature and the outcomes of the data generated through the document analysis and interviews. This procedure was in line with Babbie and Mouton's (2001) recommendation that in the final step the researcher should integrate and summarise the data for the purpose of reporting. This process involves packaging the data into an organisational scheme (Babbie & Mouton, 2001; Leedy & Ormrod, 2001).

Figure 4.2 is a schematic representation of the data management process flow that was followed in analysing the generated data.

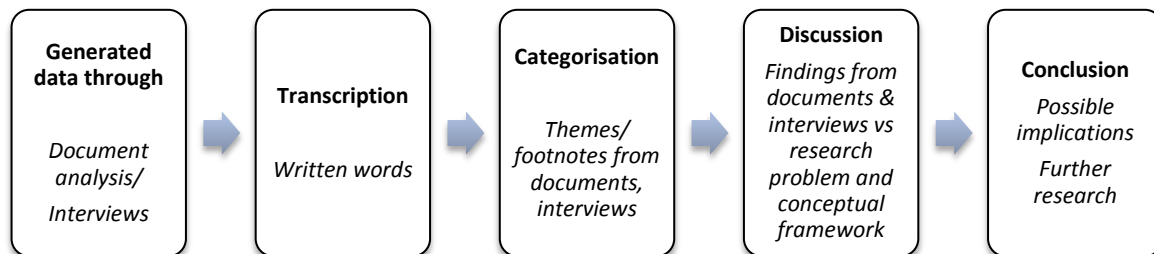


Figure 4.2: Data management process flow

Figure 4.2 outlines the process that was followed to manage the data that was generated in response to the research question of this study, which read thus: *What is the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality?* This figure highlights how the generated data was transcribed and categorised with the purpose of creating meaning. Furthermore, the discussion of the findings from document analysis and interviews, and the conceptual framework against the research problem ensued. Document analysis constituted a process of analysing the municipal documents for

the purposes as outlined earlier in this chapter. One of the main purposes was to investigate whether the municipality's plans did indeed include plans and programmes aimed at providing continuous leadership learning at the time of this study. The relationship between the document analysis and interviews in this study is that the document analysis informed this study regarding where the municipality was in terms of providing for the developmental needs of the senior managers. The interviews brought into the study – amongst other things – the experiences of the respondents with regard to the suitability of the competencies and skills that senior managers had against that which was expected as expressed in the municipal documents (see 4.5.2). The interviews also generated data that highlighted the leadership developmental needs of the municipal senior managers. The relationship between the two data-generating methods is that the document analysis informed the study on where the municipality wanted to be at the time of this study (the ideal), and where it was (the actual). The interviews reflected on the findings of the document analysis, adding the how leadership learning may be used as a mechanism to develop the competencies and skills of the municipal senior managers with the purpose of enhancing their performance towards achieving the objectives of the municipality. Therefore, the data that was generated and analysed directed this study to the two phases elaborated upon below, namely the implementation phase and the evaluation phase.

Implementation phase: In this phase, deriving from the meaning that was created during the process of data analysis, plans for addressing the identified leadership development needs were proposed. The proposed plans was derived from the literature that was discussed in Chapter Three regarding the ideal leadership competencies and skills for senior managers, the municipal documents that were studied as mentioned in earlier phases, and the interviews with the respondents of this study as discussed in the section on interviews (see 4.5.2). Consequently, this phase addressed questions that included exploring what would constitute an intervention that would address the identified leadership development needs of the senior managers at the Bushbuckridge Local Municipality, and how such an intervention may be successfully implemented. Before a final determination was made on the needs to be addressed it was necessary to verify the identified developmental needs with the respondents of this study. My assertion was that it

was necessary to go back to the respondents to seek their reflection on and confirmation of the identified developmental needs. This action helped in verifying the accuracy and credibility of the recorded developmental needs. The input and/or objections of the respondents were invited and considered, either for inclusion or exclusion depending on the nature thereof. This verification process was a prelude to the actual implementation process. The next section outlines how rigour was used as part of the verification process that guaranteed the credibility of the leadership development needs of the municipal senior managers that were identified and considered for the intervention mentioned above. It also presents the process that was followed in implementing the leadership development intervention of this study.

4.6.1 Rigour and generalisability

In this study, I argued that it was necessary to have a rigorous process to confirm and guarantee that the generated data was credible, and may be used to explain the status quo of leadership learning in the Bushbuckridge Local Municipality and trigger further discussions on the contribution of leadership learning in the developmental needs of the senior managers.

4.6.1.1 Rigour

According to Babbie and Mouton (2001), rigour demands the greatest extent of accuracy with regard to the choice of the research method and techniques employed to generate and analyse the data related to the research problem. The above assertion is supported by Morse, Barrett, Mayan, Olson and Spiers (2002:8), as well as Merriam (1998) who argue that rigour involves ensuring that the methodological processes followed in a study are rigorous to deal with researcher bias as positivists would argue that interpretative studies are prone to bias. Thus researchers choose to work with data with which they are comfortable. In this study, I took the responses to the pre-planning and the needs assessment sub-questions as in 1.2 back to the respondents as a way of confirming the accuracy of the recorded results. This is in line with the verification process as suggested by Morse et al. (2002). According to Morse et al. (2002:8-9), verification is a process of checking, confirming, making sure, and being certain about a phenomenon. In agreement with Morse et al. (2002) above-mentioned view, Merriam (1998:5)

suggested earlier that 'checking, verifying, testing, probing, and confirming' as one generates the data rather than having to verify and check at the end is important for case study research. Based on Merriam's statement above, I tested what I had established through the literature review against the data generated from the municipal documents and interviews with the respondents of this study. During the interviews I used probes to stimulate more discussion on the data already generated through the review of literature and municipal documents. The use of multiple sources of data (from the reviewed literature, municipal documents and interviews with the respondents of this study) reduced the possibility of bias and tested the data collected from each of the methods against the data from the other methods with the aim of generating credible data that would be used to determine the developmental needs of the senior managers. Therefore, the implementation phase was preceded by a rigorous process which was aimed at guaranteeing that the implemented intervention would reflect the actual developmental needs of the senior managers. The implemented intervention was evaluated in the evaluation phase as explained below.

Evaluation phase: This was the last phase in this study. Its purpose was to establish how, if at all, the implemented intervention addressed the leadership developmental needs of the senior managers of the Bushbuckridge Local Municipality. This phase depended on the feedback I had elicited and received from the participants, and my observations of the training and development processes during the delivery of the intervention against the predetermined learning outcomes as listed in Chapter Five.

4.6.1.2 Generalisability

Generalisability is defined as 'the extent to which the results of a study can be used in other contexts with different respondents' (Babbie & Mouton, 2001:277). In this study I argue that it may not be confirmed with confidence that the outcomes may be generalised and be applicable to senior managers of all municipalities except setting up a basis for further investigation in this field. In support of my argument above, Babbie and Mouton (2001:227) note that the researcher using qualitative data does not claim that findings of a single study in a particular context will necessarily apply to other contexts.

4.7 Assumptions

According to the Minister of Cooperative Governance and Traditional Affairs (Department of Cooperative Governance and Traditional Affairs, 2010) municipalities in South Africa are faced with the challenge of a lack of effective programmes aimed at addressing the developmental and learning needs of the senior managers. This lack of meaningful developmental programmes leaves most municipalities with ineffective and inefficient leadership and a scarcity of qualified people in financial management; hence most municipalities continuously get qualified audit reports. In the context of the minister's claim above, I maintain that there are many factors that account for the lack of relevant leadership competencies and particularly so in the municipal administration. These factors include a lack of effective programmes aimed at developing the senior managers and continued conflicts between political factions that interfere with governance in most municipalities.

Therefore, I assert that this study was not intended to be exhaustive of all the possible causes of a lack of commitment towards addressing the developmental needs of senior managers in the Bushbuckridge Local Municipality. A detailed discussion on what this study achieved and/or did not achieve is presented in Chapters Five and Six.

4.8 Ethical measures

I adhered to the ethical principles laid down by Stellenbosch University. The data that I generated from the municipal documentation and the interviews were handled confidentially and used strictly for the intended purposes. Furthermore, in the study I also took into account the aspects of confidentiality, sensitivity, appropriate acquisition and use of the municipality business information within the provisions of the Promotion of Access to Information Act of 2000 and its regulations (Republic of South, 2000). This acknowledged the municipal manager as the information officer.

Finally, appointments for the interviews were agreed upon mutually with the respondents, and the stipulated time was adhered to. This encouraged

professionalism and accountability among all those who were involved. I did not allow my experience of local government to encroach on the data-generating and ultimately the analysis processes, unless where my views were used to bring in observations that were not revealed through the instruments mentioned above. In cases where my observations and experiences were used, the observations and experiences were validated and verified against evidence from the studied literature and the respondents of this study.

4.8.1 Respondents

The participation of the respondents of this study was voluntary. They expressed willingness and consent as referred to in 4.13.2 below.

4.8.2 Researcher

In order to satisfy the requirements for an ethical study, I negotiated access and consent with everyone concerned. I wrote a formal request for permission to conduct the interviews and to have an access to official documents of the municipality. The municipal manager, who is the head of administration, granted written permission through the office of the senior manager of corporate services. The proviso was that the municipal documents and data generated through interviews could only be used for the purposes of this study. Any deviation would require further permission from municipal authorities. In complying with ethical requirements I ensured honesty in all my dealings with the respondents and the municipality.

4.9 Conclusion

In this chapter, the salient aspects of the research design for this study were discussed. It emerged that in choosing a research design for this study I had to consider methods for obtaining data that would assist me in answering the research question as explained earlier. The design of the leadership development intervention was also described with the purpose of shedding light on what informed the intervention that was implemented with the senior managers of the Bushbuckridge Local Municipality. The evaluation process was also briefly mentioned. A detailed evaluation report of the intervention is given in Chapter Five of this study.

In the next chapter (Chapter Five) I present a detailed account of the findings of the empirical part of the study. The chapter also provides details of the identified developmental needs of the senior managers and the intervention that was implemented with them. The achievements and limitations of the intervention programme implemented with the senior managers are also highlighted.

Chapter Five

Findings from the study

5.1 Introduction

The previous chapter dealt with important aspects of the research design used in this study. Key to Chapter Four was a discussion of the instruments that were used to generate data to determine the contribution of leadership learning in the developmental needs of senior managers of the Bushbuckridge Local Municipality, namely document analysis and interviews. The data that were generated through these instruments were presented and analysed to ascertain the leadership developmental needs of the senior managers of the Bushbuckridge Local Municipality as proposed in Figure 4.2. It was through these instruments that the following objectives of the study as outlined in 1.3 were addressed:

- to establish whether the performance standards as set out in the Bushbuckridge Local Municipality's strategic and implementation plans are complemented by the senior managers' relevant leadership competencies and skills;
- to establish the deficit in terms of the expected and actual leadership competencies and skills of senior managers as leaders;
- to determine the appropriate leadership developmental needs of senior managers at the Bushbuckridge Local Municipality;
- to develop a leadership development intervention aimed at addressing the identified needs of the senior managers of the Bushbuckridge Local Municipality;
- to implement a leadership development intervention;
- to conduct an evaluation of the ways in which the intervention may have assisted senior managers in fulfilling their expected roles and responsibilities; and
- to contribute a conceptual understanding of leadership learning in a rural municipality by proposing a conceptual framework.

Therefore, in the next sections I present an analysis of the generated data, the findings thereof, an intervention to address the identified developmental needs of

the senior managers, and an in-depth evaluation of the intervention as discussed in Chapter Four.

5.2 Document analysis and interviews

The previous chapter described the data-generating process of this study. It revealed that documents analysis and interviews were the main data-generating instruments in this study. The next sub-sections therefore present and discuss the data that were generated through these instruments and used to answer the research question of this study:

Municipal documents consulted for this study

I considered the municipal documents listed in Chapter Four as important because they described the kind of competencies and skills expected of senior managers. They also provided information with regard to existing leadership learning activities and the current municipal plans aimed at developing the competencies and skills of the senior managers. Furthermore, the documents informed this study with regard to service delivery commitments that the municipality made with communities. These documents provided baseline data that influenced the interviews with the respondents of this study.

Interviews

As indicated in 1.6, I planned to conduct semi-structured interviews with seven senior managers who were responsible for the seven directorates of the municipality; the municipal manager; the speaker of the Bushbuckridge municipal council; members of the mayoral committee who represented the interests of communities; and the municipal administrator who featured late in the study as indicated in Chapters One and Two. The focus of this study was on the senior managers, therefore the municipal manager, administrator, council speaker and members of the mayoral committee only featured infrequently to represent a community perspective on the kind of leadership required to lead the municipality towards delivering on the commitments made with the community of Bushbuckridge. Therefore, the respondents of this study were labelled as follows using R for respondent followed by a number:

Senior Manager: Community Affairs (R1)

Senior Manager: Local Economic Development (R2)

Senior Manager: Internal Audit (R3)

Senior Manager: Corporate Services (R4)

Senior Manager: Municipal Works (R5)

Senior Manager: Water Services (R6)

Senior Manager: Finance (R7)

Municipal Manager (R8)

Council Speaker (R9)

Member of Mayoral Committee: Municipal Works (R10)

Member of Mayoral Committee: Finance and Local Economic Development (R11)

Member of Mayoral Committee: Personnel and Administration (R12)

Member of Mayoral committee: Community Services (R13)

Member of Mayoral Committee: Sports and Recreation (R14)

Administrator (R15)

However, due to unforeseen circumstances I managed to interview only five senior managers out of the seven initially planned for. I also interviewed the municipal manager, council speaker and members of the mayoral committee, and lastly, the administrator. The senior manager for finance withdrew from participating due to personal reasons, while the senior manager for water services was not available throughout the period of the interviews despite attempts to get her to participate. Consequently, the study proceeded with 13 respondents who were readily available to participate in the study.

I decided to compile a brief profile of the respondents of this study in order to provide a picture of the human resources that the municipality was using at the time of the study. It is worth mentioning that the profile comprises only personal information that the respondents were willing to make available. Therefore, Table 5.1 presents profile information that the respondents released for use in this study. Furthermore, the education profiles of the municipal administrator, council speaker, and mayoral committee members were not included because the focus was on senior managers whose developmental needs were investigated and addressed. The profile of the municipal manager was included because he facilitated the

delivery of the leadership developmental intervention, and it was therefore necessary to reveal his level of qualifications.

Table 5.1: The profile of respondents in the study as by February 2010

| Directorate | Position | Qualification level | Gender | Time in position | Age |
|--|----------------------------|---------------------|--------|------------------|----------|
| 1. Community services | Senior manager | Postgraduate | Male | 3 years | 43 years |
| 2. Local economic development | Senior manager | Postgraduate | Male | 6 months | 45 years |
| 3. Internal audit | Senior manager | Postgraduate | Male | 6 months | 28 years |
| 4. Corporate services | Senior manager | Postgraduate | Male | 6 months | 38 years |
| 5. Municipal works | Senior manager | Postgraduate | Male | 3 years | 40 years |
| 6. Municipal manager's office | Municipal manager | Postgraduate | Male | 12 months | 43 years |
| 7. Member of mayoral committee: Municipal works | Executive committee member | | Male | 18 months | 46 years |
| 8. Member of mayoral committee: Social development | Executive committee member | | Female | 18 months | 40 years |
| 9. Member of mayoral committee: Sports, arts, culture & heritage | Executive committee member | | Female | 18 months | 40 years |
| 10. Member of mayoral committee: Finance, economic development, planning & environment | Executive committee member | | Male | 18 months | 46 years |
| 11. Member of mayoral committee: Personnel, administration & traffic | Executive committee member | | Male | 18 months | 49 years |
| 12. Office of council speaker | Council speaker | | Male | 18 months | 44 years |
| 13. Administrator's office | Administrator | | Male | 6 months | 52 years |

Table 5.1 presents the profile of the participants of this study. The biographical data show that all the senior managers as well as the municipal manager held

postgraduate qualifications. However, there was no confirmation of the relevance of their qualifications to the municipal context. This biographical data only served the purpose of providing a summary of their educational profile which gave a general indication of the academic level of the administrative leadership of the municipality. Finally, the table shows that the majority of senior managers and councillors, including the administrator, were men. The domination by men may suggest that the municipality was lagging behind regarding issues of gender equity. However, I noted that discussion about gender issues was not relevant for this study, but worth noting as it is an important transformation indicator in all workplaces in South Africa. It is also noteworthy that none of the senior managers had been in their positions for more than three years. The limited time they had been in leadership positions as shown in Table 5.1 might have a bearing on the success of initiatives that were aimed at enhancing their performance.

5.3 Presentation of analysis

The analysis of this study and the subsequent findings were done considering the research question of this study, the research problem, and the conceptual framework derived from the literature review presented in Chapter Three. This analysis process is schematically represented in Figure 5.1.

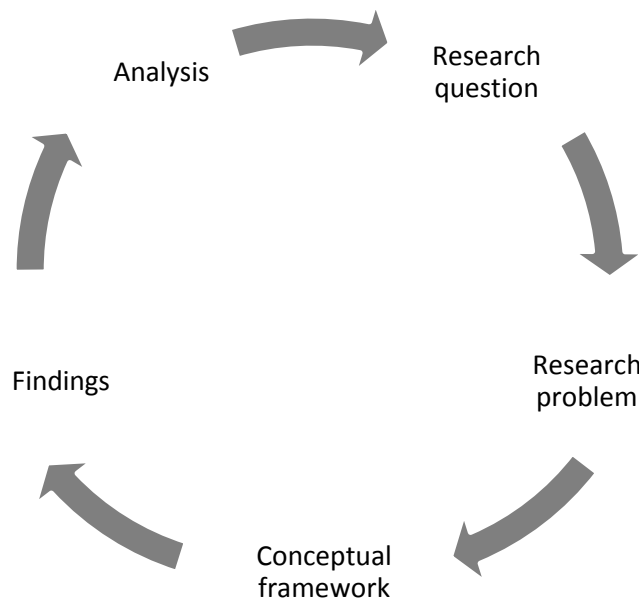


Figure 5.1 Schematic representation of the analysis process

Figure 5.1 is a schematic representation of the process that was followed in this study in analysing the data that responded to the question: What is the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality? This figure shows how the generated data for this study was processed and how meaning was created with the purpose of establishing what role leadership learning had in the developmental needs of the senior managers of the Bushbuckridge Local Municipality. In establishing this role, the developmental needs of the senior managers were investigated with the purpose of proposing a developmental model for addressing the identified needs. In the process of making findings on the developmental needs of the senior managers, the data that were collected through municipal documents, interviews and the studied literature as summed up in the conceptual framework (see Figure 3.3) was used.

5.3.1 Analysis of municipal documentation

The analysis of these documents revealed that the PAM (see 4.5.1) document details what managers are expected to achieve in the duration of their contracts and the obligations of the municipal council as the employer. The JDM details senior managers' roles and responsibilities which should help the municipality achieve service delivery commitments made with communities. The PDPM document contains individualised plans aimed at developing the competencies and skills of senior managers. The PMF document explains how the performance of all employees of the municipality is managed, assessed and evaluated. The PRM document outlines processes that are followed in reviewing the performance of the senior manager and how the performance is reported to the council. The SMPC document contains terms and conditions for the employment of the senior managers. The QPR document is linked to the SMPC because it makes provision for the assessment of the performance of the senior managers on a quarterly basis. The WSP document details human resource development plans for all categories of employees in the municipality. The IDP document contains service delivery plans of the municipality (municipal commitments with communities). The HRP document regulates the commitment of the municipality and its employees. The municipal budget provides valuable information with regard to spending on the

municipal's human capital. The SDIBP document outlines commitments of the senior managers with regards priorities of their directorates. The SDPR document provides for the reviewability of the performance of the municipality on its priorities. The ASDR document details the performance of the municipality on the plans contained in the IDP document. Lastly, the RP document details activities that the municipality must perform in order to come out of the state of collapse as mentioned in Chapters One and Two. The analysis of the above-mentioned documents against the literature as discussed in Chapter Three, and the responses of the respondents of this study are presented in the paragraphs that follow.

Communication: The PAM document specified communication as a core competency required in all senior managers. The JDM and the SMPC specify communication as a core competency required for senior managers to be effective and efficient. In addition to communication, the document mentions the importance of negotiation with relevant stakeholders as part of communication. The PDPM document identifies communication as one of the skills that must be developed in all senior managers. The PMF does not mention communication but outlines the performance management process that the municipality should follow in improving the performance of all municipal employees. The PRM for managers does not mention communication. It only outlines what senior managers have achieved and highlights areas that still need attention. The WSP document does not mention communication but it highlights the plans that are aimed at developing senior managers and the other employees of the municipality. The IDP document does not mention communication but details projects that the municipality must implement. The HRP, MB, SDIBP and SDPR make no mention of communication. The ASDR document only details the service delivery achievements and failures and does not mention communication.

Interpersonal competencies: The PAM, HRP, MB, and SDIBP documents do not identify interpersonal competency, but the SDPR considers stakeholder participation as vital. Interpersonal competencies are highlighted in the JDM document as key to their ability to achieve organisational goals. The PDPM document identifies interpersonal competency – among other factors – as vital for

effective leadership performance. Neither the PMF document nor the PRM document mentions interpersonal competency. The WSP document emphasises further development of this competency for all senior managers as well as the other categories of employees. The IDP and the ASDR do not mention interpersonal competency.

Teamwork: The PAM, JDM, PDPM and WSP documents mention teamwork as one of the core competencies that is vital for the municipality to maximise performance. The PMF, PRM, IDP and ASDR documents do not mention teamwork.

Problem solving: Problem solving is mentioned in the PAM, JDM, PDPM and WSP documents as vital for effective leadership performance. Problem solving is not cited in the PMF, PRM, IDP and ASDR documents.

Individual vision: There is no mention of individual vision in the PAM, JDM, PDPM, WSP, IDP, PMF, PRM and ASDR but organisational vision is mentioned instead in all the documents because it serves as a point of convergence for all municipal service delivery plans and programmes. This organisational vision is also considered important for influencing visions of the municipal directorates.

Professionalism: The PDPM, WSP, IDP, PMF, PRM and ASDR documents do not mention professionalism. Only the PAM and JDM documents express interest in highly organised and professional leaders who are high performers.

From the information provided above it is evident that communication, interpersonal competency, teamwork, creating organisational vision and problem-solving skills are seen by the municipality as vital capabilities for effective leadership. This is consistent with what is stated in the explored literature of this study (see 3.3.4.1) and my assertion that the Bushbuckridge Local Municipality could perform better if its senior managers were equipped with relevant capabilities that are aligned to the municipal IDP. There is further correspondence between the theoretical perspectives as presented in Figure 3.2 and the analysed documents above in that while senior managers are expected to perform as individuals they

are also accountable to the municipality as a team that must work cooperatively toward achieving on the commitments made with communities. Therefore, teamwork was considered important in facilitating both individual and collective responsibility and accountability among the senior managers. However, the SMPC, PAM, JDM, PDPM, WSP documents used words such as, 'empowerment' and 'strategic leadership' in describing collective efforts within the municipality. I therefore inferred that these words suggest that there was commitment on the part of the leaders to develop others as part of the team. It appears that this aim of developing others would be made possible because the MB showed that money was available for further development of employees. Therefore, the words are linked with the concept of teamwork as presented above. With regard to individual vision the PAM, JDM, PDPM, WSP, IDP, PMF, PRM and ASDR documents emphasised organisational vision which I consider a coordinating point for all leadership and service delivery activities of the municipality, because if the senior managers must be seen to perform as expected, then their joint efforts should be directed towards achieving on the vision of the municipality. This organisational vision is expressed through the priority plans as contained in the municipal IDP.

Consequently, there seems to be agreement between the explored literature, the municipal documentation and the respondents of this study as presented in 5.3.2 below that the competencies and skills discussed above, whether developed at individual or organisational level, are vital for steering the municipality towards delivering on its service delivery commitments.

5.3.2 Analysis of interview data

The responses of the senior managers, the municipal manager, the council speaker and the members of the mayoral committee are in agreement with both the literature as presented in Chapter Three and the document analysis as discussed above that communication skills, interpersonal skills, problem-solving skills, teamwork and the ability to develop one's vision are important skills required of all senior managers of the Bushbuckridge Local Municipality. In a question that was aimed at exploring the respondents' views on what competencies and skills are needed to function as a leader, one respondent stated thus:

I think communication skills, the ability to solve problems, building relationships with others, especially employees in your directorate and outside customers, are important leadership requirements for leaders to achieve on the set objectives. [R1]

In a question that inquired on what would enhance his performance, he added:

[O]ne of the things that can improve my performance and that of the other senior managers is if the municipal council approved more time outside work for off-job training in addition to the adequate funds already available for further training and development. Because we lack key skills like communication, leading our subordinates, resolving conflicts and so on.

The response provided above is consistent with those of two other respondents who argued as follows:

Any leader who wants to perform better must have good communication skills, relate well with others in order to build teams that work collectively towards attaining the objectives of the municipality. He should also be able to solve problems in a fair and productive manner. [R2]

In my leadership role I am required to ensure the smooth running of my directorate. I therefore must be able to communicate well, interact effectively and productively with those I work with and solve problems that arise daily. [R3]

Adding to the responses above, another respondent argued:

For the senior managers to achieve on the mandates of their directorates and the municipality, they need to communicate effectively with their followers. Communication will help build strong teams that will engage all efforts towards achieving on their departmental plans. [R4]

Furthermore, representing the community perspective on the expected leadership, Respondents 7, 8, 9, 10, and 11 commented that the municipality requires leaders

who have the capabilities to handle the daily challenges the municipality faces. For example, in a statement that was reflective of what the other respondents as stated above said, one respondent argued that

... in this municipality we need leaders who are multi-skilled. These leaders should have analytical, team-building skills among others. [R7]

However, the need for more management tasks as shown in Table 3.1 was also highlighted:

In my leadership role I need to be able to plan, manage the finances of the directorate, in short, the ability to manage the activities of my directorate. [R5]

The assertion above is that the management tasks as set out in Table 3.1 can contribute as much in enhancing the performance of the senior managers.

Professionalism is regarded as important for effective leadership, as mentioned in the literature review in Chapter Three and the document analysis (PAM, SMPC, and JDM) in this chapter. The respondents of this study did not mention professionalism directly, but in relating leadership to management tasks, one respondent commented:

[L]eadership is about behaving professionally by accepting criticisms, consulting with those that you work with and listening to their views. [R4]

The community perspective as represented by various respondents (R7, R8, R9, R10, R11, R12) reaffirmed the views of the respondents quoted above (R1, R2, R3, R4). In response to the question to determine the leadership character (capabilities) required in the municipal administration that would guarantee the delivery of acceptable services to the communities of Bushbuckridge, one respondent affirmed that

... for the municipality to deliver on the expected services its leaders in the administration must ensure effective communication, consultation and be responsive to the service delivery needs of the communities they serve. [R9]

Another respondent added:

Communities must be well informed about municipal programmes that will bring services to them. They should be aware of all projects that are happening in their communities, and they should know the turn-around time when they report complaints and problems to the municipality.

[R12]

The analysis of the municipal documents and the responses from the respondents of this study consistently confirmed the claim in 1.2 that there is a need to investigate and address the leadership development needs of the senior managers of the Bushbuckridge Local Municipality. Consequently, the analysis of the municipal documentation and the responses of most of the respondents, against the explored literature in 3.3.3.1 identified the following capabilities as vital leadership developmental needs of the senior managers of the Bushbuckridge Local Municipality: communication, interpersonal relations, problem solving; teamwork and vision – individual or organisational. However, there were capabilities that did not appear in the documents of the municipality but were mentioned and identified as vital by the respondents and the literature exploration. For example, two of the respondents argued as follows in a question that inquired on what would enhance his performance;

[F]or any leader to meet his set goals he needs to be transparent, analytic, a good listener, encourage others, supportive, develop continuously. [R2]

[A] leader must inspire followers, mentor followers, motivate and allow followers to take a lead. [R1]

There were also competencies and skills that were identified by the literature exploration as vital for an organisation to function effectively and efficiently. These included efficient administration of resources and records, democratic management of employees, and demonstration of well-developed leadership qualities. These competencies and skills – especially the ability to allocate and use

the resources of the municipality effectively and efficiently – were not mentioned by the respondents of this study, but appeared in the JDSM document.

In addition to the competencies and skills listed above, the literature explored in 3.3.3.1 described project management and the ability to coach and train followers as important for effective leadership. With regard to project management, the SMPC, PAM, JDM, PRM, ASDR, PDPM, WSP, PMF and IDP documents emphasised project management and considered it vital in facilitating the delivery of acceptable qualitative services to communities. The PMF, IDP and WSP did not mention the ability to coach and train followers at all (see 3.3). However, the SMPC, PAM, JDM, PRM, WSP, QPR and the PDPM documents regarded the ability to empower others as vital for effective leadership.

5.4 Findings from the analysis

The analysis in 5.3.1 and 5.3.2 above shows some consensus between the municipal documentation as listed in 5.2 and the responses from the respondents of this study, namely that for leaders to function effectively they have to be well developed in most of the leadership competencies and skills discussed in Chapter Three (see 3.3.3.1). A comprehensive example can be drawn from the JDM document which outlines the following generic responsibilities for senior managers:

Lead your directorate towards achieving on the key performance areas; assess and evaluate the performance of your directorate; manage all projects in your directorate; communicate effectively with all stakeholders of the municipality, resolve conflicts, encourage collective work, and take responsibility for the development and the performance of all resources in your directorate.

The respondents of this study also identified these leadership competencies and skills as vital for them to improve on their performance. The following quoted statements are comments made by the respondents in response to the question that attempted to elicit their views on the distinction between leadership and management tasks:

In my view leadership is about providing support to employees that work in your directorate and the ability to conduct situational analysis to determine the needs of both your directorate and followers. [R1]

[L]eadership is also about managing and monitoring projects that the municipality delivers to communities. Managing and monitoring these projects may assist communities get acceptable levels of services. [R4]

[I]n this municipal context, project management skills are vital and are very scarce skills; hence, the high prevalence of unfinished projects. All senior managers and line managers need to have their project management skills sharpened. [R5]

Adding to what the two respondents mentioned above, respondents 8, 9, 10, 11 and 12 noted that there must be a commitment from those in leadership to build and support those with whom they work. Their views are emphasised by the following statement:

[F]or the senior managers to perform better, they need to share their skills and expertise with all employees in their directorates in order to maximise performance. [R2]

The analysis provided above highlights an alignment between the discussed literature in 3.3.3.1, the documentation of the municipality and the views of the respondents of this study on the need to develop the leadership capabilities of the senior managers of the Bushbuckridge Local Municipality. This alignment affirms the views expressed in the research problem of this study, which asserted that there is a challenge of non-delivery or slow delivery of services in the Bushbuckridge Local Municipality (see 1.2). The research problem further suggests that among other things, improving the skills, knowledge and competencies of senior managers of the municipality through leadership developmental interventions might enhance their performance. Consequently, the analysis above identified managing projects and coaching and training followers as important if the developmental needs of the senior managers are to be addressed.

Despite the alignment pointed to earlier, interviews with the respondents regarding the distinction between leadership and management tasks also revealed that senior managers viewed leadership and management tasks as synonymous. Commenting in response to a question about the difference between leadership and management tasks, one respondent said,

[I] always believe that a good manager is always a good leader. [R4]

On the same question, another respondent argued that

[leadership] is about planning, good people and financial management, good control of all the resources of the municipality. [R1]

One of the respondents suggested a need to develop the managers' knowledge and understanding of both management and leadership concepts. He argued, among other things, that

... in leadership, you can't achieve alone. You must achieve with your line managers. This means that ... for us to achieve a particular objective there must be room for others to contribute, [R2]

The apparent lack of clarity and comprehension as shown in the response by [R4] suggests that there is a need to improve on the senior managers' theoretical understanding and practical application of the two concepts as pointed out in Table 3.1.

From the discussions above, it is evident that the developmental needs of the senior managers of the Bushbuckridge Local Municipality are mainly situated in areas comprising the following capabilities: communication, interpersonal relations, problem solving, teamwork, the ability to develop a vision (individual or organisational), project management, and the ability to coach and train followers (developing others). The leadership capabilities mentioned above were merged as presented below in order to avoid fragmentation and repetition during the planning and implementation processes. For example: communication, interpersonal relations, problem solving, teamwork, and vision (individual or organisational) were planned for and presented together because communication, for example, includes effective listening, speaking and written communication as well as negotiation skills

which link with problem solving, interpersonal relations and teamwork (see 3.3.4.1), among other things. Interpersonal relations and project management are products of effective communication between both the internal and the external consumers (see 3.3.4.1). Teamwork can be achieved if communication is effective, resulting in sound interpersonal relations, mutual trust, transparency and respect within the directorate which must bind all efforts towards achieving the vision of the directorate and that of the municipality.

Furthermore, the data analysis process also revealed that there is a need to improve the manner in which senior managers apply management and leadership skills within their work environment and the communities they serve. I have argued that the two concepts cannot be dealt with as separate from the other capabilities discussed above. For the purposes of creating synergy in the delivery of the programme, I decided to organise the identified needs under the theme *Strategic leadership competencies and skills* as proposed by Mattone (2012). Mattone (2012) argues that organising learning experiences under a single theme assists with the integration of the delivery process where each competency or skill is discussed as part of the whole towards a common vision. In the same manner, Hitt *et al.* (2007) describe strategic leadership competencies and skills as capabilities that enable a leader to motivate and win over others to follow and acquire the objectives of their organisation. Leaders with these competencies and skills are able to accommodate and integrate internal and external stakeholders (Jooste & Fourie, 2009:52). It is with this brief description of strategic leadership competencies and skills in mind that the programme contents that were aimed at addressing the needs of the senior managers were selected. The above-mentioned programmes were designed considering techniques for leadership development (see 3.3.2.1), applicable leadership approaches (see 3.3.2.2), steps involved in designing a leadership learning programme (see 3.3.4.2), and the conceptual framework in 3.4 (see Figure 3.3).

In order to facilitate the delivery of the said selected activities under the theme above, I used the following topics and sub-topics:

- **Organisational communication** (Sub-topics: 1. Projects and communication strategies. 2. Communication channels and messaging)

- **Leadership and empowerment** (*Sub-topics: 1. Leadership, Leadership styles and management; 2. Employee development and, support; and 3. Conflict resolution*)

Based on the identified leadership developmental needs noted above, it was expected that the programme should help the senior managers to:

- create and deliver oral and written presentations that contribute to effective message delivery (LO 1);
- facilitate effective communication with both internal and external stakeholders (LO 2);
- analyse audience in their municipal environment (LO 3);
- develop communication strategies that facilitate accomplishing the set communication objectives (LO 4);
- structure and write effective correspondences from emails and memos to proposals and reports (LO 5);
- create and work with teams (LO 6);
- show working knowledge of delegating responsibilities to followers as a way of developing them (LO 7);
- motivate followers and provide support in order to maximise their performance (LO 8);
- develop others in order to enhance their personal and organisational development (LO 9); and
- resolve conflicts and solve problems within and across directorates (LO 10).

The above-mentioned outcomes were addressed in four sessions as presented below:

FIRST SESSION:

Topic: Organisational communication

Sub-topics; projects and communication strategy

Date: 06 February 2012

Time: 2 hours

Learning outcomes: LO1, LO2 & LO3

Methods: Group work

Activities:

Activity 1: Working in groups of three each, the participants identified priority projects from the municipal IDP; and developed a communication strategy to be used to introduce the process of implementing the projects. These activities allowed them an opportunity to get information from the municipal IDP and disseminate it to stakeholders. They also identified types and categories of information and stakeholders to whom the information should be distributed.

Activity 2: Case study materials on effective communication were handed to the participants to help them benchmark best communication practices. Each group was given 15 minutes to discuss and decide on practices that can be adapted to the Bushbuckridge municipal context. These case studies highlighted the importance of communication strategies and plans in facilitating effective organisational communication.

Activity 3: Open discussion on choices of communication practice was given 10 minutes after each presentation. Each discussion was concluded by checking whether the choices were indeed feasible given the municipal context. For example, the questions arose whether using national television would be practicable in a rural municipality such as the Bushbuckridge Local Municipality where most people were yet to gain access to electricity and whether the municipality had the financial resources to realise this goal.

Activity 4: In concluding the session, participants reflected on what they had learned and how it related to their work. In groups of three each they also completed a checklist which was aimed at establishing whether the predetermined learning outcomes of this session were met.

Materials used: The municipal IDP document, relevant case studies and an overhead projector

Facilitator: The municipal Manager

Comments: This programme was concluded within the planned two hours. However, the participants complained that most activities were rushed and did not allow them enough time to engage more productively with communication challenges they were facing as senior managers.

SECOND SESSION:

Topic: Organisational communication

Sub-topics; Communication channels and messaging

Date: 7 February 2012

Time: 2 hours

Learning outcomes: LO4 & LO5

Methods: Whole class discussion, individual activities and pair work

Activities:

Activity 1: In a single group brainstorming session the participants identified communication channels that could be used to communicate the implementation of the planned municipal service delivery projects as set out in the municipal IDP to the community. The channels included a local community radio station, the municipal newsletter, municipal reports, the internet, ward committees, the office of the municipal council speaker, community meetings with ward councillors and the mayoral Izimbizo (mayoral community meetings).

Activity 2: Individually, they created messages for the community regarding services that their individual directorates intended to offer and how such services can be accessed by communities. These messages were compiled and packaged together to develop an information brochure to be distributed to stakeholders through the identified channels mentioned above.

Activity 3: In pairs they role-played a relationship between a municipal senior manager and community representative discussing how a water project that is coming to the community must be received and monitored by community members as beneficiaries. In this activity the following issues were highlighted: the project to be implemented and how it should look like when complete, monitoring mechanisms, the number of people to be employed and the skills categories, and how the project should be maintained after its completion.

Materials used: Municipal IDP, overhead projector, paper and pencil, and flip charts

Facilitator: The municipal manager.

Comments: Some participants did not finish their activities because of the limited time. One participant struggled with individual work.

THIRD SESSION:

Topic: Leadership and empowerment

Sub-topics: Leadership, leadership styles and management

Date: 9 February 2012

Time: 2 hours

Learning outcomes: LO6, LO7 & LO8

Methods: Group work and whole class discussions

Activities:

Activity 1: The facilitator distributed a document containing a table that compared and contrasted leadership and management. In this activity the participants were requested to discuss in their groups of three each, the differences and/or similarities between the two concepts and indicate how each of the items listed applied to their work context. *Activity 2:* The participants were given case studies on leadership styles to study and decide how best they can be applied in their context. In pairs, the participants provided their workplace scenarios regarding how the styles may be applied. In both these activities the aim was to empower the employees and enhance organisational performance.

Activity 3: The facilitator read one case of leadership practice that employed all the styles depending on the kind of challenges that were presented. The participants continued with the discussions, brainstorming situations that might require the application of more than one leadership style and still yield acceptable outcomes.

Materials used: Resource documents on leadership and management, case study materials on leadership styles

Facilitator: The municipal manager

Comments: The participants were comfortable with the activities and participated actively in developing scenarios from their context. However, the facilitator dominated the discussions because where the participants had difficulty understanding the given cases he would provide solutions and in the process forced his views through.

FOURTH SESSION:**Topic:** Leadership and empowerment**Sub-topics:** Employee development, support and conflict resolution**Date:** 13 February 2012**Time:** 2 hours**Learning outcomes:** LO9 & LO10**Methods:** Individual tasks and group tasks**Activities:**

Activity 1: Individual students were given a task to prepare. They were asked to present a detailed development plan for employees in their directorates. Each presentation was discussed with the entire group to determine linkages between the identified skills for development and what the employees do. This was in accordance with the view expressed by Mattone (2012:18) that employees' development plans must 'be based on subjective feedback from their manager and objective assessment of results'. In the presentations the participants included the available resources that may be used for employee development. By the end of this activity the participants had aligned the plans to the job needs of the employees.

Activity 2: In groups of three each the participants read and discussed case studies on constructive conflict management (Mattone, 2012). Upon reporting back to the whole group, the participants brought more scenarios linked to their actual municipal contexts into the discussion with the intention of getting possible ideas that could be applied to resolve challenges they faced in their directorates. This activity gave them an opportunity to share experiences on how to respond to conflicts that directly involved them and how to use what Mattone (2012:18) calls a 'non-blaming approach' to dealing with conflicts.

Materials used: Development plans, employees' job descriptions and case studies on conflict management

Facilitator: The municipal manager

Comments: In this session all the participants were able to complete their activities on time and it ended within the two hours allocated. The facilitator used the remainder of the two hours to encourage the participants to use the newly acquired competencies, skills and knowledge to better the performance of their directorates.

5.5 Summary of the programme

The programme as outlined above was aimed at addressing the leadership developmental needs of the senior managers of the Bushbuckridge Local Municipality. Through this programme, the municipal senior managers (participants in this programme) were afforded an opportunity to reflect on their practice as leaders of the municipal administration. They were also afforded an opportunity to explore ways and means through which their required competencies and skills could be effectively addressed. Furthermore, the programme created a discursive environment which was intended to allow the senior managers an opportunity to share experiences, challenges and possible solutions that might contribute towards improving and developing their competencies and skills. Through the use of group discussions and individualised activities, the senior managers were given an opportunity to reflect on their developmental needs and those of their directorates and come up with proposals and ways to address these needs. An evaluation account of how the senior managers experienced the leadership development programme is discussed in 5.6 below.

5.6. Evaluation of the implemented developmental interventions

According to Mattone (2012), any credible leadership development intervention should be subjected to an evaluation process during implementation, immediately after implementation and when the learned skills and knowledge are implemented in practical work environment. In alignment with the guidelines of Mattone (2012), the leadership development intervention was evaluated, and it comprised both formative and summative evaluation. The evaluation process was aimed at addressing the sub-question as listed in 1.2, and discussed in Chapter Four. This sub-question is reiterated here as follows: How, if at all, did the intervention address the leadership development needs of senior managers at Bushbuckridge Local Municipality? It is worth mentioning that my reference to the interviewees as respondents did not apply in the sections and sub-sections that dealt with evaluation. This was because only senior managers whose developmental needs were being addressed took part in the implementation phase of the developmental interventions. Consequently, the speaker and members of the mayoral committee who were also respondents in this study did not participate in the implementation

phase. I therefore refer to the senior managers as **participants** instead of **respondents**.

5.6.1 Formative evaluation

Formative evaluation is a method of judging the worth of a developmental programme while implementation is in progress. It focuses on the process (Bhola, 1989:152-163). This mode of evaluation tests the contents of the interventions and the activities thereof; and generates continuous feedback from participants in order to allow for amendments and alignments where needed.

In line with Bhola (1989), the leadership development programme for senior municipal managers was piloted first with the same senior managers who were involved in the implementation thereof. When the actual implementation finally took place, the senior managers were already familiar with the developmental interventions. During the piloting process, comments and input from the senior managers were used as indicators to judge whether the captured capabilities represented the actual developmental needs of the senior managers as identified in the investigation. The piloting process also checked whether the identified needs were aligned to the predetermined learning outcomes of the programme as stated in Chapter Four, as well as the stated core business of the municipality as contained in the IDP. During the actual implementation of the programme, it was observed that the developmental interventions had both strengths and weaknesses.

5.6.1.1 Strengths of the developmental interventions

Despite the challenges noted below, the contents of the programme did create some opportunities for participants to share in activities aimed at developing competencies and skills that were identified. Comments elicited from some of the participants during the training process showed that the learning programme met some of their leadership needs. When asked if the activities were helping them understand how to go about addressing their day-to-day job challenges, they asserted that their engagement with the programme had taught them how to improve on their communication activities and leadership practices. For example, one participant commented:

[I] feel much confident now. I have developed an awareness of who our customers are and how to communicate with them better. [P5]

There was also evidence that the participants had learned how to develop tools to assist them in improving on communication and interpersonal skills. This progress was evident when they collectively managed to develop a communication strategy for the municipality, and identified the available municipal communication channels that could be used to implement the strategy. This collective work was an attempt to develop their communication skills which included, among other things, interpersonal skills, teamwork, understanding the municipal vision, networking and problem-solving skills as demonstrated by their ability to identify challenges and devise possible solutions to these challenges. In a report from a group discussion, one participant commented:

[I]n our group we have identified the municipal newsletter, the local community radio station and internal memos as possible channels of communication to deliver our messages. [P3]

The bottom-up approach that was used in the delivery processes of the programme – where most activities were centred on the participants – made it possible for the facilitator to trace whether the learning activities did in fact assist the participants to achieve the set learning outcomes. It was clear that some participants were indeed able to identify learning outcomes that had been adequately addressed. For instance, in session one I observed that Participant 1 was able to link activity 1 with LO 9:

... we were able to resolve communication problems through the strategy that we developed collectively. Communicating guided by this strategy will help us avoid unnecessary conflicts between us and our stakeholders, which often result in service delivery protests. [P1]

This particular example shows that the participants were able to draw linkages between activities they were engaged with and the predetermined learning outcomes of the programme. It is evident, therefore, that the programme provided a platform for the participants to reflect on both their performance and that of the municipality. It also presented them with opportunities to enhance their leadership

competencies and skills through collective group and individual activities. Besides these strengths, the programme also had some weaknesses. In the following paragraphs I give a detailed summative evaluation of the programme in order to show whether it achieved the main objective, which was to develop the leadership competencies and skills of the municipal senior managers in order to enhance their performance.

5.6.1.2 Weaknesses of the developmental interventions

Comments from some of the participants pointed to failure of the programme to capture the exact contents applicable to their municipality context. This apparent failure is shown in the comment below:

While the municipality must ensure that it collects enough revenue in order to be sustainable, focus is not on maximising profit as highlighted in a number of case studies that we have used. More focus is on maximising efforts to deliver basic services to communities. Contrary to that the stories that are in the case studies we used are more on profit making. [P1]

This was an assertion that the contents of some study materials were more applicable to the private sector than municipalities. One participant added:

[T]he services that municipalities deliver to communities are obligatory on the side of the municipality, unlike the products that private sector sells to customers. [P2]

I acknowledge that these concerns were genuine, and indeed, there was a dearth of more relevant municipal cases that dealt with the relevant leadership challenges faced by senior managers as well as content that would have been used for the developmental interventions with lesser adjustments. Consequently most of the cases that were used were private sector scenarios which were adapted for use in the programme. Adapting these cases limited the levels of relevancy and accuracy because most parts of the adaptation process became too mechanical; for example, the chief executive officer of a private company and the municipal manager in the municipal context. Most private companies specialise in selling one product to customers for profit, while in rural municipalities services involve water,

sanitation, electricity, access routes and housing, among other things. Most of these services such as housing are provided free of charge. The adaptation of cases compromised the flow of ideas during deliberations and this limited participants' participation in the process as highlighted by the following comments:

[W]hat we read in the cases presented here is relevant to private sector and the needs of our customers are not the same with those of their customers. [P3] strengthens

[W]e are dealing with indigent communities that demand services as their constitutional right. There is nothing about paying for services.

[P1]

The comments above emphasise the need to develop the participants' ability to use knowledge in different contexts (critical thinking skills). These skills were not directly identified for inclusion in this intervention. In some instances the participants struggled with discussions especially where they were expected to contribute individual ideas linked to the cases that were presented. For example, in an activity where participants were requested to contribute ideas towards the development of a communication strategy for municipal projects as they appeared in the municipal IDP, they failed to adapt the given cases to the Municipal context. One participant commented:

[O]ur municipal projects do not include delivering the correct quantities of ingredients to all bakeries on time. [P4]

The presented case was indeed about delivery of baking flour, sugar and other resources, but it was expected that at the level of senior management participants would be able to adapt the case to their municipal context. In some instances, the facilitator had to feed the participants with information from his personal experiences in order to direct discussions towards the predetermined outcomes as presented in chapter four. In some cases the facilitator's views influenced the direction of the discussions, redirecting the emphasis on creative processes from the participants to the facilitator. For example, in response to Participant 4's comment above, the facilitator corrected him by saying:

[I]n the municipality we are dealing with deliverables like access routes, housing, potable water and sanitation, to communities. All these are in the IDP document in front of you.

It would probably have benefited the participants more if he had said, *Company G delivers products used for baking bread to its customers, and what do we deliver as a municipality to communities?* This question would have drawn the attention of the participants to the municipal context. While his approach shifted learning from participants, it also highlighted that participants could not draw linkages between given cases and their workplace in order to complete tasks that were considerably simple to do.

5.6.2 Summative evaluation

Bhola (1989) defines summative evaluation as a method used to determine the worth of an intervention at the end of programme activities. The facilitator provided the participants blank sheets on which they could write and then posed the following open-ended questions to assist the participants in judging whether the programme had achieved its intended learning outcomes:

- Did the training meet your expectations? Please explain why and how. (This question was aimed at establishing the experiences and perceptions of the participants with the programme.)
- Did the programme help you with better ways of addressing the challenges you face in your directorates? Please explain why and how. (This question was aimed at establishing whether the skills, knowledge or attitude of the participants had been influenced by the training.)
- Do you plan to apply the new competencies, skills and knowledge that you have learned in this training to improve on the service delivery processes of your directorate? Please explain how you would use them. (Since this study was not meant to conduct a longitudinal evaluation, this question was intended to establish whether the participants were committed to implementing the expected newly learned competencies and skills in order to improve on the performance of their directorates and the municipality.)

The responses to the three questions above pointed to strengths and weaknesses of the implemented developmental programme. In the sub-sections below these strengths and weaknesses are discussed.

5.6.2.1 Strengths of the developmental interventions

The programme recorded some successes in its intention to address the developmental needs of the senior managers. Responses that point to these successes included a comment by a participant who stated:

[T]he training helped us to think about the challenges we face in our municipality and encouraged us to try to find possible solutions to these challenges. [P1]

Asked to give examples of these challenges, he pointed to protests that the municipality experienced when community members protest over services that have already been addressed or are being implemented. A case of Mashonamini village in the Mkhuhlu region of the municipality was given as an example, where community members protested over shortage of water, not knowing that as they were protesting municipal technicians were busy installing a borehole to supply water to the village. One participant blamed the lack of effective communication between the municipality and communities for such occurrences:

Most of the violent service delivery protests were actually not necessary. They were avoidable. Unfortunately we did not notice that the protests were made worse by lack of report back to communities with regard to services that have already been given to them and those that are still to be given. [P1]

Participant 3 added:

[W]e would have done more if it was not for the limited time allocated for each session of the intervention, but still, a lot has been done. I feel confident now that I will communicate better with our stakeholders, unlike before where we only focussed on delivering services without communicating them [to the] communities that benefit. Programmes of this nature may assist us develop useful skills that are relevant to our roles and responsibilities if provided more often. [P3]

From comments made by the participants above and my own observation of the deliberations during sessions, I conclude that LOs 1-5 as listed on page 135 of this dissertation were partially addressed because participants were given practical activities that engaged them in processes of developing communication strategies and plans that made them reflect on their own communication environment (see first session, activities 1-3 in Chapter Five). The following are some of the projects that were selected from the municipal IDP, and communication strategies developed for them: bulk water project from Injaka Dam to Acornhoek, the Shatale Reservoir, and tarring of streets in Dwarsloop Township.

Furthermore, a participant noted:

... I enjoyed working with my colleagues in addressing problems that we face in our workplace. Sometimes things were hard because we did not always agree on solutions to some of the leadership challenges we face in the municipality. [P4]

Adding to the comments by Participants 1, 3, and 4 provided above, Participant 5 said, *I think most of my expectations were met by this programme*. Asked what those expectations were, he indicated that when he attended the first session, he needed to learn how to work well with others, especially within his directorate where he experienced some resistance from his subordinates. With reference to the four sessions he commented:

The group-work methods that the developmental programme used provided me with an opportunity to work with others to address challenges. The manner in which we interacted and communicated with one another in the groups taught me to listen, and respect other people's views. [P5]

I interpreted the comments made by Participants 1, 2, 3 and 5 as implying that LOs 6-9 were addressed by the developmental intervention. My observation was that despite some evidence of active discussions in the groups, the depth of the contents of the deliberations could not be verified; therefore, it was not possible to tell if indeed the above-mentioned outcomes were fully achieved.

When asked whether they were going to use the competencies and skills they had learned, the participants expressed their intentions to do so. In support of these intentions, one participant 2 stated:

The practical experiences I had when I started attending the programme, and experiences I have gone through in this training are going to assist us in leading our directorates more effectively and efficiently. [P2]

Adding to what Participant 2 said, Participant 3 argued that *there is no way I'm not going to try the new knowledge in practice. I expect the way of doing things to change in my directorate*. Asked what he meant, he added:

In my directorates all activities used to be centred on my decisions and how I wanted things done. As a result the voice of my subordinates was not given a chance to contribute in the running of the directorate. They were only available to take my instruction. This was wrong because it limited the achievements of the directorate to my efforts as an individual. This robbed the directorate of any possibility of collective efforts. [P3]

A participant indicated that the programme got them to talk openly about the municipality and service delivery challenges they continue to face. He went identified low worker morale as a challenge in most directorates:

Most of our employees are so demoralised and, I think the main cause of this is lack of communication within directorates. Because of this lack of a platform to communicate, our subordinates do not have an opportunity to share their frustrations with us. With these new ideas we should be able to create some form of a platform to facilitate effective communication, and encouraged teamwork within and across directorates. [P5]

There were also comments with regard to the general delivery plan. Most participants commented that the delivery methods used were helpful. When asked why they thought so, Participant 5 commended the friendly environment that prevailed:

We were able to express our views in a friendly environment. Although we worked in groups, each one of us was afforded an opportunity to share his experiences with everyone. [P5]

Adding to Participant 5's comment, Participant 1 stated:

The use of the municipal manager as the facilitator of the programme allowed them to share their challenges with him. This created some prospects of him committing to addressing all obstacles identified during the programme. [P1]

Participant 3 commended the use of the municipal complex as a venue for the delivery of the programme:

I appreciate the choice of venue for the delivery of the programme. It was easy for us to resume with our daily work after each session. Therefore we did not lose too much of our normal working time. [P3]

5.6.2.2 Weaknesses of the developmental interventions

Despite the recorded strengths indicated in 5.6.1.1 above, the programme also had a number of weaknesses. These challenges were some of the inappropriateness of the materials used, the time allocated for each session, and the use of the municipal manager as facilitator for the programme. In addition to these weaknesses, there was no evidence from the feedback received that LO 9 was addressed fully. However, during group discussions there was some evidence that participants were able to reconcile divergent views and come to some agreement with each other. In a discussion on identifying the priority projects for the municipality, there was no agreed-upon set of such projects. Consequently, Participant 3 argued that all projects that appeared in the IDP were priority projects. In the first session of the developmental programme, Participants 1, 2, 4 and 5 felt that there were projects in the IDP that were more important than others, and which must therefore be considered as key priority projects. Their argument was based on the observable shortage of deliverables such as water and sanitation in Bushbuckridge communities. Both arguments were sound; however, it was finally agreed that all projects that featured in the IDP were indeed key service delivery priorities for the municipality. This was highlighted by Participant 6, who asserted that

... all the projects that appear in the IDP were budgeted for and represented the commitment between the municipality and communities. Therefore, they are all high priority. [P6]

My municipal experience confirms this assertion. The projects that make it to the IDP are considered by the municipality as key service delivery priorities that must be delivered to communities in that relevant financial year. Despite the engagements and the subsequent agreement by the participants on municipal priorities, my observation was that the activities were not good enough to deal with problem solving and conflict management. It was evident that more focus was placed on using communication as a solution to facilitating conflict resolution and management. My experience with the municipal context is that there are some conflicts that require more foresight and risk taking than just soft communication skills. One such conflict or problem is the internal strife among administrators and politicians, the source of which is the lack of balance in the administrative and political interface. My opinion is that no amount of communication can resolve this problem, because it is rooted in the systemic challenges that characterise most municipalities. I argue, therefore, that most developmental interventions might fail because they are not received by a municipal context that is anchored on a pro-service delivery commitment.

Moreover, comments from the participants suggested that most of the junior employees in directorates held high political offices within the governing political party. These employees often bring into the workplace their political influence which interferes with professionalism in the administration. When asked whether they intended to implement the learned skills and competencies in their directorates, Participants 2, 3, and 6 were optimistic that the chances for doing that were good:

I am going to integrate most of what we have done in this programme to my daily plans. [P2]

My colleagues in the directorate know that I am attending this training; they expect me to go back and share with them. This will give me an opportunity to introduce some of the things we learn in our plans and programmes for service delivery. [P3]

I am confident that what we have learned in this programme will be acceptable to our subordinates back in the directorates. [P6]

However, one participant expressed some reservations:

[W]e are sometimes pressured into paying political patronage to our followers resulting in a situation where political authority replaces professionalism and work ethics in the municipality. This culture might reduce the prospects of successful implementation of the new skills and competencies we have learned. [P4]

I noted the comments by Participant 4 above and added that indeed political intrusion into the administration may be disruptive and restrictive to new ideas. In addition, my experience as a municipal employee is that the challenge starts with the appointments of municipal senior managers and other employees as most of these appointments are decided upon politically. Most people appointed are politically connected. When they are appointed to these positions, they continue to take instructions from those who appointed them. For example, newcomers to managerial positions first have to get political approval from the dominant political faction in charge of political decisions within the community. The influence of this faction determines the direction of the municipality because decisions are then enforced onto the municipal administration. This observable reality has the potential to impede initiatives that are aimed at improving leadership performance, because at the end, what matters is not how best leaders should and can perform, but political connectivity and a focus on how politically correct they should be in what they do in the workplace. This observation is in line with Mattone's (2012:8) argument that over and above the leadership capabilities that senior managers should have in order to perform, 'the performance of leaders in organisations is also dependent on the culture, environment and the context in which that organisation exists'. A closer analysis of this claim may be a subject for another investigation because it was beyond the scope of this study to probe into how political activities may or may not meddle with legitimate municipal leadership processes and the work of the senior managers.

Likewise, the decision to use the municipal manager as the facilitator of the programme had some limitations. Incontrovertibly, he was able to keep the content of the programme relevant to their municipal context. More cases relevant to the municipality were brought into the discussion through brainstorming and probing. The discussions and brainstorming activities enriched programme content because more issues relevant to the municipality were discussed. However, someone in a position of seniority may at times have overridden the participants – especially when divergent views emerged from discussions. In a rather simple discussion about who the stakeholders of the municipality were, some of the participants asserted that employees of the municipality are also important stakeholders whose interests should be equally serviced by the municipality – for example, one of the participants commented as follows:

[T]he employees of the municipality are also stakeholders whose interest must be addressed as well because they also consume municipal services. [P2]

The facilitator suppressed this input, emphasising that *focus should be on community members because that is where the performance of the municipality is rated*. While the facilitator's argument may be contested, the urgent need to speed up services to communities as highlighted in the research problem of this study might be responsible for the facilitator's bias in favour of satisfying the needs of the external stakeholders of the municipality. Arguably, this example might point to the limitations of using an internal senior person as facilitator, because he might feel the pressure of the demands of the environment and the context in which he operates, causing him to forcing through his decisions into the learning process to the detriment of the participants.

Finally, Botha *et al.* (2007) suggest that after a training and development programme has been implemented, it is important to make sure that the skills learned are transferred and applied in the workplace in order to bring about positive change (longitudinal evaluation). To carry out this method of evaluation requires an extended period because it can only be effectively conducted over a stretch of time wherein senior managers would have to be observed implementing and using the learned competencies and skills (Bhola, 1989). The failure to conduct

this type of an evaluation was a major weakness in this study because there was no way of confirming whether senior managers did indeed apply the expected newly learned competencies and skills in their departmental plans as envisaged by the study. In addition, given the time-bound nature of both the participants' employment contracts and the study, it was not practicable to conduct a longitudinal evaluation because some of the senior managers' contracts were due to expire before the end of 2012. Similarly, the study had to be concluded within a specific time-frame which was not suited to a longitudinal evaluation. This was a major weakness of this study because there was no way of determining whether what the senior managers learned had been translated into useful competencies and skills that produced positive leadership performance in the municipality.

5.7 Evaluation based on my observation and experience of leadership learning within the Bushbuckridge local municipal context

The findings of the evaluation based on my observation and experience were checked and validated against the views of the administrator as expressed in the interviews I had with him, the briefing notes by the National Treasury to members of parliament, the Status Quo Report (SQR) of the municipality released after the municipality was placed under administration on 17 April 2013, and the findings of the research commissioned by SALGA, and conducted by the University of the Witwatersrand during the months of May to July 2013. It is important to reiterate my earlier assertion that as this study drew to its conclusion, the municipality was placed under administration as stated in both Chapters One and Two. Based on this new development, it became important to integrate information of the municipality under administration in this study in order to provide a holistic picture of the state of leadership learning and performance in the particular municipality.

The Bushbuckridge Local Municipality – like most government institutions – is expected to provide services to its communities in a sustainable manner (see 2.5). As discussed in Chapters One (see 1.2), and Two (see 2.5), the municipality and its leadership are at the coalface of service delivery where local communities interact with government through them. Issues of service delivery and the capacity of senior managers to deliver these services feature prominently. It was for these reasons of service delivery and the capacity of the senior managers to facilitate the

delivery of these services that this study was conducted. With the developmental intervention for senior managers implemented and evaluated as discussed in 5.6, I argue that it is worthwhile to briefly explore leadership learning practices in the municipality beyond what was recorded in the literature as discussed in Chapter Three; the municipal documents that were studied and analysed; and the results of the interviews as detailed in Chapter Five. This exploration may assist in highlighting some context-bound activities that were not captured through the data-generating instruments used in this study. These activities included political intrusion as discussed in 5.6 and a lack of relevant developmental plans dedicated to senior managers where there was no explicit mention of plans in the WSP document aimed at encouraging leadership learning or addressing the developmental needs of the senior managers (only of developmental needs of all employees are listed in the WSP), and the five-year employment contracts of the senior managers.

5.7.1 Politically influenced learning as a leadership learning type

Senior managers in the Bushbuckridge Local Municipality and other municipalities in the Republic of South Africa are employed in accordance with the Local Government: Municipal Systems Act of 2000, as amended in 2011 (see 2.5). This Act expects municipalities to appoint professionals who have the necessary qualifications, competencies and skills. The municipal manager who is head of administration in a municipality reports directly to the executive mayor of the municipality. Both the municipal manager and the senior managers are appointed through municipal council resolutions for a period not exceeding five years. The senior managers are accountable to the municipal manager. In the Bushbuckridge Local Municipality and possibly other municipalities in the Republic of South Africa, senior managers, whether professional or not, are appointed considering their political affiliation and loyalties. Once appointed, they are expected to implement the municipal IDP which mostly reflects the manifesto priorities of the governing political party, hence the assumption that cadres are always useful when leadership positions in the municipality have to be filled. This observation is in line with the views expressed by the administrator (R13). In response to a question that attempted to check whether the municipality complied with applicable regulations when appointing senior managers, he argued as follows:

[I]n this municipality there was a complete disregard for minimum competency levels when appointments to senior positions were made. I have since joining the municipality implemented National Treasury Circular R493 which regulates minimum competency levels for entry into administrative leadership positions in municipalities. These competency levels will go a long way in ensuring that appropriately qualified people are recruited into critical positions in this municipality.
[R13]

This claim was confirmed by one participant, who made the following comment:

[W]e are sometimes pressured into paying political patronage to our followers resulting in a situation where political authority replaces professionalism and work ethics in the municipality. This culture might reduce the prospects of successful implementation of the new skills and competencies we have learned. [P4]

The observation expressed above was also identified in the SQR (2013) document where a lack of necessary competencies and skills was highlighted as one of the challenges facing the municipality. The report noted that there was a lack of adherence to applicable legal requirement when recruitment was done in the municipality.

Furthermore, I noted through my experience, as an employee of the municipality, the lack of commitment in the development of senior managers. Over eight years of employment with the municipality I have not observed or known any training or developmental programme aimed at senior managers – a claim which was supported by the administrator [R13]. In a question that inquired whether the municipality does cater for the developmental needs of the senior managers, he said:

[T]he National Treasury records show that the municipality failed over the years to comply with the National Treasury instructions to send all senior managers for specialised training and development which was aimed at enhancing their (senior managers) performance. [R13]

As a result, the municipality did not meet the 2012 deadline that was set by the National Treasury. The municipality has since applied for extension until end of 2014 where all senior managers must have enrolled for training and development. Asked what his administration will do to prioritise leadership learning for senior managers, the administrator said:

[W]e are in a process of submitting the particulars of all senior managers to be sent for specialised training with the National Treasury. This training provides an opportunity for them to develop basic leadership competencies which they lack currently, hence my deployment in this municipality. [R13]

Furthermore, over the years I have observed that leadership learning in the municipality happens informally, and is influenced by the politics of factionalism in the governing party, the ANC. This factionalism dictates on the outcomes of political caucus of the majority party before the council sits. When the council finally sits, members of the majority party push predetermined decisions through. In most cases these decisions disregard due processes and fail to comply with applicable local government legislation which insists on compliance with local government legislation when council decisions are taken. Members of opposition parties sometimes challenge the legality of most decisions taken through the council, but they are often defeated through majority votes. This observation was supported by the administrator [R13]. In response to the question that checked why the municipality was put under administration, he commented:

[P]oliticians deliberately disregarded municipal rules and regulations in pursuit for self-enrichment. [R13]

Asked how this was done, he said:

[P]eople who were appointed to senior positions were not qualified; as a result they could not resist illegal instructions from politicians who put them into those positions. [R13]

In the SQR (2013) presented to the National Council of Provinces' Select Committee on Cooperative Governance and Traditional Affairs on 13 August 2013, it was reported that 'the challenges that the municipality faces are compounded by

lack of relevant competencies and skills in its work force' (2013:3). This assertion was further echoed in the report of the research conducted by the University of the Witwatersrand on Bushbuckridge entitled 'Bushbuckridge: Long Road to Democracy (2013)'. In this report the Bushbuckridge Local Municipality is likened to a vehicle that is not right mechanically. For a vehicle in this state the report said, 'You get someone from outside who is an administrator to fix it. And then you give it to the same driver who made the vehicle go bad. What's going to happen? They must first fix the drivers' (2013:3). My interpretation of this analysis of the situation in the municipality is that bringing an administrator to fix the municipality should include developing the capacity of the municipal senior managers to lead after the term of administration. This analysis also entails that one of the causes of underperformance is a lack of prerequisite competencies and skills in senior managers of the municipality. Therefore, the importance of addressing the developmental needs of the senior managers is supported by this report.

The question that now arises is: what implications does this politically influenced learning have for the performance of the municipality, the capabilities of the senior managers, alignment of these capabilities to the municipal IDP, the commitments made by the municipality to communities, the diagnosis of the developmental needs of the senior managers, the demarcation of these needs, the development and deployment of the competencies and skills as discussed in Chapter Three and reiterated in this chapter?

5.7.1.1 Performance

The performance of the senior managers of the Bushbuckridge Local Municipality is judged by the contribution they make towards sustaining the dominance of political factions of the governing party. Those that contribute increase the prospects of their continued deployment in the administration after their five-year employment term. A different study conducted in the same municipal context found the following:

Working for local government is one of the few attainable forms of employment for many of residents with some education. This has led to a tremendous inflation in the municipal payroll, with elaborate systems

of political patronage determining who can access jobs (University of the Witwatersrand, 2013:16).

Leadership learning in this context entails establishing links and patronages to the dominant faction for survival. This finding is consistent with views expressed by Morse and Buss (2008) that what contributes to leadership crisis in the public sector is the political appointees who continuously dominate government administration. Therefore, senior managers are bound to learn how to link up with political factions when key decisions on spending and awarding of lucrative tenders have to be made. In this instance performance is not only about bringing the expected services to communities, it is more about delivering business to political bosses, their friends and relatives. Those who dare to ignore instructions from the dominant faction are either pushed out of their positions or face an uncertain future as they may not be considered for future deployment upon the expiry of their five-year employment contracts. This has led the municipality to a state of paralysis where in most financial years it received adverse audit opinions from the Auditor General. The research report of the University of the Witwatersrand (2013:3) notes the following:

Divisions within the African National Congress (ANC), which is the governing party in South Africa and in the Bushbuckridge Local Municipality, are bringing service delivery within the municipality to a virtual standstill, while patronage politics are swelling the ranks of municipal employees.

This observation was also made by the Public Protector, Thuli Madonsela, who decried the illegal approach to governance in municipalities (Madonsela, 2013). The Public Protector's concern is that in municipalities politicians bully financial officials into engaging in illegal activities in pursuit of personal indulgencies. It was practices such as these that forced the national government to amend the Local Government: Municipal Systems Act of 2000. This amendment prohibited people in senior management positions from holding political office. This prohibition can be seen as an attempt to rid municipalities – not only the Bushbuckridge Local Municipality – of political influences that create tendencies of political dominance over laws that govern local government.

Another challenge that I have identified is the five-year performance contracts of the senior managers. According to the PAM document, these contracts are fixed for five years. The lack of a renewal option creates a sense of job insecurity in senior managers; as a result, some start doing business with the municipality in order to build financial security in case they are not deployed after their five-year contracts expire. In the interview with the administrator, he observed:

It is difficult in this municipality in its current form to get senior managers to perform their official duties because they have fronts that do business with the municipality on their behalf [R13].

Therefore, both political intrusion and job insecurity create an environment that permits continued political interference and illegal practices in the municipal administration.

5.7.1.2 Capabilities

The job description for senior managers in the Bushbuckridge Local Municipality requires them to have specified prerequisite leadership capabilities in order to facilitate service delivery activities in their directorates. These capabilities include, among other things, communication, strategic planning, project management, people management, and finance management skills as discussed in Chapter Three and in this chapter. Despite reports of the need for senior managers to have these capabilities, most of the appointed senior managers do not exhibit these capabilities in practice. Furthermore, there is no commitment on the side of the municipality towards assisting senior managers in developing these capabilities in instances where they are needed. My observation is that the lack of necessary competencies and skills is also responsible for the collapse of governance in the municipality. This observation was also made in the research conducted by the University of the Witwatersrand which found that 'there was a virtual consensus that staff in the Bushbuckridge Local Municipality did not have all the relevant skills required to do their jobs effectively' (University of the Witwatersrand, 2013:29). The research findings above added to the voice of the administrator [R13] who intimated that there is an urgent need to recruit skilled human capital for the municipality to be sustainable.

5.7.1.3 Alignment

My observation is that there was no alignment between the leadership capabilities of the senior managers and the municipal IDP. This observation was confirmed by the responses of the senior managers who identified developmental needs as discussed earlier in this chapter. My view is that this lack of alignment is also linked to the manner in which senior managers are recruited into the municipality as discussed in 5.7.1 above. The practice of political deployment and political intrusion has not assisted the municipality. This is one of the factors that the administrator [R13] identified in his response to the question that asked why the municipality failed to perform. His comment was:

[T]he municipality failed to recruit suitably qualified people. Consequently, it collapsed hence it is currently under administration in terms of section 139, 1b of the South African Constitution. [R13]

This assertion was supported by the University of Witwatersrand research report (University of the Witwatersrand, 2013) which found while working with the municipality that there were skills shortages which led to non-performance by the municipality. Given the failure by the municipality to attract suitably qualified people, the duties of the administrator will include the recruitment of suitably qualified senior managers and putting systems in place to ensure that the municipality is financially viable (SQR, 2013). It is worth noting that all the senior managers who participated in this study were no longer with the municipality when this study was concluded because their employment contracts had since expired. This allowed the administrator an opportunity to facilitate the recruitment process which may have drawn in suitably qualified people who would assist in facilitating the attainment of the commitments the municipality entered into with communities.

5.7.1.4 Commitments

The commitments that at municipality makes are a product of a consultative process as provided for in the Local Government: Municipal Systems Act of 2000, as amended in 2011, and as discussed in Chapter Two. These commitments are just a confirmation of the election commitments made by the governing political party. Once the municipality has compiled these commitments in their IDPs, and

budget allocated, the implementation process ensues. In Bushbuckridge, the municipality failed to deliver on the commitments because of among other things, a lack of necessary leadership as mentioned in 5.7.1.1, 5.7.1.2 and 5.7.1.3. Most commitments contained in the IDP were abandoned and/or left half-finished by service providers due to the lack of effective project management processes in the municipality. Some projects were not implemented at all because the money was used for something else that was not budgeted for. The failure to deliver on commitments entered into with communities resulted in dissatisfaction in communities. The lack of relevant competencies and skills and non-compliance with applicable legislation governing local government are responsible for this dissatisfaction. The report by the University of the Witwatersrand (2013:37) notes the following: 'To add to the challenge of failure to deliver on the expected services to communities, the municipality deploys comrades with no financial background in the finance department of the municipality.' The University of the Witwatersrand research also found that 'staff at the municipality can't deliver on commitments made with communities, leading to a lot of service delivery protests' (2013:29).

5.7.1.5 Diagnosis

My observation of leadership learning in the municipality is that there was no concern for addressing the developmental needs of the senior managers (see 5.7.1.1, 5.7.1.2, 5.7.1.3 and 5.7.1.4). There has never been a process to investigate the developmental needs of the senior managers or an expression of such interest. The only training and development initiative came from the National Treasury, but the municipality failed to participate in this endeavour, as alluded to in the sections above. Consequently, this study was the only initiative that attempted to investigate the developmental needs of the senior managers with the purpose of addressing these needs. Therefore, there is no evidence of any attempt by the municipality before this study was conducted to address the developmental needs of the senior managers. In the National Treasury's briefing notes to Parliament (Republic of South Africa, 2013) it was reported that there was no evidence of commitment towards enhancing the performance of senior managers of the Bushbuckridge Local Municipality and that there was a general lack of commitment on the part of the entire senior management team. Finally, the National Treasury reported that the political leadership of the municipality was

reluctant to resolve on the need to develop the capacity of the senior managers to facilitate the delivery of the expected social services to communities.

5.7.1.6 Demarcation

The leadership capabilities required of senior managers are shared and cross-cutting. In the municipality all senior managers are expected to manage projects that are delivered to communities, lead their directorates, communicate with stakeholders, and be responsible for the budget of their directorates. This assertion confirms the decision by the National Treasury to subject all municipal senior managers to a common training and development programme; therefore, their developmental needs are shared. My observation of the Bushbuckridge municipal context is that leadership requirements for senior managers are generic. In the JDM document the job descriptions of the senior managers are similar, giving an understanding that they all must have the same capabilities.

5.7.1.7 Development

As discussed in the preceding sections there seemed to be no commitment on the side of the municipality to address the developmental needs of the senior managers. My argument is that the municipality assumes that senior managers join the municipality already in possession of all the necessary competencies and skills, and must be left alone to do their job. The only development that takes place is through everyday experiences within the municipal context. Much insight on politically influenced learning and development in the Bushbuckridge Local Municipality was provided in 5.7.1 above.

5.7.1.8 Deployment

Most of the senior managers that were employed in the municipality at the time of this study did not have prior relevant experience of the jobs for which they were appointed. In my interaction with them there was remarkable evidence that they lacked the most basic competencies and skills as discussed earlier in this chapter. Given the dominance of political activities in the municipal administration as highlighted earlier, it is difficult for a senior manager to adhere to professional ethics without being swayed by pressure from politicians. In the report of the study that was conducted by the University of the Witwatersrand (2013:35), the political

wing of the municipality was criticised for acts of corruption and interference in the administrative work of the municipality. One case was cited of an individual without Grade 12 who was appointed as deputy director. The report noted that this person benefited because he belonged to the ANC political faction that was dominant in the municipality. Reflecting on similar practices by government institutions, Terrence Nombembe, the outgoing Auditor-General warned that unless there is truthful and honest leadership in South Africa good governance will remain a pipe dream (Nombembe, 2013). Nombembe's comments highlighted the need to create a balance between administrative and political interface in municipalities, as expressed in Chapter Two of this study. Currently, the Local Government: Municipal Systems Act of 2000, as amended in 2011, is one of the few initiatives by the national government that aim to introduce mechanisms to facilitate the process of professionalising administration in municipalities. Section 5.6 below gives a summary of evaluation of leadership learning based on my observation and experience with the municipal context.

5.8 Summary

The evaluation in 5.7 revealed that the performance of the senior managers of the Bushbuckridge Local Municipality was judged by the contribution they made towards sustaining the dominance of political factions of the governing party (ANC). Most of the appointed senior managers did not exhibit the needed competencies and skills in the municipal administration. There was no commitment on the part of the municipality to assist senior managers in developing these capabilities in instances where they were needed. This lack of relevant competencies and skills was also responsible for the collapse of governance structures in the municipality. Because of the lack of competencies and skills mentioned above, there appeared to be no alignment between the leadership capabilities of the senior managers and the municipal IDP. The lack of alignment is more likely to continue because of political deployment and political intrusion occurring in the municipality. There was no evidence of any sustainable commitment by the municipality to address the developmental needs of the senior managers. However, I noted that even if the developmental needs of the senior managers were addressed, the municipal context in its current form (at the time of the study) did not allow senior managers to do their work without political

interference. Furthermore, the five-year employment contracts of the municipal senior managers created instability in the municipal administration because the term of the contracts of the senior managers posed a number of challenges. Therefore, I argue that it is the context above that contributed to the collapse of governance, and the subsequent introduction of administration in the municipality.

In the next chapter I present the conclusions drawn from the findings of this study as reported in this chapter, and explain how the findings may influence leadership theory, leadership policy and leadership practice.

Chapter Six

Conclusions and implications of the study

6.1 Introduction

The main aim of this study was to investigate the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality (see 1.3). In order to achieve this aim, the developmental needs of the municipal senior managers as public leaders were assessed and developmental interventions to address the identified needs were implemented and evaluated (process phases as outlined in Chapters One and Four). I sought to address following objectives via the process phases of the research project:

- to establish whether the performance standards as set out in the Bushbuckridge Local Municipality's strategic and implementation plans were complemented by the senior managers' relevant leadership competencies and skills;
- to establish the gap between expected and actual leadership competencies and skills;
- to determine the appropriate leadership developmental needs of senior managers at the Bushbuckridge Local Municipality;
- to develop an intervention based on the determined leadership developmental needs of senior managers;
- to implement the leadership development intervention;
- to conduct an evaluation of the ways in which the intervention may have assisted senior managers to fulfil their expected roles and responsibilities; and
- to contribute a theoretical understanding of leadership learning in a rural municipality by proposing a conceptual framework and a leadership development programme.

I employed the process phases as described earlier to investigate the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality. The four phases were pre-planning, needs assessment, implementation and evaluation. In concluding the research, it was important to establish whether these process phases were suited and able to guide

the processes of literature review, document analysis, interviews, planning and implementation of an *ideal* leadership development intervention and the evaluation thereof. For the purpose stated above, the contribution of these process phases to achieve the objectives of this study is discussed below.

6.1.1 Contribution of the different process phases

Pre-planning phase: In this phase I used literature review and document analysis to establish the prerequisite leadership competencies and skills expected of senior managers; to establish which leadership competencies and skills were required by the Bushbuckridge Local Municipality at the time of this study in order to deliver on its commitments to communities; and to check which opportunities were available for leadership learning in the municipality at the time of this study (see 1.2 and 4.5). Through literature review I succeeded in establishing the type of competencies and skills that are considered by scholars as important for effective leadership. The literature review thus assisted me in reaching a theoretical understanding of leadership learning which I used as a background against which the developmental needs of the senior managers for the Bushbuckridge Local Municipality were assessed and interpreted (see 3.3). Although most of the literature that was reviewed did not directly address municipal contexts, I adapted the leadership theory in use to the municipal context as discussed in Chapter Three. My assertion was that leadership in the Bushbuckridge Local Municipality is expected to facilitate the attainment of the predetermined service delivery commitments made with its constituent communities. Consequently, the analysis of municipal regulatory documentation represented a first step in interrogating municipal information. The data generated from the documentation was used to establish the status quo with regard to the competencies and skills required from people aspiring to be in leadership positions in the municipality (see 4.5). Furthermore, I was able through municipal document analysis to establish whether opportunities for leadership learning were available in the municipality at the time of this study. Therefore, the pre-planning phase helped me, in this study, to generate a theoretical base with regard to the expected and needed competencies and skills of senior managers.

Needs assessment phase: This phase contributed to exploring the actual developmental needs of the senior managers (see 1.2, 4.5 and 4.6). In this phase,

the respondents in the study were afforded an opportunity to describe, discuss and explain leadership, leadership learning and development context within the Bushbuckridge Local Municipality. The respondents identified the competencies and skills they considered to be lacking and that had to be addressed in order to enhance the performance of the senior managers. This phase helped me to establish the levels of competencies and skills of the senior managers at the time of the study. The needs assessment phase thus provided a guide that facilitated discussions on what constituted the leadership development needs of senior municipal managers. Furthermore, the outcomes of this phase provided reasons for the development, implementation and evaluation of the leadership development intervention that was initiated for the development of the municipal senior managers. Therefore, through this phase I was able to propose a developmental intervention to address the identified needs of the senior managers of the Bushbuckridge Local Municipality.

Implementation phase: This phase facilitated the process of determining suitable developmental programmes to address the identified needs of the senior managers (see 4.6). Resultantly, a developmental programme comprising four sessions as presented in Chapter Five was implemented with the selected senior municipal managers (see 5.4). Guided by this process phase, on-the-job training implementation techniques were employed and driven internally by the municipal manager.

Evaluation phase: This phase provided a framework for the process of determining whether the intervention was suitable to address the identified developmental needs of the senior managers (see 1.2, 3.3 and 4.6). Through a set of predetermined learning outcomes linked to the identified developmental needs the group of senior managers reflected on the learning activities and the learning process to establish whether the activities were useful in helping them to achieve the set outcomes. It was thus possible to assess what the developmental intervention was able to achieve and what it did not achieve. As discussed in Chapter Five, it was not feasible to conduct a longitudinal evaluation due to time constraints and the expiry of employment contracts of most participating senior

managers. Therefore, the outcomes of this process phase had substantial implications for leadership learning in the Bushbuckridge Local Municipality.

Thus, based on the process phases discussed above and the conceptual framework presented in Figure 3.3 my conclusions are that the aim and objectives as set out in 1.3 were met. This study did prove that leadership learning has a role to play in the developmental needs of senior managers. This outcome was achieved through the review of literature from which I constructed a theoretical understanding on public leadership learning and development as represented by the conceptual framework in Figure 3.3. The conceptual framework was then used as a guide by which the leadership learning and development for the Bushbuckridge Local Municipality was understood. Consequently, the process phases as discussed above were implemented following on the framework (see 3.4 and 5.7).

In the study the conceptual framework assisted me in creating a link between *leadership learning* and the *performance* of the municipal senior managers. This link justified the need to encourage continuous learning for the senior managers of the Bushbuckridge Local Municipality. Based on this framework, the performance of the senior managers was anticipated and planned for, focusing on enhancing their performance as *individuals* and as a *team*. Therefore, the senior managers were expected, through the use of this framework, to exhibit *capabilities* that would point to a well-skilled leadership team of the Bushbuckridge Local Municipality. The framework allowed me to check for and verify the *alignment* between the capabilities of the municipal senior managers against the *commitments* of the municipality as planned for in the IDP (also see pre-planning phase and research aims and objectives in 1.3). The framework also guided the process of establishing a gap between the expected and the actual competencies and skills of the senior managers. Through the framework this study established that the performance standards as set out in the Bushbuckridge Local Municipality's strategic and implementation plans were not complemented by the senior managers' relevant leadership competencies and skills (see 4.5, 5.3 and 5.4). Therefore, it became necessary to identify the leadership competencies and skills deficit that needed to be addressed through a process of *diagnosing* the developmental needs of the

senior managers (see 1.3, 4.5, 4.6, 5.2 and 5.3). Consequently, guided by the conceptual framework the study did find out the appropriate leadership developmental needs of the senior managers that needed to be addressed (see 5.3 and 5.4). The diagnosis process was followed by the *demarcation* process where it was found that the developmental needs of the senior managers were the same given their identical roles and responsibilities. Therefore, the framework allowed for developmental interventions that were intended for all senior managers. However, the study failed to implement the *deployment* of the suspected learned new competencies as provided for by the conceptual framework (see Figures 3.3 and 5.6).

What the study achieved as highlighted above or failed to achieve through the conceptual framework has implications for this study and future investigations in the area of leadership learning and development.

6.1.2 Possible implications of the findings of the study on leadership learning

The outcomes of this study as discussed in Chapter Five and 6.1.1 above had implications for leadership learning theory, policy and practice. These implications are elaborated on in full below.

6.1.2.1 Implications for leadership learning theory

In this study I established through literature review and the analysis of the municipal documentation that organisations perform better because of the emphasis they place on the development of their leaders. This principle is borne out by Mattone's (2012:17) assertion that developing competencies and skills in leaders is about giving them (senior managers in this case) 'related knowledge and behaviours that produce performance enhancement within a particular organisational context' (see 3.3.3). This claim was also confirmed by the presence of WSP and the PDPM plans in the municipality as discussed in Chapter Five. Initially, I argued – with the backing of the explored literature – that the senior managers lacked the prerequisite competencies and skills (see 1.2). I added that there was a need to address this deficit in order to enhance their capacity to facilitate the delivery of acceptable social services for the good of the public. I also argued that emphasis on leadership learning and development may be realised

through large financial investment that organisations place on continuous leadership learning and development. Consequently, a detailed discussion on what different countries invest in their human capital was given in 1.1. I asserted in 1.1 that the performance of the Republic of South Africa in this aspect of investment provides a basis on which leadership learning may be studied in municipalities, especially the Bushbuckridge Local Municipality (see 1.1).

Contrary to my assertion above, the secondary evidence generated from the SQR on the Bushbuckridge Local Municipality as discussed earlier, the administrator's perspective, views expressed by the Public Protector, and the study conducted by the University of the Witwatersrand in the Bushbuckridge Local Municipality revealed that financial investment alone cannot facilitate leadership development and enhance the performance of the senior managers in the municipality. The lack of stability in the administration caused in part by political interference and the five-year employment contracts of the senior managers reduce the chances of having meaningful leadership learning and development in the municipality. Below, I deliberately repeat a quoted statement from the research report by the University of the Witwatersrand (2013:16) as provided in 5.7 to emphasise my claim with regard to the influence of political intrusion in the administration of the Bushbuckridge Local Municipality:

Working for local government is one of the few attainable forms of employment for many of residents with some education. This has led to a tremendous inflation in the municipal payroll, with elaborate systems of political patronage determining who can access jobs.

I also reiterate the following quoted statement from a participant (see 5.7.1), who asserted:

[W]e are sometimes pressured into paying political patronage to our followers resulting in a situation where political authority replaces professionalism and work ethics in the municipality. This culture might reduce the prospects of successful implementation of the new skills and competencies we have learned. [4]

The quoted statements reiterated above confirmed the presence of complex factors embedded in the municipal context. In Chapter One I argued that there is a need to address the developmental needs of the senior managers in order to enhance their capacity to facilitate the delivery of social services to communities. In addition, I observed that the performance of both the senior managers and the municipality was dependent upon a number of factors as discussed in 5.7 and 5.8. Therefore, leadership learning and development alone may not bring improved performance if other equally important factors within the municipal context are not addressed.

6.1.2.2 Implications for leadership learning policy

In Chapter One I briefly discussed the steps that were taken by the South African government to facilitate continued leadership learning. I asserted that as proof of this commitment, the government promulgated a number of Acts, such as the Skills Development Act of 1998 and the Skills Levies Act of 1999, which created a legal framework that allowed for the development of workplace policies to facilitate continuous learning. The findings of this study confirmed that at the time of this study the Bushbuckridge Local Municipality had a sound documented policy framework to facilitate continuous learning. The presence of the WSP, PDPM, and the HRP as mentioned in both Chapters Four and Five attested to the availability of opportunities for further development on paper. However, factors such as political intrusion into the municipal administration as discussed in 6.1.2.1 were found to be responsible for the absence of traceable leadership learning and development practices in the municipality. The widespread disregard for applicable municipal policies and processes by both senior managers and politicians put the municipality in a state of paralysis so that it was not capable of providing social services to communities. Related observations were made by the administrator in Chapter Five. His assertions are reiterated here as follows:

[P]oliticians deliberately disregarded municipal rules and regulations in pursuit for self-enrichment. [R13]

This assertion by the administrator [R13] may be understood as implying that there was no commitment in the municipality to abide by the legal prescripts of the municipality. My argument is that compliance with the prescripts might assist in

facilitating the needed balance between the political and administrative interface. This probable balance might help to minimise political interference in matters of administration, and allow senior managers space to professionalise the municipal administrative system in the quest for enhanced performance of both the senior managers and the municipality. Consequently, I assert that although there is a plethora of legislation governing local government as highlighted in Chapters One and Two, there is a need to reconsider introducing stringent measures to compel leaders to implement and respect government policies. Failure to comply with applicable policies and procedures may adversely influence leadership learning practice in the municipality.

6.1.2.3 Implications for leadership learning practice

In 6.1.2.2 I asserted that the municipal context had an acceptable policy framework on paper, which appeared to be supportive of continuous learning (see pages 120-125). However, in practice the available learning opportunities were not explored and exploited by the senior managers or the municipal council due to contextual constraints. These constraints were a lack of time commitment for the implementation of policies aimed at leadership learning and development, the ineffective oversight role by the municipal council, and a lack of continuity in the five-year employment terms for the municipal senior managers as discussed briefly in 6.1.2.1 and listed above. There was no trace of activities aimed at developing senior managers. In practice there were no consequences for the lack of action with regard to the development of the senior managers. Therefore, the municipality did not consider leadership learning as a deliverable that must be itemised, and time-frames set for development programmes. Furthermore, senior managers gained work experience, improved their competencies and skills through practical work experience, and left before the municipality could benefit fully from their expertise. In practice, the municipality was unable to maximise benefits from its investment in its human capital development.

6.2 Limitations and delimitations of the study

This study focused on the Bushbuckridge Local Municipality and its senior managers. This single focus means that the results may not be generalised to other municipalities and their senior managers. My assertion is that this study

would have shed more light on the learning needs of the senior managers in municipalities had it focused on a grouped case study of more than one municipality.

The study was limited to addressing the developmental needs of the senior managers of the Bushbuckridge Local Municipality as a way of enhancing their performance. Other factors such as population growth, low levels of education, illiteracy, the supply of and demands for labour, and limited financial resources which may influence leadership performance were not explored. The study sought to address the developmental needs of senior managers; however, the actual changes in the performance of the municipal senior managers were not proved because longitudinal evaluation was not conducted (see 5.6 and 6.1). This implies that it was not possible to verify whether senior managers did in fact use the assumed acquired 'new competencies and skills' to influence positive change in their directorates. The five-year employment contracts of the senior managers as discussed in 5.7 and 5.8 meant that they did not have enough time to be developed and to be able to influence performance in their directorates. The profile of the respondents as presented in Table 5.1 shows that most of the senior managers were with the municipality for a period of less than a year. Therefore the process that this study employed to investigate the contribution of leadership learning in the developmental needs of the senior managers as discussed in Chapters One and Four failed to anticipate the constraints presented by the five-year employment contracts of the senior managers.

In addition to the above-mentioned limitation, I observed (as discussed in 5.7.1) that most of the senior managers who participated in the implemented developmental interventions left the municipality before this study was concluded. My assertion is that any developmental intervention is bound to fail unless the employment period of the senior managers in municipalities is extended beyond five years because time is an important resource if the senior managers are to introduce meaningful changes. Therefore, the feasibility of the five-year term in the employment of the municipal senior managers needs to be investigated further. Moreover, future studies might need to allow more time to conduct a longitudinal

evaluation of the intervention implemented in cases where senior managers still have more time of their employment contracts remaining.

Furthermore, the use of the council speaker and members of the mayoral committee as mouth pieces of local communities of Bushbuckridge did not tap into the actual voices of community members whose aspirations are served by the municipality. It would have been desirable for this study to involve the actual end users of municipal services.

Finally, the use of the municipal manager for the delivery of the intervention programmes had limitations in that he was not an expert in training and development.

6.3 Implications for further research

Further research on the contribution of leadership learning in the developmental needs of senior managers in local municipalities in rural areas of South Africa may be necessary in terms of including other municipal cases.

The role of the municipal council in encouraging the continuous development of senior managers needs to be explored further. Furthermore, there appears to be a need to redefine the nature of balance that should exist between the political and administrative interface in rural municipalities.

The feasibility of term contract employment for senior managers needs to be investigated further.

Future intervention towards the development of municipal senior managers might have to involve the services of professionals in training and development. The use of professionals would also help in determining the most appropriate training and development study materials for the senior managers.

Finally, there is need for further investigation in the area of leadership learning and development in municipalities. Such further investigation would present an

opportunity for the portability of the conceptual framework used in this study as presented in Figure 3.3 to be tested.

6.4 Conclusion

This study was aimed at answering the question: What is the role of leadership learning in the developmental needs of the senior managers? Continuous leadership learning and development has a key role to play in enhancing the capacity of senior managers to lead in municipalities. The available continuous leadership learning opportunities in municipalities are currently not achieving the necessary outcomes due to various factors embedded in the local government context in South Africa. Unreliable recruitment municipal processes do not help to unlock the full potential of local government in favour of acceptable delivery of social services.

The current contract employment for municipal senior managers is not aligned to the expected performance by municipalities. There is no evidence that the period of five years gives sufficient time for senior managers to be prepared for the expected acceptable performance. Developmental initiatives aimed at developing senior managers require reasonable time which is not available currently as was confirmed by this study. It was not feasible to conduct a longitudinal evaluation because the contracts of some senior managers had already expired. Therefore, it was not possible to verify whether senior managers implemented the assumed new knowledge they gained through participating in the intervention programme implemented with them.

Finally, leadership learning and development alone may not address the challenges of slow delivery of services or the lack of such services in local government in South Africa. Systemic instabilities within the local government system as discussed in Chapters Five and Six pose a practical threat to the success of local government in South Africa. Systemic stability is essential if leadership is to be developed and performance enhanced in municipalities, otherwise financial investment or developmental interventions will not contribute to enhancing the performance of senior managers. Given the reported large-scale systemic instability within local municipalities countrywide, the results of this study

provide proof that capacity development initiatives are doomed to fail if systemic issues are not first addressed.

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ADDENDUM 1: REFLECTIONS ON THE STUDY

Introduction

This study was inspired by and anchored on two main pillars, namely the covenant with my ancestors, and the desire to understand the many challenges that are embedded in the municipal context where I have worked for a number of years. The covenant, because of the command I was given by my grandmother at the age of nine, and the inspiration that came from my unconditional love for my country, the Republic of South Africa. Consequently, the challenges that I experienced in the course of the study became opportunities. In this addendum, I share my experiences of the challenges and opportunities that were present when this study was conceived, planned for, introduced to relevant stakeholders and authorities, conducted and concluded. In sections below, I give a brief account of how I conceived this study, how it was introduced to the Bushbuckridge Local Municipality as my employer and the case for this study, and the processes that the study followed and the challenges thereof.

Motivation for the study

In the year 2005, I resigned from education where I had worked as a high school teacher for a period of 13 years. I then joined the Bushbuckridge Local Municipality as Head of Communications. This career change signalled a major shift from the classroom environment where my core responsibilities revolved around the implementation of the school curriculum to a municipal environment that was constitutionally delegated the task of providing basic social services to communities. In this new environment, my daily task was to communicate the messages of the municipality to all stakeholders, including the broader community of Bushbuckridge. As a teacher by profession, a number of observations caught my attention. Unlike in the teaching profession, there was little concern regarding relevant qualifications of people appointed to senior managerial positions in the municipality. This observation also applied to members of the municipal council. One typical example was that of one youth league leader of the governing party

who did not have a Grade 12 qualification but was a member of the mayoral committee (which is the mayoral executive committee). Furthermore, communities were showing their frustration at the slow pace and/or absence of the delivery of basic services such as water, access routes, electricity and housing. While the municipality was able to respond to some of these complaints, most remained unresolved, resulting in sporadic service delivery protests. Most of these protests ended in violence resulting in damages caused to public property and instability in communities. It was the damage to property and the instability that encouraged my inquiry into the role of leadership learning in the developmental needs of the municipal senior managers. I decided on leadership learning because I argued that if the senior managers could be developed through continuous learning experiences, then their ability to facilitate the delivery of basic services to the public might be improved.

Introducing the study to the municipal authorities

In the year 2008 my proposal for the investigation into the role of leadership learning in the developmental needs of the senior managers of the Bushbuckridge Local Municipality was approved by Stellenbosch University and I was allowed to register. The next challenge was to introduce my intention to conduct a study in the municipality with the senior managers. Upon my request, I was allowed an opportunity to present my request before a senior management meeting for approval. The request was approved and further commitments made to partly fund the study. The senior managers who formed the sample of this study were equally looking forward to participating in this study. This was evident in their responses as they were each given an opportunity to comment after my presentation and request to interact with them. The approval was a positive start to this study because I was able to prepare a list of all the documents I needed and submitted to the director of corporate services who was delegated to manage municipal information.

Refusal to release documents, and the decision to suspend me from work

Three months after I had submitted the list of documents I needed to proceed with the study, there was no sign of any commitment from the director of corporate services to release the documents. I then wrote another letter to remind him of my request for the documents, which had been submitted in September 2008. In the

same month, I was summoned to the office of the municipal manager and handed a letter indicating an intention to suspend me from work for a number of acts of misconduct. This came as a major surprise to me because I had never suspected or known any wrongdoing on my side against the municipality as my employer. Five days later I received another letter. This confirmed my suspension. The suspension had far-reaching implications for the study. Firstly, it meant that I could not access the requested municipal documentation because I no longer had access to the municipality. The letter of suspension stated that I would not have any contact with the municipality until the due disciplinary processes were concluded. It also meant that I was facing the prospects of not continuing with this study at the municipality. Finally, I was at a risk of losing my job irrespective of whether the charges laid against me were false or not. At this point I was faced with two challenges. One challenge was the legal battle I had to take against the municipality as my employer in order to retain my job. The second challenge was that I was unable to continue with the study at the Bushbuckridge Local Municipality. Not doing the study was not an option for me. It was not an option because as I pondered on the challenge, I could hear the whispers from my ancestors saying, 'You cannot stop now, you cannot give up now.' It was this source of inspiration that propelled me and unleashed the potential in me to continue soldiering. With the first challenge I had to allow the due disciplinary processes to continue. I was assisted by a legal team I appointed at substantial cost despite my innocence, which was finally proven by the Commission for Conciliation Mediation and Arbitration (CCMA) towards the end of December 2009. This meant that it took a year to conclude the case against me. In dealing with the second challenge I had to involve my study supervisor, Dr Liezel Frick and we finally agreed to take the study to another municipality with similar rural features as the Bushbuckridge Local Municipality.

Nkomazi Local Municipality as an alternative location for the study

Figure 4.1 shows that the Bushbuckridge Local Municipality, the Nkomazi Local Municipality, the Umjindi Local Municipality, the Mbombela Local Municipality and the Thabacheu Local Municipality fall under the district municipality of Ehlanzeni. My study supervisor and I had to find an alternative from these four local municipalities. Our obvious target in this regard was the Nkomazi Local

Municipality which, like the Bushbuckridge Local Municipality, was also rural and shared the same social features in terms of poverty levels and livelihood activities. I then wrote a letter of request to conduct a study at the Nkomazi Local Municipality together with a motivation letter from my study supervisor to the executive mayor of this municipality. Together with my study supervisor, we visited the municipality to have a pre-arranged meeting with the executive mayor and the then acting director of corporate services in the municipality. In the meeting my study supervisor and I outlined what the study was all about and explained the possible benefits to the municipality if the study was conducted there. The request was approved by the executive mayor and subsequently the acting director of corporate services. We were allocated an office that was to be our link with the municipality going forward. The same day we were at the municipality with my study supervisor, I submitted a list of documents that I needed to start working with the municipal information. We agreed with the official that the documents would be forwarded to me within two weeks from the day of our meeting, and I had to visit the municipality and stay around their communities for about three weeks in order to interact and get a feel of their municipal environment with regard to municipal services and leadership activities. The same day, together with my study supervisor, we took a three-hour drive around the communities to observe the municipal environment. After two weeks I visited the municipality again to fetch the documents I had requested. I was told that the executive mayor had instructed the acting director of corporate services not to assist me because a request had come from the executive mayor of the Bushbuckridge Local Municipality indicating that I must not be allowed to conduct the study at the Nkomazi municipality for security reasons of a political nature. When these developments were announced, I was completely shattered. It felt as if the study was doomed. It was now eight months since my suspension and removal of the study from the Bushbuckridge Local Municipality. It meant that I had to wait for intervention from my ancestors because I had done what to me was humanly possible. I had to inform my study supervisor of these unpleasant developments hoping that we would find a way out of this jungle because we had now reached late September 2009, nearly a year after my suspension from work. Effectively, I had now lost a full year of my studies. What kept me hoping for a way out was the inspiration I drew from the whispers from my ancestors. In early November 2009 a trial date was set for late that month at the CCMA. A not guilty

verdict was passed reinstating me retrospectively. The municipality then requested that I stay at home until a new position at the municipality was created for me. This meant I had to be paid for staying at home until June 2010 when under political pressure from opposition political parties in the Bushbuckridge Local Municipality the municipal council started complaining that there was a manager who was being paid for sitting at home. This complaint was also forwarded to the office of the president of the Republic of South Africa. Under pressure from the office of the president they allowed me back to work. When I reported back to work, the same director of corporate services who had refused me access to municipal documents asked about the progress I had made with my studies. He made a fresh commitment to allow me to take my study back to the Bushbuckridge Local Municipality and promised full cooperation and support for the study. This paved the way for me to resume my study with my original case, the Bushbuckridge Local Municipality, a year and half after my suspension and removal from the municipality.

Moving the study back to Bushbuckridge Local Municipality

On 17 August 2010 I was given a letter that reconfirmed the commitment of the municipality to the study and I was requested to resubmit the list of the municipal documents I needed for the study, and the schedule of interviews with the senior managers, the municipal manager, members of mayoral committee and the council speaker. Within the same month all documents were released and a confirmation given for interviews with the above-mentioned respondents as requested. This marked the beginning of a hectic process which required that I do a week's work in a day to make up for lost time. The management of the municipality allowed me to work on this study during working hours as well. This was possible because when I was requested to come back to work, there was no work allocated for me because all my duties had already been given to someone else. I had to sit and wait for the municipal management executive to create another position for me. This arrangement was mutually agreed upon. The office environment was beneficial to me because I was able to access information with ease and to have prior discussions with the respondents of this study as I mingled with them on daily basis.

Working on the municipal documents

As an employee of the municipality I had the advantage of knowing most of the municipal policies and plans. The documents were valuable to this study as they could be used to establish the leadership learning and leadership development practices of the municipality. I was also able – through the documents – to determine the competencies and skills needed by the municipal employees in question in order to achieve on the set service delivery objectives. The documents provided some information regarding the current performance of the senior managers and where their performance needed improvements. However, the documents did not assist me in establishing a trace of implemented leadership learning practices in the municipality. One of the challenges with some of the municipal documentation was that they were not reviewed as required by the law. The Local Municipal: Systems Act of 2000 Systems Act, 2000 requires that municipal policies be reviewed annually. Some were developed externally by consultants and adapted to the municipality from other municipalities ('cut and pasted'). The disadvantage of such policies is that they did not reflect the context of the Bushbuckridge Local Municipality. They resembled a heart transplant procedure where the heart given to the patient in need has blood vessels that do not match those of the patient. This was especially evident in the Workplace Skills Plan document where I found the names of other municipalities, suggesting that the documents had been cut and pasted.

Interviews with the respondents of this study

One of the data-generating instruments that I used in this study was interviews. I conducted interviews with the municipal senior managers, the municipal manager, the executive members of the mayoral committee, the council speaker of the municipal council, and the administrator. This instrument assisted me in gathering data that helped me to answer the research question of this study. However, I assert that the study would have achieved more if community members themselves had taken part in this investigation, because they are the recipients of the municipal services.

Interviews with municipal senior managers

The following senior managers were targeted for this study: senior manager – community services; senior manager – local economic development; senior manager – internal audit; senior manager – corporate services; senior manager – municipal works; senior manager – water services; senior manager – finance. I interviewed only five of the seven senior managers. The other two gave personal reasons for not participating. The five senior managers who participated represented the majority; therefore, the information they provided managed to give a reasonable picture regarding the leadership learning processes of the municipality, and their developmental needs. However, I noted that the participation of the two others would have added value to the data-generating process because I would have added their personal voices to the study. I made attempts to have them (the two senior managers) participate in the implementation of the developmental intervention of this study. Only one joined, and this step was welcomed because the initial plan was to have all of them take part in the entire process of this study. Another challenge I experienced with this data-generating instrument was the availability of the senior managers for the scheduled interviews. Due to the nature of their roles and responsibilities as senior managers, they were locked in management meetings most of the time and the schedule had to be adjusted often. This was a problem because I had to add more time for the interviews, unlike in the case of document analysis where I had all the documents at my disposal and I was able to work within the planned time-frames. What compounded the challenge with time was that for some senior managers we had to run the interviews more than once because there was a need for follow up as new thoughts emerged after I interacted with the data that I generated. Therefore, if this study was allocated unlimited time, it would have been possible to gather more relevant data.

Interviews with the municipal manager

The municipal manager is the head of administration in the municipality and the senior managers report directly to him. The roles and responsibilities of senior managers are delegated by the municipal manager who provides supervision to senior managers. The contracts of senior managers derive from that of the municipal manager. It was within this context that the views of the municipal

manager provided invaluable information that built into the understanding of the competencies and skills that are expected of the senior managers. This was one of the expected contributions of the municipal manager in this study. Consistent with the expectation above, the municipal manager was able to provide information that most confirmed what the senior managers identified as their developmental needs. He also confirmed most of the competencies and skills that the literature of this study identified as important for senior managers to have. Furthermore, he was able to clarify most of the data that were generated through documents analysis. The comparison of the data that were gathered through the interviews with the senior managers, municipal manager, and the analysis of the municipal documents provided this study with balanced leadership learning status quo and leadership learning needs of the senior managers of the Bushbuckridge Local Municipality. Therefore, if I were to conduct the same study with the Bushbuckridge Local Municipality as my case study, I would again value the continued involvement of the senior managers and their municipal manager in the needs assessment process because of the contribution they made towards the outcomes of this study.

Interviews with the executive members of the mayoral committee

In the national government of the Republic of South Africa, the State President appoints his cabinet members. At the provincial level, the premier of a province also appoints his/her executive committee known as members of the executive committee (MECs). In a municipality it the same procedure is followed where the executive mayor of a municipality appoints his/her members of the mayoral committee (MMCs). The role of these MMCs is to hold administration accountable to the council. A portfolio is allocated to each of them, and they are responsible for one or more administrative directorates. Municipal reports and policies that go through the council for consideration are products of these portfolios. Therefore, they work closely with senior managers and also have an oversight role on the work of the senior managers. With this in mind, it was important for this study to include the MMCs due to their close interaction with the senior managers in municipal processes. I argued that they were aware of what the senior managers should be able to perform and what they were not able to do and, maybe what needed to be done to assist senior managers in performing their duties more effectively. Consistent with my argument, the MMCs added some useful thoughts

that added to the understanding of what senior managers are expected to do against what they were able to do at the time. Their participation added political insight into the learning needs of the senior managers.

Interviews with the speaker of the Bushbuckridge municipal council

The speaker is the chairperson of the municipal council. The duties of a speaker include presiding at meetings of council, ensuring that the council meets as required by the law, ensuring that council meetings are conducted in accordance with the rules and orders of the council, ensuring public participation in the affairs of the municipality, and ensuring that the council remains accountable to communities. The speaker's participation in this study added the community perspective in that his office is accountable to members of the public. He is the link between the municipality and communities. His office is better placed to deal with community concerns and inquiries. In the context of this study he was able to relate service delivery challenges that the community of Bushbuckridge faced, and added his views on how some of the challenges could be addressed through building a performing leadership team of the municipal senior managers. His involvement in this study added the voice of the community. However, I argue that the study would have drawn more useful data that would represent the community perspective if the community members themselves participated in this study. My argument is based on the political loyalty of the speaker to his political party. Speakers are members of political parties and are elected in council after the recommendation of the caucus of their political parties. Although once elected in council they are supposed to be apolitical, they are at times biased in favour of their political parties in council. Therefore, the views that the speaker of the Bushbuckridge Local Municipality expressed in this study were not completely free of political bias.

Interviews with the administrator of the Bushbuckridge Local Municipality

In April 2013 the Bushbuckridge Local Municipality was placed under administration for poor performance. The municipality had collapsed with a deficit of close to R1 billion, and was no longer capable of providing basic services to the communities of Bushbuckridge. As a result, the executive committee of the Mpumalanga government took a decision to place the municipality under administration. When the municipality was placed under administration, I was

about to conclude this study. After discussing this new development with my study supervisor, we agreed that the development was indeed linked to the study because it seemed to confirm my claim in this study that the municipality was unable to provide basic services to communities, and that there was a need to increase the capacity of the senior managers to facilitate the delivery of services to the communities of Bushbuckridge. Consequently, I made a request to have the administrator participate in this study, and it was granted. His inputs and views were important for this study. He confirmed the findings of this study and the conclusions that were drawn (see Chapters Five and Six) on the need to address the developmental needs of the senior managers. He also confirmed the presence of political interference in the administration of the municipality. His inputs were invaluable because he intimated that there was a need to calibrate the municipal internal system and enforce adherence. However, this study was not able to establish whether his plans to turn the fortunes of the municipality around did come to fruition.

Reflections on the findings of the study

The discussion in Chapters Five and Six reveal that indeed it is important for public leaders such as the municipal senior managers to have the prerequisite competencies and skills in order to facilitate the delivery of services more effectively. Most of the competencies and skills that were identified as needed by the senior managers were consistent with the literature of the study, the municipal documents analysed, and the responses of the respondents of the study. However, the study failed to express the importance of management in leadership. My personal observation of the municipal administration was that one area in which the municipality was not doing well was managing the finances of the municipality. The municipality had had a number of disclaimers since its inception in the year 2000. Most of the weaknesses pointed to poor financial management skills. This study did not cover this important aspect because it was not mentioned in the literature, or by the respondents of this study or the documents that were analysed.

Reflections on the developmental intervention of the study

The developmental intervention was not aimed at giving the senior managers any form of qualification beyond attempting to address their developmental needs

identified through the needs assessment process of this study. Furthermore, the developmental intervention was not based on the standards set out by the National Qualifications Framework. Therefore, there was no consideration of compliance in terms of the SAQA Act 58 of 1995 as mentioned in 1.1.1. If I were to do the same investigation I would ensure that the study materials used for the intervention are compliant with the necessary requirements for a qualification. Doing so would help me address concerns for standards and relevance to the developmental needs of the senior managers.

Conclusions drawn from the study

The conclusions I drew from the study point to the complexities of the local government context. Future work on the same topic and context might first have to look at what the factors are that permit political intrusion in the functioning of the municipal administration because to me this became a major observation that requires some in-depth investigation and analysis. Another possibility for future work on leadership learning is conducting a longitudinal evaluation after the implementation of the intervention. The major weakness of this study was that it did not conduct this kind of evaluation because of the limited time available, and the five-year employment contracts of the senior managers, which did not permit continuity. This particular point meant that even if I were to do a longitudinal evaluation, the employment contracts of the senior managers would have expired, and they would not be available to be evaluated. Finally, the selection and appointment of the senior managers need to be reviewed. Further investigation is needed on how municipalities can recruit people with relevant competencies and skills as well as relevant experience. The need for recruitment, competencies and skills, and relevant experience was evident in the competencies and skills that the respondents of this study identified, as the developmental needs of the senior managers were mostly what I consider 'soft' competencies and skills. There were few key competencies and skills such as critical thinking, innovation skills, and change management. In my view these are some of the capabilities that can assist senior managers propel their organisations towards meeting future developmental challenges.

ADDENDUM 2: INTERVIEW SCHEDULE

NAME: _____

DATE: _____

INTERVIEW SCHEDULE

INVESTIGATING

**THE ROLE OF LEADERSHIP LEARNING IN THE DEVELOPMENTAL NEEDS
OF THE SENIOR MANAGERS IN A RURAL MUNICIPALITY: A CASE STUDY IN
ADULT EDUCATION AT THE BUSHBUCKRIDGE LOCAL MUNICIPALITY**

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PhD (Leadership Development)

Centre for Higher and Adult Education

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Interview questions for municipal senior managers

Introductory questions:

1. How would you define leadership within your position?
2. How would this differ from managerial tasks?

Main questions:

1. In your opinion, what would be the difference between management and leadership in your position?
2. What skills, knowledge and competencies are needed to function as a leader in your current position?
3. What training have you received to be able to lead your directorate?
4. Which resource/development opportunities does the municipality provide for your continuous development?
5. Which aspects of your job do you enjoy? Why?
6. What aspects of your job do you find difficult? Why?
7. In your opinion, what would enhance your ability to lead in your current position?
8. In your opinion, what are the development opportunities that the municipality should create for its senior managers?

Concluding question:

What benefits could the development of its senior managers hold for the municipality?

Interview questions for the municipal manager

Introductory questions:

1. What is the role of the Bushbuckridge municipality within the community of Bushbuckridge?
2. How have you performed so far in your role?
3. In your opinion, what are the challenges faced by your municipality?
4. In your opinion, what are the achievements so far?

Main questions:

1. In your opinion, what contribution should senior managers make towards performing your role successfully in the municipality?
2. What competencies and skills would you regard as important for senior managers to perform their roles and responsibilities?
3. In your opinion, do the senior managers have these competencies and skills currently?
4. What opportunities have you created so far as head of administration for the development of your senior managers?

Concluding question:

In your opinion, what other mechanisms, if any, should be introduced in your municipality to help address the developmental needs of your senior managers?

Interview questions for the municipal council speaker and members of the mayoral committee

Introductory questions:

1. As a council speaker/or member of the mayoral committee, what are your responsibilities within the municipal council?
2. Kindly talk to me about the state of the municipality council from when you came in as a speaker or member of the mayoral committee.
3. In your opinion, has the situation improved?
4. What are the important changes that have taken place to date?

Main questions:

1. In your opinion, is the municipality delivering on the expected services in the communities?
2. What are some of the challenges that still need to be addressed?
3. What would you say are the roles of the municipal senior managers in addressing these challenges?
4. How have the senior managers performed so far?
5. In your opinion, would you say the performance of the senior managers needs to be improved?
6. What needs to be done to increase the performance of the senior managers?
7. Would you say the senior managers need support from the municipal council to assist them in increasing their performance? What is the nature of the support?

Concluding question:

Would you see the need to increase the capacity of the current municipal senior managers to facilitate improved service delivery?

Interview questions for the administrator

Introductory questions:

1. What is the role of the administrator within the community of Bushbuckridge?
2. Why were you appointed to the Bushbuckridge Local Municipality?
3. In your opinion, what are the challenges faced by the Bushbuckridge Local Municipality?
4. In your opinion, what are the achievements since your arrival at the municipality?

Main questions:

1. In your opinion, what contribution should senior managers make to your role as an administrator?
2. What competencies and skills would you regard as important for municipal senior managers to perform their roles and responsibilities effectively?
3. In your opinion, do they currently have these competencies and skills?
4. As an administrator, what opportunities have you created so far towards the development of the senior managers?

Concluding question:

In your opinion, what other mechanisms, if any, should be introduced in the Bushbuckridge Local Municipality to help address the developmental needs of the senior managers?

ADDENDUM 3: LETTER OF REQUEST FOR PERMISSION TO CONDUCT THE STUDY

TO : DIRECTOR CORPORATE SERVICES

CC : MUNICIPAL MANAGER

FROM : MKHABELA L.Z. (PhD student)

DATE : 21/04/2008

SUBJECT : REQUEST TO CONDUCT A STUDY

I am a registered PhD student with the University of Stellenbosch. My focus area is on leadership development in municipalities. I have chosen the Bushbuckridge Local Municipality as my case study. I therefore request permission to conduct the study.

Thank you for your cooperation

Lamson Zondiwe Mkhabela

PhD (Leadership learning in municipalities) student

ADDENDUM 4: CONSENT FORMS



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Consent to participate in research

TITLE: The role of leadership learning in the developmental needs of the senior managers in a rural municipality: a case study in adult education at the Bushbuckridge Local Municipality.

Subtitle: Consent form for municipal senior managers

You are asked to participate in a research study conducted by Mkhabela Lamson Zondiwe for the degree: Doctor of Philosophy, from the Centre for Higher and Adult Education at Stellenbosch University. The results of this investigation will contribute to a dissertation. You were selected as a possible participant in this study because the study aims to investigate your leadership developmental needs with the purpose of developing an intervention to address the identified needs.

Purpose of the study:

The study is designed to investigate the role of leadership learning in the developmental needs of the senior managers for the Bushbuckridge Local Municipality.

Procedures:

If you volunteer to participate in this study, we would ask you to do a number of things as stated below.

You are requested to make yourself available to participate in interviews with the researcher. The interviews will be conducted over two weeks in the War Room of the Bushbuckridge municipal head office. The interview schedule is subject to your availability. Each interview is expected to take not more than four hours put together; to provide your basic personal information to the researcher. This information will include your full names and surname, name of your directorate, and your professional and/or academic qualifications. You will also be asked to participate in the implementation of the developmental intervention of this study aimed at addressing developmental needs of the senior managers. This implementation process will take place on 6 February 2012, 07 February 2012, 9 February 2012, and 13 February 2012 in the War Room of the Bushbuckridge municipal head office. Two hours will be allocated for each programme. The four programmes will take eight hours to implement in four days. All programmes will be implemented during working hours. Finally, you will be asked to participate in the evaluation process of the implemented developmental programmes. The evaluation will take place during the delivery of the intervention programmes, and after the delivery of each programme.

Potential risks and discomforts:

There will be some inconveniences during the implementation process because the programmes will be implemented during working hours. This will interrupt prior plans you and your senior managers might have made.

Potential benefits to subjects and/or to society:

The possible benefits from the research include a better understanding of the developmental needs of the municipal senior managers, enhanced performance of

the municipal senior managers, and improved service delivery to communities within your municipality.

Payment for participation:

You will not receive any payment or rewards for participating in the study.

Confidentiality:

Any information that is obtained in connection with this study and through which you can be identified will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by not including the names of the respondents in the study. Codes such as Respondent A, B or C will be used to protect your identity. Access to the collected and/or analysed data will be limited to the respondents only, and a copy of a final product of this study will be submitted to the Bushbuckridge Local Municipality as the case of this study.

The interviews will be recorded on an audio tape. Before the data can be transcribed, you will be afforded an opportunity to listen to the recording to verify the accuracy of the recording. In cases where you are not satisfied with the recorded data, you will be allowed to review or edit the data.

Participation and withdrawal:

You can choose whether to participate in this study or not. If you volunteer to participate, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If you cease to be the employee of the municipality before the interviews take place, you will be automatically be withdrawn from participating.

Identification of investigators:

If you have any questions or concerns about the research, please feel free to contact the Researcher, Mkhabela Lamson Zondiwe @ 0827991220 or the study supervisor, Dr Liezel Frick or co-study supervisor, Prof. Eli M Bitzer @ 021 8082277.

Rights of research subjects:

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

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| SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE |
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The information above was described to me by Zondiwe Mkhabela in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of subject/participant

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| SIGNATURE OF INVESTIGATOR |
|----------------------------------|

I declare that I explained the information given in this document to the respondent. She/he was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

Signature of investigator

Date.....



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Consent to participate in research

TITLE: The role of leadership learning in the developmental needs of the senior managers in a rural municipality: a case study in adult education at the Bushbuckridge Local Municipality.

Subtitle: Municipal manager

You are asked to participate in a research study conducted by Mkhabela Lamson Zondiwe for the degree: Doctor of Philosophy, from the Centre for Higher and Adult Education at Stellenbosch University. The results of this investigation will contribute to a dissertation. You were selected as a possible participant in this study because the study aims to investigate your leadership developmental needs with the purpose of developing an intervention to address the identified needs.

Purpose of the study:

The study is designed to investigate the role of leadership learning in the developmental needs of the senior managers for the Bushbuckridge Local Municipality.

Procedures:

If you volunteer to participate in this study, we would ask you to do a number of things as stated below.

You are requested to make yourself available to participate in interviews with the researcher. The interviews will be conducted over two weeks in the War Room of the Bushbuckridge municipal head office. The interview schedule is subject to your availability. Each interview is expected to take not more than four hours put together; to provide your basic personal information to the researcher. This information will include your full names and surname, name of your directorate, and your professional and/or academic qualifications. You will also be asked to participate in the implementation of the developmental intervention of this study aimed at addressing developmental needs of the senior managers. This implementation process will take place on 6 February 2012, 07 February 2012, 9 February 2012, and 13 February 2012 in the War Room of the Bushbuckridge municipal head office. Two hours will be allocated for each programme. The four programmes will take eight hours to implement in four days. All programmes will be implemented during working hours. Finally, you will be asked to participate in the evaluation process of the implemented developmental programmes. The evaluation will take place during the delivery of the intervention programmes, and after the delivery of each programme.

Potential risks and discomforts:

There will be some inconveniences during the implementation process because the programmes will be implemented during working hours. This will interrupt prior plans you and your senior managers might have made.

Potential benefits to subjects and/or to society:

The possible benefits from the research include a better understanding of the developmental needs of the municipal senior managers, enhanced performance of the municipal senior managers, and improved service delivery to communities within your municipality.

Payment for participation:

You will not receive any payment or rewards for participating in the study.

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I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of subject/participant

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Signature of investigator
Date.....



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Consent to participate in research

TITLE: The role of leadership learning in the developmental needs of the senior managers in a rural municipality: a case study in adult education at the Bushbuckridge Local Municipality.

Subtitle: Municipal Council Speaker

You are asked to participate in a research study conducted by Mkhabela Lamson Zondiwe for the degree: Doctor of Philosophy, from the Centre for Higher and Adult Education at Stellenbosch University. The results of this investigation will contribute to a dissertation. You were selected as a possible participant in this study because the study aims to investigate your leadership developmental needs with the purpose of developing an intervention to address the identified needs.

Purpose of the study:

The study is designed to investigate the role of leadership learning in the developmental needs of the senior managers for the Bushbuckridge Local Municipality.

Procedures:

If you volunteer to participate in this study, we would ask you to do a number of things as stated below.

You are requested to make yourself available to participate in interviews with the researcher. The interviews will be conducted over two weeks in the War Room of the Bushbuckridge municipal head office. The interview schedule is subject to your availability. Each interview is expected to take not more than four hours put together; to provide your basic personal information to the researcher. This information will include your full names and surname, name of your directorate, and your professional and/or academic qualifications. You will also be asked to participate in the implementation of the developmental intervention of this study aimed at addressing developmental needs of the senior managers. This implementation process will take place on 6 February 2012, 07 February 2012, 9 February 2012, and 13 February 2012 in the War Room of the Bushbuckridge municipal head office. Two hours will be allocated for each programme. The four programmes will take eight hours to implement in four days. All programmes will be implemented during working hours. Finally, you will be asked to participate in the evaluation process of the implemented developmental programmes. The evaluation will take place during the delivery of the intervention programmes, and after the delivery of each programme.

Potential risks and discomforts:

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Potential benefits to subjects and/or to society:

The possible benefits from the research include a better understanding of the developmental needs of the municipal senior managers, enhanced performance of

the municipal senior managers, and improved service delivery to communities within your municipality.

Payment for participation:

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I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

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Signature of investigator

Date.....



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Consent to participate in research

TITLE: The role of leadership learning in the developmental needs of the senior managers in a rural municipality: a case study in adult education at the Bushbuckridge Local Municipality.

Subtitle: Members of Mayoral Committee

You are asked to participate in a research study conducted by Mkhabela Lamson Zondiwe for the degree: Doctor of Philosophy, from the Centre for Higher and Adult Education at Stellenbosch University. The results of this investigation will contribute to a dissertation. You were selected as a possible participant in this study because the study aims to investigate your leadership developmental needs with the purpose of developing an intervention to address the identified needs.

Purpose of the study:

The study is designed to investigate the role of leadership learning in the developmental needs of the senior managers for the Bushbuckridge Local Municipality.

Procedures:

If you volunteer to participate in this study, we would ask you to do a number of things as stated below.

You are requested to make yourself available to participate in interviews with the researcher. The interviews will be conducted over two weeks in the War Room of the Bushbuckridge municipal head office. The interview schedule is subject to your availability. Each interview is expected to take not more than four hours put together; to provide your basic personal information to the researcher. This information will include your full names and surname, name of your directorate, and your professional and/or academic qualifications. You will also be asked to participate in the implementation of the developmental intervention of this study aimed at addressing developmental needs of the senior managers. This implementation process will take place on 6 February 2012, 07 February 2012, 9 February 2012, and 13 February 2012 in the War Room of the Bushbuckridge municipal head office. Two hours will be allocated for each programme. The four programmes will take eight hours to implement in four days. All programmes will be implemented during working hours. Finally, you will be asked to participate in the evaluation process of the implemented developmental programmes. The evaluation will take place during the delivery of the intervention programmes, and after the delivery of each programme.

Potential risks and discomforts:

There will be some inconveniences during the implementation process because the programmes will be implemented during working hours. This will interrupt prior plans you and your senior managers might have made.

Potential benefits to subjects and/or to society:

The possible benefits from the research include a better understanding of the developmental needs of the municipal senior managers, enhanced performance of

the municipal senior managers, and improved service delivery to communities within your municipality.

Payment for participation:

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Confidentiality:

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I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of subject/participant

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| SIGNATURE OF INVESTIGATOR |
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Signature _____ of _____ investigator
Date.....



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Consent to participate in research

TITLE: The role of leadership learning in the developmental needs of the senior managers in a rural municipality: a case study in adult education at the Bushbuckridge Local Municipality.

Subtitle: Administrator

You are asked to participate in a research study conducted by Mkhabela Lamson Zondiwe for the degree: Doctor of Philosophy, from the Centre for Higher and Adult Education at Stellenbosch University. The results of this investigation will contribute to a dissertation. You were selected as a possible participant in this study because the study aims to investigate your leadership developmental needs with the purpose of developing an intervention to address the identified needs.

Purpose of the study:

The study is designed to investigate the role of leadership learning in the developmental needs of the senior managers for the Bushbuckridge Local Municipality.

Procedures:

If you volunteer to participate in this study, we would ask you to do a number of things as stated below.

You are requested to make yourself available to participate in interviews with the researcher. The interviews will be conducted over two weeks in the War Room of the Bushbuckridge municipal head office. The interview schedule is subject to your availability. Each interview is expected to take not more than four hours put together; to provide your basic personal information to the researcher. This information will include your full names and surname, name of your directorate, and your professional and/or academic qualifications. You will also be asked to participate in the implementation of the developmental intervention of this study aimed at addressing developmental needs of the senior managers. This implementation process will take place on 6 February 2012, 07 February 2012, 9 February 2012, and 13 February 2012 in the War Room of the Bushbuckridge municipal head office. Two hours will be allocated for each programme. The four programmes will take eight hours to implement in four days. All programmes will be implemented during working hours. Finally, you will be asked to participate in the evaluation process of the implemented developmental programmes. The evaluation will take place during the delivery of the intervention programmes, and after the delivery of each programme.

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Potential benefits to subjects and/or to society:

The possible benefits from the research include a better understanding of the developmental needs of the municipal senior managers, enhanced performance of the municipal senior managers, and improved service delivery to communities within your municipality.

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I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of subject/participant

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| SIGNATURE OF INVESTIGATOR |
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Signature of investigator

Date

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**ADDENDUM 5: BUSHBUCKRIDGE LOCAL MUNICIPALITY'S INTEGRATED
DEVELOPMENT PLAN AND SOCIO-ECONOMIC PROFILE**

BUSHBUCKRIDGE LOCAL MUNICIPALITY



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ACRONYMS

| | |
|------|--|
| BBR | : Bushbuckridge |
| BLM | : Bushbuckridge Local Municipality |
| DBSA | : Development Bank of Southern Africa |
| EDM | : Ehlanzeni District Municipality |
| EEP | : Employment Equity Plan |
| EMS | : Environment Management Systems |
| EPWP | : Expanded Public Works Program |
| FET | : Further Education and Training |
| GIS | : Geographic Information Systems |
| IDP | : Integrated Development Plan |
| IWMP | : Integrated Waste Management Plan |
| LED | : Local Economic Development |
| LUMS | : Land Use Management System |
| MIG | : Municipal Infrastructure Grant |
| MPCC | : Multi-Purpose Community Centre |
| MSIG | : Municipal Systems Improvement Grant |
| NSDP | : National Spatial Development Perspective |

PGDS : Provincial Growth and Development Strategy
SDF : Spatial Development Framework

1. Message from Management

1.1. Message from the Executive Mayor:

The IDP is a key hallmark of core service delivery and a development yardstick. In the latter regard the municipality's IDP is a product that has enhanced the people's contract as the people have developed it, for the people and by government through public representatives that have been elected by communities.

The IDP and the budget have over the years been provided for scrutiny, criticism and adding value to the communities. The projects that have been implemented have given opportunity for job creation, enhancing the consultants and contractors most in the area and beyond. The end product of the IDP is that communities have received the benefit through bulk infrastructure. The delivery of services will continue each year. The projects that have not been functional particularly on water have now received attention through remedial measures in place.

While there have been great achievements in the past five years, it is also important to note the great challenges of service delivery in the next five years. We should all ensure that the next IDP's should hasten development.

On behalf of Bushbuckridge I endorse the IDP and commit to its implementation thereof.

Clr: M.J. Morema

1.2. Message from the Municipal Manager

The implementation of the IDP is the core function of the municipal administration. In this regard the administration has been improving its capacity to manage and implement the IDP. We are pleased to have ensured that all core projects are now under implementation.

In order for the IDP to be implemented, it is essential that the public should cooperate and assist the municipality through ensuring that applications are filed and approved for any development in the municipal area of jurisdiction. Consequently informal settlements and all illegal developments are against development and militate the IDP's existence and implementation thereof.

The administration has gathered reliable information on the extent of various service delivery backlogs. Below is a summary of required projects' spending still required to meet the Presidential service delivery targets.

It is also imperative that the communities through vigilance should protect the IDP implemented projects. This will ensure that IDP projects are not vandalized during construction and after completion. Projects not protected by the communities cost the tax payers a lot of money in maintenance costs and capital costs.

The administration would like to thank you for all the cooperation and patience demonstrated and endured respectively over the years. The challenges of the communities are our challenges.

Mr C Lisa

2. PREPARATION PROCESS

2.1. District Framework:

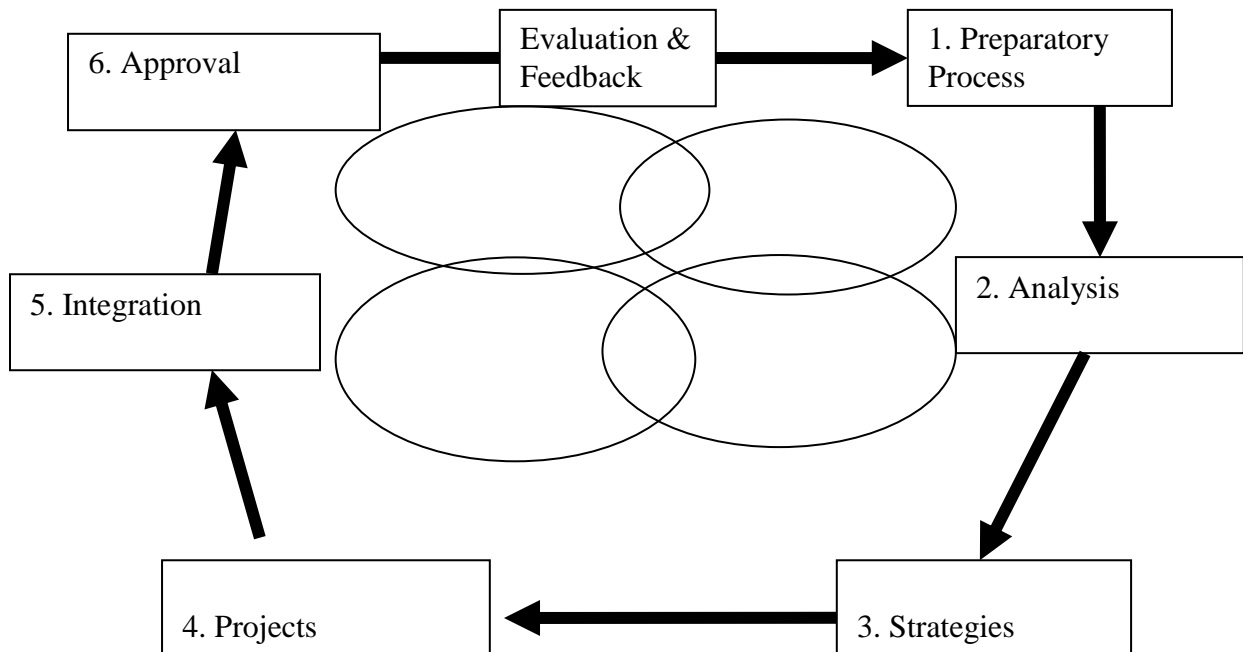
The process plan of the Municipality is guided by the IDP Framework as adopted by Ehlanzeni District Municipality during a council meeting held in August, the IDP process plan for Bushbuckridge Local Municipality for 2009/2010 financial year was also approved council.

2.2. Bushbuckridge Local Municipalities Process Plan

The following process plan was followed for the reviewing of the IDP 2009/2010

1. **Preparation Phase** – Municipality Plan the process for drafting the IDP and set up a Phased programme for developing the IDP, the participatory process, and the budget for planning process.
2. **Analysis Phase** – During this phase the aim is to understand the existing circumstances within the municipality. It requires understanding the causes for priority concerns and the link with other existing systems.
3. **Strategy Phase** – here the municipality decides on its future development direction. The municipality develops a vision, a set of objectives to meet the vision, and strategies to fulfil objectives.
4. **Project Phase** – the purpose during this phase is to develop project proposals, and to undertake sufficiently detailed project planning to ensure an effective link between planning and delivery
5. **Integration Phase** – here the main aim is to ensure the projects are in line with the vision, objectives and strategies developed and resources available
6. **Approval Phase** – All interested parties and stakeholders are given the chance to comment on a draft IDP before it finally adopted by Council.
7. **Evaluation and Feedback** - this process is important as it assist with the strengthening sustainable project implemented by the IDP. Is proper to evaluate lessons and challenges to improve your practice.

The below diagram clearly indicates the process plan from the planning stage to the approval and how the evaluation and the feedback on the IDP will be done.

Table 1. Planning Diagram Flow

2.2. Principles informing the compilation of the IDP requirements of chapter 5 of the Systems Act which requires:

- (a) The IDP be compiled, adopted and implemented
- (b) The municipality monitors and reviews the implementation of the IDP
- (c) The IDP reviewed and adopted annually to the extent that changing circumstances so demand
- (d) The IDP must be aligned with plans of other spheres of Government; and
- (e) The IDP must reflect priority development needs of communities

2.3. Consultative Process

2.3.1. Municipal Council

Council is the authority on all aspects of the IDP process. After approval by Council, the IDP is submitted to the MEC of Local Government for comments. A copy will also be submitted to the Ehlanzeni District Municipality for information and alignment.

2.3.2 IDP Representative Forum

The forum consists of different stakeholders, interest groups and Councilors. The chairperson of the forum is the **Mayor**. It considers the development priorities, objectives, strategies, projects and the entire plan. Issues are debated and agreed

upon for final approval by the Council of Bushbuckridge Local Municipality. The following are categories of members of the IDP representative forum:

- Mayor (Chairperson)
- Speaker
- All 34 Ward Councilors
- 34 PR Councilors
- Municipal Manager
- IDP Manager
- IDP Steering Committee
- Community Stakeholders
- NGO's and Parastatals
- Traditional Leaders
- Other sector representatives as may be identified from time to time.

2.3.3. IDP Steering Committee

The IDP Steering Committee consists of internal Directors, Managers and Head of sector Departments as well as representatives of the District Municipality.

Representatives and resource persons from different stakeholders and Parastatals. The chairperson of this committee is the **Municipal Manager**. He often delegates to the IDP Manager. The remaining function of the committee is to formulate the

IDP and its process and submit to the IDP representative forum. The steering committee serves as an advisory committee to the IDP representative forum.

3 LEGAL FRAMEWORK

3.1. Legislative Framework

The Constitution of the Republic of South Africa (Act 108 of 1996) is the supreme law of the country and fundamentally aims to protect human rights and promote democratic governance. The Constitution therefore provides for a new approach to government on national, provincial and local government levels. The new Constitutional model redefines the relationships between the three spheres of government, by replacing the system of a vertical hierarchy of ties, with three overlapping planning process and sets of plans each relating to a different sphere of government. The focus of cooperative governance is however to ensure that scarce resources are used for maximum impact.

In terms of the Local Government: Municipal Systems Act (2000) requires that Municipalities draw up an integrated Development Plan (IDP) - a Strategic Plan, Which all Developments in a municipal area are based upon. The IDP is the principal planning instrument that guides and informs the municipal budget. It is a plan that not only concentrates on other provisions of municipal services, but also seeks to alleviate poverty, boost Local Economic Development, Eradicate unemployment and promote the process of reconstruction and development.

In addition to compiling an I.D.P, it is also a legislative requirement, in terms of the municipal Systems Act and the municipal Finance management Act (2003) that the municipality's I.D.P be reviewed on an annual basis. The aim of the review is to ensure that the municipal planning takes into account changing circumstances.

3.2. National and Provincial Government Strategies

What follows is a brief description of government service delivery targets following by the general outcome goals, key objectives, guiding principles and key development priorities of the Accelerated and Shared Growth Initiative of South Africa (ASGISA), THE National Spatial Development Perspective (NSDP).

Government service delivery targets for the period up to 2014 are crucial and have to be reflected in our service delivery namely:

- Reduce unemployment by half
- Reduce poverty by half
- Provide the skills required by the economy
- Ensure that all South Africans are able to fully exercise their constitutional rights and enjoy the full dignity of freedom
- Provide a compassionate government service to the people
- Improve services to achieve a better national health profile and reduction of preventable causes of death, including violent crime and road accidents.
- Position South Africa strategically as an effective force in global relations

3.3 ASGISA Guidelines

The three spheres of government have been working together for some years to elaborate the specific interventions that will ensure that ASGISA succeeds in its purpose, which includes the reduction of the unemployment levels...

Originally the main focus of ASGISA is on:

- Building infrastructure to grow the capacity of our economy.
- Boosting sector of the economy with special potential for faster growth developing the skills we need.
- Addressing inequalities that marginalize the poor in the second economy.
- Continuing with the policies that have created a good climate for growth.
- Making government more effective and efficient.

3.4. The National Spatial Development Perspective (NSDP) Guidelines

The ultimate vision of the NSDP is to:-

- Focus economic growth and employment creation in areas where it will be most effective and sustainable
- Support restructuring where feasible to ensure greater competitiveness
- Foster development on the basis of local potential
- Ensure that all municipalities are able to provide for basic needs.

4 BACKGROUND

This document represents the reviewed Integrated Development Plan (IDP) of the municipality for the year 2009/2010 financial year.

Poverty and unemployment are core development challenges in Bushbuckridge Local Municipality, the majority of people in the municipal area of jurisdiction are unemployed and this poses a big challenge for the municipal economic development. As the Municipality we have adopted a holistic approach in addressing the inter-related socio-economic factors that can contribute to the quality of life for all the people living in the Bushbuckridge Local Municipality.

4.1 Municipality Vision

Bushbuckridge Local Municipality strives for developmental and prosperous life for all.

4.2 Municipality Mission

Through accountability, transparency and responsible governance, the municipality commits itself to provide affordable and sustainable services by enhancing community participation.

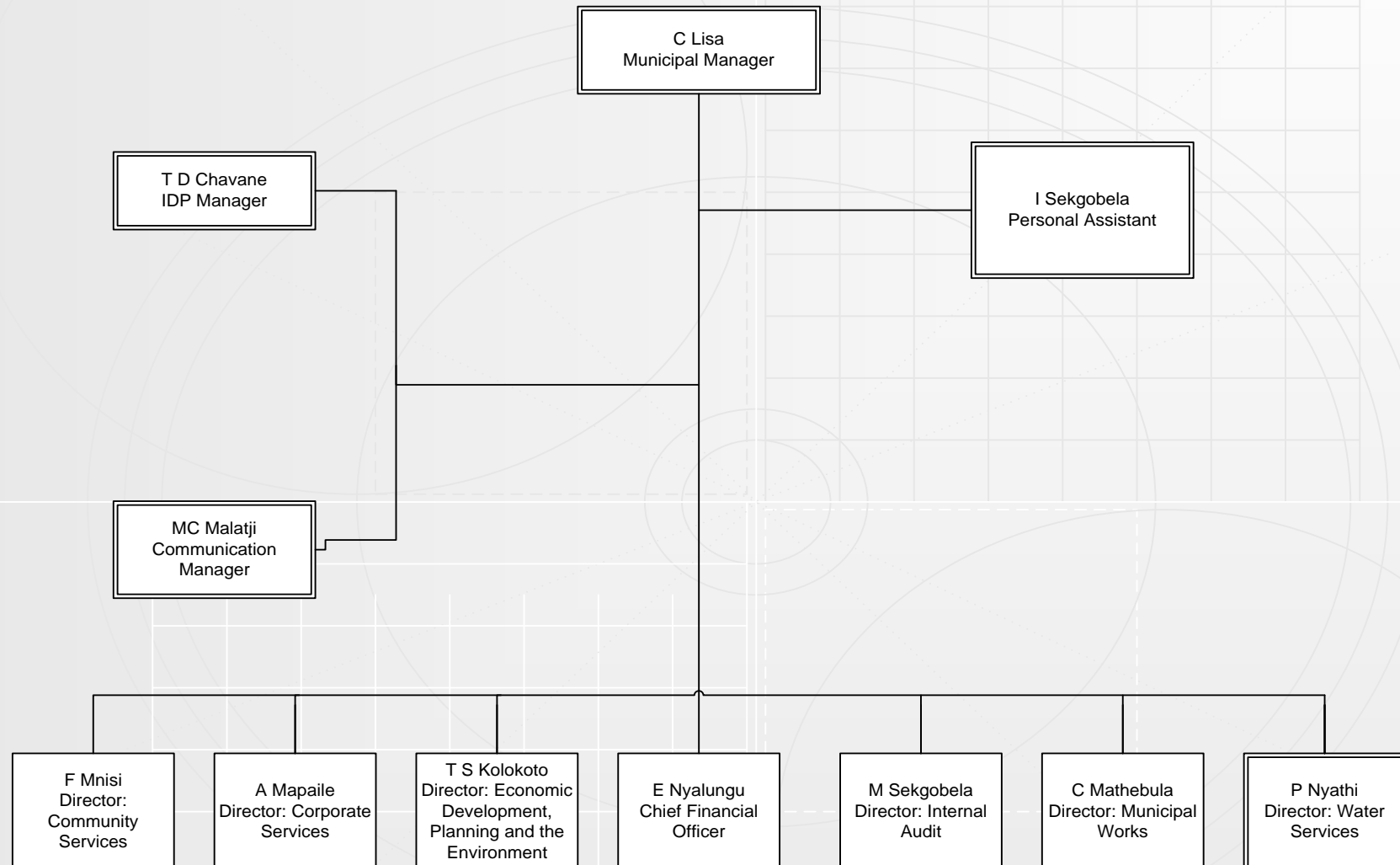
4.3 Municipality Core Values

- **Accountability**
- **Transparency**
- **Responsible governance**
- **Efficient service delivery**

Bushbuckridge Municipality

Overarching Structure

Thursday, February 05, 2009



To deal with challenges of service delivery and performance of certain powers and functions, Bushbuckridge Local Municipality has developed a structure, which caters for the following stakeholders:

- ❖ Municipal Manager
- ❖ Chief financial Officer
- ❖ Directorate : Corporate Services
- ❖ Directorate : Community Services
- ❖ Directorate : Economic Development, Planning & Environment
- ❖ Directorate : Municipal Works
- ❖ Directorate : Water Services
- ❖ Directorate : Internal Audit

4.4 The Current Challenges facing the Bushbuckridge Municipality include the following:

- ❖ Poor road network to enable easy movement for the community that will facilitate economic development.
- ❖ Lack of a development strategy for the municipal area based on a proper land audit.
- ❖ Non-corporation of the development strategy into a revised Spatial Development Framework.
- ❖ Lack of sufficient bulk water supply, reservoirs and reticulations.
- ❖ Lack of strategy to attract skilled labour force and to retain the skilled personnel.
- ❖ Inadequate health facilities and poor supply of medicines to clinics.
- ❖ Lack of a reliable and structured waste management plan for waste disposal in the area.
- ❖ Lack of effective debt collection and revenue generating strategies.

SWOT Analysis

INTERNAL FACTORS

Strengths

- The area is located in close proximity to the world famous Kruger National Park, the Maputo sub-corridor and forms part of the Canyon to Kruger biosphere, which makes it attractive for tourism.
- The Municipality has a potential for developing the local economic hub through our indigenous wealth in the form of agricultural farming and tourism.
- The municipality has diversified skilled labour force base to enable growth and development.
- Decentralised service delivery points in the form of the eleven regional offices.
- Potential to economic hub in the areas such as Mkhuhlu, Acornhoek, Thulamahashe and Dwarsloop

Weaknesses

- Poor public road infrastructure, facilities and pedestrian access, to enable service delivery and economic development.
- Lack of unified marketing strategy which limit agricultural development
- Lack of appropriate communication systems.
- Lack of economic hub or development centre
- Lack of land tenure strategy to facilitate development.
- poor involvement and benefits in tourism for the local communities
- Lack of development of retention strategy.

EXTERNAL FACTORS

Opportunities

- Proximity to Kruger National Park
- Potential to multi-cultural indigenous tourism points
- Existence of a number of public and private owned game and nature reserves for eco-tourism developments
- Potential to economic growth through agriculture

Threats

- HIV/AIDS pandemic
- Global warming and climate change
- High unemployment rate
- Migrant labour
- High staff turnover
- Uncoordinated land use

5. SITUATION ANALYSIS

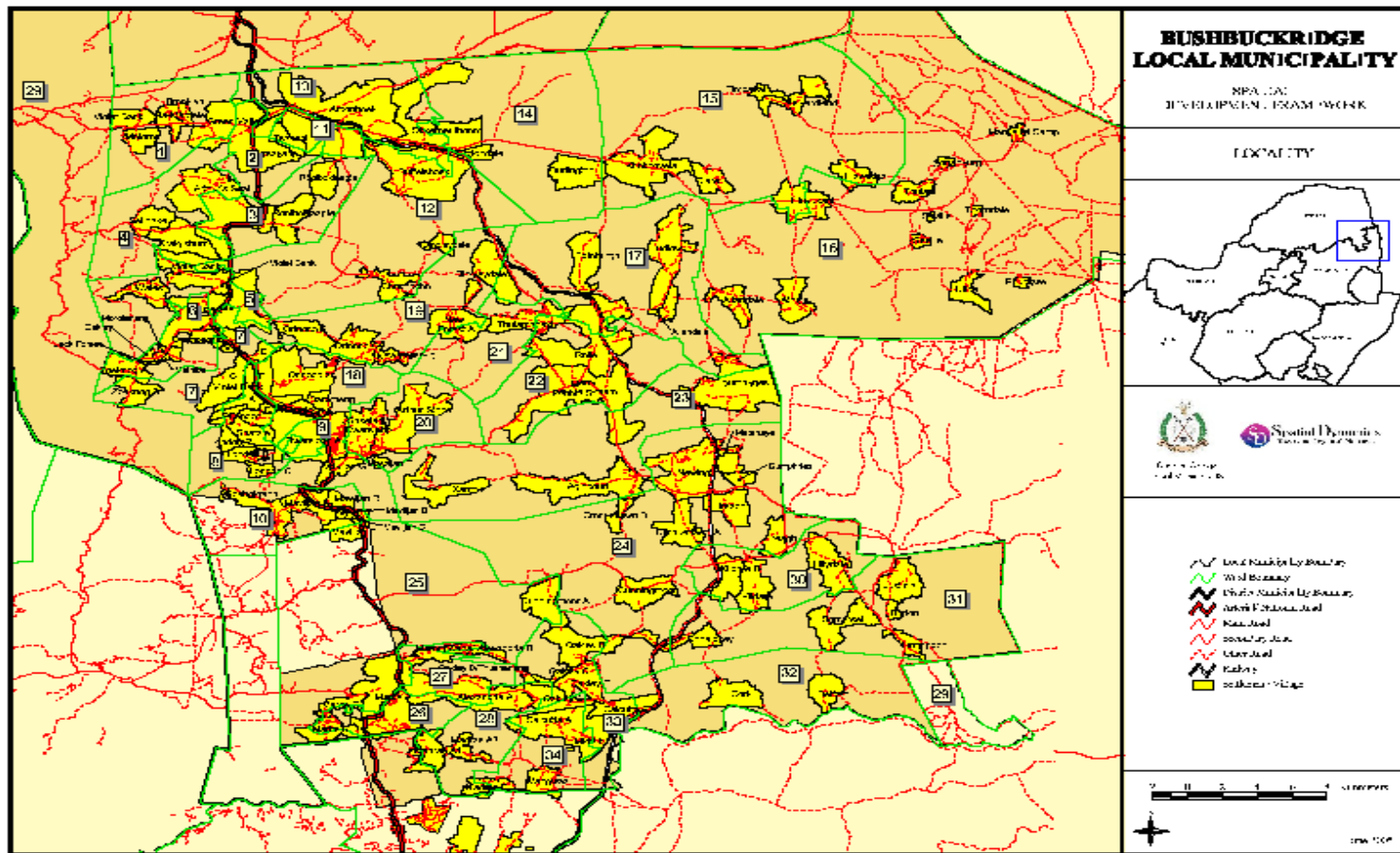
5.1. General Background

5.1.1. Location and Characteristics

Bushbuckridge Local Municipality was declared a presidential nodal point by the president of the republic in 2001, it is located in the north-eastern part of the Mpumalanga Province. The municipality is one of the five constituents of the Ehlanzeni District Municipality, and is bounded by Kruger National Park in the east, Mbombela Local Municipality in the South and Thaba Chweu local municipality in the South West. It is part of the Kruger to Canyon Biosphere. The Municipal area provides a link to economically viable centres in the lowveld, particularly Hazyview, Hoedspruit, Pilgrim Rest and Graskop. The Municipal Area can therefore be called the gateway to the major tourism attraction points in Mpumalanga and the south eastern part of the Limpopo Province.

The Municipality covers approximately 25,586.76 ha of land area, of which 255.74 ha are agricultural land, 207.82ha residential area and 303,471ha water bodies. Bushbuckridge Local Municipality consists of 235 settlements and is divided into 34 wards.

Refer to the diagram below:



5.1.2. Socio-Demographic Profile

The main purpose of this section is to provide a good understanding of the key social, economical, Physical and environmental features of the municipal area and their impact on spatial and sustainable development.

5.1.2.1 Social Development

Age and Gender

Accurate population figures remains a challenge, the municipality relies on the information provided by **Statistics South Africa** as the sole provider of the Statistics below:

Population figures:

Gender

- Female : 279,913
- Male : 230,051
- **TOTAL** : **509,964**

Population Grouped

- Black African : 509,109
- Coloured : 400
- Indian or Asian : 238
- White : 217

5.1.2.2 Health

Bushbuckridge Local Municipality has 3 equipped hospitals, 2 health centres, 34 operational clinics and 5 mobile teams. The challenge the municipal faces inadequate medical services in most clinics due to poor supply of medication. These do not dispute the changes that the department has done in the past years in upgrading the service delivered to the communities in other clinics. There are sufficient programs targeting youth, women and disable people in the communities within the Bushbuckridge Local Municipality's jurisdiction. Health is responded to as a major component of service provided by the municipality.

HIV & AIDS

Bushbuckridge Local Municipality as a custodian of service delivery has a mandate to respond to HIV and AIDS as a developmental problem. The municipality envisages promoting good behavioral patterns and practices through activities that are aligned and coordinated to enable sustainable socio-economic and human capacity in responding to challenges in addressing the pandemic.

Further, the struggle against HIV/AIDS needs all the sectors, formations and stakeholders of our society to be involved.

In the municipality, an estimated infection rate is 25% average. Currently there are 2 service points that are accredited as Anti retroviral (ARV) treatment centres. One private clinic (Bhubezi clinic) is providing ARVs. Currently estimations indicate that there are more than 4 200 people taking Anti-retroviral treatment in Bushbuckridge Municipal area. The most infected are the economically actives groups (women & men) between the age of 18 - 40.

5.1.2.3 Safety and Security

The municipality is committed to a free crime environment that seeks to protect the abuse of vulnerable children and women. The Municipality envisages achieving such through the provided facilities in the form of four (4) main police stations, which are strategically located in Thulamahashe, Maviljan, Mkhuhlu, and Acornhoek. Six (6) satellites offices in Mariti, Shatale, Dwarsloop, Lillydale, Casteel and Hluvukani with magistrate courts where main police stations are located. To compliment the facilities, each demarcated ward has community policing forums (CPF) that are active.

5.1.2.4 Education

The municipality values education as an important aspect in the developing community and as a result some vulnerable and child headed families finds it difficult to access basic education. The municipality is committed to provide psycho-social support programs for learners and educators through the facilities provided by the department of education. The municipal area has 213 primary schools, 119 secondary schools (1 NEPAD e-school), 4 combined schools and further education and training institutions.

However, serious problems are experienced in many of these schools including overcrowding, high failure rate that could be attributed to poor infrastructure and facilities. There are other educational facilities which are currently not used for education purposes such as Mapulaneng and Hoxani colleges of Education. Currently there are two community libraries to serve the community of Bushbuckridge municipal area.

5.1.4 ENVIRONMENTAL ISSUES

1. Waste Removal

The Bushbuckridge Local Municipality has erected mobile refuse removal bins for user friendly environmental management strategy to respond to the national framework on environment. Majority of the communities do not have access to refuse removal services and rely on communal dumping areas. Formal waste removal is mostly limited to the formal townships. The Municipality has extended the service of refuse removal to meet the millennium development goal of cleaner and safer environment.

Solid waste disposal remains a challenge within the municipality. There is a need to construct solid wastes disposal sites.

3. Cemeteries

The municipality envisages constructing municipal owned cemeteries in the rural areas to ensure protection of the cemeteries. Majority of rural communities prefer to bury their loved ones in their own yards, which do not take into consideration the effects to hydrological impact. The Municipality is committed to provide necessary infrastructure to already existing and newly identified cemeteries.

5.1.5 Water Supply and Sanitation services

Bushbuckridge Local Municipality has the mandate to provide free basic water service in terms of the National Framework. Water supply to communities remains a challenge. Through the massive program of bulk supply, the municipality aims to improve the lives of the communities and households with provision of multiple sources of water. Linked to water supply problems is poor sanitation, particularly in the densely populated settlements clusters and dispersed small settlements. Through the construction of VIP toilets in households, the Municipality will archive its objective of providing environmentally friendly sanitation services to the people for the promotion of healthy living amongst individuals.

The following information will help in proving necessary statistics

Sanitation

- Flush toilet (connected to sewerage system) : 4,852
- Flush toilet (with septic tank) : 1,375
- Dry toilet facility : 5,904
- Pit toilet with ventilation (VIP) : 10,408
- Pit toilet without ventilation : 80,603
- Chemical toilet : 190

Water

- Piped water inside the dwelling : 14 037
- Piped water inside the yard : 23, 302
- Piped water from access point outside the yard : 71, 030
- Borehole : 3, 512
- Spring : 3, 374
- Dam/pool : 836
- River/stream : 5, 675

- Water vendor : 2, 370
- Rain water tank : 239

Energy

The Bushbuckridge Local Municipality is providing the communities with free basic electricity and alternative source of energy (solar panels & gel). In partnership with ESKOM the Municipality sufficiently provides the community with acceptable standard of electricity, with 90.1% of the households electrified, 0.8% uses paraffin, 7.8% uses candles, and 1.0% solar panels. However, provision in the area need to be upgraded especially in rural areas where interruptions of electricity supply occurs. There is a need to improve the current infrastructure to an acceptable level.

Telecommunications Infrastructure

A large section of the municipal area is provided with formal telecommunications facilities, 70% uses Cell phones, 20% uses fixed lines with 10% rely on public phones. Telecommunications is well provided in big institutions such as hospitals, schools and government departments.

Housing

The Bushbuckridge Local Municipality as a declared nodal point, the communities in the municipal area mostly still living in the traditional mud houses and unstructured houses. The municipality is committed to building safer and quality houses that meets the basic government requirements. The traditional houses are associated with natural disaster and health problems

Transport

The Bushbuckridge Local Municipality aligns with the Ehlanzeni District Transport Plan as per the integrated plan. The Municipality envisages improving the road links network to enable access to service points. The road links network currently do not enable viable mobility for economic activities to be performed in the nodal area and as a result, the Municipality has planned a construction of a multi-modal taxi rank facilities through the intervention of National Treasury (NDPG).

5.1.5. Economic Development

The Bushbuckridge Local Municipality has a potential for developing the local economic hub through our indigenous wealth in the form of agricultural farming and tourism. Agriculture and tourism can make a meaningful contribution to the local, district and the provincial Gross Domestic Product (GDP) and will have a great potential of creating economic growth and reduce the levels of unemployment.

Employment Opportunities

The employment and unemployment rates are very useful in the compilation of the IDP document in order to determine the extent of planning and decision making in addressing relevant issues and formulating appropriate strategies.

Tourism

Tourism, as already cited above, has a great potential of stimulation of economic growth, taking into account its close proximity to the Kruger National Park (KNP), Manyeleti and various renowned private nature reserves such as Mhala- Mhala, Sabie-Sabie, Phungwe and others

located along the boundary of the KNP. The municipal area also falls within the Kruger to Canyon Biosphere, which stretches northwards via Hoedspruit to Tzaneen. According to the Tourism Growth and Development Strategy that was conducted by the Department of Finance and Economic Development, tourism in the area has a competitive advantage and has a potential to contribute significantly towards accelerating growth in the tourism industry.

Agriculture

Agriculture remains the potential economic development platform for the communities of Bushbuckridge through subsistence and animal farming. The Municipality intends to strengthen the existing programs that are aimed at improving the local economic development. Agriculture in the municipal area has a strong competitive advantage in terms of the climate, bio-diversity and number of dams. But this advantage is impacted by problems associated with it such as droughts, veld fires, and rural/bad farming practices. Although commercial agriculture provides bulk of the employment opportunities, approximately half of the population, particularly the youth, is unemployed. The constraints and issues related to agriculture in the municipal area are:

- ❖ Access to viable parcels of arable land;
- ❖ Management of communal grazing land; and
- ❖ Conversion from subsistence to commercial agriculture.

6. DEVELOPMENT STRATEGIES

Community and Stakeholders Priority Issues

The following table outlines and summaries the challenges and service delivery priorities per ward:

| | REMARKS | WARD |
|---------------------------------------|--|---|
| 1. Water | <ul style="list-style-type: none"> • Insufficient water • Insufficient supply • Reticulation | All Wards 1-34 |
| 2. Sanitation | <ul style="list-style-type: none"> • Insufficient sanitation • Lack of bulk sewerage infrastructure • VIP Toilets | All Wards 1-34 |
| 3. Transport and Communication | <ul style="list-style-type: none"> • Lack of telephones • Lack of information centres • Traffic services • Establishment and upgrading of bus and taxi ranks | 1,2,8,9,11,13,21,22,25,30,31,34 |
| 4. Energy | <ul style="list-style-type: none"> • Insufficient electrification • Extensions • Power Failure • Use of alternative energy sources | 2,5,6,10,11,12,13,14,15,16,18,21,23,24,27,31,33,34 |

| | REMARKS | WARD |
|---|---|-----------------------|
| 5. Economic Growth and Development | <ul style="list-style-type: none"> • Job creation • Construction of business centres • Upgrading of land tenure • Grazing land • Market Stalls • Farming • Cultural villages • Market opportunities | All Wards 1-34 |
| 6. Disabled | <ul style="list-style-type: none"> • User friendly schools for disabled • Skills development | 1,6,19 |
| 7. Roads / Streets and bridges | <ul style="list-style-type: none"> • Opening of streets • Rehabilitation streets • Re-gravelling and grading | All Wards 1-34 |

6.2. Service Delivery Backlog

55 000 households from the estimated 120 000 as estimated by census 2001, still do not have affordable access to portable water supply. The municipality could only afford to reticulate water to 27 500 household form 2004 to 2006.

This indicates a backlog of 27 500 households per annum.

The municipality is refurbishing and drilling new boreholes to arrest the backlog. More villages will be reticulated from 2006/2007 financial year. Water tankers are used to deliver water to areas with a pressing shortage of water.

50 000 households still use unacceptable sanitation methods whereby 80% of the estimated 120 000 households' still use pit latrines. A program of constructing VIP toilets was developed and stringently adhered to meet the challenge of building VIP toilets in 3 306 RDP houses from 2007/8.

7. DEVELOPMENT STRATEGY PHASE

7.1. The municipal objectives and strategies should focus on the strategic intent of the municipality in achieving the vision and mission in line with the identified priority issues and program.

| | Priority issues | Goals | Strategies |
|---|-------------------|---|--|
| 1 | Water | To meet the Presidential target for the Bushbuckridge population, provide potable water by 2014, and increase water access to emerging farmers thereafter | <p>Strategy A: Provision of potable water by the municipality through bulk supply, reticulation, purification and storage infrastructures</p> <p>Strategy B: Refurbishing of dysfunctional water Infrastructure</p> <p>Strategy C: Installing infrastructure where it does not exist</p> <p>Strategy D: Establishing partnerships with communities for installation of metered water supply (cost recovery)</p> <p>Strategy E: Facilitate the erection and upgrading of water catchments and facilities for agricultural purposes</p> |
| 2 | Sanitation | To meet the Presidential target for the Bushbuckridge population, being VIP's or water-borne by 2014 | <p>Strategy A: Implement an EPWP VIP project to erect panel based structures</p> <p>Strategy B: To provide water borne sewerage systems as adequate bulk water becomes available</p> |
| 3 | Roads | To improve condition of access | Strategy A: Upgrade and rehabilitate access roads |

| | Priority issues | Goals | Strategies |
|---|--------------------------|--|---|
| | | roads and internal streets in all settlements and towns, improve condition of gravel roads, provide sufficient storm-water drainage for access roads and internal main streets and roads, and provide for tarred district and provincial roads | and internal main roads Strategy B: Upgrading and re-gravelling as part of the road upgrading and rehabilitation program Strategy C: Construction of storm-water drainage as part of the road upgrading and maintenance program Strategy D: Construction of district and provincial tarred roads |
| 4 | Transport | Increase access to public integrated transport system. | Strategy D: Ensure that transport and communication systems are user friendly to disabled people Strategy E: Compile a transport plan and align it with national policies Strategy F: Establish traffic centers at Mkhuhlu, Acornhoek and Mapulaneng Strategy G: Reduce pedestrian and commuters accidents |
| 5 | Telecommunication | To increase access to communication and transport services by 2014 | Strategy A: Facilitate the provision of public phones to all communities of Bushbuckridge Strategy B: Facilitate the provision of post offices within access to all communities Strategy C: Provide communication services to communities/villages. |
| 6 | Energy | To achieve access to sustainable energy by 2012 | Strategy A: Draw up a priority list for electrification of settlements Strategy B: Have all settlements within BLM provided with electricity by 2012 |

| | Priority issues | Goals | Strategies |
|---|-----------------------------------|---|--|
| | | | Strategy C: Facilitate the upgrading of electricity stations to minimize power failure. Strategy D: Acquire electricity supply license and service its communities Strategy E: Provision of floodlights as well as streetlights. |
| 7 | Local Economic Development | Ensure economic growth and reduce unemployment rate in the Bushbuckridge municipal area. | Strategy A: Create an environment that is conducive for economic growth. Strategy B: Promote tourism by establishing arts and cultural centres Strategy C: Promote communal farming projects Strategy D: Revive and upgrade small-scale commercial projects Strategy E: Ensure job creation through sustainable projects with more focus on disabled and gender balance Strategy F: Implement ISRDP anchor projects |
| 8 | Health | To provide and maintain basic health services to reduce mortality rates and notifiable diseases | Strategy A: To increase access to primary health care to all communities Strategy B: To reduce the spread of HIV/AIDS |
| 9 | Social development | Provide access to social services and reduce teenage pregnancy and domestic violence by 2015 | Strategy A: To reduce the levels of teenage pregnancy by developing programs that, are aimed at educating the community. Strategy B: To reduce domestic violence activities by developing educational programs |

| | Priority issues | Goals | Strategies |
|----|--|---|---|
| | | | Strategy C: To monitor and support welfare projects those are currently operational. |
| 10 | Safety & Security | <ul style="list-style-type: none"> To reduce crime rate and increase police visibility To increase access to emergency services to people of Bushbuckridge and reduce mortality accidents | Strategy A: To reduce the crime rate through safety cluster forums Strategy B: To provide accident response unit with a toll free hotline number and provide 24 hours ambulance services to all communities Strategy D: Upgrade existing fire station and establish extra services in other areas. |
| 11 | Environmental Issues and Waste Management | Projects to achieve Presidential targets for refuse collection & disposal services- 2012 | Strategy A: Installation and improvement of sewerage systems in the towns within the municipality Strategy B: Provision of pit latrines Strategy C: Enforcement of applicable environmental laws Strategy D: Enforcement of compliance with the municipal development plan Strategy E: Promotion of environmental campaigns Strategy G: Identify and expose/market heritage areas e.g. biosphere, wetlands etc. Strategy H: Promote the establishment of game lodges and other tourist attraction facilities |
| 12 | Land Matters and Physical Planning | Municipality to allocate 10% of land p.a. to the population of Bushbuckridge for development purposes, in the next five, ensure | Strategy A: Accelerate land allocation for development Strategy B: Identify areas, which need immediate attention in terms of tenure security |

| | Priority issues | Goals | Strategies |
|----|------------------|--|--|
| | | that have land tenure rights of their choice and promote harmonious land development administration | <p>Strategy C: Encourage the people in Bushbuckridge living in tribal settlements to actively participate in the Tenure Reform Program of the Department of Land Affairs</p> <p>Strategy C: Develop a land use management plan for the municipality</p> <p>Strategy D: Have effective and efficient land development planning and administration</p> |
| 13 | Housing | Projects to achieve Presidential targets for housing - 2012 | <p>Strategy A: Address disaster housing backlog fully in 2 years time</p> <p>Strategy B: Upgrading/renovation of unsafe (risky houses)</p> <p>Strategy C: Identify land for building middle to high-income housing and tourist accommodation</p> |
| 14 | Education | <ul style="list-style-type: none"> • Improve or sustain ABET literacy class • Improve school management systems • Projects to achieve Presidential targets for education - 2008 basic primary | <p>Strategy A: Contribute to the creation effective and efficient learning environment</p> <p>Strategy B: Instill culture of teaching/learning to educators and learners</p> <p>Strategy C: contribute to conduct capacity building for educators</p> <p>Strategy D: Provide vocational guidance to learners</p> <p>Strategy E: Increase utility resources and accessibility of farm schools</p> <p>Strategy F: contribute in the Improvement and sustain ABET classes by 80% in five years time</p> <p>Strategy G: contribute to Improve schools management in the Municipal Jurisdiction.</p> |

| | Priority issues | Goals | Strategies |
|----|--|---|--|
| 15 | Community Facilities | To provide sufficient, well-maintained and accessible community facilities throughout the municipality. | Strategy A: Provide MPCCs to all communities Strategy B: Upgrade existing community facilities and establish new ones |
| 16 | Institutional Capacity/Arrangements | Projects to achieve Presidential targets for BLM capacitating of employees - 2010 | Strategy A: Implement recommended organizational structure of the municipality Strategy B: Formulate and implement proper procurement policy Strategy C: Speed up the transference of delegated functions to the municipality |
| 17 | Sports and Recreation | Projects to achieve Presidential targets for sport & recreation - 2012 | Strategy A: Develop a comprehensive sport and recreation policy for the municipality Strategy B: Have secure and well maintained sport and recreation amenities, e.g. stadiums, village level multi-purpose sport complex and community halls Strategy C: Promote performing arts within the municipality Strategy D: Develop visual arts (tourism) |

The municipal **objectives** and **strategies** should focus on the strategic intent of the municipality in achieving the vision and mission in relation to the identified **priority issues** and **projects respectively**.

8.1. KEY PERFORMANCE AREAS AND STRATEGIES

| KPA: Infrastructure and Services | | | | | | |
|--|--|---|--|---|-------------|----------------------------------|
| Goal: To develop and upgrade infrastructure that will assist the municipality to provide easy access to affordable and sustainable services and facilitate economic development | | | | | | |
| Priority Issue | Objective | Measures | | Target | Date | Programme Budget |
| | | Output | Outcome | | | Total Projects Allocation |
| Water Infrastructure | Projects to achieve Presidential targets | All households provided with quality affordable water | 80% satisfaction rate for household having access to quality water | 100% of the total households in the municipal area | 2010 | R 1,135B |
| Sanitation | Provide an adequate and appropriate sewer systems for the urban part of the municipality as well as VIP's for the rural conditions | 60% of households with appropriate sewer systems for both rural and urban communities | 80% of households having access to basic sanitation | 100% of the total households in the municipal area | 2010 | R 721m |
| Electrification of Households | Provide affordable and reliable electricity to urban and rural areas in the municipality | 80% of electrified homes for households earning incomes between R800 and R110 | 80% of households with affordable and reliable electricity | 100% of total households with electricity in the municipal area | 2012 | R 89m |
| Roads and Bridges | Provide safe and appropriate road and storm water networks | Safe road and storm water networks | Improved accessibility and | Safe road and storm water | 2014 | R 1,011m |

| KPA: Infrastructure and Services | | | | | | |
|--|---|---|--|--|------|---------------------------|
| Goal: To develop and upgrade infrastructure that will assist the municipality to provide easy access to affordable and sustainable services and facilitate economic development | | | | | | |
| Priority Issue | Objective | Measures | | Target | Date | Programme Budget |
| | | Output | Outcome | | | Total Projects Allocation |
| | in the municipal areas | | safe roads between areas | network | | |
| Waste Management and Refuse Removal | Provide a safe, effective and economical waste management and refuse disposal system | Households with access to waste management and refuse disposal system (per area or specific area and include time frame | 90 % households satisfaction index | 100% households | 2012 | R 101m |
| Transport | Promote an effective and affordable transport system to cater for the whole of the municipal area | Transport infrastructure and system projects implemented | Improved transport accessibility between the areas | Transport infrastructure and system projects | 2010 | R13m |
| Housing | Ensure that the housing need of people in the municipal area is met | Number of houses constructed | Number of households with basic housing | !00% households with housing | 2012 | R 726m |
| Cemetries | Provide safe, appropriate and accessible burial space/cemetery space in the municipal area | Number of hectares of land acquired for cemetries | Number of complaints from bereaved families | < 1 family with a complaint | 2012 | R 121M |
| Posts and Telecommuni-cations | To ensure that a basic communication infrastructure is within reach of all the | Number of projects on basic communication infrastructure | Improved access to communication by inhabitants in the | Communicatio n infrastructure | 2010 | R 3m |

| KPA: Infrastructure and Services | | | | | | |
|--|-----------------------------------|---|------------------------------|--|------|---------------------------|
| Goal: To develop and upgrade infrastructure that will assist the municipality to provide easy access to affordable and sustainable services and facilitate economic development | | | | | | |
| Priority Issue | Objective | Measures | | Target | Date | Programme Budget |
| | | Output | Outcome | | | Total Projects Allocation |
| | inhabitants in the municipal area | implemented | municipal area | projects | | |
| Land Ownership and Land Use Management | Ensure lawful security of tenure | 20% compliance with land tenure legislation | 30 % of land security tenure | 100% compliance of land tenure legislation | 2010 | R207m |

8.2. Economic Development

| KPA: Economic Development | | | | | | |
|---|---|---|---|---------------------|------|---------------------------|
| Goal: To accelerate economic development leading to increase in job creation and poverty alleviation | | | | | | |
| Priority Issue [Programme] | Objective | Measures | | Target | Date | Programme Budget |
| | | Output | Outcome | | | Total Projects Allocation |
| Local Economic Development | Ensure economic growth in all sectors of the economy in order to half poverty | 3% of economic growth in all sectors of the economy | 3% of economic growth or GDP contribution to the province | 3% GDP for the area | 2014 | R 682m |

8.3. Community Services

| KPA: Community Services | | | | | | |
|--|--------------|---|--|---|---|---------------------------------|
| Goal: To improve the standard of living, literacy, healthcare and safety for the community of Bushbuckridge | | | | | | |
| Priority [Programme] | Issue | Objective | Measures | | Target | Date |
| | | | Output | Outcome | | |
| Health | | Promote the development of a healthy community and an effective healthcare environment | 20 awareness programmes and campaigns conducted | <ul style="list-style-type: none"> 50 reduction in cases of deadly diseases Change in community behaviour | < 15 cases a month | 2012 |
| Social Welfare | | Ensure improved living standards and promote humane living conditions for every member of society | 80 of households with improved living standards and conditions | 85% of households satisfaction index | 5% increase in the household satisfaction index | See LED |
| Education | | Promote the provision of effective education to all learners and equip people to lead a meaningful life | Number of schools and training centres established in the area | Number of learners and scholars with accredited qualifications | 1000 Learners and 2000 scholars | 2008, basic primary, other 2011 |
| Safety and Security | | Ensure a safe, secure and humane environment for inhabitants of the municipality | 20% reduction in crime related incidents | 30% reduction in crime statistics | 30% reduction | 2010 |
| Sports and | | Ensure accessibility to Sport | Number of sports | Number of | 100000 | 2012 |
| | | | | | | R 240m |
| | | | | | | See LED |
| | | | | | | R 354m |
| | | | | | | R 88m |
| | | | | | | R 58m |

| KPA: Community Services | | | | | | |
|--|--|--|--|--|-------------|----------------------------------|
| Goal: To improve the standard of living, literacy, healthcare and safety for the community of Bushbuckridge | | | | | | |
| Priority Issue [Programme] | Objective | Measures | | Target | Date | Programme Budget |
| | | Output | Outcome | | | Total Projects Allocation |
| Recreation | and Recreation facilities for all the inhabitants of the municipal area | and recreation facilities developed | inhabitants having access to sports and recreation events at the municipal area facilities | inhabitants attending major sporting and recreational events | | |
| Arts and Culture | Social and cultural integration as well as conservation of important cultural and historic sites | Preservation and maintenance of identified cultural and historical sites | | | 2010 | Sector Dept. |
| Emergency Services | Ensure fire fighting and ambulance services which are safe, secure, humane, prompt and effective | Response time to emergencies in minutes | Improved response time to emergencies in minutes | At least 15 – 25 minutes for each category of emergency | 2010 | EDM |
| Environmental Management | Ensure that the general environment is protected and promoted in a sustainable and ongoing way | Environmental Assessment Plan | 60% achievement of environmental targets in the Environmental Assessment Plan | 70% target achievement | 2010 | R 16M |

8.4. Institutional Transformation

| KPA: Institutional Transformation | | | | | | |
|---|--|--|--|------------------------------------|-------------|----------------------------------|
| Goal: To cultivate institutional performance driven culture in order to achieve the municipal strategic objectives | | | | | | |
| Priority Issue [Programme] | Objective | Measures | | Target | Date | Programme Budget |
| | | Output | Outcome | | | Total Projects Allocation |
| Training and Skills Development | Improve employee skills and competencies | 100% of employees developing Personal Development Plan targets | 60% of performing employees contributing to productivity | 75% of employees | 2010 | R 2m |
| Recruitment to fill vacant post | Recruitment of competent and skilled personnel | 45 posts filled | 95% reduction in vacancy rate | 15 employees at management level | 2010 | R 15M |
| Organisational Infrastructure | Implement and upgrade computer systems | ICT Plan implementation | Uptime availability and function of the system | 98% uptime and running of the sys. | 2008 | R 1M |

8.5. Democracy and Governance

| KPA: Democracy and Governance | | | | | | |
|---|--|--|---|---|-------------|----------------------------------|
| Goal: Ensure an efficient and sustainable municipality in compliance with the Municipal Finance Management Act, Municipal Systems Act and other related legislative guidelines | | | | | | |
| Priority Issue [Programme] | Objective | Measures | | Target | Date | Programme B budget |
| | | Output | Outcome | | | Total Projects Allocation |
| Service Delivery Standards (Batho Pele) | Implementation of the Batho-Pele Principles | Batho-Pele Plan | Compliance with customer standards | 100% compliance and customer satisfaction | 2010 | R 1.8m |
| Performance Management Systems | Develop appropriate key performance indicators | Number of quality key performance indicators | Number of KPIs used for reporting the IDP | According standards | 2010 | R 4.7m |

8.6. Financial Management

| KPA: Financial Management | | | | | | |
|---|-------|------------------------|-----------------------------|--|--------------------|---|
| Goal: Improve Revenue generation; and that there is a sound financial management system in compliance with the municipal financial management system | | | | | | |
| Priority [Programme] | Issue | Objective | Measures | | Target | Date |
| | | | Output | Outcome | | |
| | | | | | | Programme Budget Total Projects Allocation |
| Financial Management | | Improve debtor revenue | Debtors to revenue ratio | Improved financial rating of the municipality | 2% and below 8% | 30 June 2009 |

Annexure A 8 Institutional Priority Issues

8.4. Institutional Transformation

Training and Skills Development

For good governance and professional service delivery, the municipality has developed a skill development plan for all employees. What remains is the implementation of the plan, which is planned to start during 2008/09.

Staff Component and Appointments

Staff Component and Appointments needs the implementation of the Employment Equity Plan, which was adopted by Council by June 2006.

The main challenge is the effective implementation of the EEP at management level whereby only one female has been appointed amongst six males.

Organisational Infrastructure/Assets

Lack of office space militates against efficient management of organisational assets. The extension of the new municipal complex will arrest this inefficiency.

8.5. Democracy and Governance

Service Delivery Standards (Batho Pele Principles)

Bushbuckridge municipality, with all its service delivery challenges, is obliged to develop a Service Delivery Charter and a Service Delivery Improvement Plan to ensure efficiency and good governance. Adherence to Batho Pele is possible if service delivery policies are developed and implemented.

Performance Management Systems:

A Performance Management system was adopted by June 2007. This is a milestone towards adequate service delivery.

8.6. Financial Management

Financial Management: There is a need to develop effective billing and debt collection mechanisms and income generating strategies.

ANNEXURE B 9 INTEGRATED PLANS

Bushbuckridge Municipality undertakes to submit its sector plans to relevant stakeholders during 2009/10.

9.1 Operational 5 Year Service Delivery and Budget Implementation Plan

The five-year operational plan will be finalized soon after the adoption of the IDP to guide the Municipality and all other relevant stakeholders with regards service delivery to communities.

9.2 5 Year Financial Plan

The five-year Financial Plan, which will react to the five-year operational plan will be made available after the adoption of the budget and the IDP.

9.3 Capital Investment Programme

Capital Investment Programme – see section 8.

9.5 Spatial Planning and related strategic planning

9.5.1 Spatial Development Framework

A municipal Spatial Development Framework (SDF) was noted by Council in June 2006. The SDF needs to be revised in order to comply with higher order spatial planning frameworks and changed circumstances. In order to achieve this, a land audit and a State of the Environment Report (entire environment) must be undertaken to inform the SDF. Subsequently, the SDF will give direction and influence the development of a proper Land Use Management System

9.5.2 State of Environment Report

During 2007/2008, the Bushbuckridge Municipality initiated a project to draft a State of Environment Report (SOER) covering not only the natural environment, but also the physical and socio-economic situation in Bushbuckridge. The outcomes of this study will provide reliable base-line information for future planning and management of the area. It will be used to improve all strategic planning within the municipal area, including the IDP, SDF and infrastructure planning. The project will be continued and hopefully finalised in the 2008/2009 financial year.

9.5.3 Land Audit

During 2007/2008 the Bushbuckridge Municipality also appointed a Service Provider to undertake a proper Land Audit of all land parcels in the municipal area. It will update the existing GIS of the municipality and provide clarity about property descriptions and ownership regarding the various settlements within the municipal area. The project will be continued and hopefully finalised in the 2008/2009 financial year.

9.5.4 An integrated Environmental Implementation Plan

Bushbuckridge consists of *inter alia* beautiful natural areas of high conservation-worthy status. It also forms part of the Kruger to Canyon Biosphere Reserve. However, in the absence of a proper sense of where the “no-go” areas are, and on the other hand where development can safely take place, the municipality (and other authorities) take the risk of allowing development and infrastructure development on land which should rather be conserved. The municipality therefore appointed a Service Provider to undertake this very important study. The project will be continued and hopefully finalised in the 2008/2009 financial year.

9.5.5 Population and address list survey

The municipality intends to appoint a Service Provider to update the population figures of the municipality, and to clarify uncertainty about the exact population figure for the area. The project will be undertaken in the 2008/2009 financial year, but probably only be finalised in the 2009/2010 financial year.

9.5.6 Land Use Management System

The municipality appointed a Service Provider to draft a Land Use Management System for the municipality, including proper zoning maps for each of the regions. This will assist the drafting of a valuation roll, the managing and allocation of land use rights and the construction of buildings and structures in the municipal area.

9.5.7 Integrated Human Settlement policy

An Integrated Human Settlement Policy differs from a Housing Strategy in that will address also the social infrastructure necessary to provide a sustainable community. It will therefore also address educational, social and health requirements of the communities. New initiatives of national government (e.g. Breaking New Ground and sustainable livelihoods), as well as the complexity of housing provision in the Bushbuckridge area, necessitated the drafting of a proper Human Settlement Strategy for the Bushbuckridge area. This project has been initiated in the 2008/2009 financial year and will be continued in the 2009/2010 financial year.

9.5 Integrated Socio-Economic Programme/Plan

9.5.1 LED Strategy

This strategy informs role players on LED programmes that can promote job and wealth creation. The strategy was adopted by Council in June 2006. Projects identified in the strategy were included in section 8 below, IDP Projects.

9.5.2 HIV/AIDS

The HIV/AIDS Plan which provides a programme for all community awareness campaigns has been adopted by Council.

9.5.3 Gender and Equity

The plan was adopted by Council in June 2006.

9.6 Integrated Water Services Development Plan

The updated WSDP together with the Section 78 process is in progress and will be adopted by Council in September 2007.

9.7 Integrated Environmental Programme/Plan

The Integrated Environmental Plan will be developed during the 2007/8 financial year to direct Municipal efforts in addressing environmental related issues in a manner that complies with legislative requirements.

9.8 Integrated Institutional Programme/Plan

The Municipality's Integrated Institutional Plan will be adopted by Council by June 2008 to guide recruitment and human resource development initiatives.

9.9 Disaster Management Plan

The updated WSDP was adopted in June 2008.

9.10 Performance Management, Monitoring and Evaluation System

In line with the IDP, the Performance Management, Monitoring and Evaluation System, which will serve as a critical guide to Municipal performance within the scope of service delivery mechanisms, was adopted in June 2007.

9.11 Human Settlement Plan

The Human Settlement Plan was adopted in June 2008

9.12 Integrated Transport Plan

The Municipality is currently busy with the Integrated Transport Plan, which will align with the District and Provincial plan. The Plan has to be adopted by the Council before the end of the next Financial year (2010/11).

10. Summary of Projects and Budget

The below information will ensure that Key Performance areas are easily set and achieved through proper implementation and monitoring.

| Category | 2007/ 2008 | 2008/ 2009 | 2009/ 2010 | 2010/ 2011 | 2011/ 2012 | 2012/ 2013 | 2013/ 2014 | TOTALS |
|--|----------------------|----------------------|----------------------|----------------|----------------|----------------|---------------|----------------------|
| WATER | 357,195,200 | 174,500,000 | 531,695,200 | | | | | 106,339,0400 |
| SANITATION | 277,456,963 | 29,704072 | 13,437,881 | 128,666 | | | | 320,598,916 |
| ROADS, BRIDGES & INTERNAL STREETS | 269,900,000 | 208,800,000 | 158,139,287 | 158,139 | 97,170 | 94,463 | 47,663 | 906,739,287 |
| ELECTRICITY | 46,631,000 | 63,434,493 | 33,930,767 | 4,934 | 4,934 | | | 143,996,260 |
| WASTE DISPOSAL | 10,500,000 | 3,000,000 | 33,000 | 33,000 | | | | 13,566,000 |
| HOUSING | 102,240,000 | 289,547,500 | 167,169,371 | 167,169 | 113,745 | | | 467,221,425 |
| SAFETY & SECURITY | 27,000,000 | 65,500,000 | | | | | | 92,500,000 |
| EDUCATION | 64,681,000 | 16,850,000 | 112,923 | 75,578 | | | | 233,369,501 |
| HEALTH | 123,000,000 | 212,600,000 | 1,311,000,000 | 64,000 | 46,000 | | | 466,810,000 |
| LAND USE PLANNING | 71,000,000 | 155,000,000 | 12,000,000 | 7,000 | | | | 288,007,000 |
| LED | 261,000,000 | 134,500,000 | 70,500,000 | 65,265 | 32,265 | 16,000 | 1,000 | 466,114,530 |
| INSTITUTIONAL DEVELOPMENT | 27,800,000 | 7,520,000 | 7,520 | | | | | 35,327,520 |
| SPORT & RECREATION | 61,018,400 | 25,7000,000 | 26,000,000 | 14,500 | 3,000 | | | 112,735,900 |
| COMMUNITY SUPPORT | 46,000,000 | 68,609,014 | 5,000,000 | 76,857 | 71,857 | | | 119,757,728 |
| Social Development | 40,000,000 | | | | | | | 40,000,000 |
| TELEPHONES | 11,000,000 | 500 | 1,000 | | | | | 11,015,000 |
| TRANSPORT | 53,500,000 | 9,000,000 | 5,000,000 | | | | | 67,500,000 |
| TOTALS | 1,549,922,563 | 1,695,565,579 | 2,330,996,949 | 795,108 | 368,971 | 110,463 | 48,663 | 4,382,649,953 |
| | | | | | | | | |

BUSHBUCKRIDGE LOCAL MUNICIPALITY**WATER PROJECTS**

| | | | | | | | | | | |
|---------|--|-----------|------------------------|--------------------|-----------------|-----------|-----------|-----------|-----|-----|
| BLMW017 | Reticulation and meter yard connection | Acornhoek | Burlington | Provision of Water | Access of water | 500,000 | | | MIG | BLM |
| BLMW018 | Reticulation and meter yard connection | Acornhoek | Ceko | Provision of Water | Access of water | 1,500,000 | | | MIG | BLM |
| BLMW019 | Reticulation and meter yard connection | Acornhoek | Cottendale | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW020 | Reticulation and meter yard connection | Acornhoek | Happy Dam | Provision of Water | Access of water | | 8,000,000 | | MIG | BLM |
| BLMW021 | Construction of Reservoir | Acornhoek | Jameyana | Provision of Water | Access of water | | 6,102,786 | | MIG | BLM |
| BLMW022 | Construction of Reservoir | Acornhoek | Jerusalem | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW023 | Construction of Pipe Main line to reservoir | Acornhoek | Ka-Nkomo | Provision of Water | Access of water | | 5,401,720 | | MIG | BLM |
| BLMW024 | Construction of Reservoir | Acornhoek | Ka-Zitha | Provision of Water | Access of water | | 3,822,374 | | MIG | BLM |
| BLMW025 | Reticulation and meter yard connection | Acornhoek | Ka-Zitha | Provision of Water | Access of water | | 3,894,337 | | MIG | BLM |
| BLMW026 | Reticulation and meter yard connection | Acornhoek | Kgapamadi | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW027 | yard connection meter | Acornhoek | Matsikitsane (fenyana) | Provision of Water | Access of water | 500,000 | | | MIG | BLM |

| | | | | | | | | | | |
|---------|---|-----------|-----------------------|--------------------|-----------------|----------------|-----------|-----------|-----|-----|
| BLMW028 | Reticulation and meter yard connection | Acornhoek | Khalanyoni | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW029 | Reticulation and meter yard connection | Acornhoek | Madile | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW030 | Construction of Pump Stations to reservoir | Acornhoek | Madile (Tsakane) | Provision of Water | Access of water | | 8,000,000 | | MIG | BLM |
| BLMW031 | Reticulation and meter yard connection | Acornhoek | Mamelodi | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW032 | Reticulation and meter yard connection | Acornhoek | Mapaleng | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW033 | Water reticulation | Acornhoek | Maromeng Happy dam | Provision of Water | Access of water | 4, 000, 000 | | | MIG | BLM |
| BLMW034 | Bulk water supply | Acornhoek | Masingitana | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW035 | Reticulation and meter yard connection | Acornhoek | Masingitana | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW036 | Reticulation and meter yard connection | Acornhoek | Mohlatsi | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW037 | Reticulation and meter yard connection | Acornhoek | Mooiset | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW038 | Reticulation and meter yard connection | Acornhoek | Morekeng | Provision of Water | Access of water | - | | 3,000,000 | MIG | BLM |
| BLMW039 | Reticulation and meter yard connection | Acornhoek | Morele | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW040 | yard connection meter | Acornhoek | Orpengate RDP | Provision of Water | Access of water | | 8,000,000 | | MIG | BLM |

| | | | | | | | | | | |
|---------|---|-----------|--|--------------------|-----------------|--------------|-----------|-----------|-----|-----|
| BLMW041 | Reticulation and meter yard connection | Acornhoek | Plaza View | Provision of Water | Access of water | | 5,000,000 | | MIG | BLM |
| BLMW042 | Reticulation and meter yard connection | Acornhoek | Powerline | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW043 | Construction of Concrete Reservoir | Acornhoek | Rooiboklaagte A | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW044 | Construction of Branchline from main line Pipe to reservoir | Acornhoek | Rooiboklaagte A | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW045 | Construction of Branchline from main line Pipe to reservoir | Acornhoek | Rooiboklaagte B | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW046 | Construction of Concrete Reservoir | Acornhoek | Rooiboklaagte B | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW047 | Reticulation and meter yard connection | Acornhoek | Rooiboklaagte B | Provision of Water | Access of water | | 8,000,000 | | MIG | BLM |
| BLMW048 | Construction of bulk distribution network | Acornhoek | Sigagule Ka-zitha Timbavati Okkernooitboom B | Provision of Water | Access of water | 13, 000, 000 | | | MIG | BLM |
| BLMW049 | Reticulation and meter yard connection | Acornhoek | Sigagule | Provision of Water | Access of water | | | 200,000 | MIG | BLM |
| BLMW050 | Reticulation and meter yard connection | Acornhoek | Technical Village | Provision of Water | Access of water | | | 4,000,000 | MIG | BLM |
| BLMW051 | Construction of pipeline from main line to reservoir | Acornhoek | Timbavati | Provision of Water | Access of water | | 4,651,569 | | MIG | BLM |
| BLMW052 | Construction of Reservoir | Acornhoek | Timbavati | Provision of Water | Access of water | | 4,474,011 | | MIG | BLM |

| | | | | | | | | | | |
|---------|---|-----------|------------------------------------|--------------------|-----------------|--------------|-------------|-----------|-----|-----|
| BLMW053 | Reticulation and meter yard connection | Acornhoek | Timbavati | Provision of Water | Access of water | | 9,000,000 | | MIG | BLM |
| BLMW054 | Reticulation and meter yard connection | Acornhoek | Tintswalo Village | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW055 | Construction of Concrete Reservoir | Acornhoek | Tsakane (Modiambon golo) | Provision of Water | Access of water | | 504,000 | | MIG | BLM |
| BLMW056 | Reticulation and meter yard connection | Acornhoek | Tsakane (Modiambon golo) | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW057 | Reticulation and meter yard connection | Acornhoek | Wits | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW058 | Water reticulation | Acornhoek | Zimbabwe Greenvalley | Provision of Water | Access of water | | 4, 000, 000 | 3,000,000 | MIG | BLM |
| BLMW059 | Construction of Reservoir 1ML & 4ML | Agincourt | Agincourt | Provision of Water | Access of water | | | 5,472,000 | MIG | BLM |
| BLMW060 | Construction of bulk distribution network Agincourt and surrounding areas | Agincourt | Agincourt Kamasuku Newington A,B&C | Provision of Water | Access of water | 14, 000, 000 | | | MIG | BLM |
| BLMW061 | Construction of 500kl reservoir | Agincourt | Croquetlawn | Provision of Water | Access of water | | | 1,140,000 | MIG | BLM |
| BLMW062 | Construction of pipeline from main pipe to reservoir | Agincourt | Croquetlawn B | Provision of Water | Access of water | | | 888,040 | MIG | BLM |
| BLMW063 | Construction of reservoir | Agincourt | Cunningmore B | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW064 | Reticulation and meter yard connection | Agincourt | Cunningmore B | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |

| | | | | | | | | | | |
|---------|--|-----------|--------------------------|--------------------|-----------------|--|-----------|-----------|-----|-----|
| BLMW065 | Construction of pipeline from main pipe to reservoir | Agincourt | Cunningmore B | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW066 | Construction of pipeline from main pipe to reservoir | Agincourt | Dumphries | Provision of Water | Access of water | | 7,000,000 | | MIG | BLM |
| BLMW067 | Construction of concrete reservoir | Agincourt | Dumphries | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW068 | Reticulation and meter yard connection | Agincourt | Dumphries | Provision of Water | Access of water | | 700,000 | | MIG | BLM |
| BLMW069 | Reticulation and meter yard connection | Agincourt | Dumphries A | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW070 | Reticulation and meter yard connection | Agincourt | Dumphries B | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW071 | Construction of pipeline from main pipe to reservoir | Agincourt | Ireagh A (Kamasuku) | Provision of Water | Access of water | | | 1,585,790 | MIG | BLM |
| BLMW072 | Construction of pipe from Newington to Kamasuku | Agincourt | Ireagh A (Kamasuku) | Provision of Water | Access of water | | | 190,294 | MIG | BLM |
| BLMW073 | Construction of Reservoir | Agincourt | Ireagh A (Kamasuku) | Provision of Water | Access of water | | | 1,596,000 | MIG | BLM |
| BLMW074 | Reticulation and meter yard connection | Agincourt | Ireagh A (Kamasuku) | Provision of Water | Access of water | | | 2,500,000 | MIG | BLM |
| BLMW075 | Reticulation and meter yard connection | Agincourt | Ireagh B (Ximhungwe RDP) | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW076 | Reticulation and meter yard connection | Agincourt | M.P. Stream(Kopeni)) | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW077 | Construction of Pump station | Agincourt | Newington A | Provision of Water | Access of water | | | 322,335 | MIG | BLM |

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| BLMW078 | Construction of Reservoir | Agincourt | Newington A | Provision of Water | Access of water | | | 1,075,571 | MIG | BLM |
| BLMW079 | Reticulation and yard connection | Agincourt | Newington A | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW080 | Construction of 200Ml reservoir | Agincourt | Newington B | Provision of Water | Access of water | | | 456,000 | MIG | BLM |
| BLMW081 | Construction of pipeline from main pipe to reservoir | Agincourt | Newington B | Provision of Water | Access of water | | | 2,920,753 | MIG | BLM |
| BLMW082 | Construction of pipe from Newington C to Newington B | Agincourt | Newington B | Provision of Water | Access of water | | | 1,268,632 | MIG | BLM |
| BLMW083 | Construction of pipeline from main pipe to reservoir | Agincourt | Newington C | Provision of Water | Access of water | | | 3,725,582 | MIG | BLM |
| BLMW084 | Construction of 500Kl reservoir | Agincourt | Newington C | Provision of Water | Access of water | | | 1,140,000 | MIG | BLM |
| BLMW085 | Construction of pipeline from main pipe to reservoir | Agincourt | Xanthia | Provision of Water | Access of water | | 2,500,000 | | MIG | BLM |
| BLMW086 | Reticulation and yard connection | Agincourt | Xanthia (Sick line) | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW087 | Concrete of reservoir 400L | Agincourt | Cunningmore B | Provision of Water | Access of water | | | 912,000 | MIG | BLM |
| BLMW088 | Reticulation and yard connection | Casteel | Arthurseat | Provision of Water | Access of water | - | | 3,000,000 | MIG | BLM |
| BLMW089 | Reticulation and yard connection | Casteel | Bongampisi | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW090 | Construction of pipeline from main pipe to reservoir | Casteel | Casteel | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |

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| BLMW091 | Construction of pipeline from main pipe to reservoir | Casteel | Casteel | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW092 | Construction of 2 concrete reservoir | Casteel | Casteel | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW093 | Reticulation and yard meter connection | Casteel | Casteel | Provision of Water | Access of water | | 900,000 | | MIG | BLM |
| BLMW094 | Construction of concrete reservoir | Casteel | Craighburn (Benoni) | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW095 | Reticulation and yard meter connection | Casteel | Craighburn (Benoni) | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW096 | Construction of bulk distribution network Craighburn/Rooiboklaagte and surrounding areas | Casteel | Benoni Craighburn Ga-Joseph Mkhululini Rooiboklaagte A & B New line | Provision of Water | Access of water | 8, 600, 000 | | | EQ | BLM |
| BLMW097 | Reticulation and yard meter connection | Casteel | Dikwenkwen g | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW098 | Construction of pipeline from main pipe to reservoir | Casteel | Ga-Joseph | Provision of Water | Access of water | | 5,000,000 | | MIG | BLM |
| BLMW099 | Construction of reservoir in various areas | Casteel Dwarsloop Maviljan | Ga-Joseph Boikhutso Dwarsloop trust Motibidi Saselani Mphenyatsatsi | Provision of Water | Access of Potable water | 8, 500, 000 | | | MIG | BLM |
| BLMW100 | Reticulation and yard meter connection | Casteel | Ga-Joseph | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |

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| BLMW101 | Water reticulation | Casteel | Zoeknag (Ga-Pharea) | Provision of Water | Access of water | 2, 000, 000 | | 3,000,000 | MIG | BLM |
| BLMW102 | Construction of pipeline from main pipe to reservoir | Casteel | Mkhululine | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW103 | Construction of concrete Reservoir | Casteel | Mkhululine | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW104 | Reticulation and yard meter connection | Casteel | Mkhululine | Provision of Water | Access of water | | 4,000,000 | | MIG | BLM |
| BLMW105 | Reticulation and yard meter connection | Casteel | Mosipa | Provision of Water | Access of water | | | 2,500,000 | MIG | BLM |
| BLMW106 | Construction of Pump stations | Casteel | Motlamogale | Provision of Water | Access of water | | 8,000,000 | | MIG | BLM |
| BLMW107 | Branch line from Motlamogale to Wales | Casteel | Motlamogale | Provision of Water | Access of water | 1,000,00 0 | | | MIG | BLM |
| BLMW108 | Construction of concrete Reservoir | Casteel | Motlamogale | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW109 | Construction of Pump stations | Casteel | New Line | Provision of Water | Access of water | | 800,000 | | MIG | BLM |
| BLMW110 | Construction of pipeline from main pipe to reservoir | Casteel | New Line | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW111 | Construction of concrete Reservoir | Casteel | New Line | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW112 | Construction of Pump stations | Casteel | Thembisa | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |

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| BLMW113 | Construction of pipeline from main pipe to reservoir | Casteel | Wales A | Provision of Water | Access of water | | 4,000,000 | | MIG | BLM |
| BLMW114 | Construction of concrete Reservoir | Casteel | Wales A | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW115 | Construction of concrete Reservoir | Casteel | Wales A | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW116 | Reticulation and yard meter connection | Casteel | Wales A | Provision of Water | Access of water | | | 2,000,000 | MIG | BLM |
| BLMW117 | Construction of pipeline from main pipe to reservoir | Casteel | Wales B | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW118 | Construction of Reservoir | Casteel | Wales B | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW119 | Water reticulation | Casteel | Zoeknog (Ga Pharea) | Provision of Water | Access of water | 1,800,000 | | | EQ | BLM |
| BLMW120 | Construction of pipeline from main pipe to reservoir | Dwarsloopp | Arthurstone (Buyisonto) | Provision of Water | Access of water | | 5,377,851 | | MIG | BLM |
| | Water reticulation | Dwarsloopp | Arthurstone | Provision of Water | Access of water | 2, 500, 000 | | | MIG | BLM |
| BLMW121 | Construction of 2MI Reservoir and pipeline | Dwarsloopp | Arthurstone | Provision of Water | Access of water | 6, 000, 000 | | | MIG | BLM |
| BLMW122 | Water reticulation | Dwarsloopp | Arthurstone | Provision of Water | Access of water | 5, 000, 000 | | | MIG | BLM |
| BLMW123 | Refurbishment of bulk pipe | Dwarsloopp | Arthurstone (Buyisonto) | Provision of Water | Access of water | | 5,000,000 | | MIG | BLM |

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| BLMW124 | Construction of concrete Reservoir | Dwarsloop | Boikhutso | Provision of Water | Access of water | | 507,473 | | MIG | BLM |
| BLMW125 | Refurbishment of Dwarsloop bulk pipeline | Dwarsloop | Dwarsloop town | Provision of Water | Access of water | 2, 000, 000 | | | MIG | BLM |
| BLMW126 | Construction of Secondary bulk | Dwarsloop | Dwarsloop town | Provision of Water | Access of water | 12, 000, 000 | | | MIG | BLM |
| BLMW127 | Construction of concrete Reservoir | Dwarsloop | Dwarsloop Trust (Matsilapata) | Provision of Water | Access of water | | 1,368,000 | | MIG | BLM |
| BLMW129 | Construction of 1.5ML Reservoir | Dwarsloop | Saselani | Provision of Water | Access of water | | 3,629,714 | | MIG | BLM |
| BLMW130 | Water reticulation | Dwarsloop & Shatale | Motibidi Relani | Provision of Water | Access of water | 3, 600, 000 | | | MIG | BLM |
| BLMW131 | Construction of Reservoir | Hluvukani | Athol | Provision of Water | Access of water | | 570,274 | | MIG | BLM |
| BLMW132 | Reticulation and meter connection | Hluvukani | Athol | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW133 | Construction of Reservoir | Hluvukani | Clare A (New Settlement) | Provision of Water | Access of water | | 456,000 | | MIG | BLM |
| BLMW134 | Installation of Elevated tank | Hluvukani | Clare A (New Settlement) | Provision of Water | Access of water | | 456,000 | | MIG | BLM |
| BLMW135 | Refurbishment Bulk pipe | Hluvukani | Clare A (New Settlement) | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |

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| BLMW136 | Construction of concrete Reservoir | Hluvukani | Clare B | Provision of Water | Access of water | | 456,000 | | MIG | BLM |
| BLMW137 | Reticulation | Hluvukani | Clare | Provision of Water | Access of water | 500,000 | | | MIG | BLM |
| BLMW138 | Refurbishment of bulk pipe | Hluvukani | Eglington B (Share) | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW139 | Construction of 100KL reservoir | Hluvukani | Eglington | Provision of Water | Access of water | | | 289,080 | MIG | BLM |
| BLMW140 | Construction of Reservoir | Hluvukani | Hluvukani | Provision of Water | Access of water | | | 3,876,000 | MIG | BLM |
| BLMW141 | Construction of bulk distribution network Hluvukani and surrounding areas | Hluvukani | Clare A&B Edinburgh B and A Allandale A Ludlow Rolle A Hluvukani | Provision of Water | Access of water | 18, 600, 000 | | | MIG | BLM |
| BLMW142 | Reticulation and meter connection | Hluvukani | Hluvukani PHP | Provision of Water | Access of water | | 5,000,000 | | MIG | BLM |
| BLMW143 | Construction of bulk distribution network Islington and surrounding areas | Hluvukani | Islington Manyeleti Camp Thorndale Tlhavekisa Welverdiend | Provision of Water | Access of water | 15, 000, 000 | | | MIG | BLM |

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| BLMW144 | Construction of Concrete Reservoir | Hluvukani | Ludlow | Provision of Water | Access of water | | 3,192,000 | | MIG | BLM |
| BLMW145 | Construction of pipeline from Hlalakahle to Manyeleti camp | Hluvukani | Hlalakahle | Provision of Water | Access of water | | | 3,265,236 | MIG | BLM |
| BLMW146 | Construction of 200kl reservoir | Hluvukani | Manyeleti camp | Provision of Water | Access of water | | | 456,000 | MIG | BLM |
| BLMW147 | Construction of pipeline from main pipe to reservoir | Hluvukani | Ludlow | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW148 | Construction of pipeline from main pipe to reservoir | Hluvukani | Thorndale | Provision of Water | Access of water | | | 2,917,850 | MIG | BLM |
| BLMW149 | Reticulation and yard meter connection | Hluvukani | Thorndale | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW150 | Construction of bulk line from Inyaka bulk to Hlabekisa | Hluvukani | Tihavekisa | Provision of Water | Access of water | | | 3,030,490 | MIG | BLM |
| BLMW151 | Reticulation and yard meter connection | Hluvukani | Utah A & B | Provision of Water | Access of water | | | 2,500,000 | MIG | BLM |
| BLMW152 | Construction of pipeline from Hluvukani station to pump to Welverdiend | Hluvukani | Wolverdiend | Provision of Water | Access of water | | 5,283,760 | | MIG | BLM |
| BLMW153 | Construction of Reservoir | Hluvukani | Wolverdiend | Provision of Water | Access of water | | 1,824,000 | | MIG | BLM |
| BLMW154 | Installation of Bulk pipe from the Dam to the Purification plant | Inyaka | BBR Community | Provision of Water | Access of water | | | 4,000,000 | MIG | BLM |

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| BLMW155 | Construction of pipeline from Ndonga Branch-line to Cunningmoore | Lilydale | Kildare Cork Mkhuhlu Cunningmoore | Provision of Water | Access of water | 18, 000, 000 | 10,000,000 | | MIG | BLM |
| BLMW156 | Construction of bulk pipe to sommerset | Lilydale | Belfast | Provision of Water | Access of water | | 3,271,408 | | MIG | BLM |
| BLMW157 | Construction of pipeline from main pipe to reservoir | Lilydale | Huntington | Provision of Water | Access of water | | | 634,316 | MIG | BLM |
| BLMW158 | Installation of booster pump | Lilydale | Huntington | Provision of Water | Access of water | | 8,00,000 | | MIG | BLM |
| BLMW159 | Construction of reservoir | Lilydale | Huntington | Provision of Water | Access of water | | | 1,140,000 | MIG | BLM |
| BLMW160 | Construction of pipe from Mabarihule to Huntington | Lilydale | Huntington | Provision of Water | Access of water | | 1,014,905 | | MIG | BLM |
| BLMW161 | Construction of pipeline from Lillydale to Justicia | Lilydale | Justicia | Provision of Water | Access of water | | 5,603,921 | | MIG | BLM |
| BLMW162 | Construction of pipeline from Lillydale to Justicia | Lilydale | Justicia | Provision of Water | Access of water | | 2,617,126 | | MIG | BLM |
| BLMW163 | Booster pump to Steel Elevated tank | Lilydale | Kildare | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW164 | Construction of bulk distribution network Justicia and surrounding areas | Lilydale | Justicia B Belfast Mabarihule Lillydale Huntington Rhulani Sommerset | Provision of Water | Access of water | 27, 000, 000 | | | MIG | BLM |
| BLMW165 | Construction of reservoir | Lilydale | Justicia B | Provision of Water | Access of water | | | 1,596,000 | MIG | BLM |
| BLMW166 | Construction of pipeline from main pipe to reservoir | Lilydale | Kildare A (Kamalamule) | Provision of Water | Access of water | | 4,600,000 | | MIG | BLM |

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| BLMW167 | Construction of Pipe from Kildare pump station to Lillydale Reservoir | Lilydale | Kildare A (Kamalamule) | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW168 | Reticulation and yard meter connection | Lilydale | Kildare A (Kamalamule) | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW169 | Construction of Pipe from Cork Junction to Kildare | Lilydale | Kildare A (Kamalamule) | Provision of Water | Access of water | | 4,886,804 | | MIG | BLM |
| BLMW170 | Refurbishment of Pump station | Lilydale | Kildare A (Kamalamule) | Provision of Water | Access of water | | | 288,990 | MIG | BLM |
| BLMW171 | Construction of reservoirs Lillydale | Lilydale | Lillydale | Provision of Water | Access of water | 2,000,000 | | 2,280,000 | MIG | BLM |
| BLMW172 | Construction of bulk Pipe from Metsi Branchline Lillydale | Lilydale | Lilydale A | Provision of Water | Access of water | | 1,423,369 | | MIG | BLM |
| BLMW173 | Construction of bulk Pipe from Justicia to Rhulani | Lilydale | Lilydale A (Rhulani) | Provision of Water | Access of water | | 1,947,169 | | MIG | BLM |
| BLMW174 | Construction of pipe from Lillydale B to Rhulani | Lilydale | Lilydale B (Mabarhule) | Provision of Water | Access of water | | 1,861,094 | | MIG | BLM |
| BLMW175 | Construction of Reservoir in Rhulani 400kl | Lilydale | Rhulani | Provision of Water | Access of water | | 1,368,000 | | MIG | BLM |
| BLMW176 | Construction of bulk Pipe from Kamalamule line to Ireagh B | Lilydale | Metsi (Ireagh B) | Provision of Water | Access of water | | 6,650,680 | | MIG | BLM |
| BLMW177 | Construction of Reservoir | Lilydale | Metsi (Ireagh B) | Provision of Water | Access of water | | | 600,000 | MIG | BLM |
| BLMW178 | Construction of bulk Pipe from Rhulani main line to Somerset | Lilydale | Somerset | Provision of Water | Access of water | | 2,208,200 | | MIG | BLM |

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| BLMW179 | Construction of branch pipe to reservoir | Lilydale | Somerset | Provision of Water | Access of water | | 81,785 | | MIG | BLM |
| BLMW180 | Reticulation and yard meter connection | Lilydale | Somerset | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW181 | Refurbishment of borehole | Lilydale | Somerset | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW182 | Construction of reservoir in various areas | Lilydale | Kildare A Metsi Lillydale (new) | Provision of water | Access of water | 19, 000, 000 | | | MIG | BLM |
| BLMW183 | Construction of Bulk from Marite to Alexandria | Mariti | Alexandria | Provision of Water | Access of water | | 6,088,538 | | MIG | BLM |
| BLMW184 | Construction of Bulk pipe from main line to reservoir | Mariti | Sanford | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW185 | Installation of Booster pump | Mariti | Jim Brown | Provision of Water | Access of water | | 8,00,000 | | MIG | BLM |
| BLMW186 | Construction of concrete Reservoir | Mariti | Sanford | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW187 | Construction of reservoir | Mariti | Madras B | Provision of Water | Access of water | | | 684,000 | MIG | BLM |
| BLMW188 | Construction of Reservoir 200KI | Mariti | Madras A | Provision of Water | Access of water | | | 456,000 | MIG | BLM |
| BLMW189 | Installation of Booster pump | Mariti | Madras Central | Provision of Water | Access of water | | | 346,788 | MIG | BLM |
| BLMW190 | Construction of reservoir | Mariti | Madras Central | Provision of Water | Access of water | | 3,361,745 | | MIG | BLM |
| BLMW191 | Construction of Reservoir | Mariti | Mathibela | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |

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| BLMW192 | Construction of Reservoir | Mariti | Mazakhele | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW193 | Construction of concrete Reservoir | Mariti | Screpeng | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW194 | Construction of Reservoir | Mariti | Shatleng | | | | 2,000,000 | | MIG | BLM |
| BLMW195 | Water reticulation | Mariti | Waterval Carlton | Provision of Water | Access of water | 3, 500, 000 | | | MIG | BLM |
| BLMW196 | Construction of bulk distribution network Mariti and surrounding areas Phase 2 | Mariti | Mariti (Waterval) | Provision of Water | Access of water | 6, 500, 000 | | | MIG | BLM |
| BLMW197 | Water reticulation | Maviljan | Mandela (Matengteng) | Provision of Water | Access of water | 4, 000, 000 | | | MIG | BLM |
| BLMW198 | Reticulation and yard meter connection | Maviljan | Masana | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW199 | Reticulation and yard meter connection | Maviljan | Matengteng | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW200 | Installation of booster pump | Maviljan | Mphenyatsat si | Provision of Water | Access of water | | 432,630 | | MIG | BLM |
| BLMW201 | Bulk line from Masana Reservoir to Mphenyatsatsi | Maviljan | Mphenyatsat si | Provision of Water | Access of water | | 4,000,000 | | MIG | BLM |
| BLMW202 | Construction of concrete Reservoir | Mkhuhlu | Cork | Provision of Water | Access of water | | | 2,964,000 | MIG | BLM |
| BLMW203 | Construction of bulk Pipe from reservoir to Cork Junction | Mkhuhlu | Cork | Provision of Water | Access of water | | | 2,453,556 | MIG | BLM |
| BLMW204 | Construction from Kildare pump station reservoir to Cork junction | Mkhuhlu | Cork | Provision of Water | Access of water | | 12,765,930 | | MIG | BLM |

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| BLMW205 | Reticulation and meter connection | Mkhuhlu | Calcutta A,B,C | Provision of Water | Access of water | | | 4,000,000 | MIG | BLM |
| BLMW206 | Installation of Pump station | Mkhuhlu | Cunningmore A | Provision of Water | Access of water | | | 800,000 | MIG | BLM |
| BLMW207 | Construction of concrete Reservoir | Mkhuhlu | Cunningmore A | Provision of Water | Access of water | | | 2,280,000 | MIG | BLM |
| BLMW208 | Construction of Bulk pipe from Hoxani to booster pump | Mkhuhlu | Goromani (Madras B) | Provision of Water | Access of water | | | 1,906,745 | MIG | BLM |
| BLMW209 | Construction of pipeline from Hoxani to madras | Mkhuhlu | Madras C | Provision of Water | Access of water | | | 545,512 | MIG | BLM |
| BLMW210 | Water reticulation | Mkhuhlu | Goromani | Provision of Water | Access of water | 5,000,000 | | | EQ/MIG | BLM |
| BLMW211 | Construction of Reservoir | Mkhuhlu | Goromani | Provision of Water | Access of water | | | 285,000 | MIG | BLM |
| BLMW212 | Hoxani Treatment works Module 5 | Mkhuhlu | Hoxani Mkhuhlu | Provision of Water | Access of water | 20,000,000 | | 255,645 | EQ | Mbombela & DWAF |
| BLMW213 | Refurbishment of Pump station | Mkhuhlu | Mashoname ni | Provision of Water | Access of water | | | 306,774 | MIG | BLM |
| BLMW214 | Construction of pipeline to pump station | Mkhuhlu | Mashoname ni | Provision of Water | Access of water | | | 1,043,450 | MIG | BLM |
| BLMW215 | Construction of bulk pipeline from main line to Reservoir | Mkhuhlu | Mashoname ni | Provision of Water | Access of water | | | 587,919 | MIG | BLM |
| BLMW216 | Construction of bulk pipeline from main line to Reservoir | Mkhuhlu | Ronaldsey | Provision of Water | Access of water | | | 380,945 | MIG | BLM |
| BLMW217 | Construction of concrete Reservoir | Mkhuhlu | Ronaldsey | Provision of Water | Access of water | | | 228,000 | MIG | BLM |
| BLMW218 | Construction of concrete Reservoir | Mkhuhlu | Soweto | Provision of Water | Access of water | 1,400,000 | | | MIG | BLM |

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| BLMW219 | Construction of bulk distribution network Mariti North and surrounding areas | Mkhuhlu | Soweto Mariti north Marongwane Oakley Cunningmore A Tsakane | Provision of Water | Access of water | 15, 000, 000 | | 2,000,000 | MIG | BLM |
| BLMW220 | Reticulation and yard connection meter | Mkhuhlu | Teka Mahala | Provision of Water | Access of water | | | 2,000,000 | MIG | BLM |
| BLMW221 | Construction of concrete Reservoir | Mkhuhlu | Thusanang | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW222 | Transfer line from Inyaka treatment plant to Shatale branch | Shatale | Shatale London | Provision of Water | Access of water | 34, 000, 000 | 19,179,964 | 10,000,000 | MIG | BLM |
| BLMW223 | Reticulation and yard connection meter | Shatale | Hlangwane (Rainbow) | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW224 | Reticulation and yard connection meter | Shatale | Madjembeni | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW225 | Installation of Elevated tank | Shatale | Madjembeni (Dimongane ng) | Provision of Water | Access of water | | 3,876,000 | | MIG | BLM |
| BLMW226 | Reticulation and yard connection meter | Shatale | Mandela (Kofifi) | Provision of Water | Access of water | | | 2,000,000 | MIG | BLM |
| BLMW227 | Water reticulation | Shatale | Mandela Village (Shatale) | Provision of Water | Access of water | 2, 000, 000 | | | MIG | BLM |
| BLMW228 | Construction of bulk pipe to Elevated tank | Shatale | Masakeng | Provision of Water | Access of water | | 255,645 | | MIG | BLM |
| BLMW229 | Water reticulation | Shatale | Rivoni ext | Provision of Water | Access of water | 2, 000, 000 | | | MIG | BLM |
| BLMW230 | Construction of concrete Reservoir | Shatale | Rivoni | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW231 | Reticulation and yard connection meter | Shatale | Shatale RDP | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |

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|---------|--|---------|------------------------------------|--------------------|-----------------|-----------|-----------|------------|-----|-----|
| BLMW232 | Construction of Pump stations | Shatale | Shatale Township | Provision of Water | Access of water | | | 1,000,000 | MIG | BLM |
| BLMW233 | Construction of concrete Reservoir | Shatale | Shatale Township | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW234 | Construction of bulk pipe from Relani pipe to Shatale reservoir | Shatale | Shatale Township | Provision of Water | Access of water | | 5,000,000 | | MIG | BLM |
| BLMW235 | Construction of Elevated tank | Shatale | Shatale Township | Provision of Water | Access of water | | | | MIG | BLM |
| BLMW236 | Upgrading of Purification plant | Shatale | Shatale Township | Provision of Water | Access of water | | 700,000 | | MIG | BLM |
| BLMW237 | Construction of Bulk Network distribution, Shatale and surrounding areas | Shatale | Shatale Relani Violetbank A London | Provision of Water | Access of water | 6,000,000 | | | EQ | BLM |
| BLMW238 | Shatale and Thabakgolo Water reticulation | Shatale | Shatale Thabakgolo | Provision of Water | Access of water | 3,000,000 | | 3,000,000 | MIG | BLM |
| BLMW239 | Construction of bulk line to reservoir | Shatale | Voilet Bank A | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW240 | Construction of Elevated tank | Shatale | Voilet Bank A | Provision of Water | Access of water | | 1,000,000 | | MIG | BLM |
| BLMW241 | Shatale/ ChrisHani and Orinocco water reticulation phase 2 | Shatale | Orinocco & Chris Hani | Provision of Water | Access of water | | 8000000 | | MIG | BLM |
| BLMW242 | Chris Hani/ Orinnoco, Bulk supply | Shatale | Orinocco & Chris Hani | Provision of Water | Access of water | | | 10,000,000 | MIG | BLM |
| BLMW243 | Construction of Reservoir | Shatale | Zoeknog Sofaya B | Provision of Water | Access of water | | 1,800,000 | | MIG | BLM |

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|---------|--|---------------|---|--------------------|-----------------|--------------|-----------|-----------|-----|-----|
| BLMW244 | Construction of Bulk distribution network. (Dingleydale and surrounding areas) | Thulamah ashe | Dingleydale Chochocho Athol Islington Edinburgh Thulamahashe Tshunelani | Provision of Water | Access of water | 17, 000, 000 | | | MIG | BLM |
| BLMW245 | Construction of bulk water pipe line to Edinburg dam | Thulamah ashe | Edinburgh | Provision of Water | Access of water | | 2,500,000 | | MIG | BLM |
| BLMW246 | Construction of Reservoir | Thulamah ashe | Allandale A & B | Provision of Water | Access of water | | 456,000 | | MIG | BLM |
| BLMW247 | Reticulation and meter yard connection | Thulamah ashe | Allandale B | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW248 | Reticulation and meter yard connection | Thulamah ashe | Borheni | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW249 | Reticulation and meter yard connection | Thulamah ashe | Dark city | Provision of Water | Access of water | | | 3,000,000 | MIG | BLM |
| BLMW249 | Water Reticulation | Thulamah ashe | Dingleydale | Provision of Water | Access of water | 1, 500, 000 | | | MIG | BLM |
| BLMW250 | Installation of booster pump | Thulamah ashe | Dingleydale A (Chochocho) | Provision of Water | Access of water | | 800,000 | | MIG | BLM |
| BLMW251 | Construction of Bulk pipe from Inyaka to Edinburgh | Thulamah ashe | Edinburg Village | Provision of Water | Access of water | | 2,537,264 | | MIG | BLM |
| BLMW252 | Construction of Reservoir | Thulamah ashe | Edinburgh A & C | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |
| BLMW253 | Construction of Pump station | Thulamah ashe | Edinburgh B | Provision of Water | Access of water | | 2,000,000 | | MIG | BLM |

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| BLMW/254 | Reticulation and yard connection meter | Thulamahashe | Hokwe | Provision of Water | Access of water | | | 2,000,000 | MIG | BLM |
| BLMW/255 | Water reticulation | Thulamahashe | Kumana MP Stream Dumphries A,B & C Hokwe | Provision of Water | Access of water | 10, 000, 000 | | 2,000,000 | MIG | BLM |
| BLMW/256 | Reticulation and yard connection meter | Thulamahashe | M.P Stream | Provision of Water | Access of water | | | 2,000,000 | MIG | BLM |
| BLMW/257 | Installation of booster pump | Thulamahashe | Kumani | Provision of Water | Access of water | | 800,000 | | MIG | BLM |
| BLMW/258 | Construction of bulk line from main line to reservoir | Thulamahashe | New Forest B (Tshunelani) | Provision of Water | Access of water | | | 2,044,630 | MIG | BLM |
| BLMW/259 | Installation of Elevated tank | Thulamahashe | New Forest A | Provision of Water | Access of water | | | 504,473 | MIG | BLM |
| BLMW/260 | Reticulation and yard connection meter | Thulamahashe | New Forest A | Provision of Water | Access of water | | 3,000,000 | | MIG | BLM |
| BLMW/261 | Water reticulation | Thulamahashe | Ludlow | Provision of Water | Access of water | 2, 500, 000 | | | EQ | BLM |
| BLMW/262 | Construction of bulk line from main line to reservoir | Thulamahashe | Orinoco | Provision of Water | Access of water | | | 408,920 | National Treasury | DWAF |
| BLMW/263 | Construction of Concrete Reservoir 900kl | Thulamahashe | Orinoco A East (Demulani) | Provision of Water | Access of water | | 2,079,240 | | MIG | BLM |
| BLMW/264 | Construction of Concrete Reservoir 300kl | Thulamahashe | Orinoco A West (Demulani) | Provision of Water | Access of water | | 748,188 | | MIG | BLM |
| BLMW/265 | Construction of Reservoir | Thulamahashe | Thulamahashe town | Provision of Water | Access of water | | 3,648,000 | | MIG | BLM |

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| BLMW266 | Construction of bulk distribution network Thulamahashe and surrounding areas | Thulamahashe | Thulamahashe Isilington Rolle Tshunelani | Provision of Water | Access of water | 14, 000, 000 | | | MIG | BLM |
| BLMW001 | Water reticulation | Thulamahashe | Dingleydale | Provision of Water | Access of water | 1, 800, 000 | | | MIG | BLM |
| BLMW267 | Construction of bulk line from main line to reservoir | Thulamahashe | Tshunelani | Provision of Water | Access of water | | 653,047 | 546,650 | MIG | BLM |
| BLMW268 | Construction of concrete Reservoir | Thulamahashe | Tshunelani | Provision of Water | Access of water | | 255,645 | | MIG | BLM |
| BLMW269 | Water reticulation | Thulamahashe | Zola Songeni | Provision of Water | Access of water | 4, 000, 000 | | | MIG | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Sanitation Projects

| Project ID | Project Name and number of units | Project Location | Project Beneficiaries | Project Objectives | Key Performance Indicator | Period Budget 2009/2010 / | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|--|------------------|-----------------------|--|-----------------------------|---------------------------|------------------|------------------|-------------------|---------------------|
| BLMS001 | Construction of Sewerage plant and reticulation (WWTW) | Acornhoek | Acornhoek | provision of Sanitation infrastructure | Access to proper sanitation | 20, 000, 000 | | | MIG | BLM |
| BLMS002 | Construction of sewer reticulation | Acornhoek | Acornhoek | provision of Sanitation infrastructure | Access to proper sanitation | 1, 206, 000 | | | MIG | BLM |
| BLMS003 | Rural sanitation for all regions | BBR Community | All regions | provision of Sanitation infrastructure | Access to proper sanitation | 20, 000, 000 | | | MIG | BLM |
| BLMS004 | Upgrading of Sewerage Plant (WWTW) | Dwarsloop | Dwarsloop | provision of Sanitation infrastructure | Access to proper sanitation | | 10,000,000 | | EQ | BLM |

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|---------|--|--------------|-------------------|--|-----------------------------|--|--------------|--|-------------------|-------|
| BLMS005 | Sewerage reticulation | Dwarsloop | Dwarsloop | provision of Sanitation infrastructure | Access to proper sanitation | | 5, 000, 000 | | EQ | BLM |
| BLMS006 | Upgrading of Sewerage Treatment works | Maviljan | Maviljan | provision of Sanitation infrastructure | Access to proper sanitation | | 26, 000, 000 | | EQ/MIG | BLM |
| BLMS007 | Construction of Sewerage reticulation | Shatale | Shatale(RDP) | provision of Sanitation infrastructure | Access to proper sanitation | | 5,000,000 | | EQ | BLM |
| BLMS008 | Refurbishment of sewerage system | Thulamahashe | Thulamahashe | provision of Sanitation infrastructure | Access to proper sanitation | | 8, 000, 000 | | EQ | BLM |
| BLMS009 | Construction of sewerage plant and bulk sewerage pipes | Thulamahashe | Thulamahashe town | provision of Sanitation infrastructure | Water Sewerage | | 8,000,000 | | National Treasury | DPLGH |

BUSHBUCKRIDGE LOCAL MUNICIPALITY**Roads, Bridges and Storm water Drainage Projects**

| Projects ID | Project Name | Region | R 293 Towns / Villages | Project Objectives | Key Performance Indicator | Period/Budget 2009/2010 | Budget 2010/2011 | Budget 2012/2012 | Source of Funding | Implementing Agency |
|-------------|---|---------------|------------------------|--|---|-------------------------|------------------|------------------|-------------------|---------------------|
| BLMR001 | Construction of Low level bridges and storm water infrastructure | BBR Community | All regions | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 5, 000, 000 | | | EQ | BLM(Tech) |
| BLMR002 | Re-gravelling of road from Bridge-way to Sigagule | Acornhoek | Sigagule | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 000, 000 | | | MIG | BLM(Tech) |
| BLMR006 | Rehabilitation and maintenance of access road, Bridgeway to Tintswalo village | Acornhoek | Acornhoek | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 1,800,000 | | MIG | BLM(Tech) |
| BLMR007 | Tarring of road from Plaza to Cross road | Acornhoek | Acornhoek | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | EQ | BLM(Tech) |
| BLMR008 | Construction of Overhead bridge over Railway line | Acornhoek | Acornhoek | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 2,000,000 | | MIG | BLM(Tech) |
| BLMR009 | Tarring of road From Nkomo to Andover | Acornhoek | Acornhoek | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 7,000,000 | | MIG | BLM(Tech) |
| BLMR010 | Tarring of road ,Brooklyn T-junction to Nazarene church | Acornhoek | Brooklyn | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm | | 6,000,000 | | MIG | BLM(Tech) |

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|---------|---|-----------|---|---|---|--------------|------------|------------|----------------------|---------------------|
| | | | | | water drainage. | | | | | |
| BLMR011 | Tarring of road Cottdale to Sigagule | Acornhoek | Cottdale | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000,000 | | National Treasury | Road &Trans Dept |
| BLMR012 | Tarring of road from Greenvalley to Salique Phase 2 | Acornhoek | Greenvalley (Khiyelang) | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 8,000,000 | | 10,000,000 | | |
| BLMR013 | Construction of bridge | Acornhoek | Powerline | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 500, 000 | | 10,000,000 | 10,000,000 | MIG EDM |
| BLMR014 | Bridge,Rooiboklagte"A" To Rooiboklaagte "B" | Acornhoek | Rooiboklaagte | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | EQ | BLM(Tech) |
| BLMR015 | Tarring of road ,From Bridge-Way To Sigagule | Acornhoek | Sigagule | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 16,000,000 | MIG | EDM |
| BLMR016 | Re-gravelling of road | Agincourt | Lisbon Ximhungwe | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 1, 000, 000 | | 8,000,000 | EQ | BLM |
| BLMR017 | Tarring of road from Rolle/Oakley via Ximhungwe | Agincourt | M.P Stream Ximhungwe Agincourt Croquetlawn | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 60, 000, 000 | | 40,000,000 | MIG | BLM(Tech) |
| BLMR018 | Tarring of road from Arthurseat to Mkhululine | Casteel | Arthurseat Mkhululine | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 6, 000, 000 | | 20,000,000 | EQ | EDM |

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|---------|--|-----------|---------------------|--|---|--------------|---------------|------------|-------------------|-----------------------------|
| BLMR019 | Construction of Foot Bridge | Casteel | Casteel | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 400,000 | | | MIG | BLM(Tech) |
| BLMR003 | Re-gravelling of road from Casteel to Zoeknog | Casteel | Casteel Zoeknog | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 1, 000, 000 | | | National treasury | Dept of Roads and Transport |
| BLMR020 | Tarring of road ,Casteel, Zoeknog & Sofaya | Casteel | Casteel | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 17,000,000 | 17,000,000 | MIG | BLM(Tech) |
| BLMR021 | Tarring of road Tsuvulani to Casteel phase 2 | Casteel | Tsuvulani Casteel | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 15, 000, 000 | | 3,000,000 | MIG | BLM(Tech) |
| BLMR022 | Tarring of road, Casteel To Dingleydale | Casteel | Casteel LCH | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 12,000,000 | 15,000,000 | MIG | EDM |
| BLMR023 | Tarring of road from Ga-Mthakathi to Wales Phase 2 | Casteel | Ga-Mthakathi Wales | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 6, 000, 000 | 12,000,000 | 12,000,000 | National Treasury | Dept of Roads and Transport |
| BLMR024 | Tarring of internal streets | Dwarsloop | Dwarsloop | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 000, 000 | 20,000,000.00 | | MIG | BLM(Tech) |
| BLMR025 | Tarring of road Motibidi to Masakeng (14km) | Dwarsloop | Dwarsloop | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 20,000,000 | 25,000,000 | MIG | BLM(Tech) |
| BLMR028 | Tarring of Road from Boikhutso to MP Stream | Dwarsloop | Boikhutso MP Stream | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000,000 | | MIG | BLM(Tech) |

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| BLMR026 | Construction of Bridge, Clare "A" To Hluvukani | Hluvukani | Clare A (New Settlement) | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,500,000 | | MIG | BLM(Tech) |
| BLMR027 | Opening of entrance street from main road to Delano (Ka-Shortly) | Hluvukani | Delane (Ka-Shortly) | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 500, 000 | | MIG | BLM(Tech) |
| BLMR029 | Tar Entrance road To Share Village Through Hluvukani | Hluvukani | Eglington B (Share) | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 2,000,000 | | MIG | BLM(Tech) |
| BLMR030 | Tarring of road from Athol via Utah to Garagate | Hluvukani | Athol | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 25,000,000 | 25,000,000 | MIG | BLM(Tech) |
| BLMR031 | Tarring of road from Ludlow to Share | Hluvukani | Ludlow | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 3,000,000 | MIG | BLM(Tech) |
| BLMR032 | Tarring of road from Cottondale to Manyeleti phase 4. 4km | Hluvukani | Manyeleti camp | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 8,000,000 | | National treasury | Dept of roads and Transport |
| BLMR033 | Tarring of road, from Welverdiend Orpen road via Hluvukani to Athol Utah turnoff | Hluvukani | Wolverdiend | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 35,000,000 | 35,000,000 | MIG | EDM |
| BLMR034 | Tarring of road , Lisbon to Ximhungwe road | Lillydale | Thulamahashe & Lisbon | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 25,000,000 | 25,000,000 | National Treasury | Dept of Roads and Trans |
| | Construction of Bridge: Sommerset to Lillydale | Lillydale | Sommerset | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 1, 000, 000 | | | EQ | BLM(Tech) |

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|---------|--|-----------|------------|--|---|-------------|------------|------------|-----|-----------|
| | Construction of Bridge: Justicia | Lillydale | Justicia | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 1, 500, 000 | | | EQ | BLM(Tech) |
| | Construction of Storm-water channel | Lillydale | Huntington | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 1, 000, 000 | | | EQ | BLM(Tech) |
| BLMR035 | Tarring New roads Belfast, Somerset and Justicia D4382/84 | Lillydale | Belfast | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 20,000,000 | 20,000,000 | MIG | EDM |
| BLMR036 | Paving of road, Brantan (Alexandria) To Graveyard | Mariti | Alexandria | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 5,000,000 | | MIG | BLM(Tech) |
| BLMR037 | Construction of culverts Khulong primary school (Alexandria) | Mariti | Alexandria | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000 | | MIG | BLM(Tech) |
| BLMR038 | Construction of 2 bridges Jim brown | Mariti | Jim Brown | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 6,000,000 | | MIG | |
| BLMR039 | Tarring of road from Jim brown to Tsakane | Mariti | Jim Brown | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 25,000,000 | 25,000,000 | MIG | BLM(Tech) |
| BLMR040 | Construction of Bridge Petanenge & Fontana | Mariti | Fontana | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 400,000 | | MIG | BLM(Tech) |
| BLMR041 | Paving of road ,Mkhukhumba High School To Main road | Mariti | Mariti | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 4,000,000 | | MIG | BLM(Tech) |

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|---------|---|--------|----------------------|--|---|-------------|------------|------------|-----|-----------|
| BLMR004 | Tarring of road from Thusanang to Marongwane Phase 2 | Mariti | Thusanang Marongwane | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 2, 000, 000 | | 20,000,000 | MIG | BLM(Tech) |
| BLMR042 | Paving of road ,Rindzani High School To Main road | Mariti | Madras | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 4,000,000 | | MIG | |
| BLMR043 | Paving of road ,Lamulelani High School To Main road | Mariti | Madras | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 4,000,000 | | MIG | |
| | Tarring of road | Mariti | Halimela | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3,000,000 | | | MIG | BLM |
| BLMR044 | Tarring of road from Marite to Hoxani via Madras D3973/2 | Mariti | Mariti Central | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 25,000,000 | 25,000,000 | MIG | EDM |
| BLMR045 | Tarring / paving and storm water drainage of internal streets | Mariti | Marongwane | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 3,000,000 | MIG | BLM(Tech) |
| BLMR046 | Tarring of road from Thusanang to Marongwane | Mariti | Thusanang | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR047 | Construction of Bridge Mgiba Skom | Mariti | Mgiba | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR048 | Tarring / paving and storm water drainage of internal streets | Mariti | Mgiba | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 3,000,000 | MIG | BLM(Tech) |

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|---------|---|----------|-------------------|--|---|-------------|------------|------------|-----|-----------|
| BLMR049 | Construction of Bridge, Sandford To Mariti | Mariti | Sandford B | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 3,000,000 | MIG | BLM(Tech) |
| BLMR050 | Construction of Bridge Makotapenini Sandford to Deep down | Mariti | Sandford B | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR051 | Paving of road from Serishe to Magraskop graveyard | Mariti | Shatleng | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000,000 | | MIG | BLM(Tech) |
| BLMR052 | Construction of Speed humps | Maviljan | Maviljan location | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 1,000,000 | 1,000,000 | MIG | BLM(Tech) |
| BLMR053 | Extension of access road in Maviljan township to Matengteng | Maviljan | Maviljan location | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000,000 | 15,000,000 | MIG | BLM(Tech) |
| BLMR054 | Construction of overhead bridge | Maviljan | Bushbuckridge | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 500, 000 | | | MIG | BLM(Tech) |
| BLMR055 | Tarring of Maviljan access road | Maviljan | Bushbuckridge | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 000, 000 | | | MIG | BLM(Tech) |
| BLMR056 | Tarring / paving and storm water drainage of internal streets | Maviljan | Mphenyatsatsi | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 2,000,000 | | | EQ | BLM(Tech) |

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|---------|---|----------|-------------------------------|--|---|--------------|-------------|------------|-------------------|-------------------------|
| BLMR057 | Construction of Ring road | Maviljan | Bushbuckridge | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 40,000,000 | | | MIG | BLM(Tech) |
| BLMR058 | Construction of bridge | Mkhuhlu | Goromani | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 30, 000, 000 | 4,000,000 | | National Treasury | Dept of Roads and Trans |
| BLMR059 | Tarring of road from Hoxani to Goromani | Mkhuhlu | Goromani | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 000, 000 | 20,000,000 | 20,000,000 | EQ/MIG | BLM(Tech) |
| BLMR060 | Tarring of road from Mkhuhlu to Mashonameni. Phase 2 | Mkhuhlu | Mkhuhlu | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 7, 000, 000 | 20,000,000 | MIG | BLM(Tech) |
| BLMR061 | Refurbishment of Mkhuhlu streets | Mkhuhlu | Mkhuhlu | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 5,000,000 | | | EQ | BLM(Tech) |
| BLMR062 | Tarring of road from Shatleng to Ma-canget | Shatale | Dospan | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 3,000,000 | MIG | BLM(Tech) |
| BLMR063 | Construction of bridge between Matlalong and Garden city tavern | Shatale | Madjembeni | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR064 | Construction of bridge. Motibidi and Thabakgolo | Shatale | Thabakgolo | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR065 | Tarring of road from Thabakgolo to Rainbow phase 2 | Shatale | Thabakgolo Rainbow Madjembeni | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 5, 000, 000 | | | EQ | BLM |

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|---------|---|---------|------------------|--|---|------------|------------|------------|-----|-----------|
| BLMR066 | Tarring of road from Shatale zone 1 to Main road | Shatale | Shatale | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 4,000, 000 | | | EQ | BLM |
| BLMR067 | Tarring of road London (Thabakgolo) to Violet bank A phase 2 Road, 5 km | Shatale | London | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 20,000,000 | | MIG | BLM(Tech) |
| BLMR068 | Construction of Bridge ,Madjembeni To Zoeknog | Shatale | Madjembeni | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR069 | Tarring of road from Violet Bank A via Hlamalani to Demulani road | Shatale | Orinoco A | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 20,000,000 | 25,000,000 | MIG | EDM |
| BLMR070 | Rehabilitation of streets and storm water drainage. | Shatale | Chris Hani | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR071 | Construction of bridge from Relani C Baromeng | Shatale | Relani C | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 3,000,000 | | MIG | BLM(Tech) |
| BLMR072 | Tarring of road from Shalden via Ndlamakhosi to Relani C | Shatale | Relani C | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 11,000,000 | 20,000,000 | MIG | EDM |
| BLMR073 | Paving of road Shatale resource centre | Shatale | Shatale township | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 6,000,000 | | MIG | BLM(Tech) |
| BLMR074 | Tarring of road from Thabakgolo to Violetbank | Shatale | Thabakgolo | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 5,000,000 | | MIG | BLM(Tech) |

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|---------|--|--------------|-------------------|--|---|-------------|------------|------------|-----|-----------|
| BLMR075 | Tarring of road from Rainbow via Madjembeni to Mphenyatsatsi D3967 | Shatale | Thabakgolo | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 24,000,000 | 30,000,000 | MIG | EDM |
| BLMR076 | tarring of road Violent bank A to Madjembeni via Thibadiboye | Shatale | Violet Bank A | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000,000 | | MIG | BLM(Tech) |
| BLMR077 | Tarring of road from Rolle A via Edinburgh to Burlington | Thulamahashe | Edinburgh | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 25,000,000 | 30,000,000 | MIG | EDM |
| BLMR078 | Tarring of road from Arthurseat via Dingleydale to New forest | Thulamahashe | Dingleydale | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | 10,000,000 | 15,000,000 | MIG | EDM |
| BLMR079 | Tarring of internal streets | Thulamahashe | Thulamahashe | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 3, 000, 000 | | | EQ | BLM(Tech) |
| BLMR080 | Tarring of road from Thulamahashe to Orinocco via Dingleydale road | Thulamahashe | Thulamahashe town | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | | | 16,000,000 | MIG | BLM(Tech) |
| | Construction of Bridge: Dumphries | Thulamahashe | Dumphries | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 5, 000,000 | | | EQ | BLM(Tech) |
| | Construction of bridge from MP stream to Majeke | Thulamahashe | MP Stream | Provision of Roads, bridges and Storm water Infrastructure | Eradicate backlog of roads, Bridges and Storm water drainage. | 5, 000, 000 | | | EQ | BLM(Tech) |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Electricity Projects

| IDP NUMBER | Project Name | Project Location | Project Beneficiaries | Project Objective | Key Performance Indicator | Period/ Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|--------------------------------|------------------|--|--------------------------|-------------------------------------|--------------------------|------------------|------------------|--------------------|---------------------|
| ES001 | Electrification of Households | Acornhoek | Buffelshoek | Provision of Electricity | 41 | 3, 220, 500 | | | Mineral Energy and | Eskom |
| ES002 | Construction of Hi-mast lights | Acornhoek | Moloro (97) | Provision of Electricity | Access to electricity to households | 921, 500 | | | | |
| ES006 | Electrification of Households | Hluvkani | Andover Utah (79) | Provision of Electricity | 100 | 1, 491, 500 | | 300,000 | Mineral Energy and | Eskom |
| ES003 | Electrification of Households | Casteel | Ndzaku ka Xintavane (98) Mosipa (47) Ratanang (91) | Provision of Electricity | 100 | 270, 000 | | | Mineral Energy and | Eskom |
| ES005 | Electrification of Households | Lillydale | Cork ka Dube (287) | Provision of Electricity | 100 | 3, 600, 000 | | | Mineral Energy and | Eskom |
| ES007 | Electrification of Households | Lillydale | Sommerset(250) | Provision of Electricity | 100 | 3, 000, 000 | | | Mineral Energy and | Eskom |
| ES008 | Electrification of Households | Thulamahashe | Kumani(235) | Provision of Electricity | 100 | 3, 600, 000 | | | Mineral Energy and | Eskom |

UPGRADING OF SUBSTATION

| | Project Name | Project Location | Project Beneficiaries | Project Objective | Key Performance Indicator | Period Budget 2008/ 2009 | Source of Funding | Implementing Agent |
|-------|-------------------------|------------------|-----------------------|---------------------------------|----------------------------------|--------------------------|--------------------|--------------------|
| ES009 | Upgrading of Substation | Acornhoek | Acornhoek | Provision of Electricity supply | Eradicate Backlog on Electricity | 9,000,000 | Mineral and Energy | Eskom |

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|-------|--------------------------------|-----------------|--------------|---------------------------------|----------------------------------|--------------|--------------------|-------|
| ES010 | Electrification of house holds | BBR Communities | All Regions | Provision of Electricity supply | Eradicate Backlog on Electricity | 500, 000 | Mineral and Energy | Eskom |
| ES011 | Upgrading of Substation | Dwarsloop | N'warhele | Provision of Electricity supply | Eradicate Backlog on Electricity | 14,000,000 | Mineral and Energy | Eskom |
| ES012 | Upgrading of Substation | Lillydale | Cheetah | Provision of Electricity supply | Eradicate Backlog on Electricity | 14, 000, 000 | Mineral and Energy | Eskom |
| ES013 | Upgrading of Substation | Mkhuhlu | Mkhuhlu | Provision of Electricity supply | Eradicate Backlog on Electricity | 11,000,000 | Mineral and Energy | Eskom |
| ES014 | Upgrading of Substation | Thulamahashe | Thulamahashe | Provision of Electricity supply | Eradicate Backlog on Electricity | 14, 000, 000 | Mineral and Energy | Eskom |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Waste disposal Projects

| Project ID | Project Name and number of units | Project Location | Project Beneficiaries | Project Objectives | Key Performance Indicator | Period / Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|--------------------------------------|------------------|-----------------------|----------------------------------|---------------------------|---------------------------|------------------|------------------|-------------------|---------------------|
| BLMWD001 | Construction of waste Disposal sites | Acornhoek | Acornhoek Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |
| BLMWD002 | Construction of waste Disposal sites | Agincourt | Agincourt Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |

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|----------|---|---------------|------------------------|----------------------------------|---------------------|-------------|-----------|--|-----|-------------|
| BLMWD003 | Implementation of waste management plan | BBR Community | All regions | Provision of Waste disposal site | Healthy Environment | 1, 000, 000 | | | MIG | BLM (L.E.D) |
| BLMWD004 | Construction of waste Disposal sites | Casteel | Casteel Community | Provision of Waste disposal site | Healthy Environment | | 1.500,000 | | MIG | BLM (L.E.D) |
| BLMWD005 | Construction of waste Disposal sites | Dwarsloop | Dwarsloop Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |
| BLMWD006 | Construction of waste Disposal sites | Hluvukani | Hluvukani Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |
| BLMWD007 | Construction of waste Disposal sites | Lillydale | Lillydale Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |
| BLMWD008 | Construction of waste Disposal sites | Mariti | Mariti Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |
| BLMWD009 | Construction of waste Disposal sites | Maviljan | Maviljan Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |
| BLMWD010 | Construction of waste Disposal sites | Shatale | Shatale Community | Provision of Waste disposal site | Healthy Environment | | 1.500.000 | | MIG | BLM (L.E.D) |
| BLMWD011 | Construction of waste Disposal sites | Thulamahashe | Thulamahashe Community | Provision of Waste disposal site | Healthy Environment | | 1,500,000 | | MIG | BLM (L.E.D) |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Housing Projects

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period / Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|--|------------------|-----------------------|----------------------|---------------------------|---------------------------|------------------|------------------|-------------------|---------------------|
| BLMHL001 | Construction Individual (BNG) housing subsidies | BBR Community | All Regions | Provision of houses | Access to proper housing | 20, 000, 000 | | | National Treasury | DPLGH |
| BLMHL002 | Construction of PHP houses | BBR Community | All Regions | Provision of houses | Access to proper housing | 1, 000, 000 | | | EQ | BLM |
| BLMHL003 | Completion of houses built during 1994 to 2002 (100 Units) | BBR Community | All Regions | Provision of houses | Access to proper housing | 2, 400, 000 | | | National Treasury | DPLGH |
| BLMHL004 | Construction of RDP houses (100 Units) | BBR Community | All Regions | Provision of houses | Access to proper housing | 6,000,000 | | | National Treasury | DPLGH |
| BLMHL005 | Construction of PHP Houses (200 Units) | BBR Community | All Regions | Provision of houses | Access to proper housing | 12,000,000 | 10, 000, 000 | 15, 000,000 | National Treasury | DPLGH |
| BLMHL006 | Construction of rural housing units | BBR Community | All Regions | Provision of houses | Access to proper housing | 4,000,000 | 6, 000, 000 | 8, 000, 000 | National Treasury | Public works |
| BLMHL007 | Renovation of Government buildings | Thulamahashe | Thulamahashe | Provision of Offices | Access to office space | 1, 000, 000 | | | National Treasury | Public works |

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|----------|----------------------------------|----------|----------|----------------------|--------------------------|--------------|--|--|-------------------|--------------|
| BLMHL008 | Renovation of Government offices | Mkhuhlu | Mkhuhlu | Provision of Offices | Access to office space | 1, 000, 000 | | | National Treasury | Public works |
| | Maviljan Housing development | Maviljan | Maviljan | Provision of Offices | Access to proper housing | 20, 000, 000 | | | National Treasury | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Safety and Security

| Project ID | Project Name and number of units | Project Location | Project Beneficiaries | Project Objectives | Key Performance Indicator | Period / Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|---------------------------------------|------------------|-----------------------|---------------------|---------------------------|-----------------------------|---------------------|------------------------------|
| BLMS001 | Upgrading of satellite police station | Hluvukani | Hluvukani | Safety and security | Safety Environment | 2, 000, 000 | Safety and security | Dept. of Safety and Security |
| BLMS002 | Satellite Police Stations | Casteel | Casteel | Safety and Security | Safety Environment | 1, 000, 000 | National Treasury | Dept of safety and Security |
| BLMS001 | Construction of new police station | Maviljan | Bushbuckridge | Safety and Security | Safety Environment | 20, 000, 000 | National Treasury | Dept of safety and Security |
| BLMS003 | Magistrate court | Mkhuhlu | Mkhuhlu | Safety and Security | Safety Environment | 10, 000, 000 | National Treasury | DoJ |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Projects from the Department of Education

| Project ID | Project Name | Project Location / Circuit | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|--------------|----------------------------|-----------------------|-------------------|---------------------------|---------------------------|-------------------|---------------------|
|------------|--------------|----------------------------|-----------------------|-------------------|---------------------------|---------------------------|-------------------|---------------------|

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|----------|------------------------------------|--------------------|-------------------------|---|------------------|-------------|-----|-----|
| BLMED001 | Refurbishment of unsafe structures | Oakley | Plaatjie Primary | Refurbishment of toilets, library and computer centre | Safer structures | 11 000, 00 | DoE | DPW |
| BLMED007 | Building of Classrooms | Cunningmoore | Cunningmoore Primary | Provision of Classrooms | Classrooms | 11, 836, 00 | DoE | DPW |
| BLMED003 | Refurbishment of unsafe structures | Lehukwe | Ntsoenyane Primary | Refurbishment of toilets, library and computer centre | Safer structures | 9 000, 00 | DoE | DPW |
| BLMED005 | Building of classrooms | Mahlale Secondary | Wolverdind | Provision of Classrooms | classrooms | 12, 199. 00 | DoE | DPW |
| BLMED002 | Refurbishment of unsafe structures | Mariti | Halemela Secondary | Refurbishment of toilets, library and computer centre | Safer structures | 15 000, 00 | DoE | DPW |
| BLMED006 | Building of classrooms | Maviljan | Bushbuckridge Secondary | Provision of Classrooms | Classrooms | 7, 000, 00 | DoE | DPW |
| BLMED004 | Building of additional classrooms | Nkwenkwezi Primary | Dwarsloop | Provision of Classrooms | Classrooms | 24, 432. 00 | DoE | DPW |
| BLMED008 | Building of Classrooms | Rooiboklaagte | Chueu Primary | Provision of Classrooms | Classrooms | 11, 981, 00 | DoE | DPW |
| BLMED009 | Renovations of classrooms | Agincourt | Zogode | Provision of Classrooms | Classrooms | 155 610 | DoE | DPW |
| BLMED010 | Renovations of classrooms | Casteel | Lekanang | Provision of Classrooms | Classrooms | 127 80.65 | DoE | DPW |
| BLMED011 | Renovations of classrooms | Cottendale | Sehlekyabe | Provision of Classrooms | Classrooms | 109 850 | DoE | DPW |
| BLMED012 | Renovations of classrooms | Greenvalley | Magwagwaza | Provision of Classrooms | Classrooms | 188 640 | DoE | DPW |
| BLMED013 | Renovations of classrooms | Greenvalley | Mahashe | Provision of Classrooms | Classrooms | 169 600 | DoE | DPW |
| BLMED014 | Renovations of classrooms | Regional Office | Hoxani EDC | Provision of Classrooms | Classrooms | 280 481.52 | DoE | DPW |

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|----------|---|-----------|-------------------|-------------------------|------------|------------|-----|-----|
| BLMED015 | Renovations of classrooms | Lehukwe | Tiyimeleni | Provision of Classrooms | Classrooms | 137 628.46 | DoE | DPW |
| BLMED016 | Renovations of classrooms | Lehukwe | Mavimbela | Provision of Classrooms | Classrooms | 323 484 | DoE | DPW |
| BLMED017 | Renovations of classrooms | Dwarsloop | Dwarsloop Circuit | Provision of Classrooms | Classrooms | 42 339.96 | DoE | DPW |
| BLMED018 | Renovations of classrooms | Manyeleti | Mugena | Provision of Classrooms | Classrooms | 44 318.61 | DoE | DPW |
| BLMED019 | Renovations of classrooms | Manyeleti | Nxalati | Provision of Classrooms | Classrooms | 78 000 | DoE | DPW |
| BLMED020 | Renovations of classrooms | Maviljan | Burney | Provision of Classrooms | Classrooms | 154 990 | DoE | DPW |
| BLMED021 | Renovations of classrooms | Maviljan | Bushbuckridge | Provision of Classrooms | Classrooms | 176 637.30 | DoE | DPW |
| BLMED022 | Renovations of classrooms | Maviljan | Maviljan | Provision of Classrooms | Classrooms | 103 770.26 | DoE | DPW |
| BLMED023 | Renovations of classrooms and removal of asbestos roof: Block and cleaning of ceiling | Mkhuhlu | Phaphama | Provision of Classrooms | Classrooms | 491 368.50 | DoE | DPW |
| BLMED024 | Renovations of classrooms | Mkhuhlu | Gezinqondho | Provision of Classrooms | Classrooms | 9 349 | DoE | DPW |
| BLMED025 | Renovations of classrooms | Mkhuhlu | Madzuma | Provision of Classrooms | Classrooms | 121 735.79 | DoE | DPW |
| BLMED026 | Renovations of classrooms | Mkhuhlu | Twasani | Provision of Classrooms | Classrooms | 129 988.50 | DoE | DPW |
| BLMED027 | Renovations of classrooms | Shatale | Relani | Provision of Classrooms | Classrooms | 112 110 | DoE | DPW |
| BLMED028 | Renovations of classrooms | Shatale | Sedibeng | Provision of Classrooms | Classrooms | 112 741 | DoE | DPW |

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|----------|---------------------------|--------------|----------|-------------------------|------------|------------|-----|-----|
| BLMED029 | Renovations of classrooms | Thulamahashe | Mzimba | Provision of Classrooms | Classrooms | 376 935.30 | DoE | DPW |
| BLMED030 | Renovations of classrooms | Ximhungwe | Hlomani | Provision of Classrooms | Classrooms | 401 475 | DoE | DPW |
| BLMED031 | Renovations of classrooms | Ximhungwe | Njonjela | Provision of Classrooms | Classrooms | 148 781.40 | DoE | DPW |
| BLMED032 | Renovations of classrooms | Ximhungwe | Bondzeni | Provision of Classrooms | Classrooms | 468 576.50 | DoE | DPW |

SANITATION FOR SCHOOLS

| | | | | | | | | |
|----------|------------------------|-------------|------------------------------------|-------------------------|------------|--|-----|-----|
| BLMED033 | Sanitation for schools | Agincourt | Langa Daniye | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED034 | Sanitation for schools | Arthurseat | Lekete Maripe | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED035 | Sanitation for schools | Cottendale | Madile Mpisi | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED036 | Sanitation for schools | Casteel | MO Mashego Matlushe Motlamogale | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED037 | Sanitation for schools | Dwarsloop | Saselani Hlamalani | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED038 | Sanitation for schools | Greenvalley | Magwagwaza Maotole | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED039 | Sanitation for schools | Lehukwe | Alexandria Cunningmoore | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED040 | Sanitation for schools | Manyeleti | Hlalakahle N'wamacingele Matikinya | Provision of Sanitation | Sanitation | | DoE | DPW |

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|--------------------------|------------------------|------------|----------------------------|-------------------------|------------|-----------------------|------------|------------|
| BLMED041 | Sanitation for schools | Marite | Marongwane Primary | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED042 | Sanitation for schools | Maviljan | Ntlie Magabotse | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED043 | Sanitation for schools | Mkhuhlu | Thwasani Pensele Matikwana | Provision of Sanitation | Sanitation | | DoE | DPW |
| BLMED044 | Sanitation for schools | Shatale | Matlolane Letshele | Provision of Sanitation | Sanitation | | DoE | DPW |
| TOTAL BUDGET | | | | | | R 2 000 000.00 | DoE | DPW |
| WATER FOR SCHOOLS | | | | | | | | |
| BLMED045 | Water for schools | Cottdale | Ekson Masotja Chiloane | Provision of water | Water | | DWAF | DPW |
| BLMED046 | Water for schools | Cottdale | Thepanang | Provision of water | Water | | DWAF | DPW |
| BLMED047 | Water for schools | Cottdale | Sebosegolo sa Mapulana | Provision of water | Water | | DWAF | DPW |
| BLMED048 | Water for schools | Lehukwe | Hlangalezwe | Provision of water | Water | | DWAF | DPW |
| BLMED049 | Water for schools | Arthurseat | N.P Mathabela | Provision of water | Water | | DWAF | DPW |

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|----------|-------------------|------------|-----------------------|--------------------|-------|--|------|-----|
| BLMED050 | Water for schools | | Moholoholo | Provision of water | Water | | DWAF | DPW |
| BLMED051 | Water for schools | Cottendale | Semonate | Provision of water | Water | | DWAF | DPW |
| BLMED052 | Water for schools | Arthurseat | Phatsedi | Provision of water | Water | | DWAF | DPW |
| BLMED053 | Water for schools | Mariti | Skapa Ndoda Mashabiya | Provision of water | Water | | DWAF | DPW |
| BLMED054 | Water for schools | Agincourt | Nyamande | Provision of water | Water | | DWAF | DPW |
| BLMED055 | Water for schools | Mariti | N'wamahumana | Provision of water | Water | | DWAF | DPW |
| BLMED056 | Water for schools | Arthurseat | Lethipele | Provision of water | Water | | DWAF | DPW |
| BLMED057 | Water for schools | Cottendale | Letsaile Chiloane | Provision of water | Water | | DWAF | DPW |
| BLMED058 | Water for schools | Mariti | Makorompane | Provision of water | Water | | DWAF | DPW |
| BLMED059 | Water for schools | Arthurseat | Senianya | Provision of water | Water | | DWAF | DPW |
| BLMED060 | Water for schools | Manyeleti | Matikinya | Provision of water | Water | | DWAF | DPW |

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|----------|-------------------|------------|-------------|--------------------|-------|--|------|-----|
| BLMED061 | Water for schools | Cottondale | Mhlangana | Provision of water | Water | | DWAF | DPW |
| BLMED062 | Water for schools | Mariti | M.P Mokoena | Provision of water | Water | | DWAF | DPW |
| BLMED063 | Water for schools | Dwarsloop | Qokisa | Provision of water | Water | | DWAF | DPW |
| BLMED064 | Water for schools | Ximhungwe | Mandondo | Provision of water | Water | | DWAF | DPW |
| BLMED065 | Water for schools | Dwarsloop | Soshangane | Provision of water | Water | | DWAF | DPW |
| BLMED066 | Water for schools | Mariti | Madukulushe | Provision of water | Water | | DWAF | DPW |
| BLMED067 | Water for schools | Lehukwe | Tamajane | Provision of water | Water | | DWAF | DPW |
| BLMED068 | Water for schools | Cottondale | Mphaku | Provision of water | Water | | DWAF | DPW |
| BLMED069 | Water for schools | Ximhungwe | Ngaleni | Provision of water | Water | | DWAF | DPW |
| BLMED070 | Water for schools | Arthurseat | Arthurseat | Provision of water | Water | | DWAF | DPW |
| BLMED071 | Water for schools | Mariti | Mathipe | Provision of water | Water | | DWAF | DPW |

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|---------------------|-------------------|--------------|-----------|--------------------|-------|---------------------|-------------|------------|
| BLMED072 | Water for schools | Marit | Bakutswe | Provision of water | Water | | DWAF | DPW |
| BLMED073 | Water for schools | Thulamahashe | Ndwandwe | Provision of water | Water | | DWAF | DPW |
| BLMED074 | Water for schools | Shatale | Mmasekobe | Provision of water | Water | | DWAF | DPW |
| BLMED075 | Water for schools | Mariti | Halemela | Provision of water | Water | | DWAF | DPW |
| TOTAL BUDGET | | | | | | R 2 000, 000 | DWAF | DPW |

BUSHBUCKRIDGE LOCAL MUNICIPALITY**HEALTH PROJECTS**

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period / Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|--------------|------------------|-----------------------|--|--|---------------------------|------------------|------------------|-------------------|---------------------|
| BLMH001 | New clinic | Acornhoek | Acornhoek | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 7,000,000 | | National Treasury | Dept Public Works |
| BLMH002 | New clinic | Acornhoek | Brooklyn | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 5,000,000 | - | National Treasury | Dept Public Works |
| BLMH003 | New clinic | Acornhoek | Buffelshoek | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 5,000,000 | | National Treasury | Dept Public Works |
| BLMH004 | New clinic | Agincourt | Xanthia | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | 100, 000 | - | | National Treasury | Dept Public Works |
| BLMH005 | New clinic | Dwarsloop | Dwarsloop | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | 3, 500, 000 | | | National Treasury | Dept Public Works |
| BLMH006 | New clinic | Hluvukani | Hluvukani | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 7,000,000 | | National Treasury | Dept Public Works |

| | | | | | | | | | | |
|---------|----------------|--------------|----------------|--|--|-----------|-----------|-----------|-------------------|-------------------|
| BLMH007 | New clinic | Hluvukani | Ludlow | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 5,000,000 | | National Treasury | Dept Public Works |
| BLMH008 | New clinic | Hluvukani | Tlhavekisa | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | | 8,000,000 | National Treasury | Dept Public Works |
| BLMH009 | New clinic | Hluvukani | Utah A & B | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 7,000,000 | - | National Treasury | Dept Public Works |
| BLMH010 | New clinic | Mariti | Alexandria | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | - | 8,000,000 | National Treasury | Dept Public Works |
| BLMH011 | Pay points | Maviljan | Bushbuck Ridge | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | 1,500,000 | | | National Treasury | Dept Public Works |
| BLMH012 | New clinic | Mkhuhlu | Calcutta B | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | | 8,000,000 | National Treasury | Dept Public Works |
| BLMH013 | Upgrade clinic | Mkhuhlu | Oakley | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 5,000,000 | - | National Treasury | Dept Public Works |
| BLMH014 | New clinic | Thulamahashe | Dingleydale | Provision of Hospitals, Health centers and Clinics | Eradicate backlog on Health Facilities | | 3,000,000 | - | National Treasury | Dept Public Works |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Spatial Planning and Land Use Management

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|--|-------------------------|-------------------------|--|---------------------------|---------------------------|-------------------|---------------------|
| BLMLU003 | Public precinct, 3 overhead bridges over railway line Including Greening street lighting and paving. | Acornhoek | Acornhoek | Enhance the Neighborhoods for socio-economic development | Neighborhoods development | 17, 000, 000 | NDPG | BLM |
| BLMLU007 | Formalization/ Land tenure upgrading | Acornhoek | Acornhoek | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| BLMLU007 | Formalization/ Land tenure upgrading | Acornhoek | Ka-Zitha | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| BLMLU007 | Formalization/ Land tenure upgrading | Acornhoek | Phelandaba | Improve security of tenure | Tenure security | 2, 000, 000 | EQ | BLM |
| BLMLU008 | Formalization/ Land tenure upgrading | Agincourt | Agincourt | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| BLMLU004 | Thusong centre (one stop shop and state of Art) Including Greening street lighting and paving. | Bushbuckridge/ Maviljan | Bushbuckridge/ Maviljan | Enhance the Neighborhood for socio-economic development | Neighborhood development | 44, 000, 000 | NDPG | BLM |
| BLMLU009 | Formalization/ Land tenure upgrading | Casteel | Casteel | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Spatial Planning and Land Use Management

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|--------------------------------------|------------------|------------------------------|---|---------------------------|---------------------------|-------------------|---------------------|
| | Formalization/ Land tenure upgrading | Dwarsloop | Dwarsloop | Improve security of tenure | Tenure security | 1, 000, 000 | EDM | BLM |
| | Formalization of settlement | Dwarsloop | Arthurstone (Buyisonto) | Improve security of tenure | Tenure security | 400, 000 | EQ | BLM |
| | Shopping complex | Dwarsloop | Dwarsloop | Improve security of tenure | Tenure security | | Private Sector | Private Sector |
| | Shopping complex | To be Identified | To be Identified | Improve security of tenure | Tenure security | | Private Sector | Private Sector |
| BLMLU002 | Educational precinct, Sport precinct | Dwarsloop | Dwarsloop | Enhance the Neighborhood for socio-economic development | Neighborhood development | 17, 000, 000 | NDPG | BLM |
| BLMLU011 | Formalization/ Land tenure upgrading | Hluvukani | Welverdiend Welverdiend ext. | Improve security of tenure | Tenure security | 1, 000, 000 | MSIG | BLM |
| | Formalization/ Land tenure upgrading | Hluvukani | Hluvukani | Improve security of tenure | Tenure security | 2, 000, 000 | EQ | BLM |
| | Shopping complex | Hluvukani | Hluvukani | Improve security of tenure | Tenure security | | Private sector | Private sector |
| | Formalization/ Land tenure upgrading | Hluvukani | Islington | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Spatial Planning and Land Use Management

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|--|------------------|---------------------------|--|---------------------------|---------------------------|-------------------|---------------------|
| BLMLU012 | Formalization/ Land tenure upgrading | Lillydale | Lillydale | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| | Formalization/ Land tenure upgrading | Lillydale | Ronaldsey | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| | Formalization/ Land tenure upgrading | Mariti | Mariti | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| | Shooping complex | Mariti | Mariti | Improve security of tenure | Tenure security | 1, 000, 000 | Private sector | Private sector |
| BLMLU018 | Formalization of Mandela Village | Maviljan | Mandela Maviljan | Improve security of tenure | Tenure security | 1, 500, 000 | EQ | BLM |
| BLMLU018 | Formalization of Mandela Village | Maviljan | College View | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| | Formalization of CBD Urban renewal project | Maviljan | Bushbuckridge | Enhance the Neighborhoods for socio-economic development | Neighborhood development | 12, 801, 000 | NDPG | BLM |
| BLMLU005 | Tourism precinct, cultural center, and heritage centre. Including Greening street lighting and paving. | Mkhuhlu | Mkhuhlu | Enhance the Neighborhoods for socio-economic development | Neighborhood development | 39, 000, 000 | NDPG | BLM |
| | Formalization/ Land tenure upgrading | Mkhuhlu | Mkhuhlu Town and Malubane | Improve security of tenure | Tenure security | 1, 000, 000 | EDM EQ | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Spatial Planning and Land Use Management

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|---|------------------|-------------------------|---|---------------------------|---------------------------|-------------------|---------------------|
| BLMLU001 | Construction of Shatale sport precinct, Community hall and Library | Shatale | Shatale | Enhance the Neighborhood for socio-economic development | Neighborhoods development | 63, 000, 000 | NDPG | BLM |
| BLMLU018 | Formalization of Mandela Village | Shatale | Shatale Township | Improve security of tenure | Tenure security | 1, 500, 000 | EDM | BLM |
| | Formalization/ Land tenure upgrading | Shatale | Mandela Village | Improve security of tenure | Tenure security | 1, 000, 000 | EQ | BLM |
| BLMLU006 | Educational Precinct, 3 Community park and 1 community hall. Including Greening street lighting and paving. | Thulamahashe | Thulamahashe | Enhance the Neighborhood for socio-economic development | Neighborhood development | 29, 000, 000 | NDPG | BLM |
| | Formalization/ Land tenure upgrading | Thulamahashe | Thulamahashe A, B and C | Improve security of tenure | Tenure security | 1, 000, 000 | EDM | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Local Economic Development projects

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period / Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|---|------------------|-----------------------|--------------------------------------|---------------------------|---------------------------|------------------|------------------|-------------------|---------------------|
| BLML001 | Informal trading facilities (Market Stalls) | Acornhoek | Acornhoek | Job creation and poverty alleviation | Better life for All | | 1,000,000 | | MIG | BLM |
| BLML002 | Tourism resort | Agincourt | Khayelihle / Nkuweni | Job creation and poverty alleviation | Better life for All | | 3,000,000 | | National Treasury | DEAT |
| BLML003 | Morula Project | Agincourt | Newington | Job creation and poverty alleviation | Better life for All | | 1,000,000 | | National Treasury | DEAT |
| BLML005 | Commercialization of Andover and Manyeleti | Hluvukani | Manyeleti / Andover | Job creation and poverty alleviation | Better life for All | 10,000,000 | | | National Treasury | DEAT |
| BLML006 | Utah Game Lodge | Hluvukani | Utah | Job creation and poverty alleviation | Better life for All | 10, 000, 000 | | | National Treasury | DEAT |
| BLML007 | Mnisi resort | Hluvukani | Wolverdam | Job creation and poverty alleviation | Better life for All | 5,000,000 | | | National Treasury | DEAT |
| BLML008 | Inyaka Dam Resort Development | Maviljan | Maviljan | Job creation and poverty alleviation | Better life for All | | 25,000,000 | 25,000,000 | National Treasury | DEAT |
| BLML009 | Nature Reserve Development | Maviljan | Maviljan | Job creation and poverty alleviation | Better life for All | | 15,000,000 | 10,000,000 - | National Treasury | DEAT |
| BLML010 | Resuscitation of Irrigation scheme | Mkhuhlu | Hoxani | Job creation and poverty alleviation | Better life for All | 10,000,000 | | | National treasury | DALA |
| BLML011 | Recycling plant | Mkhuhlu | Mkhuhlu Industrial | Job creation and poverty alleviation | Better life for All | | 3,000,000 | 3,000,000 | MIG | BLM |
| BLML012 | Maize mill | Mkhuhlu | Mkhuhlu Industrial | Job creation and poverty | Better life for All | | 2,000,000 | 12,500,000 | | Agric |

| | | | | | | | | | | |
|---------|---|-----------|---------------------|--------------------------------------|---------------------|--------------|-----------|------------|-------------------|-------|
| | | | | alleviation | | | | | | |
| BLML013 | Meat - cattle & poultry processing plants | Mkhuhlu | Mkhuhlu Industrial | Job creation and poverty alleviation | Better life for All | | 3,000,000 | 12,500,000 | National Treasury | Agric |
| BLML014 | Tourism Development | Lillydale | Cork Thulani | Job creation and poverty alleviation | Better life for All | 10,000,000 | 5,000,000 | | National Treasury | DEAT |
| BLML015 | Resuscitation of irrigation scheme | Lillydale | Saringwa | Job creation and poverty alleviation | Better life for All | 11, 000, 000 | | | National Treasury | DALA |
| BLML016 | Magwanza Resort Development | Mkhuhlu | Magwanza Game Lodge | Job creation and poverty alleviation | Better life for All | 5,000,000 | | | National Treasury | DEAT |
| BLML017 | Farming and Dairy project | Casteel | Zoeknog | Job creation and poverty alleviation | Better life for All | 10,000,000 | | | National Treasury | Agric |
| BLML018 | Kruger to Canyon biosphere | BBR | All regions | Job creation and poverty alleviation | Better life for All | 28 000 000 | | | National Treasury | DEAT |
| BLML019 | Masibuyele emasimini | BBR | Bushbuckridge north | Job creation and poverty alleviation | Better life for All | 17, 500, 000 | | | National Treasury | DALA |
| BLML020 | BBR Nature Reserve | Maviljan | Maviljan | Job creation and poverty alleviation | Better life for All | 5 000 000 | | | National Treasury | MTPA |

| BUSHBUCKRIDGE LOCAL MUNICIPALITY | | | | | | | | |
|---|--|-------------------------|------------------------------|--|----------------------------------|----------------------------------|--------------------------|----------------------------|
| Municipal Institution | | | | | | | | |
| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
| BLMM001 | Construction of Disaster management centre | Dwarsloop | Dwarsloop | Effective and efficient Administration | Viable governance | 7, 000, 000 | MSIG | EDM |
| BLMM004 | Extension of Municipal Offices | Maviljan | BLM | Effective and efficient Administration | Viable governance | 1, 000, 000 | EQ | BLM |
| | Construction of parking and Landscaping | Maviljan | BLM | Effective and efficient Administration | Viable governance | 1, 000, 000 | EQ | BLM |
| | Extension of offices | Maviljan Hluvukani | Maviljan Hluvukani | Effective and efficient Administration | Viable governance | 2, 500, 000 | EQ | BLM |

| BUSHBUCKRIDGE LOCAL MUNICIPALITY | | | | | | | | | | |
|---|---------------------------------------|-------------------------|------------------------------|---|----------------------------------|----------------------------------|-------------------------|-------------------------|--------------------------|----------------------------|
| Sports, Culture and Heritage | | | | | | | | | | |
| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period / Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
| BLMSP001 | Moholoholo Battle field Heritage site | | | Access to sport, culture and recreation | Recreational facilities | 3,000,000 | | | National Treasury | DCSR |
| BLMSP002 | Sport Facilities | Acornhoek | Rooiboklaagte (Champagne) | Access to sport, culture and recreation | Recreational facilities | | 8,000,000 | | National Treasury & MIG | DCSR & BLM |
| BLMSP003 | Sport Facilities | Acornhoek/Green Valley | Acornhoek | Access to sport, culture and recreation | Recreational facilities | | 2,000,000 | 7,000,000 | National Treasury & MIG | DCSR & BLM |

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|----------|--|---------------|---------------------------------------|---|-------------------------|-------------|-------------|-----------|-------------------------|------------|
| BLMSP004 | Sport Facilities | Agincourt | Ximhungwe | Access to sport, culture and recreation | Recreational facilities | 2,000,000 | | | MIG | BLM |
| BLMSP005 | Identification of Heritage site | BBR | All villages | Access to sport, culture and recreation | Recreational facilities | | 10,000,000 | | National Treasury & MIG | DCSR & BLM |
| BLMSP006 | Development of Community parks. | BBR | Timbavati Casteel Newington MP Stream | Access to sport, culture and recreation | Recreational facilities | | 2, 000, 000 | | National Treasury & MIG | DCSR & BLM |
| BLMSP007 | District public viewing site(2010 Soccer) | BBR Community | To be identified | Access to sport, culture and recreation | Recreational facilities | 5, 000, 000 | | | National Treasury | EDM |
| BLMSP008 | Greening Bushbuckridge (in Schools, Libraries and Health facilities) | BBR Community | To be identified | Access to sport, culture and recreation | Recreational facilities | 1,000,000 | | | National Treasury | DCSR |
| BLMSP009 | Construction of Sport Fields phase 2 | Casteel | Rooiboklaagte | Access to sport, culture and recreation | Recreational facilities | 1,000,000 | 2,000,000 | | MIG | BLM |
| BLMSP010 | Construction of Sport Fields | Dwarsloop | Dwarsloop | Access to sport, culture and recreation | Recreational facilities | 1, 500, 000 | 818,400 | | National Treasury & MIG | BLM |
| BLMSP011 | Construction of Sport Fields phase 2 | Hluvukani | Hluvukani | Access to sport, culture and recreation | Recreational facilities | 1, 500, 000 | | | National Treasury & MIG | BLM |
| BLMSP012 | Construction of Sport Fields phase 2 | Mariti | Mariti Mathibela | Access to sport, culture and recreation | Recreational facilities | 2, 000, 000 | 1,250,000 | - | National Treasury & MIG | BLM |
| BLMSP013 | Mkhuhlu stadium phase 2 | Mkhuhlu | Mkhuhlu | Access to sport, culture and recreation | Recreational facilities | | 200,000 | 3,000,000 | National Treasury & MIG | DCSR & BLM |
| BLMSP014 | Sports Complex | Shatale | Shatale | Access to sport, culture and recreation | Recreational facilities | 3, 000, 000 | 21,000,000 | | National Treasury & MIG | DCSR & BLM |
| BLMSP015 | Construction of basketball, Boxing hall, Tennis court and swimming pool. | Thulamahashe | Thulamahashe | Access to sport, culture and recreation | Recreational facilities | 2,000,000 | | | National Treasury & MIG | DCSR & BLM |
| BLMSP017 | Construction of Athletics tracks; Thulamahashe Stadium | Thulamahashe | Thulamahashe | Access to sport, culture and recreation | Recreational facilities | 4, 000, 000 | | | MIG | BLM |
| BLMSP018 | Construction of Library | Thulamahashe | Thulamahashe | Access to sport, culture and recreation | Recreational facilities | 1,000,000 | | | National Treasury | DCSR |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Community Support Services Projects

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period / Budget 2009/2010 | Budget 2010/2011 | Budget 2011/2012 | Source of Funding | Implementing Agency |
|------------|--------------------|------------------|-----------------------|---------------------------------|---------------------------|---------------------------|------------------|------------------|-------------------|---------------------------|
| BLMC001 | Parks | Acornhoek | Acornhoek | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC002 | Parks | Acornhoek | Cottendale | Provision of parks | 1 | | | 500,000 | MIG | BLM |
| BLMC003 | Libraries | Acornhoek | Acornhoek | Provision of Libraries | 1 | | 6,000,000 | | MIG | Sports , Arts and culture |
| BLMC004 | Disabled Centres | Acornhoek | Acornhoek | Provision of facilities | 1 | | | 5,000,000 | MIG | BLM |
| BLMC005 | Fencing Cemeteries | Acornhoek | All wards | Provision of fencing | 1 | | 500,000 | | MIG | BLM |
| BLMC006 | Parks | Agincourt | Newington A | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC007 | Regional Office | Agincourt | Agincourt | Provision of office/ Facilities | 1 | | 3,000,000 | | MIG | BLM |
| BLMC008 | Parks | Agincourt | Agincourt RDP | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC009 | Libraries | Agincourt | Ximhungwe | Provision of Libraries | 1 | | 6,000,000 | | MIG | BLM |
| BLMC010 | Halls | Agincourt | Ximhungwe | Provision of Hall | 1 | | 500,000 | | MIG | BLM |
| BLMC011 | Fencing Cemeteries | Agincourt | All wards | Provision of fencing | 1 | | 500,000 | | MIG | BLM |

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|---------|-----------------------------|----------------------|--------------------|---------------------------------|---|-------------|-----------|-----------|-----|-----|
| BLMC012 | Cemeteries | BBR | All regions | Provision of fencing | 1 | 4, 000, 000 | | | MIG | BLM |
| BLMC013 | Trauma centre | BBR | BBR | Provision of Trauma center | 1 | | 1,000,000 | | MIG | BLM |
| BLMC014 | Parks | Casteel | Casteel MPCC | Provision of parks | 1 | | | 500,000 | MIG | BLM |
| BLMC015 | Halls | Dwarsloop | Dwarsloop Township | Provision of parks | 1 | | 1,500,000 | | MIG | BLM |
| BLMC016 | Regional Office phase 2 | Dwarsloop | Dwarsloop | Provision of office/ Facilities | 1 | | 3,000,000 | | MIG | BLM |
| BLMC017 | Park | Dwarsloop | Dwarsloop Township | Provision of parks | 1 | | | 500,000 | MIG | BLM |
| BLMC018 | Gymnasium | Dwarsloop | Dwarsloop Township | Provision of Gymnasium | 1 | | 3,000,000 | | MIG | BLM |
| BLMC019 | Fencing Cemeteries | Dwarsloop | All wards | Provision of fencing | 1 | | 5,000,000 | | MIG | BLM |
| BLMC020 | Halls | Hluvukane | Hluvukane | Provision of Hall | 1 | | 1,500,000 | | MIG | BLM |
| BLMC021 | Parks | Hluvukane | Hluvukane | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC022 | Libraries | Hluvukane | Hluvukane | Provision of Libraries | 1 | | | 1,500,000 | MIG | BLM |
| BLMC023 | Cemeteries | Hluvukane | All wards | Provision of fencing | 1 | | | 5,000,000 | MIG | BLM |
| BLMC024 | Building of regional office | Hluvukane & Maviljan | Hluvukane | Provision of office/ Facilities | 1 | | 1,000,000 | | MIG | BLM |
| BLMC025 | Parks | Lillydale | Lillydale A | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC026 | Libraries | Lillydale | Lillydale | Provision of Libraries | 1 | | 6,000,000 | | MIG | BLM |

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|---------|--|--------------|-----------------------|---|---|-------------|-----------|-----------|-----|-----|
| BLMC027 | Fencing Cemeteries | Lillydale | All wards | Provision of Hall | 1 | | | 500,000 | MIG | BLM |
| BLMC028 | Parks | Mariti | Waterval | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC029 | Libraries | Mariti | Mariti | Provision of Libraries | 1 | | | 1,500,000 | MIG | BLM |
| BLMC030 | Cemeteries | Mariti | All wards | Provision of fencing | 1 | | 500,000 | | MIG | BLM |
| BLMC031 | Disabled Centers | Mariti | Mariti | Provision of facilities | 1 | 6, 000, 000 | | | MIG | BLM |
| BLMC032 | Libraries | Maviljan | Maviljan | Provision of Libraries | 1 | | 1,500,000 | 2,609,014 | MIG | BLM |
| BLMC033 | Construction of Hall and Child care facility | Maviljan | Bushbuckridge | Provision of Hall and Child care facility | | 5, 000, 000 | 1,500,000 | 5,000,000 | MIG | BLM |
| BLMC034 | Parks | Maviljan | Maviljan | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC035 | Cemeteries | Maviljan | All wards | Provision of fencing | 1 | | | 500,000 | MIG | BLM |
| BLMC036 | Parks | Mkhuhlu | Mkhuhlu Township | Provision of parks | 1 | | 500,000 | | MIG | BLM |
| BLMC037 | Cemeteries | Mkhuhlu | All wards | Provision of fencing | 1 | | 5,000,000 | | MIG | BLM |
| BLMC038 | Regional Office | Shatale | Shatale Township | Provision of office/ Facilities | 1 | | 2,000,000 | | MIG | BLM |
| BLMC039 | Parks | Shatale | Shatale Township | Provision of parks | 1 | | | 500,000 | MIG | BLM |
| BLMC040 | Cemeteries | Shatale | All wards | Provision of fencing | 1 | | | 5,000,000 | MIG | BLM |
| BLMC041 | Halls | Thulamahashe | Thulamahashe Township | Provision of Hall | 1 | | 1,500,000 | | | BLM |

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|---------|------------------|--------------|-----------------------|-------------------------|---|----------------|-----------|---------|-------------------|------|
| BLMC042 | Libraries | Thulamahashe | Thulamahashe Township | Provision of Libraries | 1 | Funded by Dcsr | 1,500,000 | | National treasury | Dcsr |
| BLMC043 | Parks | Thulamahashe | Thulamahashe Township | Provision of parks | 1 | | | 500,000 | MIG | BLM |
| BLMC044 | Disabled centers | Thulamahashe | Thulamahashe Township | Provision of facilities | 1 | | 3,000,000 | | MIG | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

SOCIAL DEVELOPMENT PROJECTS

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 | Budget 2010/2011 | Budget2011/2012 | Source of Funding | Implementing Agency |
|------------|--------------------------------|------------------|---|--|--|-------------------------|------------------|-----------------|-------------------|----------------------------|
| BLMSD001 | Construction of 6 offices | Acornhoek | Cottendale | Improve living standards for every member of the community | Reduction of deadly diseases and change in community behaviour | 500,000 | | | National Treasury | Dept of Social Development |
| BLMSD002 | Construction of 6 offices | Agincourt | Ximhungwe | Improve living standards for every member of the community | Reduction of deadly diseases and change in community behaviour | 500,000 | | | National Treasury | Dept of Social Development |
| BLMSD003 | Construction of branch offices | BBR Community | Thabakgolo, Brooklyn, Lillydale, Dumphries, Cork, and Shatale | Improve living standards for every member of the community | Better life for all | 1,000,000 | | | National Treasury | Dept of Social Development |

| | | | | | | | | | | |
|----------|--------------------------------------|--------------|-----------------------|--|---------------------|-----------|-----------|--|-------------------|----------------------------|
| BLMSD004 | Construction of Pay point for grants | Casteel | Casteel MPCC | Improve living standards for every member of the community | Better life for all | 1,000,000 | | | National Treasury | Dept of Social Development |
| BLMSD005 | Construction of 6 offices | Hluvukane | Hluvukane | Improve living standards for every member of the community | Better life for all | 500,000 | | | National Treasury | Dept of Social Development |
| BLMSD006 | Construction of pay point for grants | Mariti | Mariti | Improve living standards for every member of the community | Better life for all | | 1,000,000 | | National Treasury | Dept of Social Development |
| BLMSD007 | Construction of Pay point for grants | Maviljan | Bushbuckridge | Improve living standards for every member of the community | Better life for all | | 1,000,000 | | National Treasury | Dept of Social Development |
| BLMSD008 | Construction of Pay point for grants | Mkhuhlu | Calcutta & Mkhuhlu | Improve living standards for every member of the community | Better life for all | | 1,000,000 | | National Treasury | Dept of Social Development |
| BLMSD009 | Construction of Pay point for grants | Thulamahashe | Thulamahashe Township | Improve living standards for every member of the community | Better life for all | | 1,000,000 | | National Treasury | Dept of Social Development |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Transport Projects

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2009/2010 R | Source of Funding | Implementing Agency |
|------------|--|------------------|---|---|------------------------------------|---------------------------|-------------------|---------------------------|
| BLMT004 | Construction of DLTC offices and Strong room | BBR | Mhala DLTC, Hluvukani, Acornhoek, Mkhuhlu and Shatale | To promote an effective and affordable transport system | Safe and reliable transport system | 4, 500, 000 | EQ | BLM |
| BLMT005 | Relocation GNT Bus depot | Dwarsloop | Dwarsloop | To promote an effective taxi facility and affordable transport system | Safe and reliable transport system | 5,000,000 | Urban Renewal | BLM |
| BLMT001 | Construction of Mapulaneng Traffic testing station | Maviljan | Bushbuckridge | To promote an effective and affordable transport system | Safe and reliable transport system | 2, 000, 000 | EQ | BLM |
| BLMT004 | Construction of Multi-Nodal Taxi Facilities | Maviljan | Maviljan | To promote an effective taxi facility and affordable transport system | Safe and reliable transport system | 14,000,000 | National Treasury | Dept of Roads & Transport |
| BLMT006 | Upgrading of Vehicle testing station | Thulamahashe | Mhala | To promote an effective taxi facility and affordable transport system | Safe and reliable transport system | 1,000,000 | EQ | BLM |

BUSHBUCKRIDGE LOCAL MUNICIPALITY

Telecommunication Projects

| Project ID | Project Name | Project Location | Project Beneficiaries | Project Objective | KEY Performance Indicator | Period Budget 2008/2009 | Budget 2009/2010 | Budget 2010/2011 | Source of Funding | Implementing Agency |
|-------------------|---------------------------------|-------------------------|------------------------------|---|---|--------------------------------|-------------------------|-------------------------|--------------------------|----------------------------|
| TEL001 | Installation of telephone lines | All Regions | All villages | Provision of Telecommunication facilities | Eradicated backlog on Telecommunication | | 2,000,000 | | DOC | Telkom |