

MODERNISATION PROGRAMME

BLUEPRINT

ORGANISATIONAL CULTURE AND VALUES

30 October 2009

Ref no: M.P. 7/9



Provincial Government Western Cape



INDEX

1. INTRODUCTION	4
2. METHODOLOGY	4
2.1 Scan of diagnostic surveys done in the PGWC.....	4
2.2 Existing values in the PGWC.....	5
2.3 Literature Review.....	5
3. KEY FINDINGS	5
3.1 Organisational Culture Model (2006).....	5
3.2 Good practice model and guide	6
3.3. Scan of diagnostic surveys done in the PGWC.....	7
3.4 Scan of PGWC values.....	16
4. DISCUSSION	24
4.1 Organisational behaviour and performance conceptual framework.....	25
4.2 Organisational behaviour focus areas	32
4.3 Dependency on consultants	39
5. CONCLUSION	40
5.1 Current organisation culture	40
5.2 Current values	41
5.3 Conceptual framework	42
5.4 Behavioural focus areas going forward	42
6.RECOMMENDATIONS.....	42
6.1 Values distillation using Barret Method.....	42
6.2 Workforce engagement through creating sustainable human energy.....	43
6.3 Nine conversations in leadership development.....	43
7. HUMAN RESOURCE IMPLICATION	43
8. FINANCIAL IMPLICATION.....	43

8.1PGWC Core Values (Barrett)	43
8.2Human Energy (Learning to Lead (LTL)	44
8.3Café conversations.....	44
8.4Nine conversations	44
ANNEXURE A.....	45
Bibliography	46
ANNEXURE B	53
Organisational Culture Survey Questionnaire	
ANNEXURE C	64
Organisational Culture Good Practice Guide	

1. INTRODUCTION

The modernisation project stems mainly from the Provincial Government's strategic priorities to enhance service delivery. Emanating from this, the need arose to assess the organisational culture and values and to develop a change programme to effect behavioural change in a quest for service delivery excellence.

Research shows that the culture of an organisation is a direct reflection of the personal consciousness of the leaders. Leaders must be aware of the scope and depth of the cultural issues and be willing to do something about them, including committing to personal change. Cognizance must be taken of the causal link between values driven leadership and citizen value that passes through employee fulfillment and citizen satisfaction. Organisational transformation begins with the personal transformation of the leaders.

In doing so, leaders would become the role models who demonstrate the behaviours that are appropriate, compatible and supportive in rendering services more quickly and efficiently. By role modeling, employees learn new behaviours that can be positively influenced and adapted to meet the objectives of the PGWC. Not all behaviours exhibited by employees are conducive to achieving service delivery and thus, behaviour change programmes should be introduced, given its critical influence in driving organisational performance. There are certain areas that need to be addressed to affect behaviour change, namely fostering the appropriate organisational culture and climate, establishing effective leadership and instilling certain values to compliment the organisational culture in achieving service delivery excellence.

Actively addressing higher order needs, changing rules and the tools of management are clearly looking beyond cost cutting for success. The emphasis has shifted toward the importance of employees and their well-being and therefore the renewed importance of behavioural research and interventions.

2. METHODOLOGY

2.1 Scan of diagnostic surveys done in the PGWC

In order to obtain a comprehensive overview of the current PGWC organisational culture, a scan of all diagnostic surveys conducted in provincial departments was done.

2.2 Existing values in the PGWC

Existing values in PGWC, ranging from national documents to PGWC departmental specific value sets were researched, compiled and distilled.

2.3 Literature Review

Literature contains information, ideas, data and evidence written from a particular standpoint to fulfill aims or express certain views on the nature of the topic and how it is to be investigated.

A literature review covered the selection of available documents (both published and unpublished) on the following topics: the influence of leadership on performance, the relationship between leadership and organisational cultural and climate orientations as well as the joint effect of leadership and organisational culture on organisational performance.

Hypotheses researched:

- Organisational culture influences organisational performance
- There is a relationship between organisational climate and organisational performance
- Leadership directly impacts on organisational performance
- Organisational values influences organisational performance

3. KEY FINDINGS

3.1 Organisational Culture Model (2006)

Learning from the writings and teachings of internationally renowned management scientists, organisational culture simply means “the way we do things around here”. Closer to home, the PGWC’s organisational culture therefore means “the way we, as the responsible provincial government, do things in the Western Cape to ensure that we effectively, efficiently and economically deliver services to our people”.

The first request to the Department of the Premier to conduct an organisational culture survey at all 12 departments initially came from the provincial Cabinet during 2005.

After a comprehensive research process, that was facilitated by the Department of the Premier, the provincial Cabinet approved an organisational culture model as well as an assessment instrument based on this model. This model and instrument were applied to conduct the first comprehensive

organisational culture survey in the PGWC during 2006. Some 7 500 employees from all provincial departments participated in this process.

ORGANISATION CULTURE MODEL



The model consists of 5 elements, namely leadership, strategy, responsiveness, co-ordination and relationships.

Each of the elements of the model contains a number of sub-elements listed below:

- **Leadership:** Energy Demonstration, Energy Transference, Vision, Integrity, Candour/Honesty, Action, Style, Positional Power.
- **Strategy:** Direction Creation, Objective Setting, Engagement, Communicating Meaning, Alignment.
- **Responsiveness/Adaptability:** Client Focus, Creating Change, Organisational Learning, Innovation and Creativity, Flexibility.
- **Coordination:** Organisational Structure, Processes and Systems, Performance Management, Communication Management.
- **Relationships:** Team Orientation, Cooperation, Diversity, Talent Management, Values.

3.2 Good practice model and guide

During the initial research process it became clear that, although there are many similarities with other organisations and public service institutions, the Western Cape do indeed have some unique characteristics as far as organisational culture is concerned. A decision was therefore taken to deepen initial research into the then approved culture model. It was critical to determine how employees view the ideal organisational culture which needs to

be entrenched in the PGWC. The idea of an “organisational culture good practice model” specifically for the PGWC was born.

The Department of the Premier, assisted by external experts in the field, then proceeded during 2007 to facilitate a series of approximately 20 workshops involving employees from all levels in all 12 provincial departments. One of the key questions that were posed during these workshops was the following: “How does the organisational culture to which we aspire, look like”. In other words, what do we as employees of the PGWC regard as good practice? In this way it was ensured that an organisational culture model that is both academically sound and directly informed by the views of the employees of the PGWC was developed.

By means of storytelling a large cross-section of provincial government employees addressed some of the challenges that were identified in the assessment results. These stories assisted to address and set future standards of good practice and expectations of how we as provincial government intend to do things. This Good Practice Guide introduced “Sparky- the Star Public Servant”. (Annexure B)

3.3. Scan of diagnostic surveys done in the PGWC

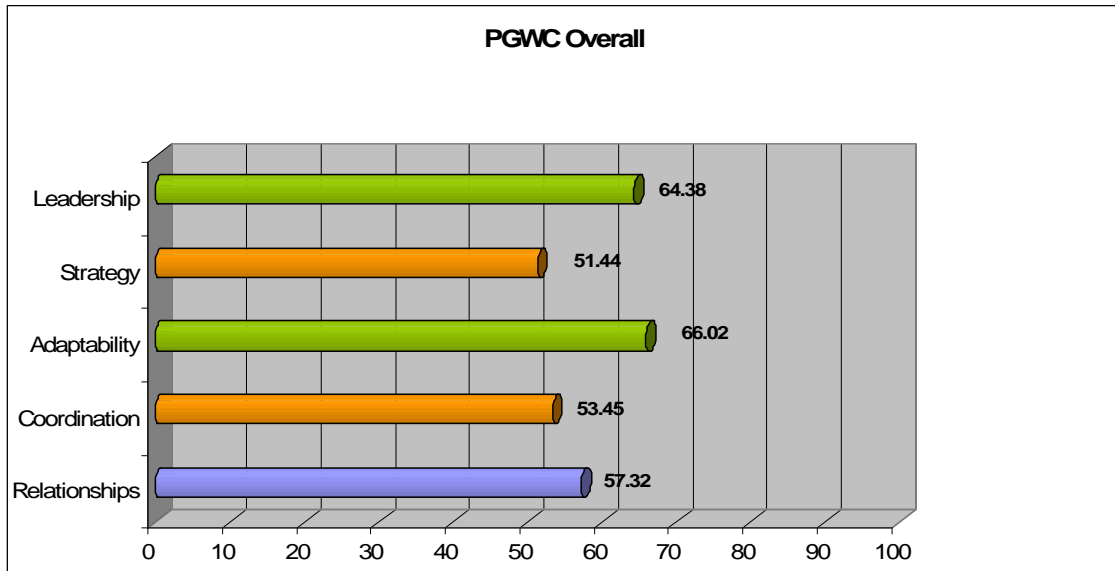
In order to obtain a comprehensive overview of the current organisational culture in the PGWC, key findings from diagnostic surveys done in provincial departments since 2006 were scanned. This scan includes the findings of the organisational culture survey, findings from diagnostic surveys done in four provincial departments as well as race and prejudice research done in all departments. The outcome of the scan represents a description (based on diagnostic evidence from all surveys) of the current organisational culture within the PGWC.

3.3.1. Organisational culture survey findings

The organisational culture survey conducted in 2006 provided a baseline indication of the status of the PGWC organisational culture. It should be noted that while the 5 elements of the organisational culture model are reported on individually, each element has an impact on one another and should be viewed holistically in order to obtain a fair view of the organisational culture.

Overall findings Figure 1 graphically depicts the overall findings for each of the core elements of the model for the PGWC.

Figure 1



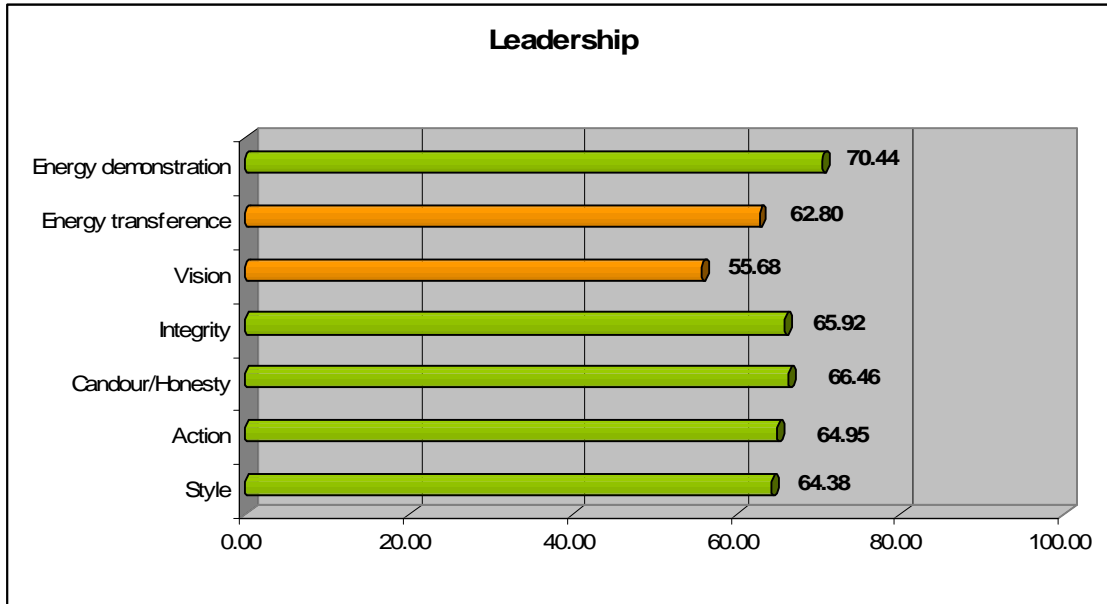
The overall findings revealed that *leadership* and *adaptability (responsiveness)* were the key areas of strength within the PGWC organisational culture. In other words, leaders were able to positively influence the prevailing PGWC organisational culture. Similarly, findings indicated that there was an organisational culture in PGWC departments which enabled them to adapt and respond to changes/ demands.

Conversely, the elements of *strategy* and *coordination* obtained the lowest scores and are areas of development within the PGWC organisational culture. This means that the current organisational culture fostered might hamper delivery of strategy and co-ordination of work processes and may need immediate intervention to strengthen the PGWC organisational culture.

Finally, the element of relationships obtained an average score, indicating that there is room for improvement regarding how people relate to one another within PGWC organisational culture.

It was found that there are common areas of concern noted in all the departments that ought to be addressed through organisational development interventions. These are summarised using the 5 elements of the organisational culture model as a classification (See figures 2-6 below).

Figure 2

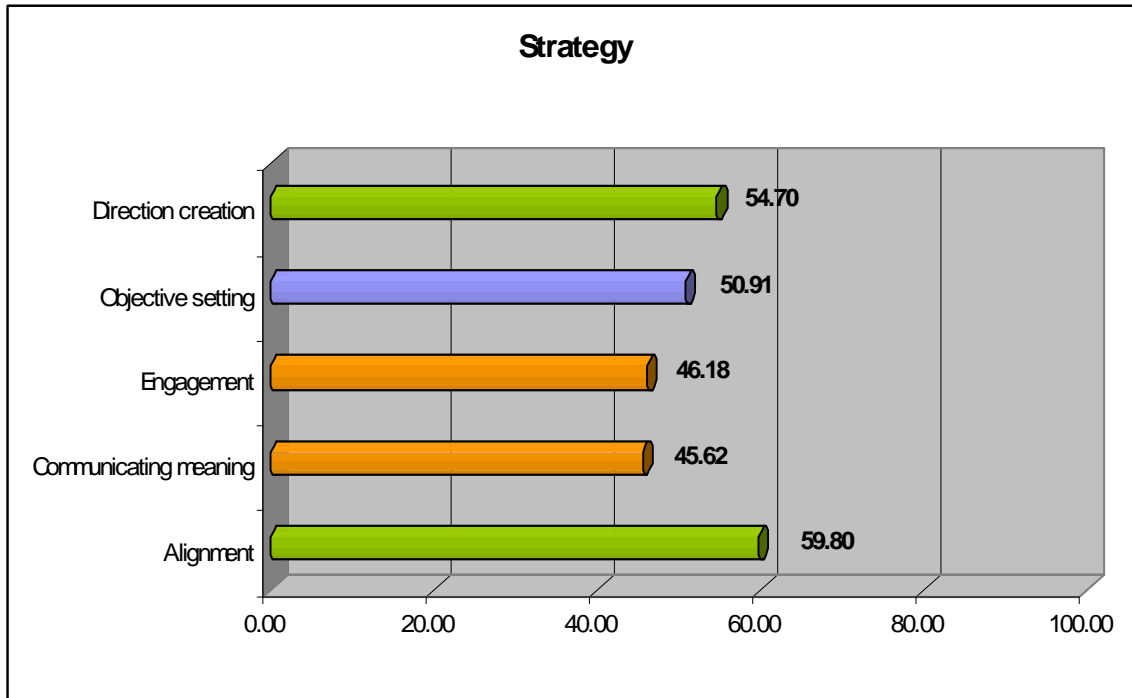


Findings show that the element *Leadership* showed strength in the PGWC organisational culture as most of its sub-elements obtained high scores (see figure 2). Two sub-elements that were areas of concern were *vision* and *energy transference*.

In terms of vision, it seems that leaders may not always communicate the departmental strategic direction to their employees effectively. More simply, leaders seem to understand the departmental strategies and vision themselves, but may struggle to explain or translate the vision or strategy to the teams in an effective way. This could lead to a situation where employees are feeling uncertain about the strategic direction in which the department is heading, they may become frustrated with their leaders' perceived lack of action orientation and may be confused about their role in achieving organisational objectives.

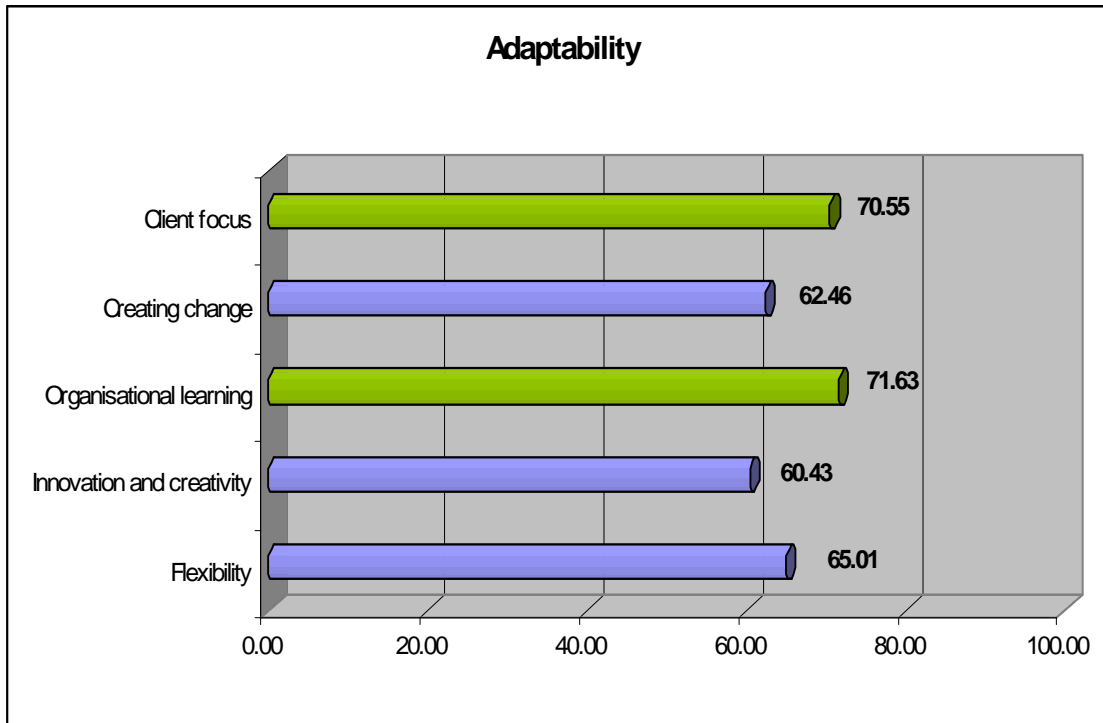
The other area of concern within *leadership* is the sub-element of energy-transference. The results show that although leaders were able to demonstrate energy, they seem to struggle to inspire and energize others in becoming commitment and enthusiastic in achieving organisational goals. Thus, leaders have energy but do not transfer their energy and new ideas to employees.

Figure 3



The element of *strategy* was one area of development identified in the PGWC organisational culture. As depicted in figure 3, the findings show that PGWC departments were able to establish strategic direction linked to organisational outcomes (direction creation and alignment). However, there appears to be an organisational culture in PGWC departments where employees are not always included in strategy development and may not fully understand the strategy once it's been developed. In terms of strategy, the qualitative data revealed that there is a strong focus on short- and medium term planning at the operational level and that people are generally being involved (engaged) in this activity. However when it comes to longer term planning it emerges that there is more engagement at higher management levels, but that the engagement level drops off as one move further down the hierarchy. This can be referred to as diminishing engagement. This could explain why the objective setting was problematic, where employees are not able to set objectives in their work because they are unclear about the organisational strategy. Of greater concern is finding that strategic direction was not communicated by leaders to all levels and employee engagement with the organisation is very low. Due to the low engagement, employees do seem to not take personal responsibility for their behaviour/ actions/ decisions.

Figure 4



Based on the findings depicted in figure 4, the prevailing organisational culture indicates that PGWC departments seem to foster organisational learning and that employees conduct their work in a highly client-focused manner. The advantage of this finding is that the current organisational culture enables PGWC departments to respond appropriately to changes in the external environment.

Although the PGWC organisational culture was found to be adaptable to its environment, employees indicated that there are times when policies and the organisational hierarchy hindered work processes and left little room for creativity, which inhibited flexibility.

In terms of change readiness, it seemed that PGWC departments were willing and able to engage in change programmes. However, there was an indication that change occurred too rapidly, where current change processes would not be fully implemented before being expected to adapt to a new change process.

Figure 5

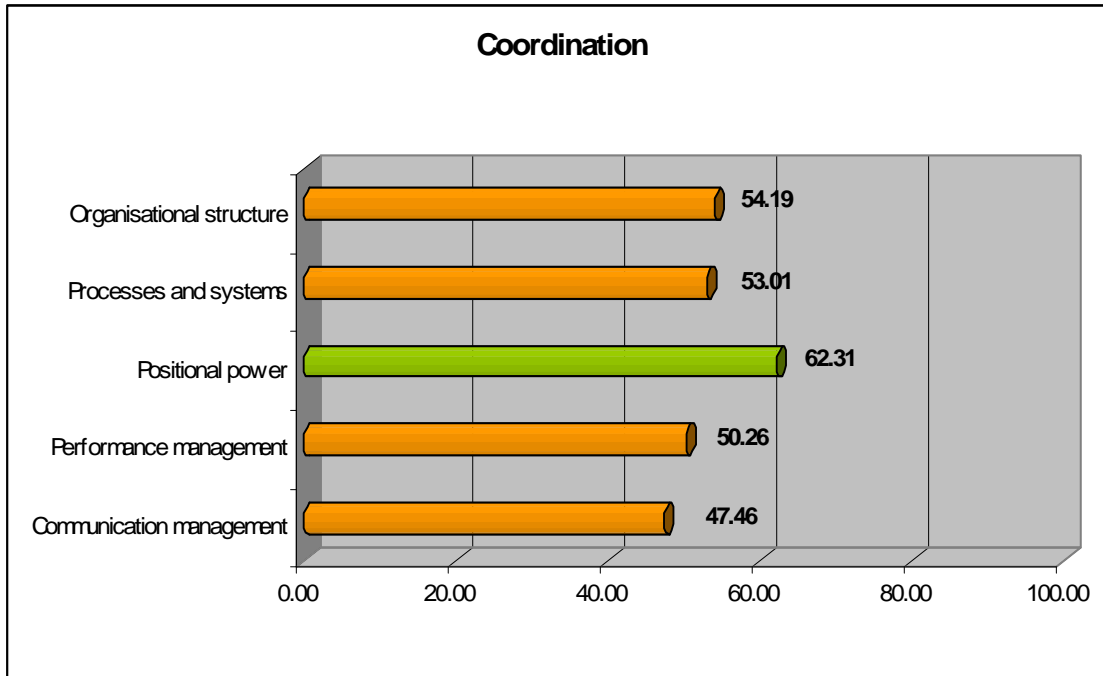
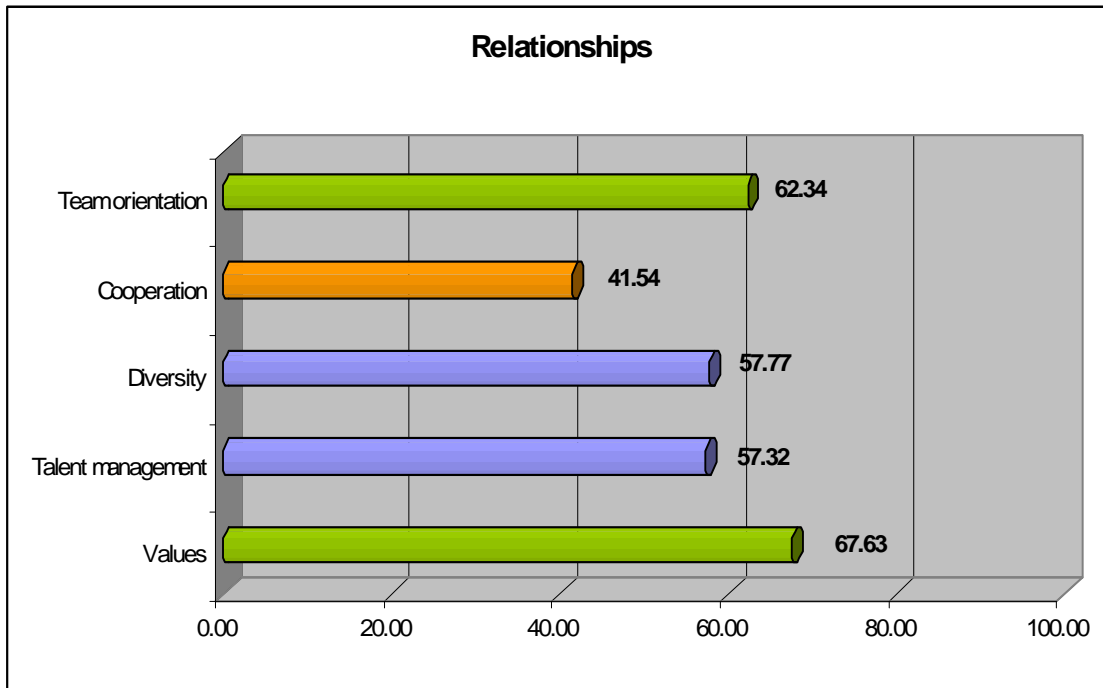


Figure 5 shows that coordinating work processes is a major challenge in PGWC departments. This could be due to organisational processes and systems which are duplicated, coupled with the inconsistent application of performance management practices. Poor communication seemed to be an underlying factor contributing to the challenge of co-ordination. Poor communication was experienced throughout PGWC departments, from levels 1 -12, as well as by employees at levels 13-16. It was noted that the sub-element of positional power was viewed as a positive influence in co-ordination activities. This implies that positional power may be used as a means to improve work processes within PGWC departments. It can be deduced that PGWC departments seem to lack the ability to integrate horizontally and vertically across organisational boundaries and this will influence teamwork negatively where different teams struggle to co-operate with one another. This could be partly due to the fact that the structure of the organisation does not support the strategic goals.

In terms of strategy a specific pattern emerges when it comes to the communication of the bigger picture and efforts to give meaning to it. There seems to be more effort to communicate meaning of strategy at the higher management levels. In other words "Meaning Communication Effort" also drops off as one move further down the hierarchy. This can be referred to "Diminishing Meaning Communication".

Figure 6



Findings as depicted in Figure 6. revealed that employees worked well together within their respective teams and that the relationships employees have with one another is influenced by the personal values they share. The results show that relationships could be strengthened if there was a greater emphasis to manage diversity and talent management within PGWC departments. A major concern noted in this element is the poor level of co-operation that seems to exist between different teams, inter-departmental components as well as between different PGWC departments which should be addressed to improve the element of *Relationships* and strengthen the PGWC organisational culture.

In general it was found that the PGWC organisational culture presented positive signs of a strong external focus, however there did exist internal areas that needed development. PGWC seemed to have a fairly good culture within the immediate or individual domain (working as a team) as well as within the more external domain (client focus). However, it was determined that it is difficult to convert strength into action as a result of poor integration at the organisational level across horizontal and vertical organisational boundaries. On the personal level, it was found that there are clear signs of enthusiasm, energy and commitment of people in PGWC to service delivery, but it is clear that the organisation might be struggling to tap into this resource. Leaders may also find it difficult to use processes and systems to translate and integrate the broader organisational direction meaningfully to their colleagues.

According to information the PGWC is in contact with and able to respond to changes in the environment.

3.3.2 Findings from institutional diagnostics: 2007- 2008

Findings from institutional diagnostic investigations conducted at four PGWC departments, namely Departments of Cultural Affairs and Sport (2007), Community Safety (2007/08), Environmental Affairs and Development Planning (2008), Social Development (2008) were analysed and seven themes were extracted as common areas of concern. These are listed below in rank order from most challenging to the least challenging:

Leaders do not communicate strategy effectively to all employees

The results indicated that employees were seldom engaged in the strategy formulation process. Once the strategy is formulated by the top management, it is not properly communicated to employees at lower levels, leading to employees feeling unsure of what is expected of them as well as not being given a proper sense of direction from management.

Poor communication

Overall, employees felt that communication remains problematic between teams and other components. A communication breakdown was especially evident between head office components and regional district offices in the various departments. Employees reported that general communication was vague, leading to confusion and as a result people convey messages incorrectly.

Organisational structure problematic

In some cases, the organisational structure appeared to create several problems exacerbating the occurrence of poor teamwork, lack of role clarity and poor communication. Some components tended to duplicate work processes and in other cases the workflow/ progress was dependant on good communication and co-operation from other components, which was also problematic.

Challenges with change management

The institutional diagnostics revealed that employees' opinions differed in terms of their readiness to change. They felt that the pace of change was too quick, not giving them enough time to properly implement the first changes fully before being required to change again. Employees also indicated that they do not believe that leaders/ managers have the skills to manage change effectively.

Recognition and reward (performance management)

Employees felt that their direct manager did not recognise their good work and expressed concerns about not receiving sufficient rewards through the current performance management system. In terms of good HR practice, employees

find that they do not receive regular feedback regarding their work performance from managers and are thus unsure of developmental areas.

Leaders demonstrate energy but do not transfer it

Leaders take action and show lots of energy and enthusiasm in achieving organisational objectives. The challenge is that leaders were not able to inspire their teams in the same way. Thus, leaders do not transfer that positive energy to the teams, although they demonstrate it.

Role clarity

Employees were generally confused about their role in attaining organisational goals and service standards. Employees were not always sure of what is expected of them in their jobs due to not having proper job descriptions or Individual Performance Development Plan's (IPDP) in place. In other instances, employees experience challenges in the workflow due to the organisational structure.

3.3.3 Race and Prejudice: 2008

This Race and Prejudice research was initiated by the Provincial Cabinet in order to explore whether there is racism and prejudice within the Provincial Government Western Cape (PGWC), what the nature of this may be, how people were affected by it and who was responsible for perpetuating it.

Background research indicated the necessity to generate qualitative and quantitative research in order to provide a full picture of the circumstances and situate the research within a South African context. This research used a focus group methodology with a questionnaire as a survey instrument in order to generate both these types of information. This methodology was adjusted in departments where time was limited or access to people was difficult (e.g. educators within the WCED). A sample group was drawn from the PGWC, with the final number of participants totalling 1358. This provided a sample group representative of race, gender, age, disability, home language and job level. 95 focus groups were held and the data generated through this research was supplemented by 681 questionnaires. The results appear coherent and congruent with a positive version of what one could expect in the Western Cape context.

Results show that there is a limited experience of racism and prejudice with 20-25% of participants having experienced this. Black African participants experienced the highest levels of not feeling accepted for whom they were at the PGWC, and the highest levels of discrimination based on language. White male participants recorded the highest levels of experienced prejudice on the basis of ethnic origin and gender. The respondents identified that the most significant source of racism and prejudice for staff are the people they serve, for example patients, learners, learner's parents and provincial citizens. This was not the case for departments that did not interface with the public, in these cases managers were often seen as the source of racism and prejudice.

Although not traditionally included as a source of racism or prejudice, management style has consistently occurred as a problem area throughout this research, in particular during the dialogue sessions. The view was that an autocratic management style is more likely to be interpreted as racism or prejudice than a participative and respectful style.

Experiences of racism and prejudice have affected service delivery. The PGWC participants felt service delivery could be improved if diversity issues were effectively dealt with.

There is a sense of loyalty and a desire to serve within the PGWC. Any intervention needs to leverage off this positive vein of commitment and willingness to make things work.

Participants indicated that improving communication, holding dialogue sessions, building a common vision, enhancing management and leadership's competency levels, and providing management and leadership development opportunities for leadership and employees, were the interventions required for moving the situation forward. The recommendations focused on the need to offer leadership development opportunities within the PGWC, not to provide more diversity interventions. The findings suggest that an intervention following this research should focus on developing a culture and leadership style that is respectful and participative, transparent, but firm around performance management. The rationale for this is as follows, firstly, the research shows individual as well as team interventions are required, secondly leadership development interventions have multiple benefits, including *inter alia* improved diversity management, improved communication, improved leadership skills and improved productivity and performance. Thirdly, respondents within the PGWC noted during this research that they do not want to go through another diversity intervention which has often in the past, left people more disgruntled and vulnerable than they were before. (Only 3% Black African, 2% Coloured, 2% Indian and 1% White respondents suggested that the PGWC could become a place of mutual acceptance by having diversity interventions). Lastly, research shows that diversity interventions rarely make the impact they intended.

3.4 Scan of PGWC values

Values are key determinants of behaviour. Organisational values and organisational culture is therefore interlinked in driving organisational performance. It is important to note that the current key value sets within the PGWC do not exist in isolation, but stem from values and principles that are entrenched in national legislation and policy frameworks, as well as provincial-specific cornerstones.

3.4.1 National Perspective

The PGWC subscribes to and endorses the national values foundation from the perspective of the intrinsic merit which they represent of which the Constitution of South Africa (1996) is most important.

Founding democratic values

Section 1 of the Constitution, 1996 provides that the “Republic of South Africa is one sovereign, democratic state founded on the following values:

- a) Human dignity, the achievement of equality, and the advancement of human rights and freedoms.
- b) Non-racialism and non-sexism.
- c) Supremacy of the constitution and the rule of law.
- d) Universal adult suffrage, a national common voters roll, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness.”

The above-mentioned founding values are further constitutionally entrenched by the **Bill of Rights as per Chapter 2 of the Constitution**. Section 7.1 specifically provides that the Bill of Rights is a corner stone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.” Section 7.2 is explicit that the “state must respect, protect, promote and fulfill the rights in the Bill of Rights”.

Basic values and principles governing public administration

The South African public service is established in terms of section 197 (1) of the Constitution of the Republic of South Africa, 1996 to “loyally execute the lawful policies of the government of the day”. The public service is an important institution that is part of the essential framework of the parliamentary democracy. Through the support they provide to the duly constituted government, public servants contribute in a fundamental way to good government, democracy and the South African society.

Section 195(1) of the Constitution of the Republic of South Africa, 1996 prescribes that “public administration must be governed by the democratic values and principles enshrined in the **Constitution, including the following principles:**

- a) A high standard of professional ethics must be promoted and maintained. Efficient, economic and effective use of resources must be promoted.
- b) Public administration must be development-oriented.
- c) Services must be provided impartially, fairly, equitably and without bias.
- d) People's needs must be responded to, and the public must be encouraged to participate in policy-making.
- e) Public administration must be accountable.

- f) Transparency must be fostered by providing the public with timely, accessible and accurate information.
- g) Good human-resource management and career-development practices, to maximise human potential, must be cultivated.
- h) Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress."

Section 195(1) of the Constitution of the Republic of South Africa, 1996 prescribes that "public administration must be governed by the democratic values and principles enshrined in the **Constitution, including the following values:**

- a) Professional Ethics
A high standard of professional standards to be instilled and maintained at all times.
- b) Trust
An ethos of trust to be cultivated throughout the organisation.
- c) Reciprocity
A culture of reciprocity to be promoted that ensures that everybody benefits to the betterment of the organisation.
- d) Collaboration
Collaboration, across all spheres of the organisation, to be encouraged in the spirit of team work and the betterment of the organisation.
- e) Accessibility
All employees to be granted access to the skills and the services to which they are entitled.
- f) Empowerment
All employees to be fully empowered to fulfill their functions to the best of their abilities.
- g) Participation
All employees to feel sufficiently empowered to be able to participate fully at all levels within the organisation.

Batho Pele principles

The Batho Pele principles and belief set, which originated from the White Paper on public service delivery transformation and which to a large extent have been entrenched in the Public Service Regulations, provides a particular "service delivery focus" on values.

Batho Pele provides that public services must be delivered in terms of the following eight principles:

- Consultation
- Service standards
- Access
- Courtesy
- Information
- Openness and Transparency
- Redress
- Value for money

The Batho Pele belief set forms the pillars of the Batho Pele principles, namely:

“We belong”, which is about recognising the importance of creating a sense of making every member of the public service feeling that they belong to an institution that cares about them as human beings and not just as workers.

“We care”, which is about caring for the public by treating them with courtesy to make them feel that they are important to the public service; about treating the public with respect and human dignity; and about emphasising the importance of a people-centric and people-driven approach.

“We serve”, which is about serving the public with pride and going an extra mile beyond the call of duty.

Code of Conduct

Constitutional values and principles of public administration have since been augmented with key national policies. A noticeable national initiative in this regard is the Code of Conduct of the Public Service (Chapter 2 of the Public Service Regulations, 2001).

The primary purpose of the code of conduct is to promote exemplary conduct and puts emphasis on the following spheres of the work environment:

- Relationship with the Legislature and the Executive
- Relationship with the public.
- Relationship among employees.
- Performance of duties.
- Personal conduct and Private interest.

Ubuntu principles

Ubuntu is the age-old African term for humaneness – for caring, sharing and being in harmony with all of creation. It promotes cooperation between individuals, cultures and nations and empowers all to be valued – to reach their full potential in accord with all around them. Ubuntu is also about creating networks. It is the message that supports and reinforces the value of maintaining balance and cooperation in the workplace and our daily lives (Knight, 2008). Mbigi and Maree (1995) describe Ubuntu as “a pervasive spirit of caring and community, harmony and hospitality, respect and responsiveness that individuals and groups display for one another.” According to Prof Motshekga (2008) the philosophy of Ubuntu provides for a worldview, principles and values necessary for human and social solidarity. It embraces our intrinsic value as human beings.

Ubuntu is deeply rooted in the following four concepts, namely interconnectedness, continuous integrated development, respect and dignity, and collectiveness and solidarity (Colff, 2003).

Principles of modern African governance

Modern African governance is based on a basic philosophical approach to governance in the Western Cape namely the developmental state, ethical governance, holism or holistic government, the learning organisation, and achieving public value.

3.4.2 Provincial perspective

The provincial departments have developed their own core values that stem from the values and principles entrenched in national legislation and policy frameworks, as well as provincial-specific cornerstones. The specific values that guide each department will be discussed next.

Internal social capital

Social capital in this context refers to the network of social connections that exist between people (employees), and their shared values and norms of behaviour, which enable and encourage mutually advantageous social cooperation.

The following elements are critical to the forms of social capital that the PGWC seeks to promote, and are intended to bind people into various types of networks of mutual support, sharing and solidarity:

- Social cohesion & inclusiveness
- Trust
- Reciprocity
- Knowledge sharing
- Network – creation: social connectivity
- Access to information and resources

Departmental Specific Values

Departments of the PGWC values are reflected as follows:

Department of Social Development

- **E** - Equitable access and equality
- **M** – Mutual respect
- **P** - People First
- **O** - Ownership and accountability
- **W** - Working together
- **E** - Effectiveness, Efficiency and Economy
- **R** - Rights and responsibilities
- **S** - Sustainability

Department of Health

The department remains true to its core, which encompasses all the Batho Pele principles, these values include:

- Integrity
- Transparency and Openness
- Honesty
- Respect for People
- Commitment to quality care

Department of Provincial Treasury

- To give effect to the public Service Code of Conduct
- To be of service
- To empower people
- To be an employment equity employer, and
- To be aware of, and to cultivate respect for our country's heterogeneity

Department of Education

- The value of the SA Constitution
- The Batho Pele Principles
- Critical outcome of the National Curriculum
- Transformation, by ensuring access, equity and redress
- The prime importance of the learners
- Pro-poor approach to resource allocation
- Accountability and transparency
- Excellence in all we do and
- Responsibility to society at large, to support efforts at ensuing social cultural and economic development.
- Pro-poor approach to resource allocation

Department of Economic Development and Tourism

- Action-oriented
- Demand-driven
- Innovation
- Focused on public service excellence
- Honesty
- Striving for international best practices
- Effective delegation
- Clear leadership
- Strategic partnerships
- Utilising the best technology
- Staff development

Department of Transport and Public Works

Given the dynamic environment within which the department functions, it strives to be a learning organisation, seeking and unlocking the appropriate opportunities presented. The department's actions, conduct and behaviour are guided by the following principles:

- Valuing our staff
- Mutual respect at all levels of the organisation
- Highest level of integrity and ethics
- Creativity, innovation and leadership
- Accountability and transparency
- People centred service delivery

Department of Local Government and Housing

- Efficient service delivery in accordance with Batho Pele Principles
- Integrity, which includes honesty, fairness and respect
- Trust
- Responsibility and accountability
- Harnessing diversity
- Participative decision-making
- Transparency
- Professionalism, including friendliness
- Social responsibility
- Dedication to a culture of learning
- Good governance

Department of Cultural Affairs and Sport

- Loyalty
- Honesty
- Integrity
- Trust
- Empathy with the poor
- Transformative
- Teamwork
- Service Driven
- Accountable

Department of the Premier

Home for all principles: the department's actions, conduct and behaviour are guided by the following principles:

- Dignity – The gift of life we lived
- Respect – When the limits of my understanding embrace the limits of yours
- Humanity – The fragile essence of a shared destiny
- Change – Without it there would be no butterflies
- Community – Where what we take is balanced by what we give
- Diversity – The many faces of freedom
- Passion – The life-blood of possibility

Department of Community Safety

- Integrity (ethics/honesty/transparency/openness/accountable/responsible/answerable)
- Objective (independence/neutrality/impartiality)
- Creativity (proactive/flexible/initiative/innovative/adaptable)
- Results oriented (efficiency/productivity/decisiveness/effectiveness)
- Dedicated (responsive/client need driven/committed/motivated/diligent)
- Development oriented (participative/consultative/team)

work/ collaborative/ sensitive)

Department of Agriculture

- Global success
- Competitive
- Inclusive
- Socially responsible and in balance with nature

Governance Framework

- Accountability
- Conflict of interest
- Transparency
- Integrity
- Stewardship
- Leadership
- Commitment
- Sustainability
- Fairness
- Efficiency, Effectiveness and Economical
- Honesty

Prominent values

After the distillation of the above mentioned and research on values it was found that 20 prominent values can be identified in the PGWC:

Number	Values	Count
1	Openness/ Transparency	12
2	Accountability/ Answerable	11
3	Development orientated/ Learning Organisation/ Continuous integrated development/ Cultivate human potential/ staff development	9
4	Adaptable / Flexible/ Responsive/ Proactive/ Action Oriented	9
5	Consultation/ Inclusive/ Participation	8
6	Respect	7
7	Equality	6
8	Information/ Knowledge sharing	6
9	Integrity	6
10	Collaboration/ Strategic Partnerships/ Teamwork	6

11	Accessibility	5
12	Economic/ Value for money	5
13	Honesty	5
14	Human dignity	5
15	Innovative and creativity	5
16	Client need orientation/ People centred	4
17	Effective	4
18	Efficiency	4
19	Trust	4
20	Impartial/ Objective/ unbiased	4

4. DISCUSSION

Government needs to improve service delivery. Before this can happen, it is crucial to understand how the PGWC operates currently and to identify areas of improvement that will bolster service delivery.

Employees are the resource that delivers services to citizens. The way employees conduct their work has an influence on organisational performance. Besides learning how to execute their duties, employees also learn how to behave, think and feel in the organisation and this is manifested in their organisational behaviour.

How people behave in an organisation is largely determined by the prevailing organisational culture, which is defined as "the way we do things around here". The organisational culture is the vehicle through which the organisation fosters productive behaviours that is based on certain values, contributing to organisational performance. Essentially, organisational culture and values are different concepts that are closely related in enabling an organisation to perform successfully. Organisational values define what kinds of decisions and actions the organisation would find acceptable, while the organisational culture is the vehicle through which the organisational values are "lived". Values are reflected in the behaviour of employees. Both organisational values and culture operate simultaneously and they have a combined effect on organisational performance.

This can be illustrated through a model or conceptual framework.

4.1 Organisational behaviour and performance conceptual framework

The following conceptual framework is proposed as a possible explanation of how certain factors drive organisational performance.



Various definitions exist for the concepts of 'leadership', 'organisational culture', 'organisational climate', 'values' and "performance. In order to ensure consistency and clarity, this document will define these concepts as follows:

CULTURE: The way we do things around here.

CLIMATE: The way we feel about things."

LEADERSHIP: The ability of leaders to positively influence the culture of the organisation in order to deliver on its goals.

VALUES: Moral core that distinguishes right from wrong around which an organisation's actions unfold.

PERFORMANCE INDICATORS: A set of measures focusing on those aspects of organisational performance that are the most critical for the current and future success of the organisation.

At the center of the proposed framework, one would find the concepts of organisational culture and climate in close relationship with leadership. Ultimately, organisational culture and climate become the mechanisms by which leadership is able to drive organisational performance. Underpinning the

relationship between leadership, organisational climate and culture is organisational values. Therefore, the conceptual framework implies that values-driven leadership will create a high performance organisational culture and climate that will ultimately bring about organisational performance. The conceptual framework is supported by the following literature reviews, which explores how each concept in the framework relates to organisational performance.

4.1.1 Motivation behind Organisational Behaviour and Performance Conceptual Framework

Based on literature review and the survey scan, the intricate relationships between the concepts of organisational culture, climate, values and leadership became evident. More importantly, each of these concepts seems to have an influence on organisational performance in some way or another.

Surveys scan

Leadership was found to be positively associated with organisational performance. In other words, effective leaders in organisation had a positive influence on organisational performance. It was noted that leaders drive performance in the organisation by creating the appropriate organisational culture, demonstrating certain values as well as fostering a particular organisational climate.

There was an indirect relationship found between organisational climate and performance. Organisational climate was more closely related to leadership because leaders are responsible for fostering a certain type of work environment for employees that will drive organisational performance.

Similarly, organisational culture was a mediating factor in achieving organisational performance. This means that it has an indirect affect on organisational performance. Organisational culture can either hinder or drives organisational performance because it teaches employees how to behave and identifies which values are important. Thus, leaders play an important role in creating an appropriate organisational culture (behaviour and values) will achieve organisational objectives.

Literature review

There are 5 main concepts in the proposed organisational behaviour and performance conceptual framework. Current academic literature provides evidence for how these concepts operate in tandem with one another to influence organisational performance. Based on literature reviews, a brief synopsis on each concept will now be provided to motivate the development of the organisational behaviour and performance conceptual framework.

Organisational Values

Values are the core around which an individual's or an organisation's behaviour and actions unfold. Values therefore establish how an organisation does things and how it feels. Values can be a distinguishing factor for an organisation in this new economy because of how values seeps into every aspect of an organisation and guides every employee towards one goal. Changes at an operational level will not translate into improved service delivery if the internal organisational culture is not re-aligned. The challenge, then, is for an organisation to use its values-driven leadership to create beliefs and practices that support the new operational direction.

Shared values affect organisational performance. Managers and others throughout the organisation give priority attention to what is stressed in the organisational values system and this in turn supports producing the priority results. Employees generally make better decisions, because they are guided by their perception of the shared values. When employees know what their organisation stands for, when they know what standards they are to uphold, then they are much more likely to make decisions that will support those standards.

Successful organisations place a great deal of emphasis on values. This is because values provide reference points for shaping and building the organization, values create a clear explicit philosophy on how to conduct business. Values can however only have this success if they are communicated to all individuals and integrated into the organisation's way of doing business, such as policies, procedures, and employee and client relations.

Belief systems drive behaviour, thus if you embark on a change initiative, people are in a way asked to change their beliefs. To do things in a different way, you need to not only change the operational plans of an organisation, but also go much further, i.e. you need to know how to change the values and culture of the organisation. They are of the opinion that external change in operations will not be sustainable if it is not backed up by internal change. The challenge is thus for organisations to use their leadership culture to create leadership beliefs and practices that support the new operational direction. It was found that the bigger the operational change needs to be, the more the cultural space needs to expand. McGuire et al (2008) coined this approach the "inside-out" - approach.

The modernisation project has expectations of PGWC employees and leaders alike in order to enhance service delivery. Firstly, PGWC employees will need to consistently perform at peak and will have to become "values-driven" in performing their work. Therefore, the PGWC organisational culture and climate must be characterized by strong alignment between individual values and corporate values. The one co-effect of the socialization of organisational values is organisational climate (Owens, 1987). Leaders have the responsibility to not only look at how to build a productive organisation, but how to build a productive organisational climate through the emphasis of particular organisational values (Heck, Larsen & Marcoulides, 1990. Owens, 1987). Values

play a role in creating employee attitude, creating an organisational climate and therefore indirectly influence organisational performance.

Although provincial departments have developed their own core values that stem from the values and principles entrenched in national legislation and policy frameworks, there is no common value set that exists in the PGWC currently. Such a value set needs to be developed with a specific focus on ***changing behaviour***.

Value-based leadership

Mirsalimi and Hunter (2006) identified that in order to be a strong leader, one needs to possess content knowledge and expertise as well as complementary skills. However it was found that in order to be an influential leader you have to possess core values such as authenticity, integrity and service. Four attributes of leaders that effectively engage in values based leadership i.e. integrity, trust, listening and respect for followers. It was further found that values based leadership challenges hierarchical leadership by requiring leaders to overcome their natural instinct to lead by pushing others but to rather lead by the pulling of inspirational values.

Leadership

Organisational viability depends in part on effective leadership. Effective leaders engage in both professional leadership behaviours (e.g. setting a mission, creating a process for achieving goals, aligning processes and procedures) and personal leadership behaviours (e.g. building trust, caring for people, acting morally). Most of what we know about leadership comes from the examination of how employees relate to their immediate supervisors (organisational culture and climate).

Schein (1991) identified the most frequent factors that influence organisational culture – they include: the business environment, leadership, management practices and the formal socialization process, informal socialization process. The role of leaders in successful organisation cannot be underestimated. The impact of leaders on the organisational effectiveness is well documented in local and international research:

- “Leadership impacts on 72% of the culture and climate of organisations”
- “Leadership behaviours and actions are important determinants of effectiveness” (Mastrangelo, Eddy & Lorenzet, 2004, p. 436).
- “The immediate manager is the reason why people stay and thrive in the organisation and they are also the reason why people leave...*People leave managers, not organisations*” (Marcus Buckingham, as cited in Tom Boardman)
- “Interestingly, what we know most about leadership comes from the examination of how employees relate to their immediate supervisors” (Mastrangelo, Eddy & Lorenzet, 2004, p. 435).
- “The only true differential between good and great companies is leadership” (Collins, 1999)
- “The role of leadership has been identified as the primary factor in determining organisational performance and competitiveness” (Nel, 2007).

In the conceptual framework, leadership is a main pillar impacting on organisational performance. Essentially, how leaders behave is based on the values that the organisation holds (values-based leadership). Leadership behaviour directly influences the kind of organisational culture and climate that is fostered. The organisational culture and climate creates the conditions under which employees will perform and thus, an indirect relationship exists between leadership and organisational performance. Thus, organisational performance is dependant on having the values-based leadership as well as creating the appropriate organisational culture and climate.

Organisational Culture

The concept of organisational culture has been extensively researched in relation to a broad spectrum of factors e.g. its influence on leadership, its potential influence on job satisfaction, its links to organisational climate, its close relation to corporate values. Most notably, its impact on organisational performance is of interest to businesses, as organisational culture may be an important leverage in maximising organisational performance.

With regards to performance, organisational culture is said to be more powerful than any other factor that influences performance in the organisation. Adaptive/ quantum organisational cultures are more effective at improving performance and are characterized by:

- Creating alignment around a clear and compelling vision, strategy and goals
- Providing people with freedom and resources that they need to act quickly and responsively (future agile organisations)
- High level of cooperation among people and groups
- Ideas and innovation considered based on merit, not on source

In the conceptual framework, organisational culture is a core variable that is directly influenced by values-based leadership. Organisational culture is closely related to the organisational climate that employees experience. The values, leadership, organisational climate and culture should be strategically aligned to achieve enhanced organisational performance. Thus, organisational culture (and its espoused values) is a mediating factor in determining organisational performance.

Organisational Climate

High performance organisations have climates characterised by individuals who routinely do “whatever it takes” to meet goals. Extended periods of poor climate cause people to lose faith in the idea that things can improve, leading people to disengage from their jobs and the organisation. The results often seen are high turnover, absenteeism, dissatisfaction and low productivity.

The way employees feel about the workplace has an influence on whether or not they will perform in their jobs. Leadership style and behaviours of top-level managers can have a substantial effect on employees and organisational

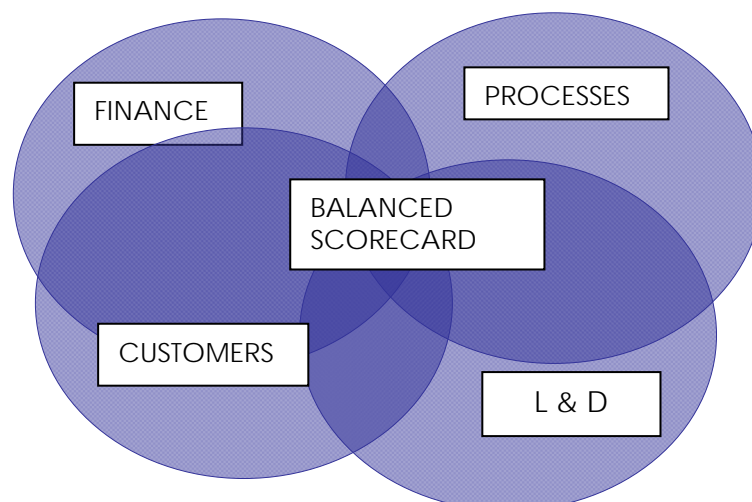
outcomes. Leadership practices aimed at mobilising employees emotional resources could be an important factor in determining organisational level performance. The management of employee emotions is increasingly being considered as an important component of effective leadership.

Therefore, organisational climate is another core variable in the conceptual framework. Organisational climate is directly influenced by values-based leadership and is affected by the prevailing organisational culture. The combined effect of leadership, organisaitonal culture, climate and supporting values has an indirect impact on organisational performance. Thus, organisational climate is considered an important mediator in improving organisational performance.

Organisational Performance

There is no universal definition for the concept of organisational performance, yet all success is based on how well an organisation performs. Organisational performance is typically measured using approaches such as the balanced scorecard, McKinsey 7-S Framework and organisation specific indicators. For some authors an indicator of organisational performance is how well the organisation is able to adapt externally and integrate internally.

Kaplan and Norton's Performance Management Tool: Balanced Scorecard attempts to bridge the gap between theory and practice. He proposed that effective organisational performance should be measured using a 'balanced scorecard'. He suggested that organisational performance measurement requires measures that are not purely financial in nature, because many of the financial indicators are a result of critical operational measures. Kaplan argues that a combination of financial and operational measures is necessary for measuring overall organisational performance. A Balanced Scorecard approach generally has four (4) perspectives. Each of these four perspectives are inter-dependent. Thus, improvement in just one area is not necessarily a recipe for overall success.



In addition to literature the South African Excellence Foundation model received attention

The SAEF Model is based on the following premise:



Each of the eleven elements is a criterion that can be used to assess an organisation's progress towards service excellence. The criteria can be grouped into two (2) groups, viz, **Enablers** (the first 6 criteria) and is concerned with **HOW** the organisation approaches each of the criterion parts and **Results** (the last 5 criteria), concerned with **WHAT** the organisation has achieved and is achieving.

PGWC Organisational Culture Model

As part of the Organisational Culture model as described in par 3.1. business performance and climate are assessed by looking at the following factors:

- The work climate in the various departments
- The quality of service rendered in the departments
- The cost effectiveness of the rendered service(s)
- The speed of service delivery and
- Client satisfaction (i.e. whether the clients are happy with the service)

Performance indicators described by Barrett

Four performance indicators are deemed prudent in determining the overall effective performance of an organisation, viz.

- Citizen Satisfaction (Internal & External);
- Employee Satisfaction;
- Organisational Consciousness (e.g. Financial Wellbeing);
- Cultural Alignment. (Personal/ Values & Mission Alignment)

Performance indicators summarised

The following areas, in determining the level of performance of an organisation, can be seen throughout:

- Financial well being
- Citizen satisfaction
- Employee engagement
- Cost & quality of service
- Efficiency & effectiveness

In order to instil values-driven behavioural change, interventions that address workforce re-engagement (high performing workforce), leadership development and building a values-driven organisational culture and climate should be explored.

4.2 Organisational behaviour focus areas

4.2.1 Develop core values for PGWC: Barret's & Café Conversations

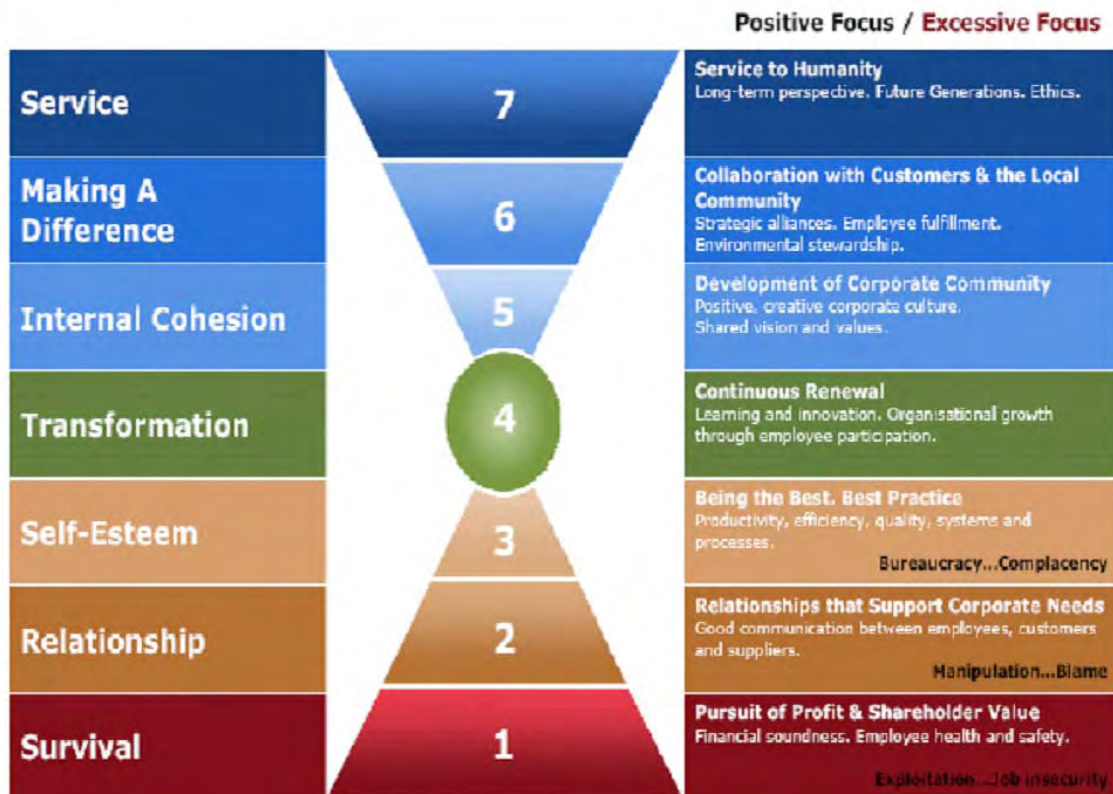
It has been shown that organisational values are interlinked with the organisational culture in driving performance. Therefore, the development of core value set for the PGWC will be an important intervention to pursue if it intends to make a quantum leap towards enhanced service delivery.

While acknowledging the national umbilical cord, the PGWC is also mindful of its own unique circumstances that requires that the PGWC must cascade the national provisions to its own reality. The PGWC must therefore synergise its own desired organisational values, and deliberately cultivate a specific corporate identity and culture that proclaims clearly how employees should conduct their activities within the broader public service framework. The proposed value sets must therefore, at all times, be read within the ambit of the broader framework.

The consultant house, Cebano, uses the Corporate Transformation Tools (CTT) Model of Barrett to work with Culture Values Assessment. This model is based on the Seven Levels of Consciousness developed by the Barrett Values Centre. Comparisons between the personal values, the current organisational values and the desired organisational are described through this instrument. Such an exercise can provide the PGWC with valuable **quantitative** information through dot plots as can be seen in the following example:



Barrett Seven Levels of Consciousness Model



www.valuescentre.com

Since findings through the Barrett survey will be quantitative in nature, this need to be followed up with interventions such as World café-conversations to provide the qualitative richness of the information.

The high level objectives of this process are to establish the 5 core values in the PGWC and to link good practice behaviour to these. These “good practice behaviours” will then become the standards that employees of the PGWC will set for themselves as the way in which things should be done in the Province. The current Organisation Good Practice Guide can assist in this process.

This process could further assist the PGWC to enhance its organisational alignment and unleash the enthusiasm of its employees, helping to increase organisational effectiveness and improve service delivery – which will be of direct benefit to the citizens of the Western Cape. This will be done in a phase approach.

4.2.2 Workforce engagement through creating sustainable human energy

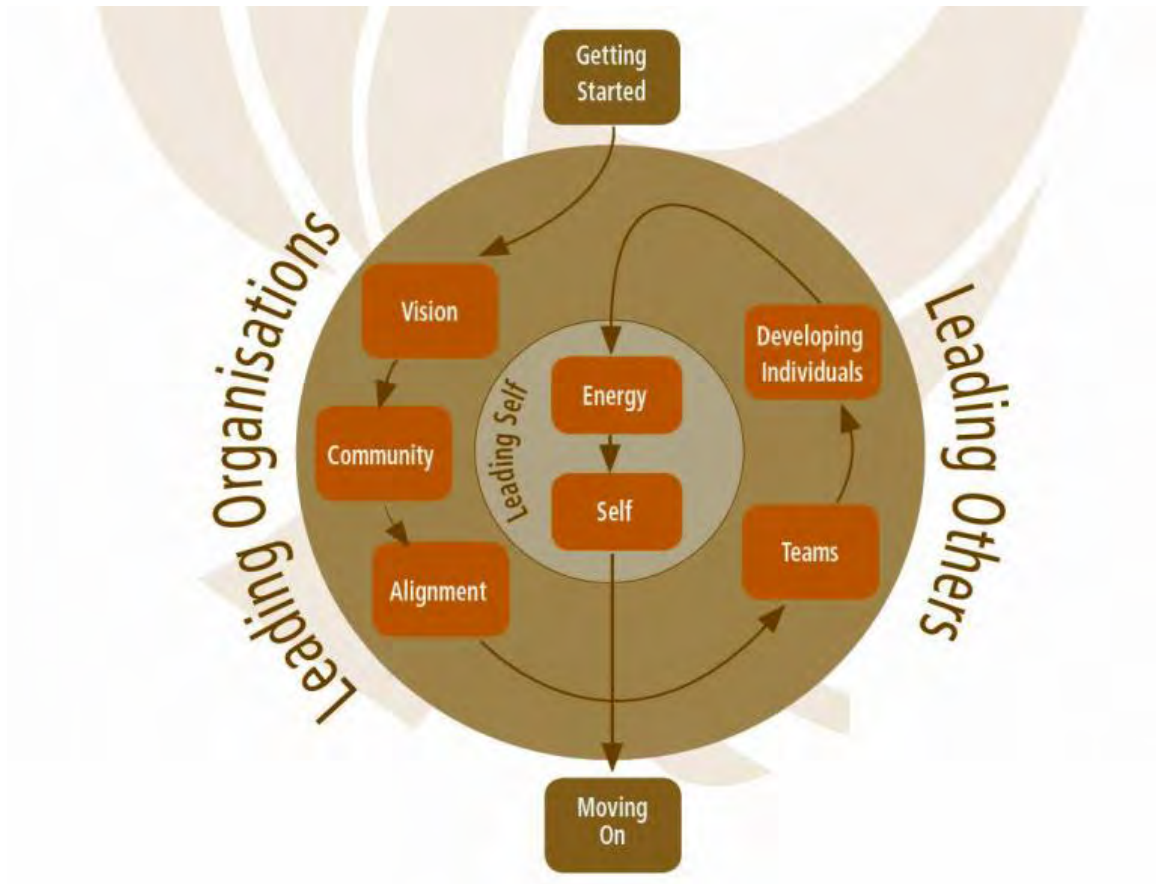
In order to create sustainable human energy, leaders in the PGWC must be energised in order to energise their employees. The mastery of sustainable human energy for individuals and for teams is a journey, which starts with the awareness of the crucial role that human energy plays in human effectiveness. When energy levels are high, outcomes soar – whilst when energy levels slumps, so do performance outcomes, which negatively impacts on service delivery.

International research indicated that 75% of employees are “disengaged”. They are physically in the workplace but they are not “present”. They are actively passive and may even be destructive. Ernst & Young’s survey suggests that 66% of all strategic decisions are never implemented because of the large number of “disengaged employees”. The disengaged employee can hinder organisational performance. For instance, they may have competence, skills and experience but they do not use them or are not given the opportunities to use them optimally. Further, the disengaged employee might not demonstrate energy and enthusiasm in his/her work, which will have negative implications for performance outcomes. Consequently, research shows that HUMAN ENERGY is the key determinant of human outcomes.

The benefits of high-energy teams in organisations are plentiful. High-energy teams thrive on change while low energy teams fear and resist change. High-energy teams co-create solutions, which are exciting and “out of the box” (even brilliant). By contrast, low energy teams blame, make excuses, disengage and even “play dead” which are detrimental in achieving organisational performance.

4.2.3 Nine conversations leadership development

It has already been established that the PGWC has a major challenge in terms of its leadership. With urgent and radical interventions, it is envisioned that the PGWC leadership can be addressed and developed in such a way that it becomes instrumental in driving organisational performance. One such intervention that can be considered is the *Nine Conversations* in leadership development.



The *Nine Conversations in Leadership*[™] intervention acts as a catalyst for long-term leadership development throughout the organisation. The intervention consists of nine facilitated conversations that occur within a small peer group (comprising up to ten people), referred to as a leadership cell. The purpose of each conversation is to share and learn from one another's leadership challenges and successes and to co-create ideas and solutions from shared learning and wisdom.

Unlike other leadership programmes, the *Nine Conversations* intervention works at the levels of knowledge, values and behaviours to achieve holistic leadership growth.

The first advantage of this intervention is that it is applicable at every level of the organisation and utilizes a process that will be adapted to the PGWC context.

Secondly, this intervention strongly support the definition of leadership as a process of influence, referring to the leader's ability to influence the thoughts, feelings and actions of others, resulting in changes within them that would probably not have occurred without the influence of that leader.

Thirdly, acknowledging the increasing complexity in the workplace and in the world, their approach to leadership development underscores the importance of shared learning, through conversation, within small groups and larger learning communities.

The *Nine Conversations* intervention is an organisational development intervention. It uses 360° feedback, peer coaching and personal development planning to create strong, committed and aligned leaders at all levels of the organisation. The intervention examines leadership in the realms of the Head (knowing), the Heart (being) and the Hands (doing). It brings participants together repeatedly to explore and cover all aspects of leadership, from organisational leadership to team leadership and the leadership of individuals and self. Leadership alignment is a critical component for harnessing organisational energy to achieve the organisation’s vision, values and strategy. The *Nine Conversations* intervention assists organisations to achieve such alignment. While leaders develop through experience, they can accelerate their readiness to lead by receiving constructive feedback. Assessments are made in the areas of knowledge, attitude and behaviour, all of which are developed during the leadership journey.

Nine Conversations in leadership™ intervention is, based on three realms and covers seven dimensions of leadership – vision, community, alignment (Leading Organisations), teams, developing individuals (Leading Others), energy and self (Leading Self). The intervention introduces the concept of a learning community, referred to as a leadership ‘cell’. Leadership development is driven by conversations that occur within the leadership cell, using the *Lekgotla* process for transformational dialogue. Leaders in the leadership pipeline come together in the intervention to learn and to share their challenges and successes, thereby building alignment and mutual understanding of their leadership issues. Self-assessment, peer assessment, personal development planning, action projects and a portfolio of evidence are key elements of the intervention. Leaders motivate and guide the efforts of others by clarifying organisational purpose, vision, strategy and values.

The content and outcomes of this intervention can be described as follows:

Conversation Content	Outcomes
Conversation 1: Getting Started	
<ul style="list-style-type: none"> • Personal storytelling • Leadership theory overview • Intervention Overview • Leadership team charter • Brief on 360 degree assessments and assignments • Personal development plan 	<ul style="list-style-type: none"> • Understand the nine conversations in leadership. • Understand various perspectives and leadership theory. • Have a shared vocabulary and common understanding of leadership. • Have made a commitment to your leadership cell for the journey ahead. • Have examined your leadership: “ Am I the leader I want to be?”, “ Am I leading the way I want to lead?”. • Have confronted the leadership choice.

	<ul style="list-style-type: none"> • Have begun your nine conversations in leadership.
Conversation 2: Vision	
<ul style="list-style-type: none"> • Vision assignment • Vision theory overview • The leaders role in vision • The power of vision • Personal development plan • Vision action project 	<ul style="list-style-type: none"> • Understand vision theory. • Know the links between, purpose, values, vision, and strategy. • Have explored your commitment to the vision, values and purpose. • Understand the need to articulate vision in concise, inspiring way. • Understand the need to role-model the vision consistently. • Know the components of an effective vision.
Conversation 3: Community	
<ul style="list-style-type: none"> • Community assignment • Community theory overview • Community culture • Stakeholders • 360 degree assessment respondents • Personal development plan • Community action project 	<ul style="list-style-type: none"> • Understand the meaning of community and its importance. • Understand the concepts of community culture, stakeholders and diversity. • Know how to develop and empower communities. • Know the value of being open to influence by your community. • Understand the importance of building successful communities. • Know how to build successful communities. • Be able to locate yourself within each stakeholder community. • Understand the importance of appropriate governance structures.
Conversation 4: Assignment	
<ul style="list-style-type: none"> • Alignment assignment • Alignment theory overview • Engage the organisation • Alignment "must do's" • Personal development plan • Alignment action project 	<ul style="list-style-type: none"> • Understand the tangible and intangible components of organisations. • Understand the choice between head-centric alignment and heart-centric alignment • Know how to harness the energy of the organization to deliver results. • Know the importance of using two-way communication to align the components. • Be able to build sustainable alignment mechanisms. • Be receptive to alignment opportunities that emerge from different parts of the organization.
Conversation Content	Outcomes
Conversation 5: Teams	
<ul style="list-style-type: none"> • Teams assignment • Team theory overview • Build teams • Work in teams • Team needs • Personal development plans • Teams action project 	<ul style="list-style-type: none"> • Understand the appropriate use of teams. • Know how teams develop. • Know how to diagnose common team problems and how leaders can impact. • Value contribution that teams can make. • Recognise the value of developing teams. • Be sensitive to your personal impact on teams. • Be able to role-model effective team behaviours.

Conversation 6: Developing individuals	
<ul style="list-style-type: none"> • Developing individuals assignment • Developing individuals theory overview • Developer of individuals • Prepare for 360degree feedback • Personal development plans • Developing individuals action project 	<ul style="list-style-type: none"> • Understand that it is possible to accelerate the development of individuals. • Understand how adults learn. • Understand the development in the context of an organisation's talent. • Be able to differentiate between mentoring and coaching situations. • Value trust and respect as the foundations of developmental relationships. • Be able to apply appropriate development tools, such as coaching and feedback. • Be able to role-model ongoing personal growth and development.
Conversation 7: Energy	
<ul style="list-style-type: none"> • Energy assignment • Energy theory overview • Energy impact • Prepare for 360 degree feedback • Personal development plans • Energy action project 	<ul style="list-style-type: none"> • Understand the theories and principles of wellness, balance and energy. • Understand the four kinds of energy: physical, emotional, intellectual and spiritual. • Understand the impact of your energy levels on your own performance and you teams performance. • Know how to implement positive energy rituals in daily life. • Know ho to use stress and recovery cycles to maximize energy.
Conversation 8: Self	
<ul style="list-style-type: none"> • Self assignment • Self theory overview • Analyse 360 degree • Personal vision • Personal plans • Personal development plans • Self action project 	<ul style="list-style-type: none"> • Understand that continuous self-development is possible. • Understand which tools are available for self-development. • Be able to analyse and reflect on personal mastery using models of self development. • Have assessed personal strengths and development areas. • Have updated a personal development plan that reflects new insights.
Conversation Content	Outcomes
Conversation 9: Moving on	
<ul style="list-style-type: none"> • Seven dimensions of leadership • Lifelong learning and sustaining • Our leadership community – moving on • Personal strengths • Development priorities and 	<ul style="list-style-type: none"> • Synthesise your learning from the Nine Conversations in Leadership. • Celebrate having shared the Nine Conversations in Leadership. • Consider committing to leadership development as a lifelong journey. • Review your actions plans expressed in your Nine Conversations in Leadership.

<p>support</p> <ul style="list-style-type: none"> • Developing other leaders • Celebrate the leadership cell • Graduation 	<ul style="list-style-type: none"> • Consider the next steps to developing other leaders in your organization or community.
--	--

4.3 Utilisation of consultants

In order to prevent open-ended dependence on external consultants, initial services from consultants will include transfer of skills to employees of PGWC. This will be addressed by means of participation and co-facilitation by PGWC employees, together with accredited training in relevant methodology.

Barrett: Corporate Transformation Tools (CTT):

As part of the Cebano Consultants (Pty) Ltd. Process, using the Corporate Transformation Tools (CTT) Model Culture Values Assessment sponsored by Nedbank, a core team of appropriate staff within the PGWC will be constituted to support and steward the ongoing culture transformation process. The core team will be trained in the CTT methodology and tools and thereafter certified as CTT consultants. In addition a broader group/team of values champions will be exposed to the CTT methodology. This will comprise of line manager to assist with the roll-out of the values process.

Symphonia: World Café Process:

Identified change facilitators will firstly participate the process as attendees in order to get experience first- hand. Following on this all change facilitators will attend two workshops, viz, Leading Organisational Change and a World Café capacity building session. This is aimed at creating a shared language relating to conversational change and to build capacity. In addition to this training internal change facilitators will have access to a 1:1 telephonic coaching support process. It is also envisaged that bi-monthly Action Learning sessions will be conducted to enable the change facilitators to engage with colleagues as part of the ongoing development.

Workforce Engagement through creating sustainable energy (Learning to Lead - LTL):

This intervention will firstly be piloted, followed by workshops specifically focused at the SMS level. The final phase will be a "train-the-trainer" process aimed at ensuring empowerment of staff members to ensure the process is continued independently within the PGWC.

Worldview: Nine conversations in leadership:

Accredited training of internal facilitators through the Worldview Facilitator Accreditation (WFA) workshop will be conducted. Internal facilitators that meet

the requirements of accreditation will thereafter be able to deliver the intervention internally.

Phase 1

External facilitators will be utilised for conducting the intervention at senior management level.

Phase 2

Roll out the Nine Conversations to the Provincial Middle Management teams with the joint participation of internal facilitators and to be done independently by PGWC employees with staff members on other levels.

5. CONCLUSION

The fundamental mandate of the Provincial Government Western Cape (PGWC) is to serve and empower our citizens. This is indeed the only reason for the PGWC's existence as a public service institution.

Employees have a fundamental responsibility to ensure that the people of the Western Cape not only get the services that they are entitled to, but indeed the quality services that they rightfully deserve. Employees must commit themselves to continuously improve on their best through values driven leadership that will positively influence the culture and climate in the province and ensure service excellence.

5.1 Current organisation culture

Recurring trends were noted throughout the various surveys conducted.

Firstly, there is an indication that leaders may struggle to communicate departmental and provincial strategies effectively to their employees. In other words, leaders seem to understand the strategies and vision themselves, but may not always explain these strategies to the teams in an effective way. This could lead to a situation where employees are feeling uncertain about the strategic direction in which the department is heading, they may become frustrated with their leaders' perceived lack of action orientation and may be confused about their role in achieving organisational objectives (role clarity). These concerns were clearly expressed in institutional diagnostics and the organisational culture survey. When the strategies are not properly communicated, employees may not execute their work as required and may not realise the impact/ importance of their job role in attaining the departmental/ provincial strategy. It therefore becomes critical that leaders in PGWC departments focus more energy on interpreting and breaking down the departmental/ provincial strategies into smaller, parts for their teams to understand.

Secondly, poor communication was cited in all surveys as a major challenge. It seems that teams communicated internally with one another, but would struggle to communicate effectively with other components within their department as well as with other departments in the province. The lack of open and transparent communication from direct supervisors/ leaders was expressed as a concern when it came to performance management and strategy issues. When there is poor communication, it may cause delays in work processes, could lead to conflict and friction between teams and might create misunderstandings between employees (bearing in mind the diverse nature of the PGWC workforce). According to the surveys, problems relating to communication was not localised in one specific salary level of job cadre, but was generally expressed as a concern for all PGWC leaders and employees alike. Poor communication could foster a work environment that is frustrating and unpleasant. Thus, the importance of improving the communication channels and developing effective communication (interpersonal) skills cannot be under-estimated, ranging from the team level until the most strategic levels of PGWC departments.

Finally, leadership seems to be the common issue noted in the challenges experienced in the current PGWC organisational culture. As previously reported, leaders do not always communicate well with teams, implement the performance management systems and rewards inconsistently and struggle to convey strategic vision and direction. Furthermore, employees do not perceive their leaders as being skilled to handle change. Therefore, an impression is created that leadership could be one of the main sources of frustration for employees, where poor management styles may exacerbate the occurrence of burnout in the workforce. It is interesting to note that the element of *leadership* was viewed as strength for PGWC departments during the organisational culture survey conducted in 2006. This is in contradiction with findings in the other surveys conducted subsequent to 2006, where leadership was found to be a major challenge. A possible explanation for the contradiction could be the chronological order in which the different surveys were conducted. In summary, it seems that leadership (in terms of effectiveness and quality) has diminished as from 2006 onwards and could have impacted negatively on the PGWC organisational culture as a result.

5.2 Current values

Modern research is increasingly acknowledging the importance of a shared values system together with a compelling vision and mission - the driving force behind sustainable success - be that in the workplace or in personal life. A set organisational values framework is central to establishing a high-performance organisational culture for PGWC.

Findings show that a range of different values are subscribed to by departments in the PGWC. So much so, that after a process of distilling the values reported on, 20 prominent values in the PGWC were identified. A set

value framework of 5-6 values needs to be established to ensure organisation behaviour that will result in a modernised service delivery orientation.

5.3 Conceptual framework

An organisational behaviour and performance conceptual framework is presented which implies that values-driven leadership will create a high performance organisational culture and climate which will ultimately effect organisational performance and ensure service delivery excellence.

5.4 Behavioural focus areas going forward

The main drivers of performance, namely leadership, organisational climate, culture and values identified through research excercises confirmed the importance of having effective values driven leadership to drive organisational performance.

Current leadership, organisational climate, culture and values may not seem to support the PGWC's mission to ensure service delivery excellence. Thus, it is clear that a change management programme, with specific reference to behaviour change interventions, is needed to align its leadership, organisational culture, climate and values.

Apart from establishing a set values framework, specific behavioural interventions, as described in paragraph 4.2. i.e. workforce engagement and leadership development needs to be rolled out.

6. RECOMMENDATIONS

It is recommended that a behaviour change programme, based on the organisational behaviour and performance conceptual framework, be developed and rolled out.

The proposed behaviour change programme interventions are as follows:

6.1 Values distillation using Barret survey

It is recommended that:

- A Barret survey be conducted annually within PGWC, including schools and hospitals, to determine personal, current and preferred organisational values.
- Cabinet and Provincial Top Management (PTM) participate in one workshop each, followed by an integrated workshop, facilitated by an external service provider to discuss the results of the Barret survey, determine the core values and associated behaviours.

- Café conversations methodology be utilised to extract qualitative information, discuss the 5 prominent core values for the PGWC as well as the associated behaviours that should be displayed throughout the PGWC.
- The Chief Directorate: OD employees be trained as facilitators of Café Conversations, to enable them to rollout this intervention independently in the PGWC.

6.2 Workforce engagement through creating sustainable human energy

It is recommended that:

- The Chief Directorate: OD be capacitated and trained to roll out this intervention in the PGWC to effect workforce engagement through creating sustainable employee energy.

6.3 Nine conversations in leadership development

It is recommended that:

- The *Nine Conversations* methodology is approved as an Organisational Development leadership intervention with the aim to instil values in the organisation.
- Cabinet and PTM be exposed to the *Nine Conversations* intervention, facilitated by an external service provider, for four (4) hours per month for duration of nine (9) months.
- The Chief Directorate: OD personnel are fully trained as accredited facilitators to roll out the *Nine Conversations* programme from senior management through middle management level within the PGWC.

7. HUMAN RESOURCE IMPLICATION

With reference to all the behavioural interventions proposed above, PGWC employees will be fully capacitated to roll out these interventions independently in future. Skills transfer and the building of internal human resource capacity by means of PGWC employees' participation and co-facilitation on all accredited interventions.

8. FINANCIAL IMPLICATION

8.1 PGWC Core Values (Barrett)

Cebano Consultants (Pty) Ltd. Using the Corporate Transformation Tools (CTT) Model Culture Values Assessment to the amount of R 1 127 450 will be

sponsored by Nedbank during the 2009/2010 financial year. This amount will exclude schools and hospitals.

The fact that the success of such an intervention lies in continuous follow-up surveys of this nature needs to be recognised. Interventions of this kind will need to be followed up at least bi-annually, including school and hospitals in order to measure progress made in this regard. The implication would be a re-curing cost for the PGWC of R 1, 8 million in the outer years.

8.2 Café conversations

Description	Number of Days	Number of Participants	Costs (incl VAT)
Cafe Conversation Workshops	½ day	40	R 11 400
Capacity Building Workshops	2	20	(@ R28 500) = R57 000
Leading Organisation Change	2	40	(@ R39 900 = R79 800)
Action Learning Sessions	6	20	(@ R17 100 = R102 600)
TOTAL			R 250 800

8.3 Human Energy (Learning to Lead (LTL))

Description	Number of Days	Number of participants	Costs (incl VAT)
Pilot	2	25	R 80 000
SMS Members	2	25	R 80 000
Train-the-Trainer	2	25	R 100 000
TOTAL			R 260 000

8.4 Nine conversations

(a)

Description	Costs (incl VAT)
Annual Renewal Fee:	(\$50 000) = R 445 740 (R:\$ = R7.82)
TOTAL	R 445 740

(b)

Description	Number of Sessions	Number of Participants	Costs (incl VAT)
Worldsview Facilitators Accreditation Workshop	1	12	R 8 835.00 pp x 12 = R 106 020
External Facilitators (Cabinet and PTM)	9	.	R63 270 x 2 = R 126 540
TOTAL			R 232 560

AGGREGATED FINANCIAL IMPLICATIONS

Intervention	Current Year (2009/10)	2010/2011	2011/2012 (+10%)	2012/2013 (+10%)
<u>Barrett:</u>				
i) Value Centre		R 1 800 000	R 1 980 000	R 2 178 000
<u>Café Conversations:</u>				
i) ½ Day Workshop	R 11 400			
ii) 2 Day Capacity	R 57 000			
iii) 2 Day Leading Organisational Change	R 79 800			
iv) Action Learning	-----	R 102 600	R 112 860	R 124 146
<u>Learning To Lead</u>				
i) Train the trainer	R100 000			
ii) Pilot		R 80 000		
iii) SMS Training		R 80 000		
<u>9 Conversations</u>				
i) Once -off License fee		R 1 782 960	-----	-----
ii) Annual Renewal		-----	R 445 760	R 490 336
iii) Worldsview Facilitators Accreditation Workshop		R 106 020	-----	-----
iv) Cabinet & PTM		R 126 540	R 139 194	
Grand Total	R 248 200	R 4 078 120	R 2 677 814	R 2 792 482

ANNEXURE A

Bibliography

- Adkins, B. and Caldwell, D. (2004), "Firm or subgroup culture: where does fitting in matter and levels-of-analysis effects", *Academy of Management Review*, Vol. 24, pp. 266-85.
- Aiken, C., Keller, S. & Rennie, M. (2005). *The Performance Culture Imperative*. McKinsey & Company.
- Alaganandan, P., Kaur, G.A., Chaturvedi, P.A., & Venkataraman, M. (2009). Managing human capital through tough times; The common thread that links all our winners is the solid foundation that they have built to manage their human capital. Business Today. New Delhi.*
- Bass, B.M. (1985), *Leadership and Performance beyond Expectations*, Free Press, New York.
- Bass, B.M. (1990), *Handbook of Leadership: A Survey of Theory and Research*, Free Press, New York.
- Bass, B.M. and Avolio, B.J. (1993), "Transformational leadership and organisational culture",
- Begley, T. M. & Boyd, D. P. (2001). Articulating corporate values through human resources policies. *Business Horizons*, 43 (4), 8-12.
- Berry, L.L. (1999). *Discovering the soul of service: The nine drivers of sustainable business success*. New York: The Free Press.
- Block, L. (2003). The leadership-culture connection: An exploratory investigation. *Leadership and Organisation*, 24(6), 318-334.
- Bob Frost, *Measuring Performance: Using the New Metrics to Deploy Strategy and Improve Performance*, Measurement International, 2001.
- Branson, C.M. (2008). Achieving organisational change through values alignment. *Journal of Educational Administration*, 46(3), 376-395.
- Brewer, A. (1994). *The Responsive Employee*, Allen & Unwin, Sydney.
- Brown, D.R., & Harvey, D. (2006). *An experiential approach to organisational development (7th ed.)*. Upper Saddle River, New Jersey: Pearson Education Inc.
- Burnes, B. (2004). *Managing change (4th ed.)*. Essex, England: Pearson Education Inc. CA, PP. 147-62.
- Chang, S., & Lee, M. (2007). A study on relationship among leadership, organisational culture, the operation of learning organisation and employees' job satisfaction. *The Learning Organisation*, 14(2), 155-185. Chartered Management Institute. *Management*, Vol. 11, pp. 766-88. Chicago, IL, pp. 120-45.
- Cooke, R.A. and Lafferty, J.C. (1989), *Organisational Culture Inventory*, Human Synergistics, Plymouth, MI.
- Cooke, R.A. and Rousseau, D.M. (1988), "Behavioural norms and expectations: a quantitative approach to the assessment of organisational culture", *Group & Organisation Studies*,
- Cooke, R.A. and Szumal, J.L. (2000), "Using the organisational culture inventory to understand the operating cultures of organisations", in Ashkanasy, N.M., Welderom, C.P.M. and Peterson

- Covey, S. R. (1990). *Principle-Centered Leadership*. New York: Simon & Schuster
- Davidson, G., Coetzee, M., & Visser, D. (2007). Organisational culture and financial performance in a South African investment bank. *South African Journal of Industrial Psychology*, 33(1), 38-48.
- Davidson, M., Manning, M., & Timo, N. (2001). Are customer satisfaction and performance in hotels influenced by organisational climate? *Australian Journal of Hospitality Management*, 8(1). pp 41-62.
- Davidson, M.C.G. (2003). Does organisational climate add to service quality in hotels? *International Journal of Contemporary Hospitality Management*, 15(4), 206-213.
- Deal, T.E. and Kennedy, A.A. (1982), *Corporate Culture*, Addison-Wesley, Reading, MA.
- Denison, D.R. (1990), *Corporate Culture and Organisational Effectiveness*, Wiley, New York, NY.
- Denison, D.R. and Mishra, A.K. (1995), "Toward a theory of organisational culture and effectiveness", *Organisation Science*, Vol. 6, pp. 204-22.
- Denison, D.R., Haaland, S. and Goelzer, P. (2004), "Corporate culture and organisational effectiveness: is Asia different from the rest of the world?", *Organisational Dynamics*,
- Downey, H.K., Sheridan, J.E and Solocum, J.W. Jr (1975), "Analysis of relationships among leader behaviour, subordinate job performance and satisfaction: a path-goal approach", *Academy of Management Journal*, Vol. 18 No. 2, pp. 253-62.
- Eliyahu M. Goldratt, *The Haystack Syndrome: Sifting Information Out of the Data Ocean*, North River Press, 1991, p.26.
- Fenton, N.E & Inglis, S. (2007). A Critical perspective on organisational values. *Non-profit management and leadership*, 17 (3) Spring 335-347.**
- Ferguson, J. & Milliman, J. (2008). Creating effective core organisational values: A spiritual leadership approach. *International Journal of Public Administration*, 31, 439-459. Free Press.**
- Gawthrop, L.C. (1998). *Public Service and Democracy: Ethical Imperatives for the 21st Century*: Chatham House.
- Geyer, A.L. and Steyrer, J.M. (1998), "Transformational leadership and objective performance in banks", *Journal of Applied Psychology*, Vol. 47, pp. 397-420.
- Glick, W.H. (1985). Conceptualising and measuring organisational and psychological climate: pitfalls in multilevel research. *Academy of Management Review*, 10(3), 601-616.
- Gordon, G.G. (1985), "The relationship of corporate culture to industry sector and corporate performance", in Kilman, R.H., Saxton, M.J, Serpa, R. et al. (Eds), *Gaining Control of the corporate Culture*, Jossey-Bass, San Francisco, CA, pp. 103-25.
- Gordon, G.G. (1991), "Industry determinants of organisational culture", *Academy of Management Review*, Vol. 16, pp. 396-415.
- Gordon, G.G. and DiTomaso, N. (1992), "Predicting corporate performance from organisational culture", *Journal of Management Studies*, Vol. 29, pp. 783-98.
- Governmental Accounting Standards Board, "Performance Measurement at the State and Local Levels." 2001.

Graen, G.B. (1976), "Role making process within complex organisation", in Dunnette, M.D.(Ed.), Handbook of Industrial and Organisational Psychology, Rand-McNally, Chicago,

Gregory, B.T., Harris, S.G., Armenakis, A.A., & Shook, C.L. b (2008). Organisational culture and effectiveness: A study of values, attitudes, and organisational outcomes. The W. A. Franke College of Business, Northern Arizona University, United States.

H. James Harrington, Total Improvement Management: The Next Generation in Haakonsson, D.D., Burton, R.M., Obel, B., & Lauridsen, J. (2008). How failure to align organisational climate and leadership style affects performance. Management Decision, 46(3), 406-432.

Harris, L.C. and Ogbonna, E. (2001), "Leadership style and market orientation an empirical study", European Journal of Marketing, Vol. 35 Nos 5/6, pp. 744-64.

Heck, R.H., Larsen, T.J. & Marcoulides, G.A. (1990). Instructional Leadership and school Achievement: Validation of a Causal model". Educational Administration Quarterly, 26, 2, 94-125.

Hellriegel, D., & Slocum, J.W. (1974). Organisational climate: measures, research and contingencies. The Academy of Management, 17(2), 255-280.

Henderson, K.M. (2004). Characterizing American public administration: The concept of administrative culture. International Journal of Public Sector Management, 17(3). 234-250.

Howell, J.M. and Avolio, B.J. (1993), "Transformational leadership, transactional leadership, locus of control, and support for innovation: key predictors of consolidated-business-unit performance", Journal of Applied Psychology, Vol. 78, pp. 891-902.

Jeremy Hope and Robin Fraser, Beyond Budgeting: How Managers Can Break Free from the Annual Performance Trap. Boston: Harvard Business School Press, 2003.

Journal of Managerial Psychology, Vol. 21 No. 6, 2006 pp. 566-579. Emerald Group Publishing Limited.

Juechter, M.W., Fisher, C., & Alford, R.J. (1998). Five conditions for high performance cultures. Training and Development, [May], 63-67.

Kangis, P., & Williams, D.G.S. (2000). Organisational climate and corporate performance: an empirical investigation. Management Decision, 38(8), 531-540.

Klem, C., & Schlechter, A. (2008). The relationship between leader emotional intelligence and psychological climate: An exploratory study. South African Journal of Business Management, 39(2), 9-23.

Kotter, J.P. and Heskett, J.L. (1992), Corporate Culture and Performance, The Free Press, New

Kouzes, J.M. & Posner, B.J. (2003). Credibility: How leadership gain and lose it, why people demand it. San Francisco: Jossey-Bass

Kuczmariski, S. S. & Kuczmariski, T.D. (1995). Values-based leadership. Englewood Cliffs, NJ: Prentice Hall.

Kuei, C., Madu, C.N., Lin, C., & Lu, M.H. (1997). An empirical investigation of the association between quality management practices and organisational climate. International Journal of Quality Science, 2(2), 121-137.

Larry Bossidy and Ram Charan, Execution: The Discipline of Getting Things Done, Crown Business, 2002.

Leadership and Organisation Development Journal, Vol. 16, pp. 16-21.

Lencioni, P. M. (2002). Making your values mean something. *Harvard Business Review*, 80 (7), 113-117.

Likert R. (1961). *New patterns of management*. New York: McGraw-Hill.

Lim, B. (1995), "Examining the organisational culture and organisational performance link",

Lok, P., & Crawford, J. (2004). The effect of organisational culture and leadership style on job satisfaction and organisational commitment: A cross-national comparison. *Journal of Management Development*, 23(4), 321-338.

M.F. (Eds), *Organisational Culture and Climate*, Sage, Thousand Oaks, CA, pp. 147-62.

Mabey, C. and Ramirez, M. (2004) *Developing Managers: A European Perspective*. London: Chartered Management Institute. *Management*, Vol. 11, pp. 766-88.

Maintaining Results, 2nd Edition (Hoboken, NJ: John Wiley & Sons, 2006), pp. 13–14.

Mathieu, J. and Zajac. D. (1990), "A review of meta-analysis of the antecedents, correlates and consequences of organisational commitment", *Psychological Bulletin*, Vol. 108.

McGuire, J.B., Rhodes, G. & Palus, C. P. (2008) Transforming your leadership Culture. *LIA* 27 (6) January/ February.

Mearns, K.J., & Flin, R. (1999). Assessing the state of organisational safety. *Current Psychology*, 18(1): p. 5.

Michael J. Gelb, *How to Think Like Leonardo da Vinci* (New York: Random House, 2004).most? ", *Journal of Organisational Behavior*, Vol. 25, pp. 969-78.

Mirsalimi, H. & Hunter, M. (2006). Influential leadership: Success in reaching sales goals can depend on a leader's reaction to employees' questions. *Rough Notes*, 149 (8), 76-78.

Northouse, PG. (2004) *Theory and Practice* (3rd Edition). London: Sage Publications Ltd.

Occupational & Organisational Psychology, Vol. 72, pp. 441-62.

Ogbonna, E. and Harris, L.C. (2000), "Leadership style, organisational culture and Owens, R. (1987). *Organisational behaviour in Education*, Englewood Cliffs, NJ: Prentice-Hall.

Ozcelik, H., Langton, N., & Aldrich, H. (2008). Doing well and doing good: The relationship between leadership practices that facilitate a positive emotional climate and organisational performance. *Journal of Managerial Psychology*, 23(2),186-203.

Parry, C.W. (2003), "Leadership, culture and performance: the case of the New Zealand.

Pattakos, A. N. (2004). The search for meaning in government service. *Public Administration Review*, 64 (1), 106-112.

Paul C. Nutt, *Why Decisions Fail*, Berrett-Koehler, 2002.

Paul R. Niven, *Balanced Scorecard Step by Step: Maximizing Performance and Paul Rogers and Marcia Blenko, "Who Has the D? How Clear Decision Roles Enhance Organisational Performance," Harvard Business Review*, January 2006.

Pendhazur, E.J. (1982), *Multiple Regression in Behavioural Research*, Holt, Rinehart, & Winston, Fort Worth, TX.

Peter M. Senge, *The Fifth Discipline*, Doubleday/Currency, 1990.

- Peters, T. and Waterman, R. (1982), *In Search of Excellence*, Harper & Row, New York, NY.
- Petty, M.M., Beadles, N.A. II, Lowery, C.M., Chapman, D.F. and Connell, D.W. (1995), "Relationships between organisational culture and organisational performance",
- Phillips, D.T. & Loy, J.M. (2008). *The architecture of leadership: Preparation Equals Performance*. Annapolis, MD: Naval Institute Press.
- Porter, L.W., Steers, R.M., Mowday, R.T. and Boulian, P.V. (1974), "Organisational Commitment job satisfaction and turnover among psychiatric technicians", *Journal of Applied Psychology*, Vol. 59 No.5, pp. 603-9.
- Rashid, M.Z.A., Sambasivan, M., & Johari, J. (2003). The influence of corporate culture and organisational commitment on performance. *Journal of Management Development*, 22(8), 708-728.
- Rashid, M.Z.A., Sambasivan, M., & Rahman, A.A. (2004). The influence of organisational culture on attitudes towards organisational change. *Leadership and Development Journal*, 25(2), 161-179.
- Riccucci, N.M. & Getha-Taylor, H. (2009). Managing the "New Normalcy" with values-based leadership: Lessons from Admiral James Loy. *Public Administration Review*, March/ April 200-206.
- Robert B. Carton and Charles W. Hofer. *Measuring Organisational Performance: Metrics for Entrepreneurship and Strategic Management Research*. Edward Elgar Publishing © 2006.
- Robert S. Kaplan and David P. Norton, "The Balanced Scorecard– Measures That Drive Performance," *Harvard Business Review*, January–February 1992: pp. 71–79.
- Robert S. Kaplan and David P. Norton, *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Boston: Harvard Business School Press, 2004.
- Robert S. Kaplan and David P. Norton, *The Balanced Scorecard Translating Strategy into Action*. Boston: Harvard Business School Press, 1996.
- Rousseau, D.M. (1990), "Normative beliefs in fund-raising organisations: linking culture to organisational performance and individual responses", *Group and Organisational Studies*,
- Schein EH. (1985) *Organisational culture and leadership*. San Francisco: Josey-Bass.
- Schein, E.H. (1992), *Organisational Culture and Leadership*, Jossey-Bass, San Francisco, CA.
- Schneider, B., Brief, A.P., & Guzzo, R.A. (1996). Creating a climate and culture for sustainable organisational change. *Organisational Dynamics*, 24(4), 7-19.
- Schneider, W.E. (2000). Why good management ideas fail: the neglected power of organisational culture. *Strategy and Leadership*, 28(1), 24-29.
- Sherman, J.D., & Olsen, E.A. (1996). Stages in the project life cycle in R & D organisations and the differing relationships between organisational climate and performance. *The Journal of High Technology Management Research*, 7(1), 79-90.
- Siew, K.J.L., & Yu, K. (2004). Corporate culture and organisational performance. *Journal of Managerial Psychology*, 19 (4), 340-359.
- Smircich, L. (1983). "Concepts of culture and organisational effectiveness", *Administrative Science Quarterly*, Vol. 28 No. 3, pp. 339-58.

- Smit, K., Ludik, J., Goussard, Y., & Foster, S. (2006). Research on Organisational Culture in the Western Cape Government. [Research report, August 2006].
- Spitzer Dean R. Why Measurement Is So Powerful. AMACOM © 2007.
- Stogdill, R.M. (1974) Handbook of Leadership: A survey of theory and research. New York:
- Taormina, R.J. (2008). Interrelating leadership behaviors, organisational socialization and organisational culture. *Leadership and Organisation*, 29(1), 85-102.
- Tierney, P. (1999). Work relations as a precursor to a psychological climate for change: the role of work group supervisors and peers. *Journal of Organisational Change Management*, 12(2), 120-133.
- Trice, H.M. and Beyer, J.M. (1993), *The Cultures of Work Organisations*, Prentice Hall,
- Van der Post, W.Z., de Coming, T.J., & Smit, E.V. (1998). The relationship between organisational culture and financial performance: Some South African evidence. *South African Journal of Business Management*, 29(1), 30-41.
- Van Fleet, D.D., & Griffin, R.W. (2006). Dysfunctional organisational culture: The role of leadership in motivating dysfunctional work behaviours. *Journal of Managerial Psychology*, 21(8), 689-708.
- Van Heerden, W., & Roodt, G. (2007). The development of a measuring instrument for assessing a high performance culture. *South African Journal of Industrial Psychology*, 33(1), 18-28.
- Vroom, V.H. (1964), *Work and Motivation*, Wiley, New York, NY.
- W. Edwards Deming, *Out of the Crisis*, MIT Press, 1994.
- Waldman, D.A. and Yammarino, F.J. (1999), "CEO charismatic leadership: levels-of-management and levels-of analysis effects", *Academy of Management Review*.
- Waldman, D.A., Ramirez, G.G., House, R.J. and Puraman, P. (2001), "Does leadership matter? CEO leader attributes and profitability under conditions of perceived environmental.
- Wallace, J., Hunt, J., & Richards, C. (1999). The relationship between organisational culture, organisational climate and managerial values. *International Journal of Public Sector Management*, 12(7), 548-564.
- Wallach, E.J. (1983), " Individual and organisations: the culture match", *Training and Development Journal*, Vol. 37, pp. 29-36.
- Wang, H., Law, K.S., Hackett, R.D., Wang, D. and Chen, Z.X. (2005), "Leader-member exchange as a mediator of the relationship between transformational leadership and followers' Performance and organisational citizenship behavior", *Academy of Management Journal*, Vol. 48, pp. 420-32.
- Watkin, C., & Hubbard, B. (2003). Leadership motivation and the drivers of share price: the business case for measuring organisational climate. *Leadership and Organisation Development Journal*, 24(7), 380-386.
- Will Kaydos, *Measuring, Managing, and Maximizing Performance*, Productivity Press, 1991.
- Woodman, R.W., & King, D.C. (1978). Organisational culture: Science or Folklore? *Academy of Management Review* [October].
- Xenikou, A., & Simosi, M. (2006). Organisational culture and transformational leadership as predictors of business unit performance. *Journal of Managerial Psychology*, 21(6), 566-579.

Youngblood, M.D. (2000). Winning cultures for the new economy. *Strategy and Leadership*, 28(6), 4-9.

ANNEXURE B

**PROVINCIAL GOVERNMENT WESTERN CAPE (PGWC)
ORGANISATIONAL CULTURE SURVEY QUESTIONNAIRE
(2009)**

A. PURPOSE OF THE SURVEY

- To describe and assess the organisational culture of the PGWC.
- To ensure that developmental interventions are needs and evidence-based.

B. CONFIDENTIALITY OF RESPONSES

Do bear in mind that:

- The process is absolutely confidential (i.e. no individual points of view will be revealed).
- All responses will be sent directly to a survey processor where it will be pooled to form part of a database for statistical analysis.
- We truly value your participation ... **Thank you!**

C. TERMS AND DEFINITIONS

- "Communication Channels" = newsletters, intranet, staff sessions, etc.
- "Clients" = the clients you serve, whether they are internal clients or external clients.
- "Leaders" = employees in supervisory, middle and senior management positions.
- "Processes and Systems" = manual and/or automated business systems and procedures that you use to do your work.
- "Team member" = colleagues in your immediate unit or work group.
- "We" = your work group/team.

D: BIOGRAPHICAL INFORMATION

- The biographical information below will only be used to identify trends within the PGWC.
- Please mark the appropriate block with a cross (X).

1. Department	Agriculture	Community Safety	Cultural Affairs and Sport	Economic Development and Tourism	Education	Environmental Affairs and Development Planning
	Health	Local Government and Housing	Premier	Provincial Treasury	Social Development	Transport and Public Works
2. Your salary level	Salary level 1-2	Salary level 3-6	Salary level 7-8	Salary level 9-10	Salary level 11-12	Salary level 13-16
3. Your post level (only Educators)	Post level 1	Post level 2	Post level 3	Post level 4	Post level 5	Post level 6
4. Highest academic qualification		Lower than Matric	Matric (Grade 12)		Diploma / degree	Post graduate qualification
5. Years experience in public service		Less than 1 year	1 - 3 years	4 - 6 years	7 - 10 years	10+ years
6. Gender			Male		Female	
7. Home language	isiXhosa	English		Afrikaans	Other	
8. Age	Below 20	Between 20-29	Between 30-39	Between 40-49	Over 50	
9. Race (for EE purposes)	African	Coloured		Indian	White	
10. Occupational Classification	Medical	Educator		Administrative	Other	
11. Do you have a disability?			Yes		No	
12. Where are you based?		Head office	Regional/District office		Institution/ School	

E: CULTURE SURVEY

Please take note of the following instructions:

- The survey consists of nine sections, each with a number of statements that relate to "the way things get done in the PGWC and its departments".
- Kindly respond to every statement listed below by marking the relevant option with a cross (X) in the space provided.
- Select the statement that you think best describes your experience within your own workgroup or team.
- Indicate how strongly you "agree" or "disagree" with each of the following statements.
- If you neither "strongly agree" nor "strongly disagree", select the "unsure" option in the middle.
- There are no incorrect answers (i.e. no "right" or "wrong" responses).
- Please be as honest as possible and ensure that you answer the entire questionnaire.

SECTION 1	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
------------------	-------------------	----------	--------	-------	----------------

13. My immediate supervisor is energetic, active and involved.	1	2	3	4	5
14. My immediate supervisor is confident in himself/herself and his/her ideas.	1	2	3	4	5
15. My immediate supervisor is able to influence others positively.	1	2	3	4	5
16. My immediate supervisor is able to do many things simultaneously.	1	2	3	4	5
17. My immediate supervisor believes in the potential of his/her employees.	1	2	3	4	5
18. My immediate supervisor inspires his/her employees with shared goals.	1	2	3	4	5
19. My immediate supervisor is visible in the work environment.	1	2	3	4	5
20. My immediate supervisor creates an environment that nurtures fun, excitement and creativity.	1	2	3	4	5
21. Our senior managers set the future direction for our department.	1	2	3	4	5
22. My immediate supervisor translates the department's vision into clear organisational goals.	1	2	3	4	5
23. My immediate supervisor engages the employees to get buy-in to the department's vision.	1	2	3	4	5
	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
24. My immediate supervisor devotes much of his/her time, energy and money to the department's vision.	1	2	3	4	5
25. My immediate supervisor forms partnerships with key stakeholders to realise the department's vision.	1	2	3	4	5
26. My immediate supervisor is consistent with his/her words and actions (walks his/her talk).	1	2	3	4	5
27. My immediate supervisor takes responsibility for his/her decisions.	1	2	3	4	5
28. My immediate supervisor treats all employees with respect.	1	2	3	4	5
29. My immediate supervisor behaves in the best interest of our team.	1	2	3	4	5
30. My immediate supervisor is open and honest.	1	2	3	4	5
31. My immediate supervisor creates opportunities for honest dialogue.	1	2	3	4	5

32. My immediate supervisor relies on facts rather than emotions when faced with a decision (evidence-based).	1	2	3	4	5
33. My immediate supervisor is assertive when confronting issues.	1	2	3	4	5
34. My immediate supervisor confronts issues in a positive way.	1	2	3	4	5
35. My immediate supervisor makes things happen rather than wait for things to happen.	1	2	3	4	5
36. My immediate supervisor perseveres despite being confronted with barriers.	1	2	3	4	5
37. My immediate supervisor has a sense of urgency to get things done.	1	2	3	4	5
38. My immediate supervisor is disciplined and focused in his/her actions.	1	2	3	4	5
39. My immediate supervisor reads different people and situations accurately.	1	2	3	4	5
40. My immediate supervisor adapts his/her behaviour to different people and/or situations.	1	2	3	4	5
41. My immediate supervisor uses his/her behaviour to influence each person and/or situation positively.	1	2	3	4	5
42. My immediate supervisor understands how his/her feelings impact his/her behaviour.	1	2	3	4	5
43. My immediate supervisor stays composed and focused under pressure.	1	2	3	4	5
44. My immediate supervisor shows sensitivity and understanding toward others.	1	2	3	4	5
45. My immediate supervisor manages his/her relationships with others.	1	2	3	4	5
46. My immediate supervisor gets things done because of his/her organisational knowledge and experience rather than simply because of his/her position.	1	2	3	4	5
47. My immediate supervisor uses his/her position to initiate and drive programmes.	1	2	3	4	5
48. My immediate supervisor uses his/her position to facilitate positive interaction between stakeholders.	1	2	3	4	5
49. My immediate supervisor places more emphasis on service delivery than on his/her position.	1	2	3	4	5
SECTION 2	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
50. Our department is in contact with the environment in which it operates (is outwardly focussed).	1	2	3	4	5

51. Our department has a clear vision.	1	2	3	4	5
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
52. Our department has a vision that inspires us.	1	2	3	4	5
53. Our department has leaders who believe in its vision.	1	2	3	4	5
54. Our department's strategies have been translated into clear targets and milestones.	1	2	3	4	5
55. Our department's objective setting process is consultative.	1	2	3	4	5
56. Our department's objectives are visible.	1	2	3	4	5
57. Our department's objectives are achievable (realistic).	1	2	3	4	5
58. Within our department, senior managers consult with the relevant stakeholders when setting strategy.	1	2	3	4	5
59. Within our department everyone is involved with clarifying the details of the strategy (coming up with operational plans).	1	2	3	4	5
60. Within our department everyone is involved in open and robust discussion regarding key strategic issues.	1	2	3	4	5
61. Our department uses facts/evidence to give meaning to its strategies.	1	2	3	4	5
62. Our department uses images, word-pictures, metaphors and stories to create meaning.	1	2	3	4	5
63. Our department has leaders who are passionate and positive in the way in which they communicate strategy.	1	2	3	4	5
64. Our department communicates the core messages of the strategies consistently (repetition).	1	2	3	4	5
65. Our department creates a "line-of-sight" between its employees' daily activities and the department's strategies.	1	2	3	4	5
66. Employees' performance goals are aligned with that of the department.	1	2	3	4	5
67. Our department simplifies the link between its strategies and each individual's contribution.	1	2	3	4	5
68. Our department cascades/translates its objectives from a strategic level to an operational level.	1	2	3	4	5
SECTION 3	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

69. Our department understands the needs of its clients.	1	2	3	4	5
70. Our department responds appropriately to the needs of its clients.	1	2	3	4	5
71. Our department engages its clients and builds partnerships with them.	1	2	3	4	5
72. Our department empowers employees to serve the client.	1	2	3	4	5
73. Within our department senior managers sponsor and drive change.	1	2	3	4	5
74. Within our department the reasons for change are visible and understood by all.	1	2	3	4	5
75. Within our department plans are developed to manage change.	1	2	3	4	5
76. Within our department employees are prepared to deal with and manage change.	1	2	3	4	5
77. Within our department successful change is celebrated.	1	2	3	4	5
78. Our department constantly provides its employees with opportunities to learn new knowledge and skills.	1	2	3	4	5
79. Our department builds social networks to share knowledge and experience.	1	2	3	4	5
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
80. Our department creates opportunities to share knowledge, information and experience.	1	2	3	4	5
81. Our department allows employees to make mistakes and learn from it.	1	2	3	4	5
82. Our department encourages employees to do things differently.	1	2	3	4	5
83. Our department creates an enabling environment that encourages employees to do things differently.	1	2	3	4	5
84. Our department rewards creativity and innovation (we value and celebrate it).	1	2	3	4	5
85. Our department exposes employees to different references (e.g.roles, experiences, situations).	1	2	3	4	5
86. Our department ensures that everyone understands the rules.	1	2	3	4	5

87. Our department encourages employees to get things done without breaking the rules.	1	2	3	4	5
88. Our department uses rules in a way that serves the client.	1	2	3	4	5

SECTION 4	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
89. Our organisational structure enables us to deliver on our strategy.	1	2	3	4	5
90. Our organisational structure promotes integration and coordination.	1	2	3	4	5
91. Our organisational structure promotes speed of decision-making.	1	2	3	4	5
92. Our organisational structure supports service delivery.	1	2	3	4	5
93. In our department core business systems and processes are clear and understood by everyone.	1	2	3	4	5
94. In our department processes and systems are designed to serve clients more effectively.	1	2	3	4	5
95. In our department processes and systems are designed to empower employees to deliver.	1	2	3	4	5
96. In our department processes and systems help cut through red-tape rather than adding to and/or creating it (no non value-adding processes).	1	2	3	4	5
97. Our department contracts clear individual performance outputs.	1	2	3	4	5
98. Our department manages the performance of its employees objectively.	1	2	3	4	5
99. Our department ensures that employees receive regular feedback on their performance.	1	2	3	4	5
100. Our department uses its performance management system to stimulate an employee's growth and development.	1	2	3	4	5
101. Our department rewards the performance of its employees appropriately.	1	2	3	4	5
102. Our leaders take responsibility for the communication process.	1	2	3	4	5

103. Our leaders keep meetings short and focussed (on clear priorities).	1	2	3	4	5
104. Our leaders keep messages relevant, short and simple.	1	2	3	4	5
105. Our leaders encourage feedback from lower levels (upward communication).	1	2	3	4	5
106. Our leaders make time to communicate and connect.	1	2	3	4	5
SECTION 5	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
107. Team members have shared goals.	1	2	3	4	5
108. Team members acknowledge interdependence (to value different team roles).	1	2	3	4	5
109. Team members create opportunities to connect and share.	1	2	3	4	5
110. Team members reward constructive team behaviour (e.g. working cooperatively and celebrating team success).	1	2	3	4	5
111. Different teams promote partnerships between each other.	1	2	3	4	5
112. Different teams have a shared or mutually agreed mandate/focus.	1	2	3	4	5
113. Different teams create opportunities/platforms to connect and share.	1	2	3	4	5
114. Different teams reward constructive cooperative behaviour (e.g. "we" language, sharing credit).	1	2	3	4	5
115. Different teams respect each other's role and contribution within the organisational value chain.	1	2	3	4	5
116. Our department appreciates and values diversity.	1	2	3	4	5
117. Our department creates a safe environment for employees to speak up about diversity in the workplace (e.g. inclusion versus exclusion).	1	2	3	4	5
118. Our department creates opportunities where diverse groups can network and learn from one another.	1	2	3	4	5
119. Our department channels peoples' different skills, experiences and backgrounds to better serve the client.	1	2	3	4	5

120. Our department knows what its current and future talent needs are.	1	2	3	4	5
121. Our department nurtures and develops talent at all levels in the department.	1	2	3	4	5
122. Our department has leaders who view talent management as a priority.	1	2	3	4	5
123. Our department deliberately invests time, money and resources in developing talent.	1	2	3	4	5
124. Our departmental values are known and understood by all.	1	2	3	4	5
125. In our department day-to-day operations are guided by its values.	1	2	3	4	5
126. In our department employees are rewarded when "living-out" the department's values.	1	2	3	4	5
127. In our department leaders model the department's values.	1	2	3	4	5
SECTION 6	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
128. I feel motivated to go out of my way to make our department successful.	1	2	3	4	5
129. I feel proud to belong to my department.	1	2	3	4	5
130. I almost always speak well of my department.	1	2	3	4	5
131. I feel safe and secure in my department.	1	2	3	4	5
132. I am positive about the departments' vision and future.	1	2	3	4	5
133. There is a friendly atmosphere among the people in my team.	1	2	3	4	5
134. There is a good relationship between me and my immediate supervisor.	1	2	3	4	5
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
135. I feel positive about the quality of leaders in my department.	1	2	3	4	5
136. I feel confident that people in our team know what is expected of them.	1	2	3	4	5
137. I am satisfied with how I get rewarded for my work.	1	2	3	4	5
138. I feel good about the learning opportunities that are provided in my department.	1	2	3	4	5

139. I feel that I make a contribution to responding and serving the needs of our clients.	1	2	3	4	5
140. I feel that my work is challenging and exciting.	1	2	3	4	5
141. I feel that we are a successful department.	1	2	3	4	5
142. I am satisfied with the way we communicate in my department.	1	2	3	4	5
SECTION 7	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
143. We have a positive work climate.	1	2	3	4	5
144. We deliver a high quality of service to our clients.	1	2	3	4	5
145. We deliver services in a cost effective way.	1	2	3	4	5
146. We deliver services quickly and efficiently (i.e. we are known for our quick service delivery).	1	2	3	4	5
147. We have a high degree of client satisfaction (i.e. we have many happy clients).	1	2	3	4	5
SECTION 8					
148. What are some of the other factors/forces that impact on the way you do things in the department (include those things which may have happened in the past, and which still impact your component today)?					
149. Highlight those factors which motivate you at work (be specific).					

Thank you for your time and participation - it is much appreciated!

ANNEXURE C

ORGANISATIONAL CULTURE GOOD PRACTICE GUIDE