

An Investigation into Leadership Development in South African Municipalities

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ABSTRACT

Global and modern leadership demands that leaders should be agile and have intellectual, psychological and social capital. Adaptive leadership means that modern leaders should move from one style of leadership to the other. The current social, political, economic and ecological (environmental) demands require transformational, ethical and sustainability leadership. It is therefore imperative that, for leaders to meet these demands, they need to be continuously developed. Many leadership development programmes focus broadly on intrapersonal and interpersonal skills. South African municipalities are not immune to these global pressures and seem to be a sphere that is inherently at the face of the wrath of communities who are disgruntled by the spate of leadership lapses and deficit that result into poor service delivery. It is for this reason that this study investigated leadership development in South African municipalities. It looked at the three typically modern and global leadership styles that can also be replicated in the South African context. It employed qualitative research design and used semi-structured interviews to elicit information from senior managers who are responsible for learning and development in municipalities. The study concluded that there is a need for an exclusive Leadership Development Policy or Framework in municipalities and that political, administrative and union leadership should be developed.

Keywords: Leadership, Transformational Leadership, Ethical Leadership, Sustainability Leadership, Leadership Development, Leadership Competencies.

INTRODUCTION

Modern leaders, be it political leaders, civil society leaders, leaders of the organisations, leaders of government or corporate leaders need to be agile and respond to global dynamism that comes with a lot of leadership demands and challenges. According to Javidan (2010) leaders with a strong stock of global mindset know about cultures and political and economic systems in other countries and understand how their global industry works. They are passionate about diversity and are willing to push themselves. They are comfortable with being uncomfortable on uncomfortable environments. They are also better able to build trusting relationships with people who are different from them by showing respect and empathy and by being good listeners. Having a global mindset, according to Javidan (2010), requires:

- Intellectual capital: global business savvy, cognitive complexity, cosmopolitan outlook.

- Psychological capital: passion for diversity, quest for adventure, self-assurance; and
- Social capital: intercultural empathy, interpersonal impact, diplomacy.

The demand for global leadership is intensifying, more so as many people become global citizens and this results into making demands to their leaders. Global leaders should therefore have the ability to transcend their childhood acculturation; respect very different cultures; building cross-cultural partnerships based on mutual trust, respect and obligation; actively engage in cross-cultural problems; solving conflicts; and help to construct new culture based around projects, network and transitory organisations (Pfeifer and Jackson, 2008). Common traits, skills and knowledge are desirable from global leaders.

Visser and Courtie (2011) discuss traits, skills and knowledge in Figure 1 below:

Table1. *Traits, Skills and Knowledge of Global Leaders*

CHARACTERISTICS	DESCRIPTION
Systematic thinker	The ability to appreciate the interconnectedness and interdependency of the whole system, at all levels and to recognise how changes to parts of the system affect the whole.
Open-minded	Actively seeking new knowledge and diverse opinions, questioning received wisdom, including being willing to have one’s own opinion challenged.
Inclusive	Collaborative and participative, reconciling different world views and belief systems, both within communities and cross geographic cultural and political divides.
Navigates complexity	Analysing, synthesising and translating complex issues, responding to risk, uncertainty and dilemmas, recognising and seizing opportunities and resolving problems or conflicts.
Think long term	Envisioning and using strategic, long thinking and planning, seeing the whole, while not discounting the future.
Global conscious	Understands economics, social and ecological systems, pressures and connections between these systems and political and economic forces.
Interdisciplinary	Sees the relevance and interconnectedness of the political governance, physical science, social sciences, technology, business and other disciplines.

Source: *Visser & Courtie (2011)*

It is important to note that whilst some leaders are born with an innate ability to lead, modern leadership requires a lot of leadership development. Burgoyne (2010) and Cowthorn (1996) assert that as theories of leadership have evolved, however, so too have theories of learning and development, with a growing belief that the ability to be a good leader can be learned, even if some people have a greater innate ability to lead. The main development area in respect of leadership development is leadership competencies. Competencies are essentially learned behaviours or skills, hence they can be taught or developed through leadership programmes (Salaman, 2004). A focus on leadership competencies might seem to neglect the importance of character and values (affecting learning outcomes) and as, Seijts (2014) argues, part of leadership development is about building the character of a person to be a leader, not teaching someone how to lead.

It is inevitable that the South African leadership context should take queue from the global context, especially now that South Africa is a global player, and have their leaders equally developed. Municipalities across the globe, because of their proximity and being at the coalface of service delivery, have their leadership competencies and abilities similarly if not more tested. They therefore need to have astute leadership qualities, skills and competencies displayed by both political and administrative leadership. It

is for this reason that this study investigated leadership development in South African municipalities.

AIM AND OBJECTIVES OF THE STUDY

The main aim of this study was to investigate leadership development in South African municipalities.

The objectives of the study were as follows:

- To examine theory behind leadership development.
- To establish the leadership development programmes in municipalities.
- To establish the effectiveness of the current leadership development programmes in municipalities.
- To recommend leadership development programmes for municipalities.

LITERATURE REVIEW

There is a lot of literature that can be reviewed on leadership in general and leadership development in particular. For purposes of this study, literature that was reviewed was limited to the concept of leadership, modern global leadership styles and leadership development.

THE CONCEPT OF LEADERSHIP

Leadership as a process always begins with a person who is the leader, therefore the starting point will always be the understanding of what a leader is before one can understand what leadership is. A leader is one or more people

who select equip, train and influence one or more followers who have diverse gifts, abilities, skills and focus. The leader leads followers to the organisation's mission and objectives causing the followers to willingly and enthusiastically display expected spiritual, emotional and physical energy in a concerted and coordinated effort to achieve the organisational mission and objectives (Winston & Patterson, 2006). This is arguably one of the profound and complete definitions of a leader for it does not only define the person, but also defines how the leader relates to the working environment or organisation he/she is working for and also to the people (followers) he/she is leading and how they react to his or her leadership role.

Leadership is defined by Cohen (1990) as the art of influencing others to their maximum performance to accomplish any task, objective or project. This is in line with Kouzes and Posner's (1995) definition that leadership is the art of mobilising others to want to struggle for shared aspirations. The common thread in the above-mentioned definitions is that leadership is an art. This emphasizes not only that leadership is learnt but it has to be mastered (art) and perfected with rigorous practice and experience. Other definitions of leadership emphasize "influence" for example, Rost (1991) defines leadership as an influence relationship among leaders and collaborators who intend significant changes that reflect their mutual purposes. Other authors emphasize the fact that leadership is a process in their definition. For example, Senge et.al. (1999) define leadership as the capacity of a human community to shape its future and

specifically to sustain the significant processes of change required to do so.

The study was limited to three leadership theories or styles simply because these are the most recent global leadership styles currently in demand from modern leaders and these are transformational, ethical and sustainability leadership.

Transformational Leadership

Transformational leadership is when leaders identify the need for change and areas for transformation in the organisation and then develop steps and processes to achieve that particular change process. In the process of transition, they bring along teams with them. These days organisations need leaders who can create sufficient commitment, passion and enthusiasm in their teams to use their ultimate talents and make their best efforts to achieve organisational objectives with the help of their own characteristics, exceptional attraction features, high influence power as well as wide vision, and these leaders are now called transformational leaders (Javidan, 2010). Transformational leadership is defined as the process by which a leader fosters group or organisational performance beyond exception by virtue of the strong emotional attachment with his or her followers combined with the collective commitment to a higher moral cause (Bryman, et.al. 2011). In its purest form, transformational leadership enhances motivation and improves performance and morale of the followers, it changes the mindset of employees positively and encourages innovation. On the main, transformational leaders must exhibit the four elements as depicted in Figure 1 below (Bass, 1990):

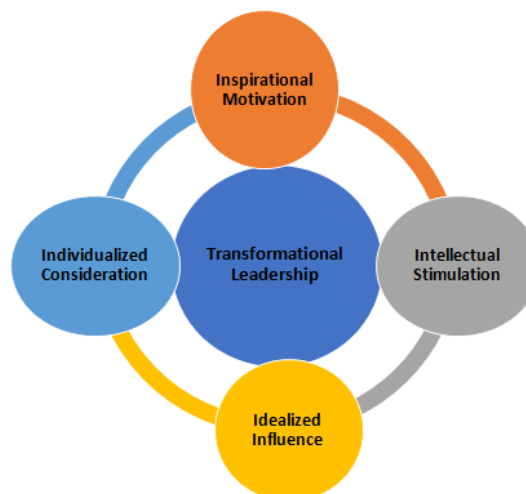


Figure1. Elements of Transformational Leadership

Source: Bass (1990)

- **Idealised Influence:** These leaders are able to exert influence amongst the group members. They are exemplary and that makes them respected by their followers and they look up to them as examples of good leadership. They always provide a very clear vision and inspire others to achieve that vision. These leaders provide role models for high ethical behaviour and instil pride and command a lot of respect from their followers. They embody qualities that they want from their teams.
- **Intellectual Stimulation:** They encourage others to be innovative and come up with new ideas, they push others over limits. They stimulate and encourage creativity in their followers and nurture and develop their followers independently. For these leaders, learning is a value and unexpected situations are seen as learning opportunities.
- **Inspirational Motivation:** This is the leader’s ability to articulate a vision that is appealing and shared by the team. They inspire others to perform to the best of their abilities. They also have good communication skills to communicate their vision so that it becomes understandable, engaging and powerful to their followers.
- **Individual Consideration:** This refers to the leader’s ability to attend to the individual needs and concerns of his or her followers and also be a

coach or mentor to them. They create diverse management which respects and celebrates individual differences. They are also able to respect and celebrate individual contribution that each follower can make to the team.

ETHICAL LEADERSHIP

Ethical leadership is defined by Brown, et.al. (2005) as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to follow through two-way communication, reinforcement and decision-making. There are similarities between transformational and ethical leadership in the sense that they both are exemplary leadership and have a lot of influence on followers. Blanchard and Peale (1996) maintain that ethical leadership is regarded as a key factor in the management of the organization’s reputation in external environment and in comparison with competitors. Ethical leadership is crucial and vital in providing direction that enables the organization to fulfil its mission and vision and achieve declared goals (Kanungo & Mendonca, 1996). There is a lot that followers learn from ethical leaders. It brings favourable consequences for followers and organizations that are reflected in perceived leaders’ effectiveness, followers’ job satisfaction, increased dedication and problem reporting. An organization led by an ethical leader is likely to be ethical. The following Table (2) depicts the differences between the Ethical and Unethical Leader.

Table 2. Ethical and Unethical Leader

The Ethical Leader	The Unethical Leader
<ul style="list-style-type: none"> • Is humble • Is concerned for the greater good • Is honest and straight forward • Fulfils commitments • Strives for fairness • Takes responsibility • Allows respect for each individual • Encourages and develops others • Serves others • Shows courage to stand up for what is right 	<ul style="list-style-type: none"> • Is arrogant and self-serving • Excessively promotes self-interest • Practises deception • Breaches agreement • Deals unfairly • Shift blames to others • Diminishes other’s dignity • Neglects follower development • Withholds support • Lacks courage to confront unjust acts

Source: Zanderer (1992)

Ethical leaders demonstrate their ethics through particular personality characteristics as outlined by Mihelic, et.al. (2010) as follows:

Traits: When a leader is ethical that will influence his or her ethical performance. It is true that a strong character plays an important role in effective self-leadership and in the

process of leading others. Leaders therefore must rely on their inner voice, inner compass that points them in the ethical direction (Brown, 2007). It is assumed that consistent ethical behaviour is the result of the process of socialization infinitely more thoroughly than any organizational training programme. This assumption is also shared by Jones (1995) who asserts that ethical conduct is a result of one's personal dispositions, his character and not a result of learning experience. The traits attributed to ethical leaders are honesty, trustworthiness and integrity.

Values: Daft (2007) maintains that values in an organizational setting are emphasized and strengthened primarily through values-based leadership, that are acted upon by the leader. Values have a huge and profound effect on the performance of the leader. According to Dolan, et.al. (2006) ethical moral values refer to forms of conduct that one has to live by in order to reach desired outcomes in the form of final values. It is very difficult to enumerate all values that an ethical leader should have for they span from personal values (such as happiness, health, recognition) to social values (such as peace, justice) to moral values (such as honesty, loyalty, responsibility) up to organizational values (such as diversity, integrity, accountability, etc.).

Integrity: Leaders that demonstrate integrity always adopt a high moral ground and are honest with themselves and others, they learn from their own mistakes and those of others and are continuously developing themselves. Emphasis on managing ethically involves both obedience to the law and emphasis on

managerial responsibility for ethical behaviour. Integrity means that the head of the organization should not look away from unethical behaviour and should deal with it without any fear or favour.

Sustainable Leadership: Sustainable development has previously been a focus of the environmentalists in their quest for preservation and protection of the environment. However, the advent of Sustainable Development Goals (SDGs) has brought on board a new dimension and call for sustainability leadership which invariably means that all leaders of all organizations should include as part of their leadership core sustainability leadership. Sustainability leadership is defined by Bendell & Ricard (2015) as any ethical behaviour that has the intention and effect of helping groups of people achieve environmental or social outcomes that are assessed as significant and that they would not have otherwise achieved. This definition supports the view by Metcalf & Benn (2013) that leadership for sustainability requires leaders of extraordinary abilities. These are leaders who can read and predict through complexity, think through complex problems, engage groups in dynamic adaptive organisational change and have the emotional intelligence.

Visser and Courtice (2011) designed a model of sustainability leadership which has three components: the external and internal context for leadership, the traits, styles, skills and knowledge of the individual leader and leadership actions.

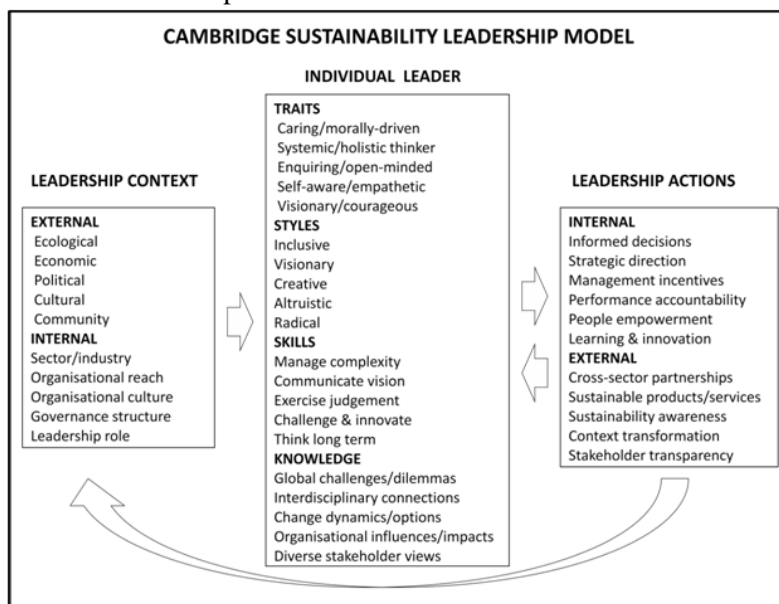


Figure 2. Sustainability Leadership Model

Source: *Visser and Courtice (2011)*

Context: The context within the Sustainability Leadership Model refers to the conditions or environment within which leaders operate and these have a direct and indirect impact on the organisations. There are certain external factors that influence the functionality of the organizations. Municipalities, for example, are influenced by the ecological, economic, political and cultural aspects form their communities.

Individual Characteristics: The model acknowledges the fact that individual sustainability leaders are unlikely to embody all the traits, styles, skills and knowledge. What then becomes important is that they need to draw on what is appropriate to their own personalities and circumstances so that they are effective in addressing sustainability challenges.

Traits: The model asserts that the sustainability leader typically embodies a number of traits, attributes, qualities or personal characteristics which are generally seen as being enduring. The model therefore recommends the following traits: caring or morally driven; systemic or holistic thinker; enquiring or open-minded, self-aware or empathetic and visionary or courageous.

Styles: The model suggests that leadership styles of sustainability leaders should be inclusive, visionary, creative, altruistic and radical. Inclusive leadership style is defined by the model as collaborative and participative, building commitment through dialogue and consensus, democratic approaches, coaching and a culture and structure that provides peer support, encouragement and recognises achievement. The altruistic leader is a leader who transcends self-interest and focuses on the collective or the good of the whole which is often characterised as servant leadership.

Skills: The model recommends that sustainability leaders should manage complexity, communicate vision, exercise judgement, challenge and innovate and think long term. Like transformational leaders, this helps set out their vision clearly to their followers.

Knowledge: It is an undeniable fact that leaders need to be highly knowledgeable to be able to lead their organisations. Knowledge

required includes global challenges and dilemmas; interdisciplinary connectedness; change dynamics and options; organisational influences and impacts and diverse stakeholder views.

Leadership Development

Many organisations view leadership as a source of competitive and comparative advantage and are increasing their development to follow suite. Leadership development is therefore defined as expanding the collective capacity of organizational members to engage effectively in leaders' roles and processes. This definition is in line with the definition by Van Velsor & McCauley (2004) which states that leadership development is defined as the expansion of a person's capacity to be effective in leadership roles and processes. Many leadership development programmes focus broadly on intra-personal and interpersonal skills. Campbell, et.al. (2003) separated the two broad areas into five related and overlapping categories which are intra-personal attributes; interpersonal qualities; cognitive abilities; communication skills; task specific skills.

Development of Intra-personal Qualities:

Generally, this intra-personal development involves helping the individual create an accurate and healthy self-model, and includes undertakings designed to heighten self-awareness, increased self-regulation and enhance self-motivation (Day, 2001). Self-development is presumably the first step and foundation for any other subsequent leadership development, and it is believed that if done right the person will execute various other social roles more effectively.

Development of Interpersonal Skills:

A second emphasis in leadership development focuses on the development of particular interpersonal skills and qualities needed by the leader to motivate followers. This part of leadership development is largely focusing on the relationship the leader has with the other people and is meant to enhance the individual's social influence. This view is supported by McDonald-Mann (1998) that interpersonal skills programmes and undertakings typically place a heavy emphasis on interpersonal skills, in addition to the development of various conceptual and

analytical skills associated with managerial functioning.

Development of Cognitive Skills: Another emphasis in leadership development centres on the improvement of certain cognitive abilities, particularly those linked to problem detection, problem analysis and problem solving (Hollenbeck & McCall, 1999). It should be noted that this form of development is not only limited to problem-solving and other cognitive skills, but emphasis is also put on adaptability, self-confidence and awareness.

Development of Communication Skills: Many transformational and charismatic leaders are known for being able to use communication skills to inspire and communicate their vision to their followers. That inspiration will generate motivation and commitment to achieving and promoting the ideals and values of the organisation. Thus, potential followers see the charismatic individual as having exceptional personal qualities well suited for handling the demands of an unfolding crisis (Trice & Beyer, 1986). A person's skill in "selling" other individuals on one's perspectives and ideas, convincing them of the soundness and reasonableness of the actions they imply, is essential for moving a group in a given direction (Yukl, 1994).

Development of Task-Specific Skills: McCauley, et.al. (1998) have argued that an individual's progression through a series of challenging job assignments has developmental impact, both in learning specific task skills and in learning new organizational perspectives. Task-specific expertise will always be part of leadership development for they contextualise development according to leader specific functional areas.

RESEARCH METHODOLOGY

The study was qualitative in nature and used semi-structured interviews to get information from respondents who are all employed by South African municipalities. 30 respondents who are responsible for development of employees were selected from 30 municipalities across South Africa.

RESEARCH FINDINGS

All respondents who were interviewed were senior managers who are responsible for the development of employees and councillors in municipalities. These senior managers are the

ones responsible for the development and implementation of the development policies in general.

Interviews were transcribed into 7 themes which are:

- Existence of the Leadership Development Policy or Framework
- Implementation of the Policy or Framework
- Barriers to Implementation
- Categories of Leaders Developed
- Rationale for Development
- Leadership Competencies
- Developmental Programmes

Theme 1: Existence of the Leadership Development Policy or Framework

The majority of the respondents (80%) stated that they have either a Human Resource Development Strategy or Skills Development Policies and only a few (20%) stated that they do not have any Policy or Framework. R5 stated, *"The municipality has an adopted Human Resources Development Strategy that encompasses all type of trainings per category as per the Workplace Skills Plan and what it can afford to fund per year. Senior Managers have included Leadership Development in their various Personal Development Plans. One of the respondents (R1) who stated that their municipalities do not have a Policy or Framework said the following: "No. Currently there are processes like Succession and Talent Management, however there are noticeable gaps within the process flows. Example being Executive Management Development Programme (EMDP) and Advanced Management Development Programme (AMDP) are learning programmes which do not cater per se for a learning framework on Leadership Development. There needs to be alignment and co-ordination of disciplines to enhance the effectiveness of Leadership Development. There appears to be a dysfunctional approach to Succession or Talent and Performance in developing a framework for Leadership Development as silo mentality prevails with a lack of transparency and foresight."*

Theme 2: Implementation of the Policy or Framework

When asked whether their municipalities have successfully implemented their Policies or

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Framework the majority of the respondents (90%) stated that they are implemented however they were not as successful as they would like the implementation to be. R4 stated, *“The Framework has been implemented to a lesser degree of success through seminars and other educational programmes.”* R13 stated, *“Yes, the budget is available and implementation has started.”* R15 stated, *“Human Resource Development Strategy is implemented however there is inadequate resources to address the identified leadership skills gap.”* One of the respondents was unsure and stated as follows: R11 *“Unsure as I am not aware of any Leadership Development Framework. However, in my view the current streams of Succession/Talent are ineffective as the processes are not holistic and therefore border on dysfunctionality.”*

Theme 3: Barriers to Implementation

When asked about barriers to implementation of the Leadership Development Policy or Framework respondents cited the following:

- Absence of a Policy Directive
- Lack of strategic direction
- Lack of buy-in
- Lack of support from senior or top management
- Lack of expertise
- Silo mentality
- Power struggles
- Lack of strategic vision
- Nepotism
- Inadequate resources and high staff turnover
- Time constraints
- Financial constraints
- Lack of commitment from leaders
- Negative attitude by leaders

Only one respondent stated that they did not have any barrier in their municipality.

Theme 4: Categories of Leaders Developed

There were different responses when respondents were asked to state categories of leadership that are developed (political or administrative or labour). It became clear that

none of the respondents had their municipalities developing all three categories of leadership. R14 stated, *“Leadership Development in the municipality is mainly administrative.”* R15 stated, *“The municipality is developing all categories (political and administration).”* R12 stated, *“For administration and labour, I am aware that they are developed through various channels such as organized training programmes and taking various employees to universities e.g. UJ, Wits, UNISA, etc.”* R13 stated, *“Administrative and Labour leadership are prioritized.”* One respondent (R11) stated, *“I am of the view that all 3 aspects stated above should be developed as inclusivity is imperative. Having this development will provide all stakeholders with a consistent and focused vision that speaks to the overall company strategy.”*

Theme 5: Rationale for Development

When respondents were asked to state the rationale behind the development of these categories of leadership (political, administrative and labour) they cited the following:

- Inclusivity
- Business strategy
- Performance enhancement strategy
- Alleviate consequence management
- Equal opportunities for the workforce
- Good governance
- Professional handling of labour issues
- Preparation for new roles
- Improvement of internal controls
- Focused way of ensuring compliance
- Selection of the right incumbents
- Councillors are not performing oversight role effectively
- Promotion of good decision-making

Theme 6: Leadership Competencies

When asked to state leadership competencies that municipal leadership should have, respondents cited the following:

- Strategic Capability and Leadership
- Programme and Project Management

- Financial Management
- Change Management
- Knowledge Management
- Service Delivery Innovation
- Problem Solving and Analysis
- Client Orientation and Customer Focus
- Communication
- Honesty and Integrity
- Emotional Resilience
- Entrepreneurship
- Diversity Management
- Business and Social Engineering
- Business Acumen
- Conflict Management
- Decision-making
- Social and Political Intelligence
- Ethical Leadership
- Empowering Self and Others
- Strategic Thinking
- Strategic Communication
- People Management
- Change Leadership

Theme 7: Developmental Programmes

The following are some of the developmental programmes cited by respondents when they were asked to recommend some for municipal leadership:

- Executive Management Development Programme (EMDP)
- Advanced Management Development Programme (AMDP)
- Coaching and Mentorship
- Understanding Values and Principles
- Understanding Responsibilities and Impartiality
- Accountability
- Municipal Leadership and Governance
- Performance Management
- Professional Ethics

- Economic Development

DISCUSSION

Respondents indicated that municipalities do have policy prescripts for leadership development. Some of these policy prescripts are in a form of Human Resources Strategy or Workplace Skills Plans (WSPs) or Skills Development Strategies. None of the municipalities had a very clear and separate Leadership Development Strategy or Framework. This therefore means that municipalities do have general policy provisions for the development of their administrative and political leadership.

When it comes to implementation of the above-mentioned policy prescripts, it became clear that all municipalities have difficulties. These range from inadequate resources such as finances and qualified people to train leaders to defective processes that should be supporting leadership development such as Succession Planning and Talent Management. This therefore suggests that the success of leadership development programmes lies on among other things, the incentives provided to leaders such as promotions, recognition of talent and any other incentive generally derived from these leadership development programmes.

All respondents did acknowledge that there are barriers to implementation of leadership development programmes. Apart from lack of resources, there are other behavioural challenges that were cited, for example, silo mentality, negative attitude towards development, lack of strategic vision, power struggles, etc. This is a serious concern because it shows that some leaders lack the will to be developed and they do not see it as a priority.

All respondents understood that there are broadly three (3) categories of leadership to be developed in the municipality and these are political, administrative and union leadership. It became very clear that none of the municipalities selected were developing all three (3) categories. Most of the municipalities leadership development programmes focused on the development of councillors and officials and none focused on the development of union leaders. This poses a challenge because unions are also leaders in their own rights in municipalities and therefore need to be developed so that there is a shared leadership vision in the municipality.

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Various reasons were provided as rationale for leadership development of categories specified above. On the main it became clear that the main reason why political leadership development programmes are important is that they enable councillors to perform their political oversight effectively and are able to take prudent decisions that will improve the lives of their communities. Officials do have their performance and good governance improved once they have gone through leadership development programmes.

Although many respondents would not distinguish between leadership competencies and leadership development programmes, there were basic competencies that were cited as fundamental for leaders of all categories. These are strategic capability, change management, effective communication, customer focus, ethical leadership, honesty and integrity, emotional resilience, etc. This was in line with Zanderer's (1992) assertion that ethical leadership and values such as honesty and integrity are some of the leadership competencies required from any contemporary leader.

The broad areas of development that were recommended by respondents included understanding leadership responsibilities, distinction between management and leadership, the relationship between leadership and governance and ethical leadership. Although these broad areas are not the only areas that need focus in terms of leadership development, they do form a good foundation for continuous leadership development. This leadership development approach includes the development of intrapersonal and interpersonal skills as propounded by both Day (2000) and McDonald-Mann (1998) respectively.

FINDINGS AND RECOMMENDATIONS

The following are the findings of the study:

- Municipalities do have development policies but none have a very specific Leadership Development Policy or Framework.
- Municipalities have difficulties in implementing leadership development programmes.
- Municipalities do not develop union leadership as part of leadership development.

- Leadership competencies are a basic requirement for leadership development.
- Municipal leaders need ongoing leadership development (politicians, official and unions) to be effective in their leadership roles.

The following are the recommendations from the study:

- Municipalities should develop and implement specific and focused Leadership Development Policies or Frameworks.
- Challenges and barriers to the implementation of leadership development programmes should be identified and addressed permanently so that they do not impede development.
- Municipalities should ensure union leadership abilities are also developed to improve the working relations with administrative leadership.
- All municipal leadership needs to have their leadership competencies developed.
- There should be compulsory and ongoing leadership development programmes for councillors, officials and unions (shop-stewards).

CONCLUSION

The main aim of the study was to investigate leadership development in South African municipalities. Literature review was done and focused on definition of leadership; modern leadership styles; leadership competencies and leadership development. The study used qualitative design and interviews were used to elicit information from 30 senior managers who are responsible for learning and development in their municipalities. Interviews were semi-structured and focused on the existence of leadership development policies or framework; challenges and barriers to the implementation of leadership development programmes; categories of leadership developed; leadership development competencies and leadership development programmes. Responses were coded and categorised according to seven (7) themes. The study revealed that municipalities do have develop-

ment programmes however they still need to develop specific Leadership Development Policies or Frameworks given the enormous pressure and amount of work expected from municipal leadership.

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