

DEVELOPING A COMPETENCY MODEL FOR HEAD OF DEPARTMENTS AT
TERTIARY EDUCATION INSTITUTIONS IN SOUTH AFRICA

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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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Abstract

Orientation - The increase in complexity of the Tertiary Education landscape has increased the pressure to perform. This forces employees on all management levels within Tertiary Education institutions to be highly competent and efficient. Excellent academic leadership is needed from all levels of management to reach strategic goals and to build the local and international profile of the university.

Research purpose - The objectives of this study are firstly to determine which competencies are needed by Heads of Departments / Directors of Schools at South African Universities, and secondly to develop a proposed competency profile for Heads of Departments / Directors of Schools in Tertiary Education institutions in South Africa.

Research design - A quantitative research approach adopting an explorative design was used and the data was collected via convenience sampling by way of an online questionnaire. Heads of Departments and School Directors completed the questionnaire (n = 37). Data from the questionnaire was analysed using descriptive statistics, t-tests and ANOVAs.

Main findings - The results of the descriptive statistics revealed that respondents considered the most relevant competency to have is Integrity, which falls within the Ethic and Values subscale. Leadership / Management Competencies as well as competencies from the Enabling Competencies subscale were identified as the 41st most relevant competencies. Functional competencies (*Quality Assurance*) only score from the 42nd place on the ranking order list.

Contribution / value add - In a theoretical domain this study will prepare the ground for future studies, specifically those for developing training and development modules that will help to address the competencies that are lacking. In a practical domain this study will help universities to appoint more qualified Heads of Departments / School Directors and therefore establish a stronger and more efficient management structure to help the university to achieve strategic objectives.

CHAPTER 1

INTRODUCTION

1. ACADEMIC MANAGEMENT AT SOUTH AFRICAN UNIVERSITIES

The degree of competency required of HODs at SA tertiary institutions faces ever more challenges as the global work environment becomes more complex and the pressure on academic leaders' increases on all levels. The core functions of a university are teaching, learning, research, community development, admin and management, and while academic leadership remains/is very much a core focus, it is not a core function. What complicates the situation for the development of academic leaders is that tertiary institutions have unique challenges not typical of managers and leaders in other industries (Gmelch, 2004).

The essence of a HOD or School Director, position with a long history and tradition, is to give academic leadership to a department, to be concerned about its scholarship, its teaching and its standards, to develop its staff, and to grow it into a well-functioning academic unit (UCT, 2013). Although the specific roles and responsibilities differ for each HOD / School Director, the generic tasks can be listed as the following:

1. Strategic planning for the department in consultation with the Dean
2. Represent the interests of the department on management structures of the university
3. Promote intellectual vigour and rigour in the department
4. Keep departmental staff informed on relevant matters (e.g. policies and procedures)
5. Human resource management aspects such as employee-planning, -development, -appraisals, -leave and employment equity planning
6. Administrative matters relevant to the department
7. Safety within the department
8. Budget and expenditure within the department

There are universities in South Africa that do not have HODs as part of their management structures, and in these institutions the School Director can fulfil some of the tasks of an

HOD. There is also the Research Director who may tend to research matters, and usually both roles report to the Dean. However, the School Director is appointed in a permanent role and will not work on a rotation term basis in the way HODs do. The longevity of this role partially reveals some of the challenges that the HOD position currently faces.

The typical term of a HOD in South African universities is between three and five years. The mastering of new leadership skills and being able to apply them within a short time is vital for achieving goals, so the relatively short term of the HOD office means that the mastering of new leadership skills can be extremely difficult as it might take up to two and a half years to achieve this in a specific position (Gabarro, 1987). Sessa and Taylor (2000) found that the manner in which a new HOD adapts into the new surroundings, as well as the manner in which the department adjusts to the new HOD, will have an impact on the success of the HOD.

For the purpose of the current study several definitions of the terms were examined and defined as follows:

- *Head of Department*: A person who serves as a manager of an academic department.
- *School Director*: A person who serves as the manager of a school within a particular faculty.
- *Competencies*: Behaviours that consist of the knowledge, skills and attributes required for successful performance (Brits, 2012, p. 17).
- *Competency profile*: a cluster of competencies required by a specific occupational group or job family in an organisation (Brits, 2012, p.17).

For the purpose of this study, the population group includes Heads of Departments, Chairpersons of Departments and Directors of Schools. Reference to the three groups will be made interchangeably between HOD, Chair and Director.

2. PURPOSE OF THE STUDY

Developing a competency profile for HODs is recognised as an almost urgent inquiry underpinning the continued maintenance of integrity, strategic leadership and leadership development, and sound governance within all tertiary institutions, and this is the main

purpose of the study. The historical context of academia prepared the landscape in which we are operating now, and a brief review of this will highlight the urgency for a modelling of competencies.

Some decades ago, at many universities around the world, there was often a single professor of a discipline appointed in any one department. That professor was the HOD and held this post permanently. The professors then, as now, were mostly influential people within the institutions, and so, by extension were the HOD positions they held. However, this gradually changed over time at all universities. At the University of Cape Town, as a case in point, this situation changed when, from May 1972, permanent HODs were increasingly replaced by HODs with shorter terms of office. By 2007, there were at least 460 full-time Professors and Associate Professors listed in the six faculty handbooks at UCT - about equal numbers of each. Together these comprised about 45% of the entire academic staff complement at the University, and all were eligible for appointment as a Head of Department (Moran, 2007).

The natural progression of these developments over recent years, as described in the UCT example, has seen the prestige of being an HOD and, more importantly, the ability of HODs to exert academic leadership in a steady decline, and as the time and opportunity for teaching and research was steadily eroded, senior academics have been opting out of the HOD role (Moran, 2007). Other academics filled the gaps as a sign of loyalty to their colleagues. Moran (2007) further found that, as a generality, HODs feel unappreciated and regard themselves as relatively junior functionaries performing a mostly administrative role.

Developing a competency profile for HODs will therefore not only enable future development of relevant training programmes for HODs, but will also give universities the opportunity to ensure that their managers are of the necessary highest quality. Having an outline of which skills and competencies are needed will help a selection panel to choose the most suitable candidate when appointing new HODs in the future.

3. RATIONALE

The literature on competency profiling in South African Universities is scarce. In fact, as far as it is known, there is no standardised competency profile for HODs / Academic Directors in South African Universities. The competency profiles that do exist are often not well

described and lack detail. In order to gain a better insight into the competencies needed by this group an explorative search design was chosen.

4. CONTEXT

Academic leadership is one of the most understudied of research topics in South Africa. In a developing country, leadership development in the corporate world has always been a need and a wide range of resources have been applied to ensure the continuous development of employees. This does not seem to be the case in tertiary institutions. One of the biggest issues with leadership development within the tertiary institution is the lack of proper research on the training of academic leaders (Gmelch, 2000). Academic leaders cannot be properly trained if the specific competencies needed for their positions are unknown.

Academics are trained to be focused experts with a deep knowledge and understanding within a specified, often narrow discipline or field of study. Having to make the shift from being a specialist to being a generalist without any training can be a daunting task. In his study Gmelch (2000) expands on this: “Since many academic leaders first receive their training in their academic careers in research and teaching, they scarcely anticipate their current leadership positions, and thus have had minimal management training. We socialize and reward new Ph.D.’s to become internationally renowned experts in narrow fields and then complain that no one is willing or prepared to be a generalist and serve in a leadership capacity” (Gmelch, 2004, p.70).

The lack of generalists taking on management roles is not only true for academic institutions, but also in the corporate world. The head of a large corporation once said, “We recruit young people fresh out of college, and for thirty years we reward them for keeping their noses to the grindstone, doing their narrow jobs unquestionably. Then when a top post opens up, we look around in frustration and say ‘Where are the statesmen?’ No one consciously intended to eliminate the statesman; but the organizational culture produced that result” (Gardner, 1987, p. 19).

Within the academic context, defining the academic leadership position is a complex task. It is often the case that academic leaders get voted into a leadership position without much leadership training or experience, nor an understanding of what the demands and the

complexity of the new role will be. They also do not take into account that they will have to change on many levels from an academic to an academic leader, which means that less time will be available to spend on their personal and academic lives (Gmelch, 2000a, 2002).

Although many professions within universities operate within a stable institutional context (Gmelch, 2004), the leaders of these institutions need to be able to adapt to a constantly changing environment and external influences. These skills cannot be learned in a day or on a weekend workshop but need to be developed over some time.

Another challenge academic leadership is often faced with is the ambiguity in which they need to lead. Academic leaders must be able to adapt their leadership style when working with the different constituencies of the faculty and the university. A more facilitative leadership style is needed when working with faculty in the academic core and a more traditional line-authoritative style is needed when working with the administrative core (Gmelch, 2004). Very often academic leaders need to work with both these types of employees which add pressure on developing their own management skills.

There is also constant tension in pursuing academic goals and having the obligation to perform administrative duties: “Having insufficient time to remain current in my discipline” is the number one stress for HODS and ranked third for Deans (Gmelch & Burns, 1994). The balance between pursuing academic goals and performing administrative duties leads to time constraints. These time constraints add to the challenge to adapt to the new role and its environment, to master newly acquired skills and to function on an operational and strategic level.

Gmelch (2004, p.77) identified the following academic to leadership mind-set differences that academics need to move between in order to make the adjustment to HOD:

- **Solitary to social.** Academics typically work alone on research preparing for teaching and other projects while academic leaders must learn to work with others.
- **Focused to fragmented.** Academics have long uninterrupted periods for scholarly pursuits while the chair’s position is characterized by brevity, variety and fragmentation.

- **Autonomy to accountability.** Academics enjoy autonomy while chairs become accountable to faculty in the department and to central administration.
- **Manuscripts to memoranda.** Academics carefully critique and review their manuscripts while chairs must learn the art of writing succinct, clear memos quickly.
- **Private to public.** Academics may block out long periods of time for scholarly work while chairs have an obligation to be accessible throughout the day to the many constituencies they serve.
- **Professing to persuade.** Acting in the role of expert, academics disseminates information while chairs profess less and build consensus more.
- **Stability to mobility.** Academics inquire and grow professionally within the stability of their discipline and circle of professional acquaintances while chairs must be more mobile, visible and political.
- **Client to custodian.** Academics act as clients requesting and expecting university resources while the chair is a custodian and dispenser of resources.
- **Austerity to prosperity.** While the difference in salary between academics and administrator may be insignificant the new experience of having control over resources may lead the department chair to develop an illusion of considerable prosperity.

One should not be under the illusion that the training of competencies alone will be the answer to addressing this need of leadership. Peoples' leadership abilities and willingness to lead are influenced by different factors e.g. family, friends, level of education, previous leadership roles at school, etc. (Wolverton & Gmelch, 2002). Indeed these qualities often make far better candidates than training alone, as Conger (1992) explains: "If experience is such an important teacher, and the motivation to lead is rooted in one's past, and leadership skills are indeed so complex and related to one's work and past, what role can training hope to play?" (p. 34).

Generally, academics do not aspire to do the job of a HOD. In a study done by Oliver-Evans (2001) it was reported that 70% of the HODs did not want to do the job. The majority of HODs see themselves as overburdened in a thankless job that detracts from their scholarly careers, in which their status, and thus their ability to implement leadership, has been eroded, and for which there is inadequate support from their administrative and academic colleagues. Most damaging is the perception that they may have lost the respect of their peers: their

colleagues are certainly grateful that the job of HOD is being done, but they are generally not admiring or respectful of the position.

5. PROBLEM STATEMENT

The research question and express aim of this study are: to unpack the challenges faced by this tenuous yet vitally important position by providing new research into the current competency models for HODs / School Directors of South African tertiary institutions; to highlight the need for the development of a new competency model for present and future HOD appointments; and to frame a response to the research question and simultaneously pave the way for future research so as to appropriately augment the proficiency and responsibility of the HOD role.

6. RESEARCH OBJECTIVES

6.1 Theoretical objectives

- To determine which competencies are relevant for Head of Departments or School Director at Tertiary institutions in South Africa.
- To develop a competency profile for Head of Departments in tertiary institutions.

6.2 Empirical objectives

- To propose a newly developed competency model.

7. STRUCTURE OF THE STUDY

Chapter 1: Orientation

Chapter 1 describes the context, rationale, background and motivation for the study. The problem statement, research objectives and definitions are also presented.

Chapter 2: Literature review: Academic Leadership; Competencies

Chapter 2 presents a literature review of academic leadership as well as discussing competencies and competency frameworks.

Chapter 3: Research design

Chapter 3 discusses the research design and method that will be used to investigate the problem statement and research question.

Chapter 4: Empirical results of the field study

Chapter 4 presents the results of the fieldwork, consisting of online questionnaires.

Chapter 5: Discussion of the findings and recommendations

Chapter 5 discusses the results, the value of and implications of the results for the discipline in general, gives the general conclusions drawn regarding the study and presents recommendations for further research.

8. CONCLUSION

This chapter provided an orientation of the intended study. The chapter highlighted the need for more research on the competencies of academic leaders within tertiary institutions in South African and the world.

It addressed the fact that academic leaders are trained as specialists and not prepared for the broader field of management. This transition can be very traumatic and often unsuccessful. The different factors that characterised the shift from a faculty member to an academic manager were explained.

The problem statement was presented, namely to develop a competency profile for Head of Departments/ School Directors at Tertiary institutions in South Africa.

The research design will be quantitative. The research hypothesis directing and guiding the study is as follows: universities, who have a clear competency profile and offer training to develop the competencies contained in the competency profile for HODs / School Directors, will have more competent academic managers performing much needed management functions at the higher levels of Academia if the challenges facing this role are recognised, acknowledged, contextualised, opened up to new research, re-developed, and worked into new models that can be timeously implemented.

CHAPTER 2

LITERATURE REVIEW

1. INTRODUCTION

In Chapter 1 the need to develop a validated competency profile for HODs in the tertiary education sector was discussed. In Chapter 2 a literature review of academic management at South African universities will be presented. The definitions of competencies will be discussed as well as the history, advantages and uses of current competency models. And lastly the competency model development process that was adopted for this study will be illustrated diagrammatically.

2. BARRIERS TO AN ACADEMIC MANAGEMENT CAREER

Identifying barriers that prevent academics going into management positions is important when developing a competency model. These barriers could indicate which additional skills (if any), apart from the skills needed for the actual role of HOD, should form part of a competency model.

Gmelch, (2004) identified the following as barriers that prevent academics from volunteering for leadership positions:

1. The system does not nurture leaders and often the message is sent out that the need for experts and professionals is higher than the need for leaders. Potential is often not identified and there are little or no developmental opportunities for staff members who might be interested in leadership roles.
2. In order to become an expert, one needs to specialise within a specific field. An academic leader, as Gardner (1987, p.7) says, needs generalist skills and exposure: “Tomorrow’s leaders will very likely have begun life as trained specialists, but to mature as leaders they must sooner or later climb out of the trenches of specialization and rise above the boundaries that separate the various segments of society”.

3. Many faculty members chose to join an academic institution because of the high level of independence and autonomy associated with it. Many are not willing to sacrifice their professional and personal lives for a leadership position.

In an attempt to address the above mentioned barriers, Gmelch (2004, p. 71) proposes three essential spheres that will create an analytical framework of influence that should be created to develop academic leaders:

- **Conceptual understanding of the unique roles and responsibilities of academic leadership.**

Heads of Department need to understand leadership from a conceptual point of view. This includes models, frameworks, leadership theories that will help them to truly understand the complexity of the leadership role (Conger & Benjamin, 1999). They need to understand how their roles, tasks and responsibilities have changed. As academics move into the role of department chair they start to think of themselves differently. Bolman and Deal (1997) explained that Head of departments initially think in terms of their human and structural frames of leadership, but as they gain comfort and confidence, the political and symbolic frames develops more.

It is important to note, however, that only having a conceptual understanding of an academic leadership role will not be enough and that the appropriate behaviours and skills for a particular role are also needed.

- **The skills necessary to achieve the results through working with faculty, staff, students, and other administrators.**

Research has shown that it is more effective for teams to attend skills training programmes with their managers so that there can be mutual support (Cogner, 1992). Formal training alone is also not always the most effective method to establish these skills. Practical experience should be combined so that a skill is not merely head knowledge but can also be applied. It takes multiple and varied experiences: experimenting, receiving feedback, coaching, refining, and perfecting (Ericsson & Smith, 1991).

- **The practice of reflection to learn from past experiences.**

“Self-knowledge, personal awareness, and corrective feedback” as Gmelch (2004), suggests must be part of an academic leader’s leadership journey (p. 72). It is important that a leader is able to clearly define his/ her beliefs and assumptions. If these are clearly defined, it is easier to make sense of the conflicting values, goals, purposes and interests that academic leaders often have to face. The inputs from trusted colleagues acting as mentors and partners are a valuable tool for improving leadership skills. Continuous leadership development does not happen within a vacuum; the inputs from others are very important (Beineke & Sublett, 1999).

A competency model will help to create the analytical framework needed to fully understand the unique roles and responsibilities of academic leadership and also to be able to identify the knowledge, skills and attributes needed for various roles, be it the HOD, Director of School, or any other vital management role.

3. COMPETENCY MODEL

3.1 COMPETENCIES

Competencies provide a framework for human capital and help organisations focus their employee development in order to gain a competitive edge (Brits, 2012). Competencies have become a benchmark of organisational effectiveness as organisations realise the intellectual assets their employees are. When an organisation is open about the competencies they require their staff to have, it is easy for employees to understand what they need to work towards to succeed in their careers (McLagan, 1997). Clearly defined competencies will help an organisation to put their business imperatives and objectives into performance requirements for their employees (Athey & Orth, 1999).

In order to compile competencies that can be easily understood, it is important to understand what is meant by the term ‘competency’. Below are some definitions compiled by different researchers:

- Mirabile (1997, p.75) defined a competency as “a knowledge, skill, ability, or characteristic associated with high performance on a job.”

- Wynne and Stringer (Brophy & Kiely, 2002, p. 20) defined competencies as “those things employees have to be, know and do, to achieve job outputs.”
- Parry (1998, p. 58) defines it as “a cluster of related knowledge, attitudes and skills that affect a major part of one’s job that can be measured against well-accepted standards and that can be improved with training and development”.
- La Rocca (2007, p.1) defines competencies as “...behaviours that encompass the knowledge, skills and attributes required for successful performance.”
- Brits (2012, p. 27) defines attributes or abilities as the “personal characteristics, traits, motives, values or ways of thinking that affect an individual’s behaviour.” Knowledge is “the factual information that a person knows”. And skill is “an ability that has been acquired by training and education”.

The golden thread in all the above mentioned definitions of competencies is that all competencies include attributes / abilities, knowledge and skills.

According to Murphy (2010) skill is the consistent performance of complex tasks with a high level of accuracy, effectiveness, or efficiency. Skills are distinct from abilities in three ways: (1) they involve the performance of specific tasks, (2) they involve automatic rather than controlled performance, and (3) they are the result of a substantial amount of practice.

3.2 ASPECTS OF A COMPETENCY MODEL

A competency model is defined as the collection of abilities, knowledge, skills, and other characteristics (KSAOs) that are needed for effective performance in a specific job. Brits (2012, p.17) defines a competency model as a “cluster of competency domains and its associated competencies required by a specific occupational group”.

A competency model should have a combination of universal as well as job specific competencies (Brohy & Kiely, 2002). When a competency model is developed for a specific organisation, it has more relevance because employees have given personal inputs by defining the competencies (Brohy & Kiely, 2002). Personal involvement in a process will develop a sense of ownership, which in turn will make the implementation process easier.

Figure 2.1 graphically displays typical terminology used to define competencies (Campion et al., 2011). In general, the finer the level of detail contained in the competency model, the broader the possible applications. For example, more detail is needed when designing a training program or performance management system. The amount of detail included should be guided by the goal of the development of the competency model.

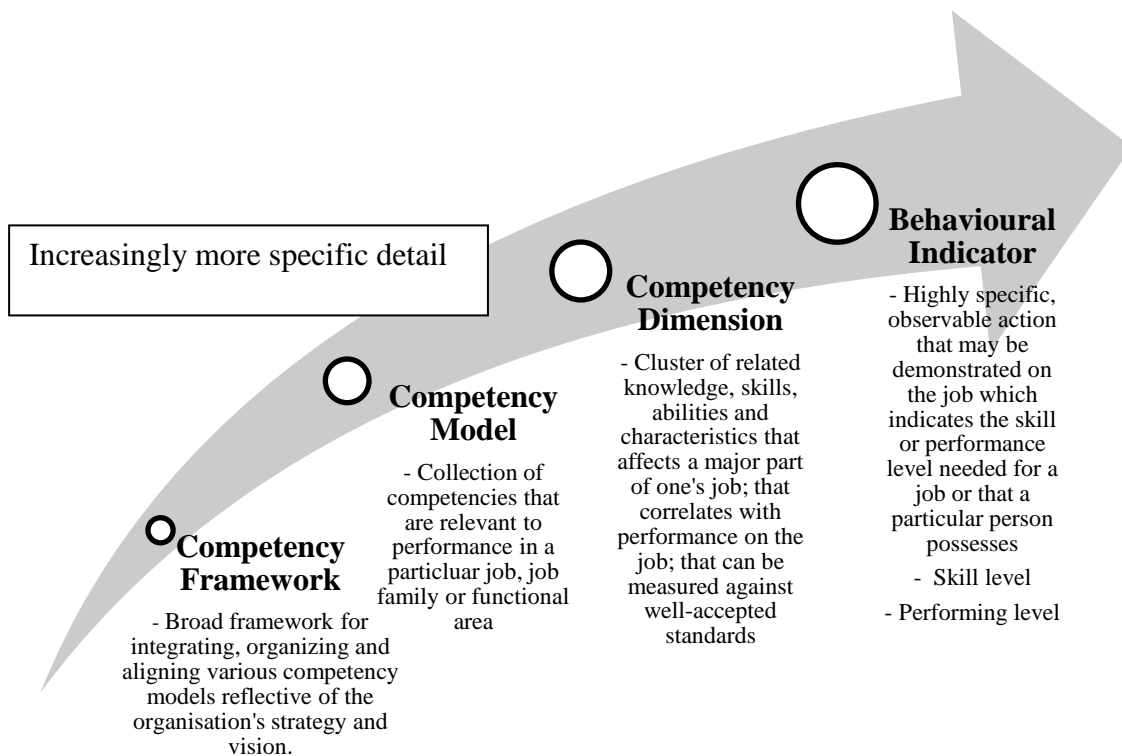


Figure 2.1 Terminology (Campion et al., 2011)

3.3 HISTORY OF COMPETENCY MODELLING

Bartram (2004) states that most research defining job performance focused on management positions more than on entry-level jobs. Tett, Guterman, Bleier and Murphy (2000) conducted a literature study on 12 different competency models dating back to Flanagan (1951). They found similarities between the models, but also found that there were differences in detail, description, definition, emphasis and level of aggregation.

Borman and Brush (1993) propose a structure of four broad dimensions, namely:

1. Leadership and supervision;
2. Interpersonal relations and communication;

3. Technical behaviours and mechanics of management; and
4. Useful behaviours and skills (such as job dedication) (Bartram 2004).

Tett et al. (2000) developed a taxonomy of 53 competencies clustered under nine general areas. Subject matter experts were consulted to sort 147 behavioural elements in order to derive these 53 competencies. The nine general areas were: traditional functions, task orientation, dependability, open-mindedness, emotional control, communication, developing self and others, occupational acumen, and concerns (Bartram, 2004).

Kurz and Bartram (2002) describe a job competency framework for managerial and non-managerial positions consisting of 112 competencies which were derived from academic and practice-based competency models. The framework defines the relationships between these competencies, their mapping on to a set of 20 competency dimensions, and their loadings on eight broad competency factors (Bartram, 2004).

The present study followed a similar approach to Kurz and Bartram (2002). A list of 133 competencies divided into four competency factors (Enabling competencies; Leadership / Management Competencies; Ethical Competencies; and Functional Competencies), were derived from academic and practice-based competency models within the Tertiary Education Sector.

3.4 COMPETENCY MODEL VS. JOB ANALYSIS

Competency profiling focuses on the desirable and essential behaviours required to perform a job, while job analysis focuses on the tasks, roles and responsibilities associated with a job. The competency analysis provides a person specification, and the job analysis provides job specification - each complimenting the other (Bartram, 2004). Bartram goes on to say that the biggest problem with competency as a construct is that there is confusion about what competencies are and how they should be measured (Shippmann, Ash, Battista, Carr, Eyde, Hesketh, Kehoe, Pearlman, Prien, & Sanchez, 2000).

Job analysis is much more work- and task-focused ('what' is accomplished), while competency modelling is worker-focused ('how' objectives are met or how work is accomplished) (Shippmann, 2000). For both competency modelling and job analysis, there is

usually some back-end application or set of applications that will be adapted or modified based on the results.

3.5 ADVANTAGES OF COMPETENCY MODELLING

Campion et al. (2011) identified the following ten advantages of using competency models in organisations.

- It motivates organisations to pay attention to job-related information and employee skills that help with better management of employees.
- It often distinguishes top performers from average performers by focusing less on aspects that do not help to understand employee performance.
- Competency models often include descriptions of how the competencies develop (e.g. level of proficiency) or progress with employee level (e.g. job grade or pay level).
- Knowledge, Skills, Attitudes (KSA) are usually linked to business goals, objectives and strategies and defined in terms of observable job behaviour.
- A traditional job analysis is inductive (starting with job tasks and KSAs to arrive at conclusions about what is important to the job), whereas competency modelling is more deductive (starting with the outcomes and backing into the tasks and KSAs).
- Competency modelling is usually developed top down, starting with the defining of competencies for executive jobs and moving down to those of lower levels.
- Normally, future job requirements as well as current requirements are included in the competency model.
- Competency models are designed for a specific industry or organisation. This means that it is easy to use and understand because of industry- / organisation-specific language.
- Specific competencies are identified and applied across multiple functions or job families. This helps to simplify the HR system and eases job movement across functions.
- Competency models are used to align the HR systems, which means the organisation can hire, train, evaluate, compensate, and promote employees based on the same attributes. This approach ensures fairness and consistency.
- And lastly, competency modelling is often more of an organizational development intervention that seeks broad organisational change (such as HR alignment) as opposed to

a simple data collection effort. It is usually viewed as an intervention, which means buy-in from executives because of the attempt to create positive change.

3.6 USES OF COMPETENCY MODELS

Campion et al., (2011) summarised a list of several uses of competency models based on a literature study. Competency models can be useful for selection purposes because competencies of top performers have been identified and new joiners can be measured against a specific profile. Having a competency model in place enables management to identify developmental areas where employees need training. For example, executive development, coaching programs and 360 degree surveys are often built on a competency model foundation (Campion et al., 2011).

Models that depict levels of competency proficiency, job grade and pay levels can be used as tools around which to structure appraisal instruments to establish promotion criteria (Catano, Darr, & Campbell, 2007; Lucia & Lepsinger, 1999; Martone, 2003).

Employee information can be easily managed by using competency models to record and archive employee skills and training. By identifying and measuring current competencies a higher retention rate of critical skills can be achieved, enabling the organisation to achieve organisational objectives (Camardella, 2002; Cameron, 1994; Cascio, 2002).

Developed competency models can assist organisations with change management interventions by providing the ability to align the way in which employees are trained, assessed, selected, promoted and rewarded (Cummings & Worley, 2008).

3.7 CURRENTLY AVAILABLE COMPETENCY MODELS

The following three competency models will be explored and discussed as guidelines for the design of an HOD / School Director competency model in South African tertiary institutions that this paper wishes to propose:

- Universal Competency Framework / Model (Bartram, 2011)
- Leadership Competency Model (Central Michigan University, 2004)

- Competency Model developed for Academic Leadership (Orr, 2006)

The first two models were selected because they are generic in nature and do not describe the competencies of a specific industry. The third model, developed by Orr (2006), was chosen because it is one of few models that speak specifically to management in the South African tertiary education industry.

3.7.1 The Universal Competency Framework (UCF)

The UCF incorporates a model of performance at work that defines the relationships between competency potential, competency requirements and competencies themselves. It is a single underlying construct framework that provides a rational, consistent and practical basis for the purpose of understanding people’s behaviours at work and the likelihood of being able to succeed in certain roles and in certain environments (Bartram, 2011, p. 2). The following are aspects of competency outlined by the UCF, complete with detailed descriptions of the behavioural characteristics that should ideally define each:

- Factor 1: Leading and deciding
- Factor 2: Supporting and co-operating
- Factor 3: Interacting and presenting
- Factor 4: Analysing and interpreting
- Factor 5: Creating and conceptualising
- Factor 6: Organising and executing
- Factor 7: Adapting and coping
- Factor 8: Enterprising and performing

Competency domain:	
Factor 1: Leading and deciding: <i>Takes control and exercises leadership. Initiates action, gives direction and takes responsibility.</i>	
Subdomains	Behavioural performance descriptors
Deciding and initiating action	Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks.
Leading and supervising	Provides others with clear direction; motivates and empowers others; recruits staff of a high calibre; provides staff with development opportunities and coaching; sets appropriate standards of behaviour.

Competency domain:	
Factor 2: Supporting and co-operating: <i>Supports others and shows respect and positive regard for them in social situations. Puts people first, working effectively with individuals and teams, clients and staff. Behaves consistently with clear personal values which complement those of the organisation.</i>	
Subdomains	Behavioural performance descriptors
Working with people	Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well.
Adhering to principles and values	Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities and builds diverse teams.

Competency domain:	
Factor 3: Interacting and presenting: <i>Communicates and networks effectively. Successfully persuades and influences others. Relates to others in the confident and relaxed manner.</i>	
Subdomains	Behavioural performance descriptors
Relating and networking	Easily establishes good relationships with customers and staff; relates well to people at all levels; builds wide and effective networks of contacts; uses humour appropriately to bring warmth to relationships with others.
Persuading and influencing	Gains clear agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others; promotes ideas on behalf of self or others; makes a strong personal impact on others; takes care to manage one's impression on others.
Presenting and communicating information	Speaks fluently; expresses opinion, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility.

Competency domain:	
Factor 4: Analysing and interpreting <i>Shows evidence of clear analytical thinking. Gets to the heart of complex problems and issues. Applies own expertise effectively. Quickly takes on new technology. Communicates well in writing.</i>	
Subdomains	Behavioural performance descriptors
Writing and reporting	Writes convincingly; writes clearly, succinctly and correctly; avoids the unnecessary use of jargon or complicated language; writes in a well-structured and logical way; structures information to meet the needs and understanding of the intended audience.
Applying expertise and technology	Applies specialist and detailed technical expertise; uses technology to achieve work objectives; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organisational departments and functions.
Analysing	Analyses numerical data and all other sources of information, to break them down into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgements from available information and analysis; demonstrates an understanding of how one issue may be part of a much larger system.

Competency domain:

Factor 5: Creating and conceptualising *Works well in situations requiring openness to new ideas and experiences. Seeks out learning opportunities. Handles situations and problems with innovation and creativity. Thinks broadly and strategically. Supports and drives organisational change.*

Subdomains	Behavioural performance descriptors
Learning and researching	Rapidly learns new tasks and commits information to memory quickly; demonstrates an immediate understanding of newly presented information; gathers comprehensive information to support decision making; encourages an organisational learning approach (i.e. learns from success and failures and seeks staff and customer feedback).
Creating and innovating	Produces new ideas, approaches, or insights; creates innovative products or designs; produces a range of solutions to problems.
Formulating strategies and concepts	Works strategically to achieve organisational goals; sets and develops strategies; identifies and develops positive and compelling visions of the organisation's future potential; takes account of a wide range of issues across and related to the organisation.

Competency domain:

Factor 6: Organising and executing. *Plans ahead and works in a systematic and organised way. Follows directions and procedures. Focuses on customer satisfaction and delivers a quality service or product to the agreed standards.*

Subdomains	Behavioural performance descriptors
Planning and organising	Sets clearly defined objectives; plans activities and projects well in advance and take account of possible changing circumstances; identifies and organises resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.
Delivering results and meeting customer expectations	Focuses on customer needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way; consistently achieves project goals.
Following instructions and procedures	Appropriately follows instructions from others without unnecessarily challenging authority; follows procedures and policies; keeps to schedules; arrives punctually for work and meetings; demonstrates commitment to the organisation; complies with legal obligations and safety requirements for the role.

Competency domain:

Factor 7: Adapting and coping. *Adapts and responds well to change. Manages pressure effectively and copes with setbacks*

Subdomains	Behavioural performance descriptors
Adapting and responding to change	Adapts to changing circumstances; tolerates ambiguity; accepts new ideas and change initiatives; adapts interpersonal style to suit different people or situations; shows an interest in new experiences.
Coping with pressure and setbacks	Maintains a positive outlook at work; works productively in a pressured environment; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and personal life.

Competency domain: Factor 8: Enterprising and performing. <i>Focuses on results and achieving personal work objectives. Works best when work is related closely to results and the impact of personal efforts is obvious. Shows an understanding of business, commerce and finance. Seeks opportunities for self-development and career advancement.</i>	
Subdomains	Behavioural performance descriptors
Achieving personal work goals and objectives	Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks progression to roles of increased responsibility and influence; identifies own development needs and makes use of developmental or training opportunities.
Entrepreneurial and commercial thinking	Keeps up to date with competitor information and market trends; identifies business opportunities for the organisation; maintains awareness of developments in the organisational structure and politics; demonstrates financial awareness; controls costs and think in terms of profit, loss and added value.

3.7.2 The Leadership Competency Model (LCM)

The LCM was developed with the purpose of providing a detailed description of leadership to aid in the development of leaders. It describes five dimensions of leadership competencies, as follows:

- Self-Management
- Leading Others
- Task Management
- Innovation
- Social Responsibility

Each of these dimensions includes several core competencies that are considered valuable skills, abilities, behaviours, attitudes and knowledge areas in which leaders are expected to excel (University of Michigan, 2011).

3.7.2.1 Core Competencies of Self-Management

Table 2.1

Core Competencies of Self-Management

Work Habits	
Time management	Making good use of time by organizing, prioritizing and scheduling tasks.
Goal orientation	Setting and attaining one's specific and challenging goals.
Organization skills	Organizing one's responsibilities and performing them in an efficient manner.
Work ethic	Being diligent to ensure the successful completion of tasks related to one's job as a leader.
Follow through	Ensuring that one's promises are realized in behavior; doing what one said one would do.
Work Attitudes	
Initiative	Initiating tasks and taking on new challenges.
Effort	One's exertion to complete tasks successfully and achieve goals.
Persistence	Enduring in one's tasks despite challenges or difficulties.
Energy	Maintaining progress and enthusiasm throughout the completion of a task.
Optimism	Having a positive outlook about oneself and others.
Stress Management	
Self-control	Controlling one's emotions even in difficult or challenging situations.
Stress tolerance	Remaining effective even when situations become stressful.
Personal resiliency	Withstanding and overcoming stressful situations.
Work/life balance	Controlling the influence of stresses of one's non-work life on work life and vice-versa.
Adaptability	Adapting to changing or dynamic situations.
Self-Insight	
Self confidence	Believing in one's self and in one's ability to perform a successful job as a leader, and acting accordingly.
Self-awareness	Assessing one's success in learning or working activities and being honest about said judgments; knowledge of one's strengths and weaknesses and knowledge of one's boundaries and limits.
Self-reliance	Being able to work and think without the guidance or supervision of others.
Humility	Being able to have a realistic perspective of one's worth and the ability to admit to one's mistakes.
Suspending judgment	Keeping one's personal beliefs and biases from overly influencing one's decisions.
Learning	
Learning strategies	Learning new techniques for developing one's self through the use of multiple approaches.
Intellectual curiosity	Valuing learning and seeking situations to increase one's knowledge.
Continuous learning	Keeping informed on updates to one's profession and leadership in general.
Seeking feedback	Willingness to seek feedback on one's performance as a leader and to use the feedback to learn and grow as a leader.

3.7.2.2 Core Competencies of Leading Others

Table 2.2

Core Competencies of Leading Others

Communicating	
Communicating with coworkers	Communicating information using either face-to-face, written, or via telephone or computer.
Active listening	Listening intently to what others are saying and asking for further details when appropriate.
Facilitating discussion	Promoting the involvement of various individuals and a norm of openness and collegiality during group discussions.
Public speaking	Vocalizing clearly, maintaining a comfortable pace, and using appropriate non-verbal behaviors during formal presentations; utilizing visual aids during presentations; engaging the audience and responding to questions from the audience.
Developing external contacts	Developing a portfolio of external contacts within the professional community.
Communicating outside the organization	Exchanging information with others outside the organization (e.g., customers, other organizations) using face-to-face, written, telephonic or electronic means.
Interpersonal Awareness	
Psychological knowledge	Knowledge of human behaviour, mental processes, and individual and group performance.
Social orientation	Being comfortable interacting and working with others.
Social perceptiveness	Awareness and understanding of how and why others are reacting the way they are.
Service orientation	Actively seeking out ways to assist people in their duties.
Nurturing relationships	Building positive and cooperative working relationships with others; maintaining relationships over time.
Motivating Others	
Taking charge	A willingness to initiate the activities of groups and lead others toward common goals.
Orienting others	Orienting new employees to provide an overview of the organization and its policies, work rules, and job responsibilities; reviewing current job assignments for existing employees to identify work experiences that will help the employee develop.
Setting goals for others	Setting challenging but attainable goals for individuals and groups; specifying actions, strategies and timelines necessary for goal attainment.
Reinforcing success	Measuring and tracking progress toward goals to evaluate individual and group performance and provide feedback; rewarding positive work behavior to reinforce activities that are aligned with the goals of the work group and the organization.
Developing and building teams	Managing inertia and conflict during the formative stages of group functioning; enhancing the performance of a group and the satisfaction of its members by promoting cooperation, trust, and confidence in the group.

Developing Others

Knowledge of principles of learning	Knowledge of learning theories and design of individual and group teaching plans.
Interpreting the meaning of information for others	Translating or explaining information in a way that can be understood and used to support responses or feedback to others.
Assessing others	Evaluating the strengths and weaknesses of others' efforts at learning or performing tasks.
Coaching, developing, instructing	Coaching, teaching, and advising others to help them develop their knowledge and skills; creating individual development plans; selecting appropriate training courses to address developmental needs.

Influencing

Cooperating	Working well with others to jointly achieve goals.
Persuading	Communicating with others to convince them to perform a task or approach something in a different manner.
Resolving conflicts/negotiating	Dealing with complaints, resolving conflicts and grievances of others; encouraging others to come together and reconcile differences.
Empowering	Delegating authority and investing power in others.
Inspiring	Convincing others to believe in the organization's values and to act in accordance with those values.
Political savvy	Knowledge of the political climate and how decisions will be affected by the organization's culture.

3.7.2.3 Core Competencies of Task Management

Table 2.3

Core Competencies of Task-Management

Executing Tasks

Task-relevant knowledge	Knowledge of standard practices and procedures necessary to accomplish tasks.
Delegating	Assigning tasks to the appropriate people based on knowledge of individuals, work processes, organizational planning and work group flow.
Attention to detail	Placing focus on the details of the task to be accomplished.
Coordinating work activities	Coordinate the work-related activities necessary for task completion of all relevant constituents (both inside and outside of the group/organization); adjusting one's own plans in light of how others are acting or how the environment is changing.
Providing feedback	Providing both positive feedback and critiques in a timely and constructive manner to allow others to know how they are doing and improve on weaknesses.
Multi-tasking	Working on a variety of tasks simultaneously and shifting one's resources between multiple systems when needed.

Solving Problems

Analytic thinking	Using existing information to logically evaluate situations and solve problems; utilizing inductive and deductive logic to make inferences.
Analyzing data	Summarizing and making inferences from information through the application of statistics and qualitative analyses.
Mental focus	Concentrating and avoiding distractions when making sense of information that is not immediately coherent.
Decision making	Quickly prioritizing and evaluating the relative costs and benefits of potential actions needed to complete a task.
Designing work systems	Designating the responsibilities of individual jobs and structuring the work of groups in organizations.

Managing Information and Material Resources

Managing materials and facilities	Monitoring the delivery, inventory and flow of materials using tracking systems, as well as identifying and designing facility location/layout to maximize productivity.
Managing information resources	Understanding information needs and providing access to efficient tools for project management, data analysis, strategic planning, and process controls.
Performing administrative activities	Approving requests, handling paperwork, and performing other daily administrative tasks; entering, transcribing, recording, or storing either written or electronic information.
Maintaining quality	Evaluating materials and information produced against a set of standards through the use of measures of quality in order to track system and/or group progress.

Managing Human Resources

Succession planning/recruiting	Examining organizational structures to identify staffing issues needed to achieve strategic objectives; attracting many qualified applicants for open positions within the organization.
Personnel decision quality	Making good personnel decisions by identifying and assessing the knowledge, skills, and experiences needed to successfully perform a role in the organization.
Managing personnel policies	Developing and monitoring policies, programs, and procedures related to work practices and compensation.
Maintaining safety	Minimizing potential safety hazards and maintaining compliance with company policies, safety laws, and regulations.

Enhancing Performance

Enhancing task knowledge	Involving the group in discovering methods to enhance task performance and redirecting the group to achieve better task completion.
Eliminating barriers to performance	Identifying roadblocks and redundancies in work processes; promoting improvements in task performance.
Benchmarking	Facilitating communication outside of the organization to identify and integrate the best practices in task design and performance.
Strategic task management	Matching the appropriate people and resources in the organization to maximize task performance; maintaining task performance through times of turbulence.

3.7.2.4 Core Competencies of Innovation

Table 2.4

Core Competencies of Innovation

Creativity	
Generating ideas	Coming up with a variety of approaches to problem solving.
Critical thinking	Logically identifying how different possible approaches are strong and weak, and analyzing these judgments.
Synthesis/reorganization	Finding a better way to approach problems through synthesizing and reorganizing the information.
Creative problem solving	Using novel ideas to solve problems as a leader.
Enterprising	
Identifying problems	Pinpointing the actual nature and cause of problems and the dynamics that underlie them.
Seeking improvement	Constantly looking for ways that one can improve one's organization.
Gathering information	Identifying useful sources of information and gathering and utilizing only information that is essential.
Independent thinking	Thinking 'outside the box' even if this may sometimes go against popular opinion.
Technological savvy	Understanding and utilizing technology to improve work processes.
Integrating Perspectives	
Openness to ideas	A willingness to listen to suggestions from others and to try new ideas.
Research orientation	Observing the behavior of others, reading extensively, and keeping your mind open to ideas and solutions from others; reading and talking to people in related fields to discover innovations or current trends in the field.
Collaborating	Working with others and seeking the opinions of others to reach a creative solution.
Engaging in non-work related interests	Being well-rounded and seeking information from other fields and areas of life to find novel approaches to situations.
Forecasting	
Perceiving systems	Acknowledging important changes that occur in a system or predicting accurately when they might occur.
Evaluating long-term consequences	Concluding what changes in systems will result over the long-term.
Visioning	Developing an image of an ideal working state of an organization.
Managing the future	Evaluating future directions and risks based on current and future strengths, weaknesses, opportunities and threats.
Managing Change	
Sensitivity to situations	Assessing situational forces that are promoting and inhibiting an idea for change.

Challenging the status quo	Willingness to act against the way things have traditionally been done when tradition impedes performance improvements.
Intelligent risk-taking	Being willing and able to take calculated risks when necessary.
Reinforcing change	Encouraging subordinates to come up with innovative solutions; recognizing and rewarding those who take initiative and act in a creative manner; facilitating the institutionalization of change initiatives.

3.7.2.5 Core Competencies of Social Responsibility

Table 2.5

Core Competencies of Social Responsibility

Civic Responsibility

Communicating with the community	Communicating organization's intentions and activities to the public (e.g., local press, radio, television) and representing the organization in community affairs and public activities to promote awareness and foster goodwill.
Helping the community	Meeting the needs of the community by promoting opportunities for corporate giving of financial and human resources.
Civic action	Supporting participation in civic duties by encouraging others to vote and engaging in other duties of the political system.
Adopting beneficial values for society	Seeking and embracing values that benefit society rather than the organization alone.
Providing a good example	Always acting in accordance with the laws, rules, and guidelines of the society and the organization, and behaving in a fair and ethical manner.
Social action	Actively creating necessary change in one's community or country by advocating for underrepresented or needy groups.

Social Knowledge

Sociology and anthropology knowledge	Knowledge of the political systems, values, beliefs, economic practices, and leadership styles of countries other than one's home country, as well as knowledge of universal group dynamics, behavior, and socio-cultural history.
History and geography knowledge	Knowledge of the physical location and relationships between different land and sea regions and the historical events that have shaped the culture of inhabitants of these regions.
Foreign language knowledge	Understanding a non-native language in order to communicate in oral and written form with people who speak that language.
Philosophy and theology knowledge	Knowledge of ethics and the philosophical viewpoints behind various ethical models, and understanding how different philosophical and religious systems affect behavior of groups and individuals within a cultural context.
Knowledge of organizational justice principles	Knowing and understanding distributive justice, informational justice, interpersonal justice, and procedural justice and being able to apply those principles to ensure subordinates are treated fairly.
Legal regulations	Awareness of local, municipal, and provincial laws and regulations and abiding by these regulations at all times.

Ethical Processes

Open-door policy	Promoting a climate of openness and trust; allowing individuals who are upset about an aspect of the organization to voice displeasures without retribution or repercussions.
Instituting and following fair procedures	Instituting and applying rules and procedures in a consistent, unbiased, accurate, and correctable fashion to ensure that subordinates know that fair rules are being used.
Explaining decisions in a respectful manner	Explaining decisions that affect subordinates thoroughly and in a manner that demonstrates dignity and respect for the subordinates.
Ensuring ethical behavior of subordinates	Instituting, training, and reinforcing policies to ensure that subordinates treat each other and the organization fairly and with respect and dignity; disseminating information about laws and regulations to subordinates and making sure that they follow laws and regulations by overseeing, monitoring, and auditing behavior; disciplinary action should be taken against those who do not comply with laws and regulations.

Leading Others Ethically

Servant leadership	Being attentive to the needs of followers, empathizing with their concerns, and serving their best interests.
Valuing diversity	Encouraging a wide range of viewpoints among team members in order to avoid groupthink and create more culturally sensitive solutions.
Distributing rewards fairly	Ensuring that pay, recognition, and other rewards are distributed in a fair manner, with clear guidelines and enforcement of those guidelines.
Responsibility for others	Willingness to be responsible for the behavior of subordinates in one's organization and correct their unethical behaviors.
Avoiding exploitative mentality	Not sacrificing concern for others or using people and exploiting them to achieve goals for the organization.

Acting with Integrity

Financial ethics	Understanding and following ethical financial management and accounting principles.
Work-place ethics	Understanding and following ethical guidelines at one's work place.
Honesty and integrity	Behaving in an honest and ethical manner.
Being accountable	Accepting responsibility for the effects of one's own actions.
Courage of convictions	Avoiding behavior that is unethical even if it may appear ethical to the public or may be consistent with the public opinion; upholding decisions that are ethical yet unpopular.

3.4.4 Competency model for Academic Management

Orr (2006) developed guidelines for the University of the Witwatersrand to identify the Key Performance Areas for the Head of Schools, Deputy Deans and Deans. There was no distinction made between what is expected differently for a HOD, Deputy Dean or Dean. The Key Performance Areas (KPA) and competencies needed are defined as the same for all three groups.

3.4.4.1 Key Performance Areas

Table 2.6

Key Performance Areas for Academic Managers

1. Academic Leadership

Leads school / Faculty across all key academic functions: tuition/research/academic citizenship
Manages the academic activities in the three areas of academic work (tuition, research and academic citizenship)

Personally involved in courses and programmes and supervises post graduate students

Interacts with students and deals with student affairs

Impacts on scholarly output of the school / Faculty

Consistently involved in personal research projects in specialist fields demonstrated by regular outputs (this has to be agreed in terms of a Performance Contract which takes into account the size and complexity of the academic management function)

2. Strategic Planning, Management, & Administration

Fulfils a line manager function which implies managing and being accountable for processes, tasks and functions of the school / Faculty to both management of the university and to the school / Faculty

Fulfils administrative tasks that are linked to the other key performance areas

Ensures the optimization of school / Faculty budgetary allocation and financial resources by responsible planning and management

Oversees expenditure within budgetary constraints and prioritizes demands on resources

Identifies financial needs of school / Faculty in terms of staff and physical resources and plans accordingly

Identifies opportunities to generate or increase income via school / Faculty specialist initiatives or services

Motivates expenditure and reports on school / Faculty budget management

Supports and presents school / Faculty research proposals, new programmes, centre initiatives etc. to Faculty Board

Oversees the maintenance of records and documentation of all school / Faculty processes and operational decisions and meetings

Plans and organizes resources in a goal directed manner to ensure that results of a high quality are achieved within the organizational constraints

Translates and communicates the institutional vision, mission and values into school / Faculty objectives and deliverables

Identifies operational needs of the school / Faculty and explores possibilities to fulfil needs in an effective manner

Ensures timeous implementation of strategic decisions

Proactively plans for sustained growth and renewal in subject fields and academic services

Identifies and responds to internal and external challenges and threats

Manages change process

3. Human Resources Management

Deals with all staff related issues in terms of resourcing, management of individual and group performance and career planning

Coordinates the recruitment, appointment and placement of permanent and temporary staff to ensure optimal functioning of the school / Faculty

Coordinates staff availability and leave arrangements

Manages interpersonal conflict and relationships in a fair, equitable and professional manner

Manages staff performance by agreeing on objectives and standards, ensuring fair appraisal and providing constructive feedback on performance
Deals with under-performance and incompatibility according to university policy and procedures
Identifies and provides for staff training needs

4. Academic Citizenship

Academic citizenship refers to the individual's involvement (both as an academic and an academic manager) in the community of the university and the wider professional community, in delivering a service, performing tasks and making contributions to the functioning, well-being, and uplifting of both these communities. It includes those activities conventionally classed as 'administrative duties' as well as those related to 'involvement in professional associations,' 'community service' or 'community participation'.

Represents university management in the school or Faculty as direct line manager

Chairs school / Faculty meetings and school / Faculty management committee meetings

Represents the school on Faculty executive / represents the Faculty on SET and Senate

Represents school or Faculty on university committees and structures

Involved in selection committees, promotion committees, disciplinary committees or similar *ad hoc* committees where school or Faculty leadership or representation is required

Acts as champion for school / Faculty ventures and processes

Initiates and/or facilitates school / Faculty collaborative ventures within or outside the university

Acts on behalf of broader university community in relevant external committees

Communicates with the media on relevant and pressing issues where required

Actively involved as academic leader in university policy committees

Involved in academic or professional associations related to subject area

3.4.4.2 Competencies

The competencies needed specifically by the Head of Schools, Deputy Deans and Deans were identified as the following:

Table 2.7

Competencies for Academic Managers

1. Effective Communication

Presents thoughts and ideas in a clear and concise manner appropriate to the receiver's needs and expectations

Promotes open and transparent communication within the school / Faculty

Creates and promotes an environment conducive to open and challenging scholarly discourse

Creates awareness of university policies and their implications for the school / Faculty

Provides regular and relevant school / Faculty information to senior management

Shares appropriate information with staff / colleagues timeously

Promotes appropriate communication at all levels with various and diverse stakeholders

2. Interpersonal Skills

Interacts with members of staff, students and internal and external stakeholders in a way that facilitates mutual understanding, respect and cooperation

Facilitates openness and transparency in school / Faculty

Facilitates the resolution of conflict between individuals and groups

Gives honest and open corrective feedback
Sensitive to stakeholder needs
Builds and maintains tolerance and respect for diversity, race, gender, culture, creed, sexual orientation and disability
Negotiates skilfully at all levels

3. Leadership

Exercises academic and strategic leadership in school / Faculty by proactively dealing with the risks and ambiguities of an ever- changing environment
Translates, co-creates and communicates the vision, mission and values for the school / Faculty and field of expertise
Translates vision and core activities into school / Faculty objectives and deliverables
Gives and maintains direction in ambiguous situations

4. Pastoral Care / Capacity Development

Creates a supportive environment in which people are prepared to explore and grow in order to achieve a high level of self-development both academically and personally
Creates an environment in which people take ownership of their own development
Creates a productive and development oriented academic environment through a consultative approach
Identifies development needs of staff
Provides regular feedback to staff / colleagues regarding performance

5. Commitment to transformation

Supports and develops the internal change process within the university, in line with broader national transformation goals
Provides leadership in developing change initiatives across disciplines, in line with university transformation objectives
Works together with other schools / Faculties to identify relevant changes within teaching, research and academic citizenship that support the transformation process
Defines, builds and promotes an environment supportive of transformation within the school or Faculty, in line with university-wide changes
Develops and implements programmes for developing understanding of diversity within the school or Faculty

6. Student and stakeholder orientation and commitment

Plans and conducts academic practice to ensure that the needs of students (as external clients) and other colleagues and schools / Faculties (as internal clients) are met
Develops a student and stakeholder-oriented approach within the school / Faculty and ensures that it is utilized by all staff
Defines quality standards in relation to student and stakeholder service to ensure that the needs of students and other clients are met
Participates in debates within the university about developing university-wide processes to meet student and societal needs
Ensures that student and stakeholder needs are assessed on a regular basis and integrated into academic practice

7. Quality Commitment

Ensures defined quality standards are implemented in teaching and learning, research and academic citizenship.
Defines quality standards within the school / Faculty, and contributes to debate within the institution on appropriate quality standards
Actively advocates quality commitment within the school / Faculty

Oversees the implementation of quality standards in all areas of academic practice
Oversees the conduct of colleagues in engagements with students and each other, in order to maintain high levels of quality at all times

8. Decision making / Judgement

Accepts responsibility for making decisions and recommendations at the appropriate level, arrives at logical conclusions based on all the relevant information and deals with situations sensibly
Proactively seeks or generates information to solve strategic problems and draw conclusions on complex issues
Shows preparedness and self-confidence to take appropriate and timeous decisions that impact on the school or Faculty
Maintains balance between tasks, processes and people

9. Results orientation / Initiative and accountability

Plans, coordinates and oversees processes and functions in the school or Faculty to achieve optimal results within the required time frames
Schedules tasks, meetings and activities of the school / Faculty to correspond with institutional schedule and operational cycles
Ensures adherence to pre-planned schedules and operational requirements
Directs academic activity and endeavour to achieve appropriate outputs
Assures understanding of school / Faculty objectives and directs collaborative effort to attain objectives

3.8 EVALUATION OF THE MODELS

Brits (2012) did an evaluation on the aforementioned three models, as well as on:

- The World Health Organisation Global Competency Framework and
- An organisation-person Fit Competency Model Appropriate to a Newly Emerging World of Work

The evaluation criteria against which each one was measured were:

- External coherence
- Internal coherence
- User requirements
- Design requirements

For the purpose of this study, however, only the UCF and LCM evaluations will be illustrated below:

3.8.1 Evaluation summary of the UCF

Table 2.8

Evaluation summary of the UCF

Criteria	Weak	Good	Very good	Outstanding
External coherence				
• The competency model must support the business strategy with its associated talent requirements	X			
• Aligned to the organisational culture and values	X			
• Fits into and supports the people management framework		X		
• Matches the requisite complexity of the organisation		X		
Internal coherence				
• Competencies should form a meaningful and logical whole				X
• Common language used				X
• Consistent formulation				X
• Comprehensiveness		X		
User requirements				
• Easy to use				X
• Jargon-free			X	
• Does not have too many competencies				X
• Must be understandable			X	
• Faces validity		X		
Design requirements				
• Based on best theory				X
• Construct and predictive validity			X	
• Consistent / reliable use			X	
• Defined in behavioural terms		X		
• Link between roles, competencies and outputs must be clear			X	
• Incorporates best practises				X
• Required level of proficiency indicated		X		

3.8.2 Evaluation summary of the LCM

Table 2.9

Evaluation summary of the LCM

Criteria	Weak	Good	Very good	Outstanding
External coherence				
• The competency model must support the business strategy with its associated talent requirements	X			
• Aligned to the organisational culture and values	X			
• Fits into and supports the people management framework		X		
• Matches the requisite complexity of the organisation		X		
Internal coherence				
• Competencies should form a meaningful and logical whole			X	
• Common language used				X
• Consistent formulation		X		
• Comprehensiveness				X
User requirements				
• Easy to use			X	
• Jargon-free			X	
• Does not have too many competencies		X		
• Must be understandable			X	
• Face validity		X		
Design requirements				
• Based on best theory				X
• Construct and predictive validity		X		
• Consistent / reliable use		X		
• Defined in behavioural terms		X		
• Link between roles, competencies and outputs must be clear			X	
• Incorporates best practises				X
• Required level of proficiency indicate	X			

After comparing the four models (UCF, LCM, GCM and Organisation-Person fit competency model), Brits (2012) then compiled the following competency model as a proposed central banker competency model (Figure 2.2):

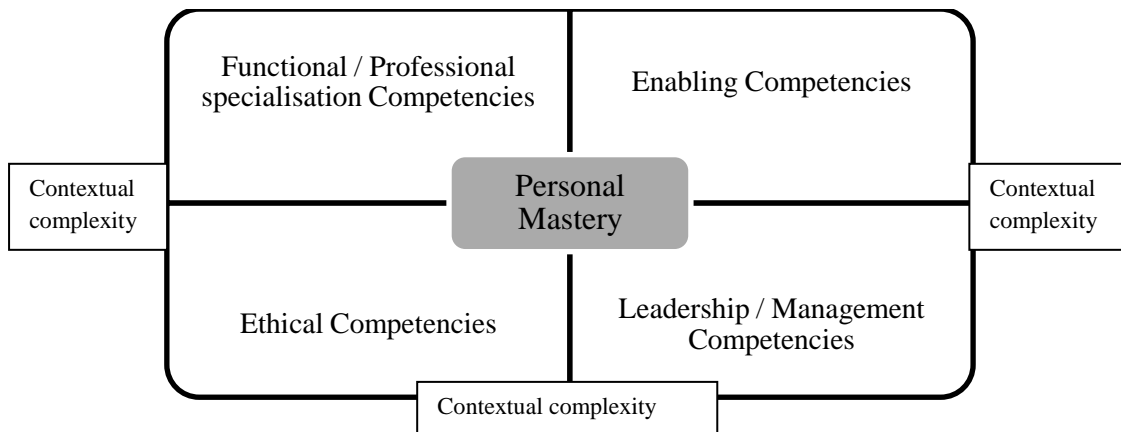


Figure 2.2. Proposed Central Banker Competency Model (Brits, 2012, p. 181)

This study made use of the suggested model by Brits (2012) which was then combined with the work done by Orr (2006). The different items in the model were presented as items in a questionnaire where participants had to indicate the relevance of each item on a Likert scale of one to five.

3.9 PROCESS FOR DEVELOPING COMPETENCY MODELLING

The process to develop a competency model that was followed for this study is based on the work done by Brits (2012) and the awareness for the need to develop a competency profile was created based on a literature study. The questionnaire that was used in this study was developed by combining generic competency model questionnaires with questionnaires specifically developed for Academic Management in Universities. The data was collected by distributing the questionnaire to Academic Managers at different Universities in South Africa and the competency model was then created and the findings reported.

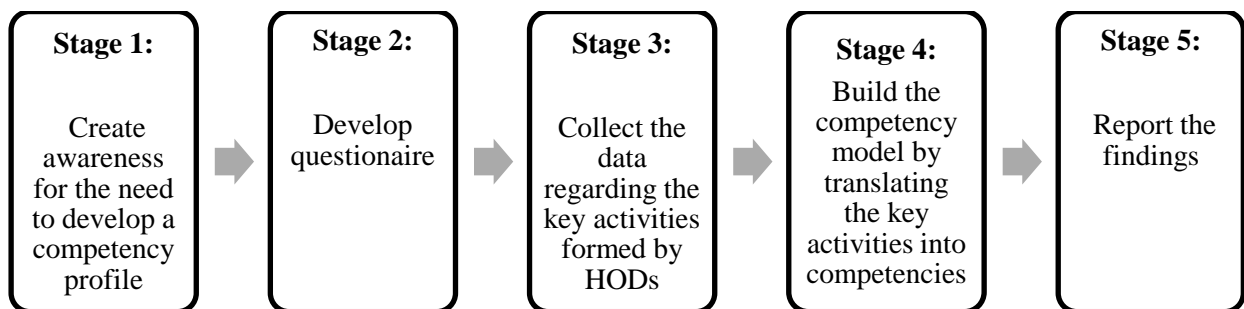


Figure 2.3. Process for developing a competency model

CHAPTER 3

METHOD

This chapter describes the methods that were used within the current study to address the research question. The research approach, design and methodology used in this study will be described; the details of the development of the questionnaire; the selection process of the research population and the data collection procedure will be described.

1. RESEARCH APPROACH AND DESIGN

A quantitative research approach was used, and an exploratory research design was adopted in order to answer the research question. The research approach used in order to obtain data from a sizeable sample was the distribution of an online questionnaire. This had many advantages: making use of an online questionnaire made it possible to obtain data from a sizeable sample; ensured (maximum) objectivity in the sense that the impact of the researcher's views was limited, and the data gathered could be subjected to statistical tests. Another advantage was that the research participants had little opportunity to express their personal views or observations verbally to the researcher (Brits, 2012).

2. THE RESEARCH METHOD

The research methodology used in this study (as constructed by the researcher) followed these five steps:

- Step 1: Identify HOD / Directors competencies by using data provided through conducting a literature review.
- Step 2: Develop a survey using data obtained from reviewing the literature and proposed HOD / Directors competency models.
- Step 3: Send the survey questionnaires to HODs / Directors of 15 universities across South Africa.
- Step 4: Construct a competency model based on the survey results.
- Step 5: Interpret the results in the context of the literature review and draw practical implications from this.

3. MEASURING INSTRUMENT

3.1 Questionnaire

The questionnaire developed was based on a comprehensive literature review. A competency cluster model developed by Brits (2012) was used as the contextual framework and work done by Orr (2011) focusing specifically on academia was used to complete this framework. The framework designed by Brits (2012) was originally designed for the financial industry and was adapted to be relevant for this study done within the tertiary education industry.

As mentioned in chapter 2, the current study's questionnaire consisted of subscales that measured the following dimensions: enabling competencies, leadership / management competencies, ethical competencies and functional competencies. Using a Likert scale, participants had to indicate to which degree the statements are relevant in their role as HOD / Academic Director. Each item also had the option to include other competencies not listed. The items from Orr's (2012) work were redistributed under each of the above mentioned headings. In total the questionnaire had 132 items.

Table 3.1

Enabling competencies

Subscales	Number of items	Definition
Personal Mastery competencies	30 items	Generic knowledge and skills required to perform duties effectively in a HOD/ Director role, other than functional/ technical knowledge and skills.
Example question:	Demonstrating analytical ability (e.g. analysing / comparing / evaluating information)	

Table 3.2

Leadership / Management competencies (included two subscales)

Subscales	Number of items	Definition
Leading self and leading others	30 items	Knowledge and skills required to lead and manage others.
Example question:	Initiating the activities of groups and leading others toward common goals.	
Managing self and managing others	17 items	Knowledge and skills required to lead and manage work teams.
Example question:	Monitoring the work performance of team members against specific and measurable objectives and deadlines.	

Table 3.3

Ethical competencies (included two subscales)

Subscales	Number of items	Definition
Ethics and Values	16 items	Knowledge and skills required to adhere to ethical principles in business.
Example question:	Maintaining confidentiality and treating sensitive information with discretion.	
Commitment to Transformation	5 items	Generic knowledge and skills required to commit to continuous transformation within the department / school.
Example question:	Developing and implementing programmes for improving the understanding of diversity within the school / department.	

Table 3.4

Functional competencies (included five subscales)

Subscales	Number of items	Definition
Academic Administration	10 items	Knowledge and skills required to ensure effective management of all academic administrative processes and procedures within the department / school.
Example question:	Defining departmental policy on formative and summative assessments.	
Quality Assurance	4 items	Knowledge and skills required to effectively ensure quality within the school / department.
Example question:	Ensuring defined quality standards are implemented in teaching and learning, research and academic citizenship.	
Financial Management	9 items	Knowledge and skills required to effectively manage finances within the department / school.
Example question:	Budgeting for all expenses within the department / school.	
Strategic Planning	5 items	Knowledge and skills required to do strategic planning within the department / school.
Example question:	Develop and implement department / school strategies in line with the universities' strategic objectives.	

Human Resource Management	5 items	Knowledge and skills required to effectively manage staff within the department / school.
Example question:	Coordinating the recruitment process of new staff members.	

4. POPULATION, DATA COLLECTION AND SAMPLE SELECTED

4.1 Population

All 15 universities in South Africa were approached to participate in this study, however not all the universities responded to the invitation. At the end the study had participants from 10 universities, namely University of Cape Town, University of North-West, University of Pretoria, University of Stellenbosch, University of the Western Cape, University of the Witwatersrand, University of Zululand, Nelson Mandela Metropolitan University, University of Fort Hare, and the University of Kwa-Zulu Natal.

An invitation to participate in the study was sent out to all Head of Departments and Academic School Directors in the different universities.

4.2. Data collection

A cross-sectional data collection method was followed where various segments of a population are sampled and data were collected at a single moment in time (Zikmund & Babin, 2007). The details of the sample group were obtained from the different universities, enabling the researcher to target only the relevant group, thereby preventing people who were not HODs or School Directors from partaking in this study.

4.2.1 Procedure

The questionnaire was emailed to HODs/ Academic Directors whose details were obtained from the Registrar's office at the different universities. The online questionnaire was developed using the software programme Qualtrics and took approximately 25 minutes to complete.

Ethical clearance was obtained from the universities to distribute the questionnaire to the HODs / Academic directors: to protect the identity of their staff, they prefer to distribute the

questionnaire on your behalf. The hyperlink was then sent out by the Registrar's office to the relevant population group. In the instance where they preferred the researcher to send the hyperlink to staff, emails containing the hyperlink were sent directly to the relevant email addresses. When participants clicked on the hyperlink, they were directed to the Qualtrics page that contained the questionnaire. The email also included a short summary of the goal and objectives of the study as well as the assurance that information would be treated confidentially.

Instructions for how to answer the questionnaire were included on the second page of the questionnaire. Once a response was entered it was automatically saved, although respondents were able to navigate back to previous questions and adjust their answers. At the end of the questionnaire, participants were required to submit their answers in order to register their responses. To serve as motivation to participate in the study, a R500 Woolworths shopping voucher was offered via lucky draw to all participants. Participants who wanted to qualify for the lucky draw had to submit their email address at the end of the questionnaire, and the winner was advised via email.

Once all of the participants had completed the online questionnaire, the questionnaire was closed and the results captured. The data was then transferred for analysis into the Statistical Package for the Social Sciences (SPSS) version 18.

4.2.2 Statistical data analysis

Descriptive statistics were used to analyse the data. Assumptions in the data were tested by obtaining the frequency, mean, standard deviation, range of scores, skewness and kurtosis (Pallant, 2007). The statistical analysis enabled the researcher to derive a model from the data of the variables that showed the highest statistical significance.

4.3 Sample

Sampling involves the procedure that draws conclusion-based measurements of a portion of the population (Zikmund & Babin, 2007). The target population for this study was HODs or Academic Directors of schools within the given population. Invitations to complete the survey were sent to 175 HODs/ Directors: 42 participants started the survey and 39

completed it (n=39), meaning the response rate was 22%. This is a relatively low response rate, but one sufficient for an exploratory study.

A non-probability sampling method, namely convenience sampling was used for this study. Convenience sampling is a sampling procedure of obtaining those people or units that are most conveniently available (Zikmund & Babin, 2007).

4.3.1 Biographical information

The following questions were asked to determine the biographical information of the participants:

- Gender
- Age
- Race (optional)
- Current academic rank
- Number of years in current rank
- Direct line manager to whom you report
- Years in current institution
- Years in academia
- Faculty in which your department / school resides
- Name of institution (optional)
- Total number of permanent academic and administrative staff reporting to you
- Size of costs budget you are responsible for (e.g. salaries and operating costs)

Recent literature suggested that people in academic management positions tend to be younger with less years' experience within academia. The results from this study, however, indicate a different picture. The sample represented a more traditional population typical to academia with the majority of participants being male (as indicated by Table 3.5), and an average age of 55 years old for the group (as indicated by table 3.3). The size of costs budgets the participants are responsible for ranged from R1 500 000 to R72 000 000.

Table 3.5

Gender Distribution of Sample (n=39)

Gender	Frequency	Percent
Male	26	61.9%
Female	13	31%

The age distribution ranged from 29 years to 65 years with the largest percentage of participants being 55 years old (9.5%).

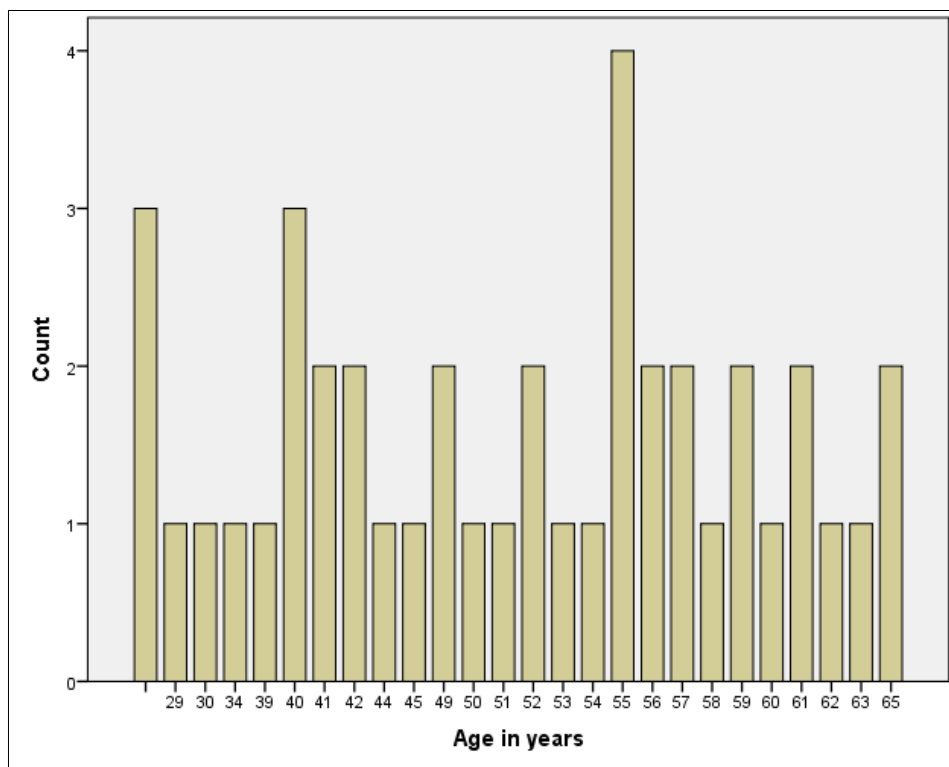


Figure 3.1. Age distribution of sample (n= 39)

Figure 3.2 indicates the race distribution and indicates the majority of the population that responded (83.3%) are White. 4.8% participants were Indian, 2.4% were Coloured and 2.4% were Asian.

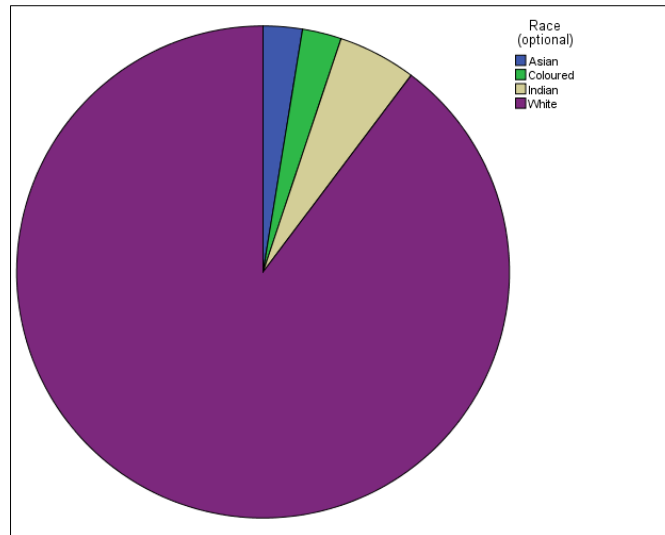


Figure 3.2 Race distribution of sample (n=39)

Figure 3.3 indicates that the majority of academic management positions were filled by senior academia with most of the sample being Associate Professors and Professors. As with this group’s age and gender, this seems to be a reflexion of a more traditional picture of academic managers. Participants were seasoned academics indicating the length of career in academia ranging from 0 – 37 years. The average length of service for this group was 10.1 years.

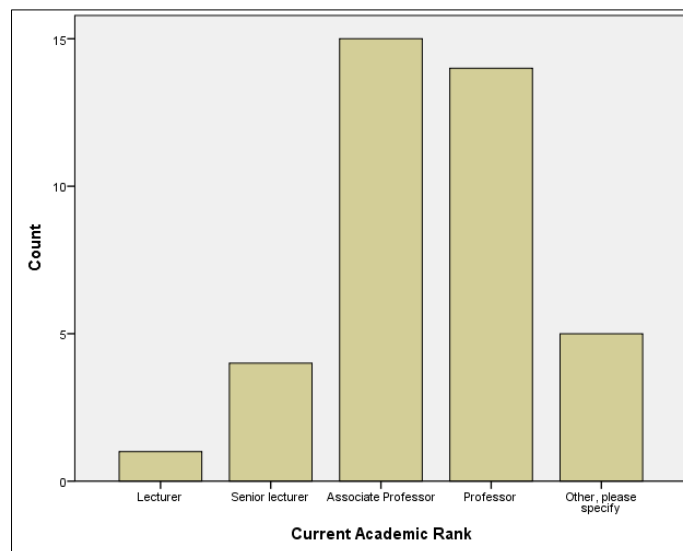


Figure 3.3 Current academic rank (n=39)

The largest proportion of participants formed part of the Health Sciences faculty (30.8%), while 17.9% came from the Commerce faculty, and the Engineering faculty also had a large

representation at 17.9%. The Humanities faculty had 7.7% representatives, Education 7.7% and the Science faculty had 5.1% representatives.

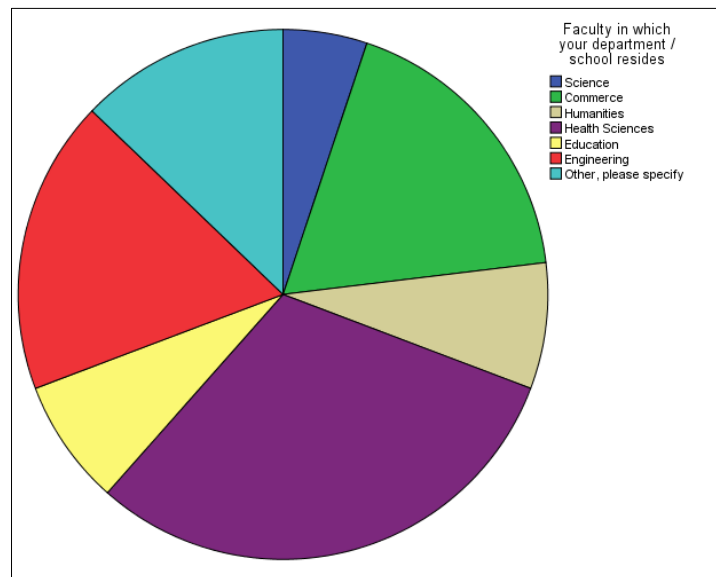


Figure 3.4 Faculty in which the department resides (n=39)

Table 3.6 indicates reporting lines and, as expected in South African Universities, the most participants indicated that they report to the Dean (61.9%).

Table 3.6

Direct Reporting Line Manager (n = 42)

Job title	Frequency	Percent
Deputy Dean	2	4.8%
Dean	26	61.9%
Vice rector	1	2.4%
Rector	1	2.4%
Other	9	21.4%

CHAPTER 4

RESULTS

4.1 Introduction

Data obtained from the questionnaire is the focus for this chapter. Descriptive statistics in the form of the Mean, Median, Standard Deviation, Skewness and Kurtosis were calculated for this study. Internal consistency (i.e. reliability) was assessed using Cronbach's Alpha coefficients. The variables were divided into four dimensions, namely: (1) Enabling Competencies, (2) Leadership / Management Competencies, (3) Ethical Competencies and (4) Functional Competencies.

4.2 Descriptive Statistics per subscale

Table 4.1

Descriptive Statistics per subscale

	N	Mean	Std. Dev	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
ENABLING COMPETENCIES							
Personal Mastery							
Developing a portfolio of external contacts in the academic community.	38	3.39	.718	-1.227	.383	1.929	.750
Writing in a well-structured and logical manner.	38	4.55	.602	-.998	.383	.077	.750
Demonstrating a high level of verbal communication skills.	38	4.58	.500	-.333	.383	-1.997	.750
Managing time by organising, prioritising and scheduling tasks.	38	4.63	.489	-.568	.383	-1.773	.750
Filtering, analysing and interpreting relevant information.	38	4.39	.495	.449	.383	-1.902	.750
Successfully managing projects.	38	4.39	.495	.449	.383	-1.902	.750
Delivering high-quality, accurate work outputs on time and according to requirements.	38	4.61	.495	-.449	.383	-1.902	.750
Developing one (identifying and participating in appropriate on-the-job and off-the-job development.	38	4.03	.716	-.971	.383	2.088	.750
Reading and talking to people in related fields to discover innovations or current trends in the field of expertise.	38	4.00	.569	.000	.383	.367	.750
Identifying roadblocks and redundancies in work processes.	38	4.05	.655	-.660	.383	1.754	.750

Conducting research and reporting / giving reasons for findings.	38	3.87	.665	-.434	.383	.805	.750
Demonstrating energy / drive.	38	4.34	.966	-2.276	.383	6.098	.750
Setting and attaining specific and challenging goals for one.	38	4.26	.795	-1.884	.383	6.542	.750
Demonstrating self-awareness.	38	4.11	.727	-1.944	.383	8.290	.750
Paying attention to detail.	38	4.26	.601	-.164	.383	-.441	.750
Taking initiative.	38	4.26	.795	-1.884	.383	6.542	.750
Demonstrating analytical ability (analysing / comparing / evaluating information).	38	4.42	.500	.333	.383	-1.997	.750
Learning new tasks rapidly and committing information to memory quickly.	38	4.03	.677	-.031	.383	-.697	.750
Concentrating and avoiding distractions when making sense of information that is not immediately coherent.	38	3.95	.899	-1.778	.383	4.725	.750
Challenging the status quo.	38	3.66	.745	-1.405	.383	3.556	.750
Demonstrating sound judgement and decisiveness.	38	4.55	.504	-.221	.383	-2.063	.750
Being willing and able to take calculated risks when necessary.	38	3.89	.689	-1.952	.383	7.921	.750
Being diligent to ensure the successful completion of tasks related to one's role.	38	4.34	.534	.121	.383	-.843	.750
Adapting to new situations (internalising and accepting new systems and procedures).	38	4.21	.528	.219	.383	.106	.750
Demonstrating the capability to learn new concepts and apply them in the workplace.	38	4.05	.462	.216	.383	2.125	.750
Persevering under stressful work conditions.	38	4.63	.489	-.568	.383	-1.773	.750
Learning from success and failures and actively seeking staff feedback.	38	4.21	.622	-.165	.383	-.437	.750
Demonstrating assertiveness.	38	4.05	.462	.216	.383	2.125	.750
Being results oriented.	38	4.03	.788	-1.447	.383	4.781	.750
Demonstrating clear information processing skills.	38	4.24	.490	.533	.383	-.041	.750

	N	Mean	Std. Dev	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error

LEADERSHIP / MANAGEMENT COMPETENCIES

Leading self and leading others							
Demonstrating active listening skills.	38	4.55	.504	-.221	.383	-2.063	.750
Showing empathy towards others.	38	4.24	.751	-2.043	.383	8.392	.750
Building positive and co-operative working relationships among team members.	38	4.55	.504	-.221	.383	-2.063	.750
Coaching staff members.	38	3.95	.733	-.351	.383	.110	.750
Initiating the activities of groups and leading others toward common goals.	38	4.29	.460	.967	.383	-1.127	.750
Gaining clear agreement and commitment from others through persuading, convincing and negotiating.	38	3.97	.854	-2.148	.383	6.667	.750
Promoting ideas on behalf of oneself or others.	38	3.97	.545	-.023	.383	.694	.750
Making a strong personal impact on others.	38	4.03	.434	.156	.383	2.936	.750
Taking care to manage one's impression on others.	38	3.74	.554	-.056	.383	-.315	.750
Being comfortable about interacting and working with others.	38	4.47	.506	.110	.383	-2.102	.750
Resolve conflict effectively.	38	4.47	.557	-.387	.383	-.919	.750
Considering the growth and well-being of others.	38	4.45	.555	-.283	.383	-.971	.750

Seeking out ways to assist / support people in their duties.	38	4.26	.503	.428	.383	-.328	.750
Accepting joint responsibility for the teams' success and shortcomings.	38	4.29	.460	.967	.383	-1.127	.750
Encouraging learning and development in the department for which you are responsible for.	38	4.32	.525	.222	.383	-.719	.750
Encouraging team members when the going gets tough.	38	4.37	.489	.568	.383	-1.773	.750
Encouraging co-operation and building rapport among fellow team members.	38	4.21	.413	1.479	.383	.195	.750
Supporting and acting in accordance with team decisions.	38	4.05	.868	-2.197	.383	6.928	.750
Creating opportunities for promoting synergies in the team and outside the organisation.	38	4.05	.695	-2.106	.383	9.642	.750
Ensuring that knowledge and learning is shared across the organisation encouraging staff to learn from each other.	38	4.16	.547	.107	.383	.280	.750
Giving team members clear direction and support with meeting their objectives.	38	4.37	.489	.568	.383	-1.773	.750
Motivating team members to achieve individual and team objectives.	38	4.37	.541	.021	.383	-.928	.750
Promoting a sense of responsibility and empowerment among the members of the department / school.	38	4.37	.541	.021	.383	-.928	.750
Showing authority and credibility as a leader in dealing with others.	38	4.24	.714	-.855	.383	1.247	.750
Listening intently to what team members are saying and asking for further details when appropriate.	38	4.42	.500	.333	.383	-1.997	.750
Modelling the way as a leader / setting an example.	38	4.32	.739	-2.286	.383	9.993	.750
Identifying conflict early and supporting actions to facilitate its resolution.	38	4.18	.609	-.862	.383	3.497	.750
Providing career advice to team members.	38	3.89	.559	-.049	.383	.343	.750
Providing research leadership in the department.	38	3.74	.891	-.892	.383	1.399	.750
Providing academic leadership in the department.	38	4.18	.865	-.905	.383	.280	.750
Managing self and managing others							
Understanding and applying knowledge of the university core functions.	38	4.18	.609	-.103	.383	-.304	.750
Making presentations to motivate ideas or proposals for the department / school.	38	3.74	.601	.164	.383	-.441	.750
Applying and sharing specialist and detailed technical expertise with team members.	38	3.71	.694	-.052	.383	-.096	.750
Monitoring the work performance of team members against specific and measurable objectives and deadlines.	38	4.18	.609	-.103	.383	-.304	.750
Consulting with team members and sharing information and expertise with them.	38	4.08	.632	-.737	.383	2.432	.750
Planning, organising, co-ordinating the activities of others.	38	3.45	.795	.352	.383	-.215	.750
Ensuring that roles, responsibilities and reporting lines are clearly defined, understood and accepted.	38	4.18	.609	-.103	.383	-.304	.750
Delegating work appropriately to team members and giving them the necessary support to do their work.	38	4.16	.679	-.750	.383	1.623	.750
Managing stakeholders effectively.	38	3.76	.913	-1.519	.383	3.137	.750
Giving team members regular feedback, recognising good performance and addressing performance issues.	38	4.32	.525	.222	.383	-.719	.750

Designating the responsibilities of individual jobs and structuring the work of team members.	38	3.79	.704	-.662	.383	.924	.750
Rewarding positive work behaviours to reinforce the activities that are aligned with the goals of the department / school.	38	4.08	.632	-.737	.383	2.432	.750
Nominating appropriate supervisors for postgraduate students.	38	3.47	1.059	-.504	.383	-.628	.750
Ensuring the departmental research profile is attractive to recruit high-quality research students.	38	3.92	.818	-.788	.383	.665	.750
Developing research directions and research ethos in the department.	38	3.95	.899	-.836	.383	.296	.750
Reviewing overall research productivity of the department.	38	4.05	1.012	-1.266	.383	1.439	.750
Gaining clear agreement and commitment from others to achieve work goals.	38	4.11	.559	-.929	.383	5.059	.750

	N	Mean	Std. Dev	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error

ETHICAL COMPETENCIES

Ethics and Values

Promoting co-operation, trust and mutual respect among colleagues.	38	4.47	.603	-.673	.383	-.437	.750
Demonstrating integrity.	38	4.76	.431	-1.289	.383	-.359	.750
Understanding and behaving in accordance with the professional, ethical and legal framework of the university.	38	4.61	.495	-.449	.383	-1.902	.750
Maintaining confidentiality and treating sensitive information with discretion.	38	4.58	.722	-1.886	.383	3.601	.750
Demonstrating consistency between expressed principles and behaviour.	38	4.58	.500	-.333	.383	-1.997	.750
Dealing with others in a transparent manner.	38	4.47	.506	.110	.383	-2.102	.750
Examining own behaviour and attitudes to avoid stereotypical responses.	38	4.16	.855	-1.687	.383	4.547	.750
Understanding and respecting cultural and diversity issues and applying this to daily work and decisions.	38	4.42	.500	.333	.383	-1.997	.750
Not compromising ethical standards to advance personal agenda.	38	4.53	.830	-2.485	.383	7.974	.750
Promoting and defending equal opportunities.	38	4.42	.599	-.477	.383	-.602	.750
Encouraging organisational and individual responsibility towards the community and the environment.	38	4.05	.837	-1.271	.383	3.429	.750
Treating others with respect and dignity.	38	4.68	.471	-.826	.383	-1.395	.750
Discouraging gossip among team members.	38	4.29	.898	-1.570	.383	3.391	.750
Following through - ensuring that one's promises are realised in behaviour.	38	4.58	.500	-.333	.383	-1.997	.750
Showing respect for the views and contributions of team members.	38	4.53	.506	-.110	.383	-2.102	.750

Commitment to Transformation

Generic knowledge and skills required to commit to continuous transformation.	38	1.00	.000
Supporting and developing internal change process within the department / school.	38	3.89	.831	-1.284	.383	3.219	.750
Providing leadership in developing change initiatives across disciplines in line with the university.	38	3.82	.801	-1.316	.383	3.452	.750

Working together with other departments / schools to identify relevant changes within teaching, research and academic citizenship that support transformation processes.	38	3.79	.875	-1.098	.383	1.989	.750
Defining, building and promoting an environment supportive of transformation within the department / school in line with university wide changes.	38	4.03	.636	-.685	.383	2.095	.750
Developing and implementing programmes for improving the understanding of diversity within the school / department.	38	3.74	.828	-.969	.383	2.217	.750

	N	Mean	Std. Dev	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error

FUNCTIONAL COMPETENCIES

Academic Administration

Defining departmental policy on formative and summative assessments.	38	3.87	.777	-.492	.383	.263	.750
Planning and conducting academic practise to ensure the needs of students (as external clients) and other colleagues (internal clients) are met.	38	4.16	.679	-.750	.383	1.623	.750
Developing a student and stakeholder-oriented approach within the department / school and ensuring it is utilized by all staff.	38	3.97	.677	-.520	.383	1.020	.750
Participating in debates within the university about developing university wide processes to meet student and societal needs.	38	3.63	.819	-1.070	.383	2.005	.750
Prepare external accreditation reports.	38	3.71	.956	-.742	.383	.601	.750
Ensuring that commercialisation of intellectual Property adheres to the Universities policy / procedures.	38	3.50	1.007	-.671	.383	.466	.750
Coordinating nomination processes for scholarships / awards.	38	3.76	.714	.385	.383	-.915	.750
Convening formal meetings with class representatives.	38	3.61	.855	-.483	.383	1.134	.750
Manage outcomes of student evaluation process.	38	3.79	.905	-1.635	.383	3.563	.750
Coordinating the academic student registration process.	38	3.03	.854	.223	.383	.471	.750
Managing external examination processes.	38	3.55	.921	-.491	.383	.436	.750

Quality Assurance

Ensuring defined quality standards are implemented in teaching and learning, research and academic citizenship.	38	4.29	.802	-1.912	.383	6.472	.750
Defining quality standards within the department / school and contribute to debating within the institution on appropriate quality standards.	38	4.11	.798	-1.542	.383	5.038	.750
Advocating quality commitments within the department / school.	38	4.32	.574	-.115	.383	-.550	.750
Overseeing the implementation of quality standards in all areas of academic practice.	38	4.13	.811	-1.534	.383	4.787	.750

Financial Management

Budgeting for all expenses within the department / school.	37	4.16	.764	-.683	.388	.330	.759
Developing a revenue generating plan.	37	3.65	.919	-.805	.388	.863	.759
Developing a HR plan as key driver for the budget.	37	3.51	.932	-.804	.388	.327	.759

Identifying financial needs for the department / school in terms of staff and physical resources.	37	4.19	.845	-.966	.388	.632	.759
Ensuring overall adherence to agreed budget.	37	4.27	.838	-1.159	.388	1.109	.759
Scrutinising financial reports and provides explanation of variance.	37	4.03	.833	-.662	.388	.163	.759
Relating revenue and expenditure to academic and operational plans.	37	4.00	.782	-.738	.388	.775	.759
Exercising fiduciary role to on research expenditure.	37	3.59	.927	-.625	.388	.562	.759
Defining and regulating signing authority for purchase orders.	37	4.08	.829	-.775	.388	.404	.759
Strategic Planning							
Develop and implement department / school strategies in line with the universities strategic objectives.	36	4.28	.659	-.997	.393	2.686	.768
Developing a positive and compelling vision for the department / schools' future.	36	4.19	.889	-1.698	.393	4.193	.768
Gathering comprehensive information to support management decision making.	36	4.11	.708	-.673	.393	1.067	.768
Maintaining awareness of developments in the organisational structure and policies.	36	3.97	.654	-.622	.393	1.598	.768
Examining the organisational structure to identify the staffing issues that impact on the achievement of strategic objectives.	36	3.81	.951	-1.488	.393	2.905	.768
Human Resource Management							
Coordinating the recruitment process of new staff members.	36	4.03	.941	-1.148	.393	1.852	.768
Coordinating the selection process of new staff members.	36	4.11	.854	-.803	.393	.253	.768
Coordinating induction of new staff.	36	3.58	.996	-.702	.393	.904	.768
Motivating for new appointment requests.	36	4.25	.732	-.897	.393	1.151	.768
Manage and approve staffs leave.	36	3.89	.854	-.360	.393	-.425	.768

4.3 Internal consistency

Internal consistency (i.e. reliability) was established by means of calculating Cronbach Alpha coefficients. Cronbach's Alpha coefficient is the most general method of finding estimates of reliability through internal consistency (Kerlinger & Lee, 2000). The closer the Cronbach's Alpha correlation coefficient is to 1.0 the greater the internal consistency of the items in the scale (Brits, 2012). George and Mallery (2003, p. 231) give the following rule of thumb: ≥ 0.9 : Excellent, ≥ 0.8 : Good, ≥ 0.7 : Acceptable, ≥ 0.6 : Questionable, ≥ 0.5 : Poor, and ≤ 0.5 : Unacceptable.

Table 4.2 indicates that the Cronbach's alpha correlation coefficients range between Excellent and Acceptable. Variables with a low number of items, with the exception of Quality Assurance, indicated weaker reliability coefficients (Commitment to Transformation, Strategic Planning and Human Resource Management). There was no improvement in the Cronbach Alpha reliability coefficient when items were removed.

Table 4.2

Cronbach's Alpha Reliability Coefficients

	Cronbach Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Personal Mastery	.909	.913	30
Leading self and leading others	.881	.895	30
Managing self and managing others	.895	.900	17
Ethics and Values	.913	.920	16
Commitment to Transformation	.780	.794	5
Academic Administration	.925	.929	29
Quality Assurance	.905	.903	4
Financial Management	.896	.900	9
Strategic Planning	.824	.834	5
Human Resource Management	.785	.791	5

4.4 T-test results

Based on one sample t-tests that were conducted on all subscales it was found that Tables 4.3, 4.4, 4.5 and 4.6 indicate $p < 0.05$ therefore it can be concluded that the item means are statistically significant and had high mean difference scores.

Table 4.3

One Sample t-test Personal Mastery Competencies

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PMMean	77.504	37	.000	4.20000	4.0902	4.3098

Table 4.4

One Sample t-test Leadership/ Management Competencies

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
LMMean	81.149	37	.000	4.11926	4.0164	4.2221

Table 4.5

One Sample t-test Ethical Competencies

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
ECMEAN	65.375	37	.000	4.32707	4.1930	4.4612

Table 4.6

One Sample t-test Functional Competencies

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
FCMEAN	52.681	37	.000	3.83383	3.6864	3.9813

4.5 Analysis of variance for different variables within broader scale

ANOVA was used to assess the statistical differences between the means of the variables. The results of the ANOVA indicated that a statistically significant difference at the $p < 0.05$ level exists between the means for the different variables with respect to Personal Mastery: F (8,139), $p < 0.05$, Leading self and leading others: F (4,987), $p < 0.05$, Managing self and managing others: F (2,448), $p < 0.05$, Ethics and Values: F (1,616), $p < 0.05$, Commitment to Transformation F (0,091), $p = 1$. Academic Administration F (1,510), $p < 0.05$, Quality Assurance F (0,065), $p = 1$, Financial Management F (1,043), $p = 0.41$. Strategic Planning F (0,243), $p = 1$, Human Resource Management F (0,353), $p = 1$. These results are reflected below in Table 4.7.

Table 4.7

ANOVA results

	<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Personal Mastery	Between Groups	95.82	29	3.3	8.13	0.00	1.47
	Within Groups	450.57	111	0.40			
Leading self and others	Between Groups	54.28	29	1.87	4.98	0.00	1.47
	Within Groups	416.63	111	0.37			
Manage self and others	Between Groups	40.02	29	1.38	2.44	0.00	1.48
	Within Groups	347.28	616	0.56			
Ethics and Values	Between Groups	19.02	29	0.65	1.61	0.02	1.48
	Within Groups	234.60	578	0.40			
Commitment to Transformation	Between Groups	1.92	29	0.06	0.09	1.00	1.53
	Within Groups	117.94	160				
Academic Administration	Between Groups	32.41	29	1.11	1.51	0.05	1.49
	Within Groups	287.15	388	0.74	0.73		
Quality Assurance	Between Groups	1.31	29	0.04	0.06	1	1.56
	Within Groups	83.94	122	0.68			
Financial Management	Between Groups	23.59	29	0.81	1.04	0.41	1.50
	Within Groups	236.32	303	0.77			
Strategic Planning	Between Groups	5.03	29	0.17	0.24	1.00	1.54
	Within Groups	107.02	150	0.71			
Human Resource Management	Between Groups	9.27	29	0.31	0.35	1.00	1.54
	Within Groups	135.58	150	0.90			

4.5 Competencies results

To answer the question as to which competencies were deemed more relevant to the research sample, a ranking order had to be established. After the means were determined, it was found that the differences between the items were extremely small. This meant that no statistical significance can be determined between the relevance of each item by simply looking at the means. It was decided that the best way to determine the ranking order will be to take into account the mean (μ) as well as the standard deviation (σ) of each item. The items with a high mean and low standard deviation will make the top end of the ranking order. The competencies were not analysed according to each scale, but were analysed as an entire

group, consisting of 132 items. This way, the scale with the most relevant competencies in comparison with the other scales could also be identified. The following formula was used to achieve this: $x = \eta / \sigma$. Table 4.8 indicates the ranking order of the competencies.

The ranking orders will be presented in three sets:

1. Ranking order of all items
2. Ranking order of items per dimension
3. Ranking order of items per subscale

4.5.1 Ranking order

Table 4.8

Ranking order of all items

Item	η / σ	Scale
1. Demonstrating integrity	11.05	E&V
2. Encouraging co-operation and building rapport among fellow team members	10.19	LS&O
3. Treating others with respect and dignity	9.94	E&V
4. Managing time by organising, prioritising and scheduling tasks	9.47	PM
5. Persevering under stressful work conditions	9.47	PM
6. Initiating the activities of groups and leading others toward common goals	9.33	LS&O
7. Accepting joint responsibility for the teams' success and shortcomings	9.33	LS&O
8. Delivering high-quality, accurate work outputs on time and according to requirements	9.29	PM
9. Understanding and behaving in accordance with the professional, ethical and legal framework of the university.	9.29	E&V
10. Making a strong personal impact on others	9.27	LS&O
11. Demonstrating a high level of verbal communication skills	9.15	PM
12. Demonstrating consistency between expressed principles and behaviour	9.15	E&V
13. Following through - ensuring that one's promises are realised in behaviour	9.15	E&V
14. Demonstrating sound judgement and decisiveness	9.03	PM
15. Demonstrating active listening skills	9.03	LS&O
16. Building positive and co-operative working relationships among team members	9.03	LS&O
17. Showing respect for the views and contributions of team members	8.94	E&V
18. Encouraging team members when the going gets tough	8.93	LS&O
19. Giving team members clear direction and support with meeting their objectives	8.93	LS&O
20. Filtering, analysing and interpreting relevant information	8.87	PM
21. Successfully managing projects	8.87	PM

22. Being comfortable about interacting and working with others	8.84	LS&O
23. Dealing with others in a transparent manner	8.84	E&V
24. Showing respect for the views and contributions of other team members	8.84	E&V
25. Demonstrating analytical ability (analysing / comparing / evaluating information)	8.83	PM
26. Listening intently to what team members are saying and asking for further details when appropriate	8.83	LS&O
27. Understanding and respecting cultural and diversity issues and applying this to daily work and decisions	8.83	E&V
28. Demonstrating the capability to learn new concepts and apply them in the workplace	8.77	PM
29. Demonstrating assertiveness	8.77	PM
30. Demonstrating clear information processing skills	8.65	PM
31. Seeking out ways to assist / support people in their duties	8.47	LS&O
32. Encouraging learning and development in the department for which you are responsible for	8.21	LS&O
33. Giving team members regular feedback, recognising good performance and addressing performance issues	8.21	MS&O
34. Being diligent to ensure the successful completion of tasks related to one's role	8.13	PM
35. Motivating team members to achieve individual and team objectives	8.06	LS&O
36. Promoting a sense of responsibility and empowerment among the members of the department / school	8.06	LS&O
37. Resolving conflict effectively	8.03	LS&O
38. Considering the growth and well-being of others	8.01	LS&O
39. Adapting to new situations (internalising and accepting new systems and procedures)	7.97	PM
40. Ensuring that knowledge and learning is shared across the organisation and encouraging staff to learn from each other	7.60	LS&O
41. Writing in a well-structured and logical manner	7.56	PM
42. Advocating quality commitments within the department / school	7.51	QA
43. Promoting co-operation, trust and mutual respect among colleagues	7.41	E&V
44. Promoting and defending equal opportunities	7.38	E&V
45. Gaining clear agreement and commitment from others to achieve work goals	7.33	MS&O
46. Promoting ideas on behalf of oneself or others	7.29	LS&O
47. Paying attention to detail	7.09	PM
48. Reading and talking to people in related fields to discover innovations or current trends in the field	7.02	PM
49. Providing career advice to team members	6.96	LS&O
50. Identifying conflict early and supporting actions to facilitate its resolution	6.87	LS&O
51. Understanding and applying knowledge of the university core functions	6.87	MS&O
52. Monitoring the work performance of team members against specific and measurable objectives and deadlines	6.87	MS&O
53. Ensuring that roles, responsibilities and reporting lines are clearly defined, understood and accepted	6.87	MS&O
54. Learning from success and failures and actively seeking staff feedback	6.76	PM
55. Taking care to manage one's impression on others	6.74	LS&O
56. Develop and implement department / school strategies in line with the university's strategic objectives	6.48	SP
57. Consulting with team members and sharing information and expertise	6.45	MS&O

with them		
58. Rewarding positive work behaviours to reinforce the activities that are aligned with the goals of the university	6.45	MS&O
59. Maintaining confidentiality and treating sensitive information with discretion	6.34	E&V
60. Defining, building and promoting an environment supportive of transformation within the department /school	6.32	CTT
61. Making presentations to motivate ideas or proposals for the department / school	6.21	MS&O
62. Identifying roadblocks and redundancies in work processes	6.18	PM
63. Delegating work appropriately to team members and giving them the necessary support to do their work	6.12	MS&O
64. Planning and conducting academic practise to ensure the needs of students (as external clients) and colleagues (as internal clients) are met	6.12	AA
65. Maintaining awareness of developments in the organisational structure and policies	6.07	SP
66. Learning new tasks rapidly and committing information to memory quickly	5.94	PM
67. Showing authority and credibility as a leader in dealing with others	5.93	LS&O
68. Developing a student and stakeholder-oriented approach within the department / school and ensuring it is utilized by all staff	5.86	AA
69. Modelling the way as a leader / setting an example	5.83	LS&O
70. Creating opportunities for promoting synergies in the team and outside the organisation to improve outcomes	5.82	LS&O
71. Conducting research and reporting / giving reasons for findings	5.82	PM
72. Motivating for new appointment requests	5.80	HRM
73. Gathering comprehensive information to support management decision making	5.80	SP
74. Being willing and able to take calculated risks when necessary	5.65	PM
75. Demonstrating self-awareness	5.64	PM
76. Showing empathy towards others	5.64	LS&O
77. Developing oneself (identifying and participating in appropriate on-the-job and off-the-job development)	5.62	PM
78. Not compromising ethical standards to advance personal agenda	5.45	E&V
79. Budgeting for all expenses within the department / school	5.44	FM
80. Designating the responsibilities of individual jobs and structuring the work of team members	5.38	MS&O
81. Coaching staff members	5.38	LS&O
82. Setting and attaining specific and challenging goals for oneself	5.36	PM
83. Taking initiative	5.36	PM
84. Applying and sharing specialist and detailed technical expertise with team members	5.34	MS&O
85. Ensuring defined quality standards are implemented in teaching and learning, research and academic citizenship	5.34	QA
86. Coordinating nomination processes for scholarships / awards etc.	5.26	AA
87. Defining quality standards within the department / school and contributing to debate within the institution	5.14	QA
88. Relating revenue and expenditure to academic and operational plans	5.11	FM
89. Being results-oriented	5.10	PM
90. Ensuring overall adherence to agreed budget	5.09	FM
91. Overseeing the implementation of quality standards in all areas of	5.09	QA

academic practice		
92.	Defining departmental policy on formative and summative assessments	4.97 AA
93.	Identifying financial needs for the department / school in terms of staff and physical resources	4.96 FM
94.	Defining and regulating signing authority for purchase orders	4.92 FM
95.	Challenging the status quo	4.90 PM
96.	Examining own behaviour and attitudes to avoid stereotypical responses	4.86 E&V
97.	Encouraging organisational and individual responsibility towards the community and the environment	4.84 E&V
98.	Scrutinising financial reports and providing explanation of variance	4.83 FM
99.	Providing academic leadership in the department	4.83 LS&O
100.	Coordinating the selection process of new staff members	4.81 HRM
101.	Ensuring the departmental research profile is attractive to recruit high-quality research students	4.79 MS&O
102.	Discouraging gossip among team members	4.77 E&V
103.	Providing leadership in developing change initiatives across disciplines in line with the university goals	4.76 CTT
104.	Developing a portfolio of external contacts in the academic community	4.72 PM
105.	Developing a positive and compelling vision for the department / schools' future	4.72 SP
106.	Supporting and developing internal change process within the department / school in line with broader university goals	4.68 CTT
107.	Supporting and acting in accordance with team decisions	4.66 LS&O
108.	Gaining clear agreement and commitment from others through persuading, convincing and negotiating	4.65 LS&O
109.	Managing and approving staff leave	4.55 HRM
110.	Developing and implementing programmes for improving the understanding of diversity within the school / department	4.51 CTT
111.	Demonstrating energy / drive	4.49 PM
112.	Participating in debates within the university about developing university wide processes to meet strategic goals	4.43 AA
113.	Concentrating and avoiding distractions when making sense of information that is not immediately coherent	4.39 PM
114.	Developing research directions and research ethos in the department	4.39 MS&O
115.	Planning, organising, co-ordinating the activities of others	4.33 MS&O
116.	Working together with other departments / schools to identify relevant changes within teaching, research and academic citizenship that support transformation process	4.33 CTT
117.	Coordinating the recruitment process of new staff members	4.28 HRM
118.	Convening formal meetings with class representatives	4.21 AA
119.	Providing research leadership in the department	4.19 LS&O
120.	Managing outcomes of student evaluation process	4.18 AA
121.	Managing stakeholders effectively	4.11 MS&O
122.	Reviewing overall research productivity of the department	4.00 MS&O
123.	Examining the organisational structure to identify the staffing issues that impact on the achievement of strategic objectives	4.00 SP
124.	Developing a revenue generating plan	3.96 FM
125.	Preparing external accreditation reports	3.88 AA

126.	Exercising fiduciary role on research expenditure	3.87	FM
127.	Managing external examination processes	3.85	AA
128.	Developing a HR plan as key driver for the budget	3.77	FM
129.	Coordinating induction of new staff	3.59	HRM
130.	Coordinating the academic student registration process	3.54	AA
131.	Ensuring that commercialisation of intellectual property adheres to the university's policy / procedures	3.47	AA
132.	Nominating appropriate supervisors for postgraduate students	3.28	MS&O

E&V = Ethics and Values
 LS&O = Leading self and others
 PM = Personal Mastery
 MS&O = Managing self and others
 SP = Strategic planning
 CTT = Commitment to Transformation
 AA = Academic Administration
 FM = Financial Management

4.5.2 Ranking order per dimension

Table 4.9

Enabling competencies

1.	Managing time by organising, prioritising and scheduling tasks	9.47
2.	Persevering under stressful work conditions	9.47
3.	Delivering high-quality, accurate work outputs on time and according to requirements	9.29
4.	Demonstrating a high level of verbal communication skills	9.15
5.	Demonstrating sound judgement and decisiveness	9.03
6.	Filtering, analysing and interpreting relevant information	8.87
7.	Successfully managing projects	8.87
8.	Demonstrating analytical ability (analysing / comparing / evaluating information)	8.83
9.	Demonstrating the capability to learn new concepts and apply them in the workplace	8.77
10.	Demonstrating assertiveness	8.77
11.	Demonstrating clear information processing skills	8.65
12.	Being diligent to ensure the successful completion of tasks related to one's role	8.13
13.	Adapting to new situations (internalising and accepting new systems and procedures)	7.97
14.	Writing in a well-structured and logical manner	7.56
15.	Paying attention to detail	7.09
16.	Reading and talking to people in related fields to discover innovations or current trends in the field	7.02
17.	Learning from successes and failures and actively seeking staff feedback	6.76
18.	Identifying roadblocks and redundancies in work processes	6.18
19.	Learning new tasks rapidly and committing information to memory quickly	5.94
20.	Conducting research and reporting / giving reasons for findings	5.82
21.	Being willing and able to take calculated risks when necessary	5.65
22.	Demonstrating self-awareness	5.64

23. Developing oneself (identifying and participating in appropriate on-the-job and off-the-job development	5.62
24. Setting and attaining specific and challenging goals for oneself	5.36
25. Taking initiative	5.36
26. Being results oriented	5.10
27. Challenging the status quo	4.90
28. Developing a portfolio of external contacts in the academic community	4.72
29. Demonstrating energy / drive	4.49
30. Concentrating and avoiding distractions when making sense of information that is not immediately coherent	4.39

Table 4.10

Leadership / Management Competencies

1. Encouraging co-operation and building rapport among fellow team members	10.19
2. Initiating the activities of groups and leading others toward common goals	9.33
3. Accepting joint responsibility for the teams' success and shortcomings	9.33
4. Making a strong personal impact on others	9.27
5. Demonstrating active listening skills	9.03
6. Building positive and co-operative working relationships among team members	9.03
7. Encouraging team members when the going gets tough	8.93
8. Giving team members clear direction and support with meeting their objectives	8.93
9. Being comfortable about interacting and working with others	8.84
10. Listening intently to what team members are saying and asking for further details when appropriate	8.83
11. Seeking out ways to assist / support people in their duties	8.47
12. Encouraging learning and development in the department for which you are responsible for	8.21
13. Motivating team members to achieve individual and team objectives	8.06
14. Promoting a sense of responsibility and empowerment among the members of the department / school	8.06
15. Resolving conflict effectively	8.03
16. Considering the growth and well-being of others	8.01
17. Ensuring that knowledge and learning is shared across the organisation encouraging staff to learn from each other	7.60
18. Promoting ideas on behalf of oneself or others	7.29
19. Providing career advice to team members	6.96
20. Identifying conflict early and supporting actions to facilitate its resolution	6.87
21. Understanding and applying knowledge of the university core functions	6.87
22. Monitoring the work performance of team members against specific and measurable objectives and deadlines	6.87
23. Ensuring that roles, responsibilities and reporting lines are clearly defined, understood and accepted	6.87
24. Taking care to manage one's impression on others	6.74
25. Consulting with team members and sharing information and expertise with them	6.45
26. Rewarding positive work behaviours to reinforce the activities that are aligned with the goals of the university	6.45

27. Making presentations to motivate ideas or proposals for the department / school	6.21
28. Delegating work appropriately to team members and giving them the necessary support to do their work	6.12
29. Showing authority and credibility as a leader in dealing with others	5.93
30. Modelling the way as a leader / setting an example	5.83
31. Creating opportunities for promoting synergies in the team and outside the organisation to improve outcomes	5.82
32. Showing empathy towards others	5.64
33. Designating the responsibilities of individual jobs and structuring the work of team members	5.38
34. Coaching staff members	5.38
35. Applying and sharing specialist and detailed technical expertise with team members	5.34
36. Ensuring the departmental research profile is attractive to recruit high-quality research students	4.79
37. Supporting and acting in accordance with team decisions	4.66
38. Gaining clear agreement and commitment from others through persuading, convincing and negotiating	4.65
39. Developing research directions and research ethos in the department	4.39
40. Planning, organising and co-ordinating the activities of others	4.33
41. Providing research leadership in the department	4.19
42. Managing stakeholders effectively	4.11
43. Reviewing overall research productivity of the department	4.00

Table 4.11

Ethical Competencies

1. Demonstrating integrity	11.05
2. Treating others with respect and dignity	9.94
3. Understanding and behaving in accordance with the professional, ethical and legal framework of the university.	9.29
4. Demonstrating consistency between expressed principles and behaviour	9.15
5. Following through - ensuring that one's promises are realised in behaviour	9.15
6. Showing respect for the views and contributions of team members	8.94
7. Dealing with others in a transparent manner	8.84
8. Showing respect for the views and contributions of other team members	8.84
9. Understanding and respecting cultural and diversity issues and applying this to daily work and decisions	8.83
10. Promoting co-operation, trust and mutual respect among colleagues	7.41
11. Promoting and defending equal opportunities	7.38
12. Maintaining confidentiality and treating sensitive information with discretion	6.34
13. Defining, building and promoting an environment supportive of transformation within the department /school	6.32
14. Not compromising ethical standards to advance personal agenda	5.45
15. Examining one's own behaviour and attitudes to avoid stereotypical responses	4.86
16. Encouraging organisational and individual responsibility towards the community and the environment	4.84

17. Discouraging gossip among team members	4.77
18. Providing leadership in developing change initiatives across disciplines in line with the university goals	4.76
19. Supporting and developing internal change process within the department / school in line with broader university goals	4.68
20. Developing and implementing programmes for improving the understanding of diversity within the school / department	4.51
21. Working together with other departments / schools to identify relevant changes within teaching, research and academic citizenship that support transformation process	4.33

Table 4.12

Functional Competencies

1. Advocating quality commitments within the department / school	7.51	QA
2. Developing and implementing department / school strategies in line with the universities strategic objectives	6.48	SP
3. Planning and conducting academic practise to ensure the needs of students (as external clients) and colleagues (as internal clients) are met	6.12	AA
4. Maintaining awareness of developments in the organisational structure and policies	6.07	SP
5. Developing a student and stakeholder-oriented approach within the department / school and ensuring it is utilized by all staff	5.86	AA
6. Motivating for new appointment requests	5.80	HRM
7. Gathering comprehensive information to support management decision making	5.80	SP
8. Budgeting for all expenses within the department / school	5.44	FM
9. Ensuring defined quality standards are implemented in teaching and learning, research and academic citizenship	5.34	QA
10. Coordinating nomination processes for scholarships / awards etc.	5.26	AA
11. Defining quality standards within the department / school and contribute to debating within the institution	5.14	QA
12. Relating revenue and expenditure to academic and operational plans	5.11	FM
13. Ensuring overall adherence to agreed budget	5.09	FM
14. Overseeing the implementation of quality standards in all areas of academic practice	5.09	QA
15. Defining departmental policy on formative and summative assessments	4.97	AA
16. Identifying financial needs for the department / school in terms of staff and physical resources	4.96	FM
17. Defining and regulating signing authority for purchase orders	4.92	FM
18. Scrutinising financial reports and provide explanation of variance	4.83	FM
19. Coordinating the selection process of new staff members	4.81	HRM
20. Developing a positive and compelling vision for the department / schools' future	4.72	SP
21. Managing and approving staff leave	4.55	HRM
22. Participating in debates within the university about developing university wide processes to meet strategic goals	4.43	AA
23. Coordinating the recruitment process of new staff members	4.28	HRM
24. Convening formal meetings with class representatives	4.21	AA

25. Managing outcomes of student evaluation process	4.18	AA
26. Examining the organisational structure to identify the staffing issues that impact on the achievement of strategic objectives	4.00	SP
27. Developing a revenue generating plan	3.96	FM
28. Preparing external accreditation reports	3.88	AA
29. Exercising fiduciary role on research expenditure	3.87	FM
30. Managing external examination processes	3.85	AA
31. Developing a HR plan as key driver for the budget	3.77	FM
32. Coordinating induction of new staff	3.59	HRM
33. Coordinating the academic student registration process	3.54	AA
34. Ensuring that commercialisation of intellectual property adheres to the university's policy / procedures	3.47	AA

4.5.3 Ranking order per subscale

4.5.3.1 Enabling Competencies

Table 4.13

Ranking order of Personal Mastery Competencies

Managing time by organising, prioritising and scheduling tasks	9.47
Persevering under stressful work conditions	9.47
Delivering high-quality, accurate work outputs on time and according to requirements	9.29
Demonstrating a high level of verbal communication skills	9.15
Demonstrating sound judgement and decisiveness	9.03
Filtering, analysing and interpreting relevant information	8.87
Successfully managing projects	8.87
Demonstrating analytical ability (analysing / comparing / evaluating information)	8.83
Demonstrating the capability to learn new concepts and apply them in the workplace	8.77
Demonstrating assertiveness	8.77
Demonstrating clear information processing skills	8.65
Being diligent to ensure the successful completion of tasks related to one's role	8.13
Adapting to new situations (internalising and accepting new systems and procedures)	7.97
Writing in a well-structured and logical manner	7.56
Paying attention to detail	7.09
Reading and talking to people in related fields to discover innovations or current trends in the field	7.02
Learning from successes and failures and actively seeking staff feedback	6.76
Identifying roadblocks and redundancies in work processes	6.18
Learning new tasks rapidly and committing information to memory quickly	5.94
Conducting research and reporting / giving reasons for findings	5.82
Being willing and able to take calculated risks when necessary	5.65
Demonstrating self-awareness	5.64
Developing oneself (identifying and participating in appropriate on-the job and off-the-job	5.62

development)	
Setting and attaining specific and challenging goals for oneself	5.36
Taking initiative	5.36
Being results oriented	5.10
Challenging the status quo	4.90
Developing a portfolio of external contacts in the academic community	4.72
Demonstrating energy / drive	4.49
Concentrating and avoiding distractions when making sense of information that is not immediately coherent	4.39

4.5.3.2 Leading self and leading others competency

Table 4.14

Raking order of Leading self and leading others competencies

Encouraging co-operation and building rapport among fellow team members	10.19
Initiating the activities of groups and leading others toward common goals	9.33
Accepting joint responsibility for the teams' success and shortcomings	9.33
Making a strong personal impact on others	9.27
Demonstrating active listening skills	9.03
Building positive and co-operative working relationships among team members	9.03
Encouraging team members when the going gets tough	8.93
Giving team members clear direction and support with meeting their objectives	8.93
Being comfortable about interacting and working with others	8.84
Listening intently to what team members are saying and asking for further details when appropriate	8.83
Seeking out ways to assist / support people in their duties	8.47
Encouraging learning and development in the department for which you are responsible for	8.21
Motivating team members to achieve individual and team objectives	8.06
Promoting a sense of responsibility and empowerment among the members of the department / school	8.06
Resolving conflict effectively	8.03
Considering the growth and well-being of others	8.01
Ensuring that knowledge and learning is shared across the organisation encouraging staff to learn from each other	7.60
Promoting ideas on behalf of oneself or others	7.29
Providing career advice to team members	6.96
Identifying conflict early and supporting actions to facilitate its resolution	6.87
Taking care to manage one's impression on others	6.74
Showing authority and credibility as a leader in dealing with others	5.93
Modelling the way as a leader / setting an example	5.83
Creating opportunities for promoting synergies in the team and outside the organisation to improve outcomes	5.82
Showing empathy towards others	5.64
Coaching staff members	5.38

Providing academic leadership in the department	4.83
Supporting and acting in accordance with team decisions	4.66
Gaining clear agreement and commitment from others through persuading, convincing and negotiating	4.65
Providing research leadership in the department	4.19

4.5.3.3 Manage self and manage others competency

Table 4.15

Ranking order of Managing self and managing others competencies

Giving team members regular feedback, recognising good performance and addressing performance issues	8.21
Gaining clear agreement and commitment from others to achieve work goals	7.33
Understanding and applying knowledge of the university core functions	6.87
Monitoring the work performance of team members against specific and measurable objectives and deadlines	6.87
Ensuring that roles, responsibilities and reporting lines are clearly defined, understood and accepted	6.87
Consulting with team members and sharing information and expertise with them	6.45
Rewarding positive work behaviours to reinforce the activities that are aligned with the goals of the university	6.45
Making presentations to motivate ideas or proposals for the department / school	6.21
Delegating work appropriately to team members and giving them the necessary support to do their work	6.12
Designating the responsibilities of individual jobs and structuring the work of team members	5.38
Applying and sharing specialist and detailed technical expertise with team members	5.34
Ensuring the departmental research profile is attractive to recruit high-quality research students	4.79
Developing research directions and research ethos in the department	4.39
Planning, organising, co-ordinating the activities of others	4.33
Managing stakeholders effectively	4.11
Reviewing overall research productivity of the department	4.00
Nominating appropriate supervisors for postgraduate students	3.28

4.5.3.4 Ethics and values competencies

Table 4.16

Ranking order of Ethics and Values competencies

Demonstrating integrity	11.05
Treating others with respect and dignity	9.94
Understanding and behaving in accordance with the professional, ethical and legal framework of the university.	9.29
Demonstrating consistency between expressed principles and behaviour	9.15
Following through - ensuring that one's promises are realised in behaviour	9.15
Showing respect for the views and contributions of team members	8.94
Dealing with others in a transparent manner	8.84
Showing respect for the views and contributions of other team members	8.84
Understanding and respecting cultural and diversity issues and applying this to daily work and decisions	8.83
Promoting co-operation, trust and mutual respect among colleagues	7.41
Promoting and defending equal opportunities	7.38
Maintaining confidentiality and treating sensitive information with discretion	6.34
Not compromising ethical standards to advance personal agenda	5.45
Examining one's own behaviour and attitudes to avoid stereotypical responses	4.86
Encouraging organisational and individual responsibility towards the community and the environment	4.84
Discouraging gossip among team members	4.77

4.5.3.4 Commitment to transformation competencies

Table 4.17

Ranking order of Commitment to transformation competencies

Defining, building and promoting an environment supportive of transformation within the department /school	6.32
Providing leadership in developing change initiatives across disciplines in line with the university goals	4.76
Supporting and developing internal change process within the department / school in line with broader university goals	4.68
Developing and implementing programmes for improving the understanding of diversity within the school / department	4.51
Working together with other departments / schools to identify relevant changes within teaching, research and academic citizenship that support transformation process	4.33

4.5.3.5 Academic administration competencies

Table 4.18

Ranking order of Academic Administration Competencies

Planning and conducting academic practise to ensure the needs of students (as external clients) and colleagues (as internal clients) are met	6.12
Developing a student and stakeholder-oriented approach within the department / school and ensuring it is utilized by all staff	5.86
Coordinating nomination processes for scholarships / awards etc.	5.26
Defining departmental policy on formative and summative assessments	4.97
Participating in debates within the university about developing university wide processes to meet strategic goals	4.43
Convening formal meetings with class representatives	4.21
Managing outcomes of student evaluation process	4.18
Preparing external accreditation reports	3.88
Managing external examination processes	3.85
Coordinating the academic student registration process	3.54
Ensuring that commercialisation of intellectual property adheres to the university's policy / procedures	3.47

4.5.3.6 Quality assurance competencies

Table 4.19

Ranking order of Quality Assurance competencies

Advocating quality commitments within the department / school	7.51
Ensuring defined quality standards are implemented in teaching and learning, research and academic citizenship	5.34
Defining quality standards within the department / school and contributing to debate within the institution	5.14
Overseeing the implementation of quality standards in all areas of academic practice	5.09

4.5.3.7 Financial management competencies

Table 4.20

Ranking order of Financial Management Competencies

Budgeting for all expenses within the department / school	5.44
Relating revenue and expenditure to academic and operational plans	5.11
Ensuring overall adherence to agreed budget	5.09
Identifying financial needs for the department / school in terms of staff and physical resources	4.96
Defining and regulating signing authority for purchase orders	4.92
Scrutinising financial reports and providing explanation of variance	4.83
Developing a revenue generating plan	3.96
Exercising fiduciary role to on research expenditure	3.87
Developing a HR plan as key driver for the budget	3.77

4.5.3.5 Strategic Planning Competencies

Table 4.21

Ranking order of Strategic Planning Competencies

Developing and implementing department / school strategies in line with the universities strategic objectives	6.48
Maintaining awareness of developments in the organisational structure and policies	6.07
Gathering comprehensive information to support management decision making	5.80
Developing a positive and compelling vision for the department / schools' future	4.72
Examining the organisational structure to identify the staffing issues that impact on the achievement of strategic objectives	4.00

4.5.3.5 Human Resource Management Competencies

Table 4.22

Ranking order of Human Resource Management Competencies

Motivating for new appointment requests	5.80	HRM
Coordinating the selection process of new staff members	4.81	HRM
Managing and approving staff leave	4.55	HRM
Coordinating the recruitment process of new staff members	4.28	HRM
Coordinating induction of new staff	3.59	HRM

CHAPTER 5

DISCUSSION

1. INTRODUCTION

Academic leadership is a mostly underexplored field within South African research, particularly the HOD/ School Director group, the competencies and skills of which are little known. HODs/ School Directors play a cardinal role in daily management tasks, but this role may often be awarded without the proper training or support. Developing this group can therefore be a valuable asset to universities, for example when a new Dean is chosen. If we want to develop leaders and improve their leadership skills, we need to understand what competencies are required for the particular roles they will be playing.

The current study aimed firstly to identify the most relevant competencies as indicated by the Heads of Departments and School Directors, and secondly to develop a competency model based on that. The research objectives were achieved by compiling a questionnaire based on different competency models, and this was distributed amongst HODs/ School Directors who then indicated, on a Likert scale, which competencies they deemed to be the most relevant. The data was then captured and analysed by determining the ranking order of a) all the items, b) all the dimensions, and c) all the subscales of the dimensions.

The current research is important for many reasons, the most important one being that there is very limited information on competency profiling within the academic sector. Universities will be able to better select and appoint HODs and Directors if they know which competencies are needed. This will strengthen the management system of the institution and ultimately help that institution to be more successful in reaching strategic goals.

This chapter will first discuss the ranking order of all the competencies, and then, based on the results of the study, it will show the knowledge, skills and attributes that HODs / School Directors need to have. A competency model for HODs/ School Directors will be proposed, followed by a brief explanation of the limitations and contributions of this study.

2. RANKING ORDER OF ALL COMPETENCIES

The following is a discussion based on Table 4.4 in Chapter 4. It is significant to view that the majority of the top 50 most relevant competencies were from only three scales, namely:

- **Ethical Competencies:** Knowledge and skills required to adhere to ethical principles in business; generic knowledge and skills required to commit to continuous transformation within the department / school
- **Enabling Competencies:** Generic knowledge and skills required to perform duties effectively in a HOD/ Director role, other than functional/ technical knowledge and skills
- **Leadership/ Management Competencies:** Knowledge and skills required to lead and manage others / work teams

Functional Competencies (Academic Administration, Quality Assurance, Financial Management, Strategic Planning and Human Resource Management) were only indicated as the 42nd most relevant competency.

3. KNOWLEDGE, SKILLS AND ATTRIBUTES

As described in chapter 2, Champion et al. (2011) distinguished between different terminologies when it comes to competency model building:

- **Competency Dimension:** Cluster of related knowledge, skills, abilities and characteristics that affect a major part of one's job, that correlates with performance on the job, and that can be measured against well-accepted standards
- **Competency Framework:** Broad framework for integrating, organizing and aligning various competency models reflective of the organisation's strategy and vision
- **Competency Model:** Collection of competencies that is relevant to performance in a particular job, job family or functional area
- **Behavioural Indicator:** Highly specific, observable action that may be demonstrated on the job which indicates the skill or performance level needed for a job or that a particular person possesses.

This study firstly explained the competency dimension and framework (chapter 1 and 2), and secondly proposed a competency model within a specific industry framework - Tertiary Education (chapter 5) - based on the research that was done (as explained in chapter 3 and 4).

La Rocca (2007, p.1) defines competencies as "...behaviours that encompass the knowledge, skills and attributes required for successful performance". This chapter will discuss the findings by dividing the competencies identified in the questionnaire into the following three groups: Skills, Knowledge and Attributes, these having been identified by HODs / Directors as the most relevant in performing their management role. For the purposes of definition,

- Knowledge is "the factual information that a person knows" (Brits, 2012, p. 27);
- Skill is "an ability that has been acquired by training and education" (Brits, 2012, p.27);
- Attributes or abilities are the "personal characteristics, traits, motives, values or ways of thinking that affect an individual's behaviour" (Brits, 2012, p.27),

As can be seen in table 5.1 below, competencies in terms of skills and attributes needed by HODs / School Directors far outweigh knowledge competencies. This has a significant implication on selecting and developing HODs/ School Directors for these three reasons:

1. Selection criteria should focus more on skills and less on knowledge;
2. Measuring skill and attributes is more difficult than measuring knowledge - the selection process and battery needs to be adapted to accommodate this requirement;
3. Training / development programmes should be developed with this goal in mind.

Table 5.1

Knowledge, Skills and Attributes

Knowledge	Skills	Attributes
<ul style="list-style-type: none"> • Professional conduct • Awareness of organisational structure and policy developments • Conducting research and reporting • Motivating new appointments • Coordinating selection process • Gathering information to support management decisions • Applying and sharing technical expertise • Knowledge of quality standards in teaching and learning, research and academic citizenship • Ensuring adherence to budget • Defining departmental policy on student evaluation process • Identify financial needs to staff and physical resources • Defining and regulating signing authority for purchase orders • Providing academic leadership • Ensuring departmental research profile is attractive • Managing staffs' leave • Coordinating nomination processes for scholarships • Examining organisational structure • Ensuring commercialisation of intellectual property adheres to university policy / procedure 	<ul style="list-style-type: none"> • Team building • Time management • Stress management • Listening, written, verbal communication skills • Goal setting • Initiating action • Delivering excellent work outputs • Assertiveness • Sound judgement and decisiveness • Project management • Good interpersonal skills • Building good working relationships • Encouragement • Promoting ideas • Performance Feedback, recognition • Resolving conflict • Managing all financial aspects • Giving clear direction • Attention to detail • Analytical • Quality commitments • Professional networking • Career guidance • Information processing • Confidentiality and discretion • Empowerment • Developing revenue generating plan • Change management • Strategic implementation • Consulting and sharing information • Streamline work processes and teams • Delegating • Managing stakeholders effectively • Coaching • Developing research ethos • Planning, organising, co-ordinating the activities of others • Formal meetings with class representative • Persuading, convincing and negotiating • Preparing external accreditation reports • Developing vision for the school / department • Developing HR plan as key driver for budget • Coordinating induction of new staff 	<ul style="list-style-type: none"> • Integrity • Learning from success and failures • Impression management • Following through on promises • Consistency in behaviour • Accepting joint responsibility • Treating others with respect and dignity • Transparency • Impacting others • Lifelong learner • People supporter • Diligence • Considering growth of others • Adaptability • Promoting transformation • Authority and credibility as a leader • Developing stakeholder - oriented approach • Modelling the way as a leader • Promoting synergy in the team • Being willing and able to make calculated risks • Demonstrating self-awareness • Showing empathy • Ethical behaviour • Challenging the status quo • Avoiding stereotypical responses • Encouraging responsibility towards the community and environment • Discouraging gossip • Supporting team decisions • Diversity management • Demonstrating energy / drive

3. PROPOSED COMPETENCY MODEL

The competency model below (Figure 5.1) gives an indication of the five most important competencies per dimension. In this study, the proposed model was validated with the help of current HODs / School Directors. Further research should be able to determine whether the validated model fits into and supports the people management framework of the university and whether the generic competencies can be defined at all levels, e.g. organisational, departmental and individual.

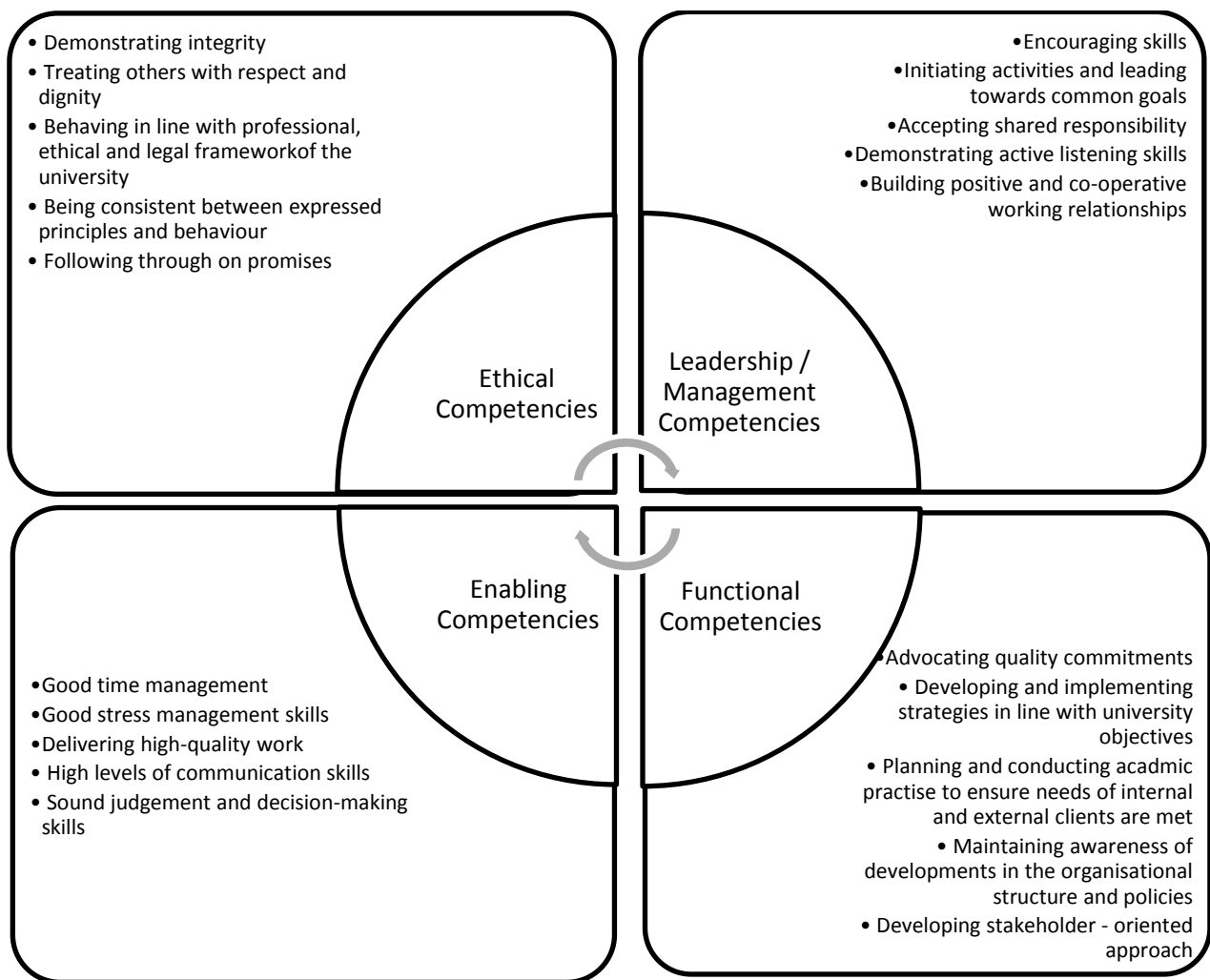


Figure 5.1 Proposed Competency Model for HODs / School Directors

4. LIMITATIONS AND RECOMMENDATIONS

The biggest limitation for this study is the number of HODs / School Directors that responded to this study. Generalising the data from the sample group to the bigger population poses a

challenge when the sample group is small. Limited representation from the different universities made the analysis of data per demographic group a challenging task.

The lack of South African based research on this topic was a second limitation for this study. HODs / School Directors are an understudied group in South Africa: because of a different national context, the tertiary education sector differs from that of countries such as New Zealand, Australia and the USA, where more research has been done on this topic.

5. CONTRIBUTION

This study contributed to the theoretical field in that it presented a comprehensive literature study of competency profiles in tertiary institutions in South Africa. It also combined current generic competency models with competency models developed specifically for the tertiary education industry. Finally, it contributed theoretically by not only proposing a list of competencies, but also by ranking these competencies in order of importance.

The findings of the current research also make a practical contribution, especially for universities concerned with selecting and enhancing the skills pool of their HODs / School directors. This study will assist them in identifying which competencies are needed for these processes.

6. CONCLUSION

The aim of this current study was to determine what competencies are relevant for Head of Departments or School Directors at Tertiary institutions in South Africa, and to develop a competency profile based on this.

This study presented the value of selecting and appointing academic management based on needed skills, and how to optimally identify these needs. Investing in this group might just give universities the competitive edge they are looking for.

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Appendix A: Questionnaire



QUESTIONNAIRE COVER LETTER

Research topic: Developing a competency model for Heads of Departments (HODs) / Directors of Schools at Higher Education institutions in South Africa.

The purpose of this study is two-fold:

- To determine what competencies are needed by HODs / Directors at South African Universities.
- To develop a competency model for HODs / Directors in Higher Education institutions in South Africa.

This research has been approved by the Commerce Faculty Ethics in Research Committee.

Your participation in this research is voluntary. You can choose to withdraw from the research at any time. The questionnaire will take approximately 15 minutes to complete.

You will not be requested to supply any identifiable information, ensuring anonymity of your responses.

Thank you for your participation in this study. Should you have any questions regarding the research please feel free to contact the researcher Adèle Croucamp 0794930866 or email at crcade002@myuct.ac.za and/or the Supervisor Associate Professor Anton Schlechter 021650 2469 or email at anton.schlechter@uct.ac.za

Section A: Biographical details

Please mark your choice of response in the appropriate space provided.

1. Length of service in your role as HOD or Director (in years):

2. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

3. Age in years:

4. Race (optional)

Asian	<input type="checkbox"/>
Black	<input type="checkbox"/>
Coloured	<input type="checkbox"/>
Indian	<input type="checkbox"/>
White	<input type="checkbox"/>
Other	<input type="checkbox"/>
Prefer not to answer	<input type="checkbox"/>

5. Current Academic Rank:

Lecturer	<input type="checkbox"/>
Senior lecturer	<input type="checkbox"/>
Associate professor	<input type="checkbox"/>
Professor	<input type="checkbox"/>
Other	<input type="checkbox"/>

6. Number of years in current rank:

7. Direct line manager to whom you report:

Deputy dean	<input type="checkbox"/>
Dean	<input type="checkbox"/>
Vice rector	<input type="checkbox"/>
Rector	<input type="checkbox"/>
Other. Please specify	<input type="checkbox"/>

8. Years in current institution:

9. Years in academia:

10. Faculty in which your department / school resides:

Science	<input type="checkbox"/>
Commerce	<input type="checkbox"/>
Humanities	<input type="checkbox"/>
Health Sciences	<input type="checkbox"/>

Education	
Engineering	
Other. Please Specify	

11. Name of institution (optional):
12. Total number of permanent academic and administrative staff reporting to you:
13. Size of costs budget you are responsible for (e.g. salaries and operating cost):

Section B: Competencies required by HODs / Directors of Schools

This part consists of a series of competency descriptions. Please answer the questions based on your knowledge and work experiences as the Head of a Department or Director of a Unit.

Please answer all the questions, as this will provide more information to the researcher so that the data can be accurately analysed and interpreted.

If you strongly agree with the relevancy of the competency description as it relates to your role as HOD / Director, then respond by marking the appropriate block.

Example:

Competency description: “Using knowledge of the business (core functions, mission, vision and strategic focus areas)”

Response: If you believe the competency is highly relevant for you as a HOD / Director then mark 4 with a cross (X) over the appropriate block provided (block number 4 in this example).

Relevance in my role as HOD / Director				
1	2	3	4 X	5
Not Sure	Very Low	Low	High	Very High

Enabling Competencies		Relevancy in my role of HOD / Director				
Personal Mastery <i>Broad category: Generic knowledge and skills required to perform duties effectively in a HOD/ Director role, other than functional/ technical knowledge and skills</i>		Not sure	Very Low	Low	High	Very High
1	Developing a portfolio of external contacts in the academic community					
2	Writing in a well-structured and logical manner					
3	Demonstrating a high level of verbal communication skills					
4	Managing time by organising, prioritising and scheduling tasks					
5	Filtering, analysing and interpreting relevant information					
6	Successfully managing projects					
7	Delivering high-quality, accurate work outputs on time and according to requirements					
8	Developing oneself (identifying and participating in appropriate on-the-job and off-the-job development opportunities)					
9	Reading and talking to people in related fields to discover innovations or current trends in the field					
10	Identifying roadblocks and redundancies in work processes					
11	Conducting research and reporting / giving reasons for findings					
12	Demonstrating energy / drive					
13	Setting and attaining specific and challenging goals for oneself					
14	Demonstrating self-awareness					
15	Paying attention to detail					
16	Taking initiative					
17	Demonstrating analytical ability (analysing / comparing / evaluating information)					
18	Learning new tasks rapidly and committing information to memory quickly					
19	Concentrating and avoiding distractions when					

	making sense of information that is not immediately coherent					
20	Challenging the status quo					
21	Demonstrating sound judgement and decisiveness					
22	Being willing and able to take calculated risks when necessary					
23	Being diligent to ensure the successful completion of tasks related to one's role					
24	Adapting to new situations (internalising and accepting new systems and procedures)					
25	Demonstrating the capability to learn new concepts and apply them in the workplace					
26	Persevering under stressful work conditions					
27	Learning from success and failures and actively seeking staff feedback					
28	Demonstrating assertiveness					
29	Being results oriented					
30	Demonstrating clear information processing skills					
31	Other (<i>type here and complete</i>)					
Leadership / Management Competencies						
Leadership / Management Competencies		Relevancy in my role of HOD / Director				
Leading self and leading others <i>Broad category: Generic knowledge and skills required to perform duties effectively in a HOD/ Director role, other than functional/ technical knowledge and skills</i>		Not sure	Very Low	Low	High	Very High
1	Demonstrating active listening skills					
2	Showing empathy towards others					
3	Building positive and co-operative working relationships among team members					
4	Coaching staff members					
5	Initiating the activities of groups and leading others toward common goals					
6	Gaining clear agreement and commitment from others through persuading, convincing and negotiating					

7	Promoting ideas on behalf of oneself or others					
8	Making a strong personal impact on others					
9	Taking care to manage one's impression on others					
10	Being comfortable about interacting and working with others (good interpersonal skills)					
11	Resolving conflict effectively					
12	Considering the growth and well-being of others					
13	Seeking out ways to assist / support people in their duties					
14	Accepting joint responsibility for the teams' success and shortcomings					
15	Encouraging learning and development in the department for which you are responsible for					
16	Encouraging team members when the going gets tough					
17	Encouraging co-operation and building rapport among fellow team members					
18	Supporting and acting in accordance with team decisions					
19	Creating opportunities for promoting synergies in the team and outside the organisation to improve outcomes					
20	Ensuring that knowledge and learning is shared across the organisation encouraging staff to learn from one another					
21	Giving team members clear direction and support with meeting their objectives					
22	Motivating team members to achieve individual and team objectives					
23	Promoting a sense of responsibility and empowerment among the members of the department / school					
24	Showing authority and credibility as a leader in dealing with others					
25	Listening intently to what team members are saying and asking for further details when appropriate					
26	Modelling the way as a leader / setting an					

	example					
27	Identifying conflict early and supporting actions to facilitate its resolution					
28	Providing career advice to team members					
29	Providing research leadership in the department					
30	Providing academic leadership in the department					
31	Other (<i>type here and complete</i>)					
Managing self and managing others						
<u>Broad category:</u> <i>Generic knowledge and skills required to perform duties effectively in a HOD/ Director role, other than functional/ technical knowledge and skills</i>		Not sure	Very Low	Low	High	Very High
1	Understanding and applying knowledge of the university core functions, (mission, vision and strategic focus areas)					
2	Making presentations to motivate ideas or proposals for the department / school					
3	Applying and sharing specialist and detailed technical expertise with team members					
4	Monitoring the work performance of team members against specific and measurable objectives and deadlines					
5	Consulting with team members and sharing information and expertise with them					
6	Planning, organising, co-ordinating the activities of others					
7	Ensuring that roles, responsibilities and reporting lines are clearly defined, understood and accepted					
8	Delegating work appropriately to team members and giving them the necessary support to do their work					
9	Managing stakeholders effectively					
10	Giving team members regular feedback, recognising good performance and addressing performance issues					
11	Designating the responsibilities of individual jobs and structuring the work of team members					

12	Rewarding positive work behaviours to reinforce the activities that are aligned with the goals of the work group and the organisation					
13	Nominating appropriate supervisors for postgraduate students					
14	Ensuring the departmental research profile is attractive to recruit high-quality research students					
15	Developing research directions and research ethos in the department					
16	Reviewing overall research productivity of the department					
17	Gaining clear agreement and commitment from others to achieve work goals					
18	Other (<i>type here and complete</i>)					

Ethical competencies		Relevancy in my role of HOD / Director				
Ethics and Values <i>Broad category: Knowledge and skills required to adhere to ethical principles in business</i>		Not sure	Very Low	Low	High	Very High
1	Promoting co-operation, trust and mutual respect among colleagues					
2	Demonstrating integrity					
3	Understanding and behaving in accordance with the professional, ethical and legal framework of the university					
4	Maintaining confidentiality and treating sensitive information with discretion					
5	Demonstrating consistency between expressed principles and behaviour					
6	Dealing with others in a transparent manner					
7	Examining own behaviour and attitudes to avoid stereotypical responses					
8	Understanding and respecting cultural and diversity issues and applying this to daily work and decision making					
9	Not compromising ethical standards to advance personal agenda					

10	Promoting and defending equal opportunities					
11	Encouraging organisational and individual responsibility towards the community and the environment					
12	Treating others with respect and dignity					
13	Discouraging gossip among team members					
14	Showing respect for the views and contributions of other team members					
15	Following through – ensuring that one’s promises are realised in behaviour; doing what one said one would do					
16	Showing respect for the views and contributions of team members					
17	Other (<i>type here and complete</i>)					
<p align="center">Commitment to Transformation <u>Broad category:</u> <i>Generic knowledge and skills required to commit to continuous transformation within the department / school</i></p>		Not sure	Very Low	Low	High	Very High
1	Supporting and developing internal change process within the department / school in line with broader national transformation goals					
2	Providing leadership in developing change initiatives across disciplines in line with the university’s transformation objectives					
3	Working together with other departments / schools to identify relevant changes within teaching, research and academic citizenship that support transformation processes					
4	Defining, building and promoting an environment supportive of transformation within the department / school, in line with university wide changes					
5	Developing and implementing programmes for improving the understanding of diversity within the school / department					

Functional competencies		Relevancy in my role of HOD / Director				
Academic Administration <u>Broad category:</u> <i>Knowledge and skills required to ensure effective management of all academic administrative processes and procedures within the department / school</i>		Not sure	Very Low	Low	High	Very High
1	Defining departmental policy on formative and summative assessments					
2	Planning and conducting academic practise to ensure the needs of students (as external clients) and other colleagues (as internal clients) are met					
3	Developing a student and stakeholder-oriented approach within the department / school and ensuring it is utilized by all staff					
4	Participating in debates within the university about developing university wide processes to meet student and societal needs					
5	Prepare external accreditation reports					
6	Ensuring that commercialisation of intellectual Property adhere to the Universities policy / procedures					
7	Coordinating nomination processes for scholarships / awards etc.					
8	Convening formal meetings with class representatives					
9	Manage outcomes of student evaluation process					
10	Coordinating the academic student registration process					
	Managing external examination processes					
11	Other (<i>type here and complete</i>)					
Quality Assurance <u>Broad category:</u> <i>Knowledge and skills required to effectively ensure quality within the school / department</i>		Not sure	Very Low	Low	High	Very High
1	Ensuring defined quality standards are implemented in teaching and learning, research and academic citizenship					
2	Defining quality standards within the					

	department / school and contribute to debating within the institution on appropriate quality standards					
3	Advocating quality commitments within the department / school					
4	Overseeing the implementation of quality standards in all areas of academic practice					
5	Other (<i>type here and complete</i>)					
Financial Management						
<u>Broad category:</u> <i>Knowledge and skills required to effectively manage finances within the department / school</i>		Not sure	Very Low	Low	High	Very High
1	Budgeting for all expenses within the department / school					
2	Developing a revenue generating plan					
3	Developing a HR plan as key driver for the budget					
4	Identifying financial needs for the department / school in terms of staff and physical resources					
5	Ensuring overall adherence to agreed budget					
6	Scrutinising financial reports and provide explanation of variances					
7	Relating revenue and expenditure to academic and operational plans					
8	Exercising fiduciary role on research expenditure					
9	Defining and regulating signing authority for purchase orders					
10	Other (<i>type here and complete</i>)					
Strategic Planning						
<u>Broad category:</u> <i>Knowledge and skills required to do strategic planning within the department / school</i>		Not sure	Very Low	Low	High	Very High
1	Develop and implement department / school strategies in line with the universities strategic objectives					
2	Developing a positive and compelling vision for the department / schools' future					
3	Gathering comprehensive information to					

	support management decision making					
4	Maintaining awareness of developments in the organisational structure and policies					
5	Examining the organisational structure to identify the staffing issues that impact on the achievement of strategic objectives					
6	Other (<i>type here and complete</i>)					
Human Resource Management						
Broad category: Knowledge and skills required to effectively manage staff within the department / school		Not sure	Very Low	Low	High	Very High
1	Coordinating the recruitment process of new staff members					
2	Coordinating the selection process of new staff members					
3	Coordinating induction of new staff					
4	Motivating for new appointment requests					
5	Manage and approve staffs leave					
6	Other (<i>type here and complete</i>)					