



**THE ROLE OF LEADERSHIP COMMUNICATION IN ACHIEVEMENT OF
STRATEGIC ALIGNMENT WITHIN A SELECTED NATIONAL GOVERNMENT
DEPARTMENT WESTERN CAPE, SOUTH AFRICA**

by

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Date

ABSTRACT

Communication is regarded, by most, to be a natural human interaction that takes place continuously among people within a department. Very often, managers find it hard to communicate effectively with their employees. Managers, therefore, find it difficult to ensure that their staff know the strategic goals and path of the department. At the same time, they are unable to effectively communicate the challenges and risks the department faces on its strategic journey to their employees. The purpose of this academic research was to investigate barriers in leadership communication as inhibitors of strategic alignment using a selected local office of a South African national government department as a case study. The research addresses the following questions:

- Which common barricades (like language) to effective communication persist in a workplace?
- What are the reasons for poor communication between managers and staff?
- What could be done to address poor communication in order for a department to deliver benefits?

A review of the literature included various books, as well as policy documents from relevant government departments. The research questions for this study were best addressed by adopting a qualitative research methodology approach. A questionnaire survey was used for data collection from the eight research participants, namely two senior managers, three middle managers and three junior managers from a selected local office of a national department of government in the Western Cape. For the data analysis, the researcher made use of content analysis. The research determined that, due to defensiveness, people fear communicating freely. Because of this, communication fails within the department. Employees' lack of self-esteem or confidence hampers communication and productivity in the department. Another challenge that the institution is faced with is different cultural backgrounds. This may cause complications. For example, a person would speak in their mother tongue when angry so that another person does not understand. Because of poor communication, managers find it tough to flexibly communicate with their employees about problems they are facing and ideas are not expressed clearly at all. The study recommends a number of strategies for strengthening communication, for example, stepping back and removing oneself from the situation totally, using different languages to accommodate employees, avoiding communication barriers and managers having an open-door policy that allows workers to resolve their issues by speaking directly with managers.

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DEDICATION

I dedicate this research to my pillar, my mama, Ms N. Ludziya. I offer this portion of effort to you for nurturing me in the way that you have, for inspiring me as well as motivating me to convert to being the individual that I am now.

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ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
DPME	Department of Planning, Monitoring and Evaluation
GCIS	Government Communication and Information System
HIV	Human Immunodeficiency Virus
HOC	The Head of Communication
MPAT	Management Performance Assessment Tool
UCT	University of Cape Town
USA	United States of America

GLOSSARY

Communication process	when a sender (addressor or encoder) conveys a verbal and/or non-verbal message to a receiver (addressee or decoder), who interprets (responds to) it and acts (gives feedback) on the words, symbols, images or non-verbal signals used to convey the message
Communication barrier	a variable that may interfere with the process of communication and results in the desired message being either distorted or completely lost in communication
Department	a division of a large organisation such as a government, university, or business, dealing with a specific area of activity
Intercultural communication	is the lifestyle of a group and includes the values, beliefs, artefacts and ways of behaving and communicating of that group
Leadership communication	This is the way in which leaders communicate in an attempt to share visions of the organisation or their personal visions with others. These communications are often to inspire or motivate subordinates to strive to achieve their goals.
Organisational communication	the mediums and manner in which organisations communicate both internally and externally
Physiological barriers	These present as the sender or the receiver's bodily conditions that obstruct the successful flow of communication.
Psychological barriers	Certain personality qualities, on the part of either the sender or receiver, may interfere with successful communication.
Strategic alignment	This is the process of bringing the actions of an organisation's business divisions and staff members into alignment with the organisation's planned objectives. The ability of most businesses to achieve their strategic goals will benefit from performing a comprehensive strategic alignment to help assure that its divisions and employees are jointly working toward the company's stated goals.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Communication is often referred to as the lifeblood of an organisation, emphasising its importance in ensuring effective and efficient organisational performance. Leaders play a crucial role in how organisations perform and, thus, also in communication. The focus of the study is on the role of leadership communication in ensuring that officials know the direction the department wishes to take and that they understand what needs to be done to achieve the goals of the department, thereby establishing and enabling strategic alignment. The study investigated barriers of leadership communication in an attempt to make beneficial recommendations as a means to improve leadership communication. A local office of a national department of the South African government was identified as the unit for analysis. Despite the intention of strategic alignment, some barriers have emerged in leadership communication at the local office selected for this study.

1.2 BACKGROUND TO THE STUDY

The research envisaged to determine the impact that leadership communication plays in achieving strategic alignment, which has a direct influence on how well employees will execute a department's strategy. Therefore, the leadership communication behaviour of senior, middle and junior managers within their departmental units is studied at the local office. The study explored the degree of importance of leadership communication in achieving strategic alignment and how certain elements of leadership communication, which influence the effectiveness of strategic execution, play a role in achieving strategic alignment at the selected local office of national department of government. The research project aimed to seek answers from the managers regarding their leadership communication styles as well as their views of the elements of leadership communication with the intention of attaining better strategic alignment for the selected local office of this national department of government.

1.3. PROBLEM STATEMENT

Even though communication is regarded, by most, to be a natural human interaction that takes place continuously among people, the supervisors at the identified office do not effectively communicate with their employees. Managers find difficulty in ensuring employees comprehend the strategic goals of the local office. At the same time, they are unable to effectively communicate the challenges and risks the department faces on its strategic journey.

1.4 RESEARCH QUESTIONS

The research project asked the following questions:

- What are the reasons for the poor communication between managers and the staff?
- What can be done to address poor communication in order for the department to deliver benefits?
- What are the challenges of leadership communication?
- What common barriers (for example, language) exist that prevent effective communication in a workplace?

1.5 RESEARCH OBJECTIVES

This research project attempted to:

- explain the communication process;
- explain the barriers affecting communication;
- describe effective procedures for internal dialogue;
- explain leadership approaches of dialogue; and
- discuss strategic alignment.

1.6 RESEARCH METHODOLOGY

The research project followed a qualitative approach with a questionnaire that posed open-ended questions and closed-ended questions to a sample of eight officials in management positions – two seniors, three at middle level, and two junior managers – at a selected local office of a national department of government. Becker (1996:7) is of the view that research approaches and methodologies assist with logical thinking, research methods and techniques. This enables the researcher to apply a wider scope to the research study than just to be limited to research methods and technics such as opinion polls and attitude scales. Hence, a qualitative approach to research was followed using open-ended and closed-ended questions with a sample of officials in management positions at the selected local office of a national department of government in the Western Cape. The data that was collected and then analysed by means of content analysis.

1.7 PRELIMINARY LITERATURE REVIEW

1.7.1 Communication process

According to Shamir (1994:79), communication is when a person – also referred to as a sender or someone who addresses or encodes – sends a verbal or non-verbal message (or both) to another person known as the receiver. The receiver decodes or interprets the message and then responds to the sender, now becoming the sender of the new message. The use of words as well as symbols, images or non-verbal signs can be used to transport the desired message. Sagan (1995:104) is of the view that the message source (communicator) and the receiver (recipient) are the principal participants in human communication. In the case of the transactional view of communication, individuals are seen as simultaneously involved and are equally regarded as both communicators and receivers.

1.7.2 Barriers to communication

Obstacles often occur in the message process, resulting in communication breakdowns like misunderstandings or confusion around what was supposed to be conveyed. Kaiser (2005:15) clarifies a communication obstacle effectively in relation to its breakdown – she describes it as a factor that obstructs or stops the smooth run of a message from a sender to a receiver. On the other hand, Gallois (2012:37) states that a barrier or obstacle is anything that prevents access to something (for example, a fence or a locked door) or that keeps people or things apart (for example, a wall or a river). This is also a very strong analogy expressed by the author suggesting that obstacles and barriers can create challenges or chaos that can derail a process with a specific intent.

1.7.3 Guidelines for effective communication

The ability to communicate effectively is not a simple skill dependent upon a single activity. It comes from understanding and developing several faculties that involve observation, listening, speaking, writing and a positive attitude that is evident in body language. Panico (1996:31) states that a system of government has a significant role in influencing behaviour and developing positive affairs, whether it is internally or externally in an organisation. Individuals should observe the following rules when interacting with associates of other cultural groups:

- Honesty about the differences among individuals is a very important ingredient for victorious communication. Consciousness of diverse values, manners and philosophies, as well as of ways of behaving have to be cultivated.
- Empathy allows one to relate to other individual's challenges creating an understanding of a different perspective.
- Constructive regard places the other individual at ease and assists communication.
- Active listening is instrumental in the communication process and acknowledges the collective role of individuals in the process of dialogue, in particular in interaction where people from diverse cultures communicate.

1.7.4 Leadership communication

Both spoken and written communication are important. Good communication promotes productivity. Generally, communication refers to the use of speech or writing, as is done through verbal or written messages from person to person, on a telephone, or through a facsimile machine or by post. It also refers to something imparted, interchanged or transmitted. A leader not only needs to have good spoken and written communication skills, but also needs to communicate positive body language. A person's level of confidence can easily be gauged from body language. People communicate feelings and emotions in other ways too. The mere presence of people at a particular occasion is also a form of communication. Evolou (2012:27) states that management is the action of influencing people to strive freely for the group's objectives – the method of influencing the performances of people in an effort towards attaining

targets necessitates that it is essential that a leader be able to communicate well. One may be knowledgeable, experienced and wise, but unless one is able to communicate effectively with others, nothing worthwhile can be attained.

1.7.5 Strategic alignment

Mackay (1992:105) states that a strategy is defined as a particular long-term plan for success and every leader needs to have one. This might be daunting for the novice manager who might be more practised in executing a strategy than devising one. According to Maxwell (2003:301), strategic alignment includes the goals and the objectives of the organisation. He also states that it is the duty of leaders to align their followers with the goals of the organisation so that they can be in agreement with what is needed to make the organisation successful.

1.8 ETHICAL CONSIDERATIONS OF THE STUDY

Ethical issues included letters of consent and obtaining permission to conduct the research. Struwig (2001:67) points out that participants should participate voluntarily and that there should be no negative consequences for non-participation. A letter of consent to conduct research at a selected local office of the national government was issued by the Research Unit of the Department. The participants were invited to participate voluntarily. They were also informed of the significance of the study and the value they could add. The anonymity and confidentiality of the participants were respected, hence no names were required on the survey and they were assured that no personal information or contributions would be disclosed.

1.9 DELIMITATIONS OF THE STUDY

The research involved eight managers, two at senior level, three at middle level and three at junior level in certain units within a selected local office of a national department of government. The study did not include members of the management board (top management) nor employees below junior management level at the selected local office. It also excluded cleaners and security guards. The study, therefore, focused on managers. Case study and survey procedures were used for this study to achieve better results as a suitable combination for the qualitative approach. A case study was used as a procedure because it is well recognised in the field of human social sciences as an acceptable research procedure. This was used in order to get detailed knowledge and understanding of management's perceptions and experience of the role of leadership communication and its relation to strategic alignment.

1.10 SIGNIFICANCE OF THE RESEARCH PROJECT

The research project can produce information that the selected department can use to improve service delivery within the department. It can help the department to effectively align employees with the strategic direction and goals of the department through consistent messages to establish a culture of

strategic internal communication – to continuously improve it and to help workers understand the big picture of how and where they fit in and what their contribution is towards achieving the department's goals. This type of engagement will contribute to the improvement of morale and departmental performance.

1.11. DEFINITION OF TERMS

1.11.1 Leadership communication

According to Papadakis (2008:231), the reason why leaders communicate is generally to share their vision with subordinates or stakeholders. Leaders also communicate with others in an attempt to both inspire and motivate employees to improve and strive towards the broader vision of the organisation. Communication is also used to build and develop values that may empower efficient and effective working relations as well as accomplish goals. Successful leaders often succeed in their communication as it often includes deceptively modest components. These components include, but are not limited to, posing open-ended questions that elicit comprehensive responses as well as the observation of non-verbal body language of others.

1.11.2 Communication process

Shamir (1994:79) claims that the process of communication is defined as a process in which a person sends a message, whether it be verbal or non-verbal, to a receiver who automatically interprets it and, thereafter, responds to the initial sender in words, signs or symbols.

1.11.3 Organisational communication

Korter (2004:18) defines an organisation as an environment that comprises either a big or small group of employees who work in synergy to obtain specific organisational goals. Organisational communication is “the sending and receiving of messages among interrelated individuals within a particular environment or setting to achieve individual and common goals. Organizational communication is highly contextual and culturally dependent. Individuals in organizations transmit messages through face-to-face, written, and mediated channels” (Lumen, n.d.).

1.11.4 Communication barriers

Fourie (1990:51) defines a communication barrier as something that interferes with the natural flow of communication from the sender to the receiver and vice versa. The author further elaborates by stating that communication barriers can be anything that distorts the message.

Sausser (1999:88) defines physiological barriers within two categories, namely physical conditions and personality traits. A physical condition can be defined as any physical factor that may interfere with successful communication. These factors may include, for example, a headache that may result in the

lack of concentration, poor eyesight or a hearing disability that may result in the misinterpretation of the desired messaging. Personality traits include conditions such as a bipolar disorder, short-temperedness, introversion and absent-mindedness, as well as emotions like fear, anxiety, anger and excitement and these may negatively interfere with successful communication.

1.11.5 Intercultural communication

Intercultural communication refers to communication across cultures. This type of communication usually presents an opportunity for participants to discover the contrast in values and cultures that exist when communicating (Earl, 2001:90).

1.11.6 Strategic alignment

Tjosvold (2009:9) defines strategic alignment as the purpose of achieving long-term goals and objectives of the organisation. It further deals with the allocation of resources and the adoption of actions required to achieve those goals.

1.12 ORGANISATION OF CHAPTERS

Chapter 1

This chapter provides an introduction, the background of the study, the problem statement, the research questions, the research objectives, the research methodology, a preliminary literature review, ethical consideration, the delimitations of the study, the significance of the research project, definitions of terms used, the layout for research project and, lastly, a summary.

Chapter 2

Chapter 2 presents the Literature review for the research project.

Chapter 3

The research methodology is explained.

Chapter 4

A summary, recommendations and a conclusion are set forth.

1.13 SUMMARY

The role of leadership communication was conceptualised. Descriptive guidelines for effective communication were offered and the obstacles in communication were clarified. The chapter presented an introduction, the background, the problem statement, the research questions, the research objectives, the research methodology, a preliminary literature review, ethical considerations, the delimitations of

the study, the significance of the research project, definitions of terms used and the organisation of the study. The next chapter discusses the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The discussions that follow are based on a review of the literature pertaining to communication theory, organisational communication, policy on communication for South African government institutions, intercultural communication, barriers to communication, guidelines for improving non-verbal communication, guidelines for improving the ability to communicate interculturally, leadership communication and strategic alignment.

2.2 THE COMMUNICATION PROCESS

Shamir (1994:79) defines the communication process as when a sender (addressor or encoder) conveys a verbal or non-verbal message (or both) to a receiver (addressee or decoder), who interprets (responds to) it and acts (gives feedback) on the words, symbols, images or non-verbal signals used to convey the message. Sagan (1995:104) shares a similar view and refers to people participating in communication processes as message sources and message receivers. However, when participants are referred to as sources, instead of communicators (and recipients), it can create confusion. The transactional view of communication does not see people as exclusively communicators or recipients but regard each participant in the interaction as simultaneously involved.

The above observations become relevant in a case where a view is expressed to no one in particular or if someone is listening to what is expressed but cannot grasp the message from a particular message source, then there is no real communication – the communication is linear. Furthermore, if there is a recipient of a message but no response, it still lacks the elements of two-way communication. This can result in the message being either lost or even distorted, or there can even be a complete break in the communication process. Shaan (1995:78) views on the communication process validate a conceptual consideration for the two-way process on information transmission from its initial point of sender to its desired destination as receiver. The receiver would then respond to the initial message by means of various types of feedback. Communication needs to be a clear, two-way process.

2.2.1 Elements of the communication process

Prem (2013:40) states that the elements presented above – sender, message, receiver, feedback – are important pillars for effective communication. When a conversation is initiated by someone, it suggests the commencement of a communication process. The people who initiate the communication process are known as senders because there is an intention to share information with others. This can be verbal or non-verbal. The message is encoded with various symbols or signs. The message could consist of announcements, detailed explanations, instructions, figures related to sales, apologies, training and

phrases of praise. When a message is received by a person, it has to be interpreted. The decoding process becomes important in order to understand the message and to determine how to act in response to the message. The response or feedback depends on the nature of the message or what the respondent understood about the initial message. Feedback can be beneficial and is encouraged, especially if there is an expectation for a reaction.

Having established that communication is indeed a sequential process, it is important to emphasise that effective communication is a reciprocal process. Gamble and Clarke (1991:127) state that “Components are concepts that describe the essential parts of the communication process. By analysing them, we are better able to understand what happens when we communicate”. The components (concepts) are not regarded as isolated entities, rather they occur almost simultaneously as the process evolves.

2.2.1.1 Message

Communication is a process where messages are sent and received by participants involved in conveying information. During this encounter, content is conveyed in the form of ideas, factual information, thoughts and feelings expressed by the participants. The key element emanating from Hennie’s (1996) view is that people cannot transfer meaning from one mind to another – they use signs and codes to formulate messages. Since human communication is complex, the significance of understanding and interpreting messages cannot be understated. Feedback, therefore, is of utmost importance to ensure correctly understood messages.

2.2.1.2 Encoding and decoding

Encoding refers to the procedure of creating verbal and non-verbal signs into messages. The encoder is the person who creates and sends the message. Decoding refers to the practices of converting or interpreting verbal as well as non-verbal signs into understandable messages. The decoder is the person for whom the message is intended or aimed at. Lear (1995:88) describes communication as a process in which participants should become proficient in both the encoding and decoding processes, including the rules of grammar. In other words, encoders and decoders should be thinking consciously about the words as well as the gestures that are used.

2.2.2 Organisational communication

Korter (2004:18) states that an organisation comprises a group of employees who all work in unity to achieve specific organisational goals. These individuals need to constantly communicate with one another in an effort to share information. This communication contributes to the achievement of the shared goals. The manner in which a particular organisation is managed may also influence the communication within the said organisation. For instance, if it is an autocratically led organisation, it would differ drastically from a democratically led one.

The means through which a message flows is referred to as the medium or channel. Generally, four channels of communication in an organisation are accepted, namely:

- upward communication;
- downward communication;
- lateral or sideways communication; and
- grapevine communication.

In the event that the person sending the message is an employee who is addressing the receiver who is the manager, the channel of communication would flow upwards. The opposite applies when the receiver, who is the manager, replies – that would be downward communication. When the sender is an employee who communicates with a peer, the medium of communication would be lateral. Grapevine communication is informal communication and can filter into communication across all three mediums. Because the world is a global village, it is likely that our daily communication would also involve intercultural communication. This is discussed at a later stage.

2.2.3 Policy on communication for South African government institutions

2.2.3.1 Use of official languages in communication

Section 6 of the Constitution of South Africa, 1996 guarantees equal status to the 11 official languages, namely Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda and Xitsonga. There is also recognition of the need to provide for the communication needs of hearing and visually impaired people. Government communicators must provide the public with access to information that is timely, accurate and accessible. As South Africa is a multicultural country with a rich linguistic diversity, use of language must be considered for all communication implementation activities. The use of the Official Languages Act 12 of 2012 provides the framework for determining language use in communication activities. All departments must consider the usage, practicality, resources, regional circumstances and the balance of the needs and preferences of the public in deciding on the official language(s) to use when communicating.

2.2.3.2 Application and authority of the Official Languages Act 12 of 2012

This communication policy applies to all three spheres of government (national, provincial and local), including government agencies and entities. While the document aims to be inclusive of all spheres of government, this has not always been possible in instances where the communication policy requires adaption to provincial and local conditions. These adaptations must be made to suit the immediate communication environment and be aligned to the official communication policy. Provincial principals are given the powers to sign off on the adapted communication policy. The policy is binding on all government communicators. The Head of Communication (HoC) at each sphere of government must

be accountable to the political principals and accounting officers on progress with regards to implementation and must also participate in the monitoring and evaluation activities of the policy (South Africa. Department of Government Communication and Information System, 2018).

2.2.3.3 Compliance/non-compliance of the Official Languages Act 12 of 2012

Every communication official is required to act in accordance with this policy in his or her respective area of responsibility. The HoCs operating at national, provincial or local level are responsible for bringing the content of this policy to the attention of officials while political principals and accounting officers must ensure that these officials abide by the policy. Compliance will be subject to both an internal and external audit. This will be managed internally through a self-assessment tool and standard performance management system of each government entity.

The Government Communication and Information System (GCIS) will be responsible for the annual monitoring of national, provincial and local government communication performance and for a five-year review of the impact and effectiveness of the communication policy. The GCIS will work with the Department of Planning, Monitoring and Evaluation (DPME) to develop communication performance standards that will form part of the Management Performance Assessment Tool (MPAT). The GCIS will also moderate this self-assessment tool (South Africa. Department of Government Communication and Information System, 2018).

2.2.4 Constitution of the Republic of South Africa, 1996

Section 16 of the Constitution contains detailed provisions regarding freedom of expression, stating that “Everyone has the right to freedom of expression, which includes freedom of the press and other media; freedom to receive or impart information or ideas; freedom of artistic creativity; and academic freedom and freedom of scientific research”. Section 16 further outlines the limitations to freedom of expression, namely, “The right in subsection (1) does not extend to propaganda for war; incitement of imminent violence; or advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm” (South Africa. Department of Government Communication and Information System, 2018).

2.2.5 Intercultural communication

Intercultural communication, according to Earl (2001:90), is the lifestyle of a group and includes the values, beliefs, artefacts and ways of behaving and communicating of that group. Culture may either be acquired or it can be learnt. Klimoski (2005:18) argues that no individual is born possessing a particular culture. Intercultural communication, therefore, refers to the communication that takes place between two or more people that belong to diverse cultures – they differ in values, their behaviours, their modes of communication as well as beliefs. Due to the fact that a shared or common meaning is an integral

requirement for successful communication, individuals from different cultures would need to create common ground and create a progressive and positive attitude towards each other.

2.2.5.1 Negotiation styles in intercultural communication

With the ever-growing trend of globalisation, international conflicts are gradually presenting as a common element in people's daily lives. The challenge of trying to solve these types of conflicts has presented itself in major corporations as well as among academics.

The successful negotiations for mutual interest between cultures is also of utmost importance. International corporations with holdings and operations across many countries have intensified efforts to effectively manage developments, potential mergers and future acquisitions, as well as the licensing and the distribution arrangements with diverse cultures. The disintegration of the infamous Soviet Union resulted in increased fervour for potential trading opportunities across various businesses internationally. In order to ensure successful integration of these types of interests, a cultural interface needs to be ensured (Deutsch, 1994:111-129).

2.2.5.2 Cultural styles

To explicate the various cultural differences, there is a need for researchers to compare the cultural 'styles' of orienting in specific contexts. Style appears to be a multidimensional construct referring to a decorative response or predisposition to the use of particular groupings of interrelated behaviours over other groups in a specific context. Persuasive styles are sometimes used by certain cultures. Persuasive language is used to convince others to agree with our facts, share our values and accept our arguments and conclusions. Although people are sometimes aware of various persuasive or convincing tactics, various cultures force particular groups to behave in a particular manner. Western culture, specifically, emphasises a more quasilogical persuading style, which comprises rational debates, neutrality, provisional clauses, use of evidence and Aristotelian argumentation (Lee & Rogen, 1991:181-199). The Eastern cultures, however, emphasise presentational or analogical convincing styles which include poetry, legend, a form of repetition, paraphrasing, the use of metaphors and emotions. The various argumentative styles may be influenced by various cultural logics. What is evident, however, in the First World, argumentative styles that are associated with Western countries are the pressures of objectivity and specific details. The Second World argumentative styles highlight the abstract or overall ideologies that are associated with Eastern countries. Lastly, Third World argumentative styles, are usually built on moral requests and emotions. This type of style is usually used by countries classified as being underdeveloped. There appears to be big differences and conflicting styles between Korean and American managers. The Koreans use a solutions-oriented style which consists of open or direct forms of communication pertaining to conflict – with emphasis placed on the search for possible solutions that would integrate all the needs of the various parties' sides and the willingness and need for compromise. American managers, however, prefer a non-confrontational argumentative style – circuitousness,

dodging, silence, glossing over variances and hiding ill feelings. Or, they would use the controlled style – the use of direct confrontations and persistence of positional arguments (Lee & Rogen, 1991:181-199).

2.2.5.3 Cultural negotiation styles

The various cultural style approaches are also generally used to explain various cultural intervention habits. The act of negotiation is used as a bargaining tool in which two or more individuals or groups attempt to collectively agree on what all parties will give, take, perform or receive in the transaction between the parties. Various labour unions usually negotiate contracts while attorneys negotiate various forms of damage settlements. Combatant countries usually try to negotiate for peace. The vast variety of tactics as well as strategies that a negotiator may consistently employ make up their negotiating styles – a repertoire on which people build assumptions regarding a negotiator's possible future behaviours (Putnam & Wilson, 1989:122).

2.2.5.4 Negotiation styles

Research pertaining to negotiation styles is primarily intercultural. It usually compares the contrasting interactions of cultural groups. Adler (1987), in a study, contrasted negotiation styles in various countries such as the United States, Mexico and Canada. What was interesting was that French Canadians as well as Mexicans were associated with valuing group membership and, therefore, it was expected that they would make use of representational bargaining. On the other hand, English Canadians and Americans were affiliated with the valuing of achievement as well as competition and were, therefore, anticipated to make use of instrumental bargaining. Differing from the obvious expectations, the French Canadian representatives made use of instrumental bargaining styles more often than the Americans and English Canadians (Pye, 1982:109). If a particular stakeholder commits to general principles, for instance to cooperation, they can at a later stage be humiliated into obeying that principle in an appropriate manner as deemed by Chinese culture. Pye (1982), therefore, advises that people who are not Chinese are to approach the early stages of negotiation sittings with extreme caution. This is to ensure that the negotiator does not present a strong position on matters until they understand the intentions of the Chinese. The American negotiating styles have been labelled by numerous authors as well as theorists to be competitive and argumentative – focusing on variances and legitimacies (Pye, 1982).

2.2.5.5 Communication in intercultural negotiation

Harris and Moran (1991) present four styles for effective communicative negotiating that stem from the premise of diverse base assumptions pertaining to negotiation. While discussing international bargaining, the above-mentioned authors argue the point that negotiators throughout the world differ regarding cultural conditioning pertaining to the landscape of negotiation, problem-solving, the

importance and necessity of protocol, trust, the selection of a well-balanced negotiation team as well as opinions regarding decision-making processes. Regardless of the fact that negotiators have access to numerous negotiating styles, there remains a tendency to either over utilise or underutilise certain styles. The four styles of negotiation presented by Harris and Moran (1991) were based on multicultural training tools which were reviewed. These tools contained negotiation self-assessments as well as descriptions of each of the styles. There were no reports on the experiential testing of the styles. The styles were purely based on hypothetical difficulties, which may arise in the negotiation process due to a lack of cultural consciousness pertaining to intercultural negotiation orientations.

The first style, normative negotiating, focuses on the creation of a tranquil relationship between the negotiating parties. This form of negotiation requires specific attention to detail regarding the emotions and values of all parties. In normative negotiations, it is assumed that the negotiating process is, in fact, bargaining. Normative negotiating behaviours include judging, measuring and assessing all the facts against a set of particular values, either approving or disapproving, or agreeing or disagreeing with these values. With the use of loaded words, offering bargains and proposing potential rewards and incentives, the negotiating parties appeal to each other's emotions in an attempt to reach a mutually acceptable deal. It further includes the strategies associated with demanding, necessitating, intimidating and displaying power, rank or status and authority (Harris & Moran, 1991:73).

The second style is based on the premise that imagination may be able to solve problems. Intuitive negotiators are goal-driven and visionary. They formulate creative solutions, they further highlight prospective opportunities that may be contained in the present agreements and are mainly driven by spontaneous inspirations. Intuitive negotiating can be defined as the utterances of welcoming and enthusiastic statements, focusing holistically on a problem, identifying current essentials and future projections, being open-minded and encouraging the use of imagination and creativity in analysing situations. It further requires the ability to easily switch from one particular subject to another and digging deeper into situations in order to go beyond the obvious facts.

The third negotiating style is known as analytic negotiating. It assumes that logical analysis can lead to unanimously accurate conclusions. It forms reasons and draws conclusions. It further strives to identify cause and effect, while weighing up both the pros and cons – truly portraying analytic negotiating. The analytic negotiating style encompasses either arguing in opposition to or in favour of positions, guiding, breaking down, separating and scrutinising every situation for the purpose of cause as well as effect. By doing so, one is able to identify relationships of the various parts, sequentially and chronologically listing things and making use of linear reckoning.

The fourth negotiating style is known as the factual style and is founded on the premise that facts themselves often tell a story. Someone who negotiates using the factual style uses facts and details in neutral fashions while always keeping a record of what was previously said and makes a point of clarifying these issues. Factual behaviours can be described as the process of reminding all parties of their previous statements, being knowledgeable about the bulk of the details of the subject matter, and communicating it to others. There is constant clarifying, connecting evidence to experience, remaining inconspicuous, searching for proof and detailing and documenting statements (Johnstone, 1989).

2.2.5.6 Language differences in international communication

Major language differences are prevalent in international communication. This is applicable across oral as well as written communication and is a serious barrier to multicultural communication semantics. Another formidable barrier is the problem presented by the use of non-verbal language.

2.2.5.7 Verbal communication purchase

Spitzberg and Changnon (2009:201) state that the different languages that are spoken by the various citizens of multiple countries and cultures present an obvious barrier to successful communication when businesses attempt to interact with international business partners and stakeholders. Taking the time to learn an international language and become proficient, enough to conduct business dealings, may prove to be a daunting task and may be extremely time-consuming. Business officials can only rely on their knowledge of additional languages and cultures if they are extremely confident that their use thereof will not present problems or inefficiencies. The alternative option would be to appoint external consultants or interpreters that would enable the efficient and effective communication and interpretation between all parties. In many cases, we may find that the only option would be to make use of external individuals who are proficient in the relevant language. However, with the use of external consultants and interpreters comes the possibility of miscommunication because the message needs to pass through several people. Being proficient in a foreign language is but a part of what is required for successful business communication. This is solidified by the example of using a lawyer who is proficient in a foreign language to interpret a medical conference that is loaded with medical jargon which can only be acquired through actual medical studies or experience. There is also a big difference between an interpreter and a translator – the first being someone who converts the actual words from a particular language into another while the latter is someone who actually conveys the true meaning of the message from one language to the next. Based on the above descriptions, it is recommended that interpreters be used instead of translators. Emphasis is placed on the fact that words that have been translated incorrectly can convey meanings that were in no way intended by the initial message. It is agreed, in theory, that the likelihood of conveying a more accurate description of the message is achieved with an interpreter (Jain, 2009:91).

2.2.5.8 Forms of communication

According to Williams and Anderson (1991:19), written multicultural communication difficulties appear when businesses begin to engage internationally. The level of appropriateness, formalities and acceptance of written documentation differ from one culture to the next and from one country to the next. As is the case with oral or verbal communication, the writing styles that may be suitable and common in selected cultures could be considered unpleasant in others. The content as well as the writing styles may differ among various cultures. Some cultures take direct approaches and meanings from messages while others do not. In some cultures, when the message is not conveyed directly or immediately, there is a need to buffer the message with unrelated or unimportant small talk that bears no meaning on the actual message itself. In some cultures, strong positions may be taken from messages while in other cultures it may seem improper to take a position from a written message. For example, it is stated that in Japan most written communication contain apologies which automatically place the writer in an inferior position. Therefore, a letter that is sent from America to Japan may be read as being direct or overcommitting while the opposite may be applicable with a letter that is sent from Japan to America in which the contents may be deemed too soft and less committing due to the nature of the message. There are also various customs and practices that may also differ across cultures. For example, the famously used word 'dear' has a very special meaning in Spain – the word, unlike in other countries, is a display of affection for one's loved ones and, therefore, would not be appropriate to use in letters sent to business partners. On the contrary, it may be deemed inappropriate for someone not to use the word 'dear' in other countries who attach a different meaning to it. However, the word is used extensively as a letter gesture in some countries, which include the USA (Williams & Anderson, 1991:19).

2.2.5.9 Semantics

According to Neale (1985:34), problems may emanate from interpreters who incorrectly translate due to semantic challenges. It is, therefore, important to note that merely learning the syntax or the structures of a language is never enough. If someone dealing with international business partners or stakeholders is not aware of the local dialects or idioms of the relevant official, it may prove to be problematic if trying to converse in their language. For instance, the phrase 'cool dude' does not refer to the actual body temperature of an individual but rather refers to the easy-going extroverted personality of an individual. Similarly, the expression 'hot item' does not mean physically hot but rather refers to a particular item that is selling very fast at any given moment or it may be used to describe an item that has been stolen. A 'non-stop' flight actually does stop at its destination. Further confusion arises when referring to phrases of travel such as people who travel by plane do not get 'on' the aeroplane, but actually get 'into' an aeroplane. Similarly, one cannot 'take' the train, as that would be impossible to carry and transport around – one gets 'into' the train. Passengers making use of a bus do not 'catch' the bus but rather 'enter' the bus while it is stationary. A true and interesting story is told regarding a young

man who had been working in a foreign country who was told to run down town to collect an item from one of the other offices. A while later the young man returned, was extremely exhausted and presented the item to the person who requested it. Upon enquiring why, he was so tired he responded that he followed the instruction and actually ran down town to collect the item and did not use a car. This is the danger of not understanding figures of speeches of foreign countries. When referring to running somewhere, the literal meaning of running should not be taken. It is meant that the errand should be completed quickly without delay (Neale, 1985:34-49).

2.2.5.10 Cultural factors in international communication

With the diversity of the world comes the many complexities that exist when trying to communicate across various cultures. Some aspects that may be affected, identified by Wells & Spinks (1994), are discussed below.

2.2.5.10.1 Contracts

The manner in which contracts are drawn up and the differences that exist in terms of what is acceptable in various cultures and what is not, is a clear indication of the differences that exist between cultures. In certain countries, the use of contracts is essential to any form of business. A contract is a representation of mutually agreed upon terms and agreements between two or more parties and it is binding by law. Another feature of contracts is that it awards each party the right to what was agreed upon in the contractual agreement, thus ensuring that no party suffers at the hands of another. In some cultures, contracts are seen as the most absolute law while in others it may be taken lightly and, therefore, be broken easily.

Often it is determined after the fact that businesses who invested large portions of money in international dealings do not have binding contracts due to their various geographical locations. Legal systems are not inclined to uphold international contracts which, therefore, creates room for international businesses not abiding by contracts they committed to.

2.2.5.10.2 Social customs

Customs and practices that are accepted by some may not necessarily be accepted by others. An example of this could be that in some cultures, if one attends a meeting, one needs to arrive with a gift as a gesture indicating the importance one is attaching to the meeting. On the contrary, the same gesture may be seen as a form of bribery in other cultures. The type of gift itself may also determine whether or not the gift is accepted or is seen as a form of insult to its intended beneficiary. The norm in some cultures is that the gift should ideally be presented in private, whereas in others it would only be accepted in public, thus ensuring that it is not deemed to be a bribe.

Dress code is also a major component of cultural considerations. In some cultures, dressing informally is not a problem, whereas in others it shows a form of disrespect to the other business partners who have dressed more formally.

To list all acceptable or challenging customs that exist in multicultural businesses would be a daunting task and, therefore, the researcher has just touched on a few in an attempt to highlight its existence. This emphasises the importance of businesses needing to acquaint themselves with the customs of their fellow multicultural business partners. Failure to invest in the time to learn about the cultures and customs of international business partners may result in miscommunication. Social customs also help one understand the level of importance that is placed on either upholding or violating contracts. What some cultures consider superficial, may be considered very important in others.

2.2.5.10.3 Space

The acceptable spatial distance between parties should also be understood by all. Some cultures are inclined to shake hands and make physical bodily contact and eye contact, whereas others see this as disrespectful. For example, an individual who is an extrovert and is used to business dealings leans in towards his introverted counterpart – this may be deemed aggressive. Some cultures also prefer less crowded areas while others prefer crowds.

2.2.5.10.4 Friends and associates

Various cultures choose their friends and associates using different means. In some cultures, everyone is considered a friend unless he or she has done something to harm that relationship, whereas in other cultures no one is considered a friend until they have proven themselves to be. Some cultures are not as trusting in people as other cultures are and, therefore, the choosing of close friends is a sacred process and friendships develop much more slowly than in other cultures. Rushing this process can be an insult to both parties. In certain countries, such as the United States of America, people often make friends fairly easily and do not find the rapid pace at which the friendship progresses to be alarming or offensive. People from the United States of America should be mindful of this custom when dealing with international and multicultural stakeholders who do not share this practice.

2.2.5.10.5 Time

The aspect of time is an issue that is regarded differently in different cultures. Some regard it to be an extremely valuable aspect while others take it for granted. In some cultures, time is often scheduled to the minute or second and, therefore, sticking to it is considered virtuous. If an individual or a group has the ability to complete a task ahead of time, they are commended and arriving early for appointments is considered of utmost importance. These cultures will find it offensive if people arrive late. Other cultures place less emphasis on punctuality. There is also a difference of opinion that exists in terms of

whether or not any small talk should be made before the actual meeting takes place or not. Some people prefer the discussion to progress at a rapid pace while others prefer a slower pace.

2.2.5.10.6 Class

In some countries, especially in the First World, people have the ability to move fairly easily between societal classification. In other countries, however, once people are categorised or born into a particular class, they cannot be reclassified easily and sometimes reclassification is never an option. These social classes usually have certain rules and regulations that need to be complied with. Therefore, special attention needs to be given to social classifications when conducting international business. An obstacle to successful communication may arise when an individual from a certain class cannot engage in direct negotiations with someone in a different social classification. This should also be taken into consideration, generally, when there is interaction between different classifications in different countries and cultures.

2.2.5.10.7 Dress

Every culture wears clothing that is deemed appropriate to the nature of the business they are involved in. There is, however, a general practice that is rapidly growing internationally to reduce the formalities of work attire to a more informal dress code. In some cultures, either overdressing or underdressing for a meeting may attach certain meanings to the meeting.

2.2.5.10.8 Religion

Religion appears to be the biggest influencer on customs across the world. Most people consider their religion to be correct and, therefore, attach robust social customs to it. Many business dealings have failed due to the lack of recognition of diverse religious practices by various international business partners.

2.2.5.10.9 Gender

The elevated position of men seems to remain constant across cultures. There are, however, customs and cultures that pay special attention to the role of women. For example, a particular culture may regard a specific act as common practice, whereas others may deem it to be sexual discrimination. In certain cultures, women are not allowed to participate in business dealings, whereas in others they are regarded as men's equals. However, there seems to be a general trend towards accepting and involving women in political positions across many cultures.

The positions and roles of wives also differ drastically among cultures. In some cultures, there is an expectancy that wives should attend social gatherings while in others this remains unacceptable. In most

cultures, even if women play a big role in the success of the business, they very seldom accompany the men to social gatherings or meetings.

2.2.5.10.10 Practicality

Most cultures welcome practicality. If a particular item does not hold any practicality or has little practical use, then there would generally be little value attached to it. There are, however, some cultures that attach little value to practicality. Despite this, people from other cultures would still be very respectful towards these cultures as some of these practices may be based on cultural heritage. These practices could either form part of ethical beliefs or even religious practices. The values added to these practices should be respected by parties who do not share the same cultural values.

2.2.5.10.11 Work ethics

Many Americans consider hard work a virtue – providing satisfaction for the worker as well as respect from others. Hard work goes hand-in-hand with other values such as materialism, practicality and efficiency. These are held in high esteem by most Americans. In many other cultures, achieving lives of leisure, pursuing relaxation and engaging in aesthetically pleasing activities are considered much more desirable than hard work.

2.2.5.10.12 Efficiency

In most cultures, emphasis is placed on efficiency. To remain competitive, companies often seek ways of increasing relevance and remaining marketable, while concurrently striving to ensure and improve efficiency. Efficiency is often measured in terms of monetary value. Americans, for example, are prone to developing two types of charts to measure efficiency in their business, namely a return on investment chart as well as a chart indicating balancing analyses. These charts are used to determine the most cost effective methods for their business. Efficiency may also be determined by factors such as time, satisfaction and other enhancement methods.

2.2.5.10.13 Materialism

According to Wells and Spinks (1994:56), most business people are materialistic. The primary means of measuring the success of a business is by using the bottom line (profits), assets and a growing cash flow. Professionals in other countries might not follow the same concepts. To them, success may be determined by the social investment made by the company and by the investments made by their companies in terms of art and leisure programmes. American businessmen should, therefore, be cognisant of the fact that success is measured differently across cultures and vice versa. A business proposal that promises to generate larger profits may be rejected in favour of a proposal that promises a greater social return.

2.2.5.10.14 Change

Change is very seldom accepted without question, especially if the proposed change was not justified by a particular event or reason. However, if a valid reason is presented, people tend to embrace change without question. Americans often associate change with growth, expansion and progress, whereas other cultures may deem change to be undesired, disrespectful and a big dishonour to tradition, heritage and customs.

2.2.5.10.15 Competition

Americans have become accustomed to the concept of individuals owning businesses and thriving on a market that promotes and rewards the efficient and penalises the inefficient. Citizens of states that are the primary or biggest owners of businesses are accustomed to the fact that the state will remain in control of the entire economy. These individuals may or may not understand the notion of free enterprise. There needs to be an awareness of the fact that there are many ways of conducting business, especially when dealing with international stakeholders.

2.2.5.10.16 Privacy

Americans prefer privacy, whether it is in their personal lives or in business. However, there are cultures that do not afford individuals the luxury of confidentiality due to overcrowded living and business environments. People in these contexts may not see the relevance or importance placed on privacy by Americans when conducting business transactions.

2.2.5.10.17 Formality

Although Americans are known for their levels of dedication toward remaining formal when it comes to dress code and the use of language, the informal nature of some of their behaviour—calling individuals by their first names and the lack of presentation—may be seen as totally unacceptable in other cultures. In numerous cultures, dress code, business ethics and language are governed by strict business protocols. Americans who do not show regard for these protocols may be seen as individuals who do not respect other cultures.

2.2.5.10.18 Equality

Many of the causes of American income inequality can be traced to an underlying shift in the global economy. Emerging market incomes are increasing. Countries such as China, Brazil and India are becoming more competitive in the global marketplace. Their workforces are becoming more skilled and The Balance (n.d.) states that they are, in fact, much closer to achieving the notion of equality compared to many other countries. There are cultures who pliantly practise discrimination through race, class, religion and even age. The biggest discrimination in some cultures comes in the form of gender in which

women are treated as if they are less important than men. Women are more likely to experience restrictions of their freedom and mobility than men.

2.3 BARRIERS TO COMMUNICATION

Fourie (1990:51) defines a communication barrier as a variable that may interfere with the process of communication and results in the desired message being either distorted or completely lost in communication. Krause (1980:19) states that communication barriers may arise at any stage of the communication process which could be a result of physical, external or internal factors.

2.3.1 External (Physical) barriers

These are aspects that are out of the control of both the sender and the receiver that can result in rendering the communication process ineffective. These barriers include all physical aspects that may hinder communication, for example, a crackling telephone line, snow on a television screen, a poorly located venue, inadequate lighting and environmental factors.

2.3.2 Internal barriers

Internal barriers are factors within the sender of a message or the receiver (or both) which render the intended communication ineffective, for example, when the receiver does not provide feedback, shows a lack of interest or a negative attitude toward the sender or the information.

2.3.3 Physiological barriers

These present as the sender or the receiver's bodily conditions that obstruct the successful flow of communication. These conditions include, but are not limited to, headaches which affect concentration and impaired vision or hearing which may alter the messaging.

2.3.4 Psychological barriers

Sauser (1999:88) states that certain qualities, on the part of either the sender or receiver, may interfere with successful communication. If the sender of a message is perceived to have little credibility or a poor reputation, communication barriers could be experienced. It may be difficult to believe a notorious drug pusher when he expresses great concern regarding the welfare of young people, or a gang leader who leads a march to protest against crime. Should either the sender or the receiver display a negative attitude towards the subject being discussed, or towards each other, a communication barrier would also arise. For instance, a student who refuses to do his homework for Accounting because he dislikes the subject as well as his lecturer, will probably experience a communication barrier. Sauser (1999:88) identified the following barriers under psychological barriers:

2.3.4.1 Frame of reference barriers

A frame of reference can be defined as the collection of an individual's cultural background as well as educational background. An individual's life experience and upbringing will shape their frame of reference. Attitudes, values, age, societal class, gender, religion and physical attributes will all contribute to their frame of reference. Gerhard (2000:102) maintains that an individual's frame of reference never remains constant, it is always evolving due to new experiences. To better understand this, the author says that an individual's frame of reference is different when they are 10, 30 and 60 years old. Every aspect of one's life is influenced by interpersonal communication.

2.3.4.2 Perceptual barriers

Perception can be described as the process of sifting through vast amounts of sensory experiences until it eventually makes sense. It is a means by which people share information with those in their environment. One is inundated with stimuli on a daily basis but one's perception filters these in order to make sense of it. Due to each individual's perception being selective, two people may witness the same event but report what transpired differently. Perception is extremely unique (as it is influenced by the individual's frame of reference) and, therefore, no two individuals will interpret an event in the same manner. Even though perception and frame of reference are understood to be two separate concepts, it is interlinked. An individual perceives according to his frame of reference. Cognisance should be taken of the fact that people's perceptions differ and, therefore, precaution should be taken to avoid this difference in perception from leading to a communication barrier. Prior to communicating, one should always try and put oneself on the receiver's end in an attempt to see things from a different perspective. If a particular individual perceives that his opinion would be the same as his receiver's, then one is almost guaranteed to fail in one's communication.

2.3.4.3. Past experience

Perception is developed through an individual's experience. As it is impossible for two individuals to have had the same experiences, people are likely to perceive the same situation in different ways. Someone's traumatic experience with a dog may cause him or her to always perceive dogs as dangerous.

2.3.4.4 Selection

People often select things that they are familiar with. For example, if someone enjoys fishing, they are more likely to notice a fishing display at a sports shop than someone who does not fish.

2.3.4.5 Needs

One is also influenced by physical and psychological needs. Maslow, a psychologist, put forward the theory that people are motivated by universal human needs. When lower-level needs are left unsatisfied, it is very difficult to motivate people by appealing to higher-level needs.

2.3.4.6 Education and environment

Education and intelligence play a major part in moulding people's perceptions. The environment in which one grew up and the one in which one currently lives also play an integral role in shaping perception. For example, policemen, accountants and lawyers would perceive the same car accident differently.

2.3.4.7 Language

Effective communication requires one to try to understand the perspectives of the next person. However, due to the vast differences in perceptions of individuals, it is extremely difficult to try to understand the various perceptions. Very often these misperceptions are relayed through language. If a teacher instructs a child to "Sit here for the present", the child may perceive it as "Sit here and wait for your present" when, in actual fact it, means "Sit here for now". A large room would be understood differently by an inmate versus a millionaire. So, the use of language and how it is understood, can result in perceptual barriers. Even people who both speak the same language could understand the message differently. If the language were foreign, then there would definitely be a perception barrier.

2.3.5 Noise barriers

In communication studies, noise refers to all communication barriers. Physical noise can be anything from a broken printer, actual environmental noise or even interruptions by people (Noelle, 1973:103). Typing errors, spelling errors and grammatical errors are all examples of noise that exist in written communication. If a letter is presented unprofessionally, it may distract the reader in the same manner that a presenter who is dressed sloppily may distract a participant attending a presentation. In an attempt to avoid these distractions, the writer should try and anticipate it prior to sending out the communication. In summary, a writer or presenter should pay attention to detail.

2.3.6 Choice of medium barriers

There are numerous ways of transmitting desired messages. One can use written or verbal communication. The chosen medium may enhance or obstruct one's understanding. For example, if one phones someone when a formal written communication is expected, it could result in miscommunication. The reason for this is that a telephone call may not necessarily be recorded while written communication may always be referred to again.

2.3.7 Feedback barriers

Feedback can be understood to be the responses that receivers return to senders. Feedback allows the sender to assess the success of the sent message. If the sender realises that the intended message is not being understood, he or she may make adjustments to clarify the messages or redesign the message in

a way that would reach the desired target and be understood by all. Sometimes the selected medium does not allow the receiver to send feedback which results in a clear barrier to communication. An example of this could be the advertisements that pop up on a website and automatically send one to a different webpage. The problem with this is that the webpage does not allow for feedback or questions for clarity.

2.3.8 Barriers to reception

A barrier to reception can be understood to be a complete break in transmission between parties. Barriers to reception can be caused by one or many of the following:

- The receiver could have anxieties.
- The receiver may have expectations.
- The receiver may be preoccupied.
- The receiver may have a physical disability, such as feeling sick.
- The receiver may have a certain attitude.
- Environmental circumstances like noise may hinder reception.

These barriers interfere with the receiver receiving the message and he or she may hear very little or nothing at all.

2.3.9 Barriers that affect understanding

Barriers that affect understanding maybe caused by the following:

- The receiver cannot speak the language.
- The receiver does not understand the jargon.
- The receiver cannot listen objectively.
- The receiver does not have enough knowledge of the subject matter.
- The communication is too long.
- The message is distorted.

Although receivers are able to hear or read the message, they may not be able to interpret the message, they may be able to only partially understand the message or may even not understand anything at all (Nutting, 1990:29).

2.3.10 Barriers to acceptance

Barriers to acceptance can arise when aspects such as political and cultural differences are communicated ineffectively between individuals. These are usually caused by the following:

- The receiver might be prejudiced.
- There might be a level of emotional conflict between the sender and the receiver.
- The method of talking or scribing may make a message intolerable.
- Social classification may exist between the sender and the receiver.

- The differing moral values of the sender and the receiver may create conflict.
- A message may be in conflict with the receiver's interests.

Again, the receiver may be able to hear or read the message, but will reject it anyway (Lasswell, 1948:302).

2.4 GUIDELINES FOR EFFECTIVE COMMUNICATION

Moore (2004:107) states that effective communication requires paying attention to what is said, that is, to the content as well as how the content is communicated.

2.4.1 Guidelines for improving non-verbal communication

2.4.1.1 Interpreting non-verbal messages

Jouard (1994) states that when one tries to interpret the non-verbal gestures of others, it is important not to make any sort of assumptions that the gestures have a particular meaning. There is almost always room for error when participants are trying to interpret non-verbal gestures. When making interpretations of non-verbal gestures, the individual or group should consider all influences including culture, gender and societal norms. There are clear distinctions between the non-verbal gestures that exist between various cultures, genders and societies. People are also unique and make use of their own types of gestures. For example, one of your friends may possibly grind their teeth from excitement – what is the likelihood of another person having the same habit? Participants should be aware of the multiple aspects of non-verbal communication and their relationship to verbal communication. Special attention should be given to the fact that non-verbal cues should not be taken out of context. In a single interaction with someone, it is possible to get various non-verbal cues from an individual. This could come from the eyes, hands, use of space or body language. Even in electronic communication, one can still use non-verbal language. For example, if someone uses capital letters to type an email, it is understood that the person is shouting. Therefore, individuals need to take into consideration every aspect of non-verbal gestures when interpreting information. Perception checking is also a useful tool. The specific skill of perception checking allows the individual to check if the interpretation is accurate or not. By effectively describing non-verbal gestures, one can assess corrections and interpretations. It could be extremely helpful to make use of perception examination when dealing with gender or culture variations in the use of non-verbal behaviour (Jouard, 1994:18).

2.4.1.2 Sending non-verbal messages

According to Hybels (1995:29), people should be conscious of their non-verbal behaviour since non-verbal gestures never stop communicating messages. Some non-verbal gestures remain part of the subconscious. People should, therefore, strive towards becoming more aware of non-verbal cues. This

could simply be a matter of paying special attention to one's body language or tone of voice. A friend could be asked to identify these cues if one cannot identify them oneself.

Being purposeful or strategic in one's use of non-verbal communication is of utmost importance in trying to control non-verbal communication. For instance, for someone wanting to persuade others, positive gestures that promote confidence should be used. These gestures could include the use of facial expressions, direct eye contact, posture, the varied use of tones of voices, professional dress codes and grooming. While non-verbal communication cannot be prescribed, individuals need to make strategic choices when conveying messages.

It is important that one's non-verbal cues do not distract others from receiving the intended message. Often we do not realise how our non-verbal gestures may affect our communication. The fact that people tap their feet or fingers, mumble, fidget with pens or keep on looking around all contribute to the distraction of the receivers and may affect their ability to interpret messages. The use of non-verbal gestures should be used to enhance the receiver's interpretation of the message and not for distraction of the interpretation.

Lampshire (2000:16) also suggests that one's non-verbal communication should match one's verbal communication. It has been proven that when non-verbal gestures contradict verbal communication, the receivers are prone to leaning toward the non-verbal communication instead of the verbal communication. It is, therefore, of utmost importance that the sender ensures that both the verbal and non-verbal communication speak to each other. For example, if one is feeling sad or down, the voice needs to be soft and gestures need to portray sadness. In this instance, one's face and posture should not contradict one's voice by smiling or showing positive, happy gestures. Confusion on the part of receivers become prevalent when there is inconsistency in verbal and non-verbal messaging.

Adapting one's non-verbal behaviour to a situation is as important as adapting one's verbal language per situation. Assess a situation and adapt both accordingly. To clarify this, one can use the example of someone who is dressing up to walk his or her dog versus someone dressing up to go to a wedding. One would act differently at one's mother's house than at the doctor's surgery. The more non-verbal communication is adapted to a situation, the better one will be at communicating (Hybels, 1995:29).

2.5 GUIDELINES FOR IMPROVING YOUR EFFECTIVENESS AS A COMMUNICATOR

Teri (2010:18) is of the opinion that the purpose of guidelines is to illicit the understanding of intended communication in an attempt to assist and develop communication skills on various platforms such as public meetings, in small groups or even in online communication. In order to achieve this, one would have to comply with the following:

2.5.1 Set and track personal goals

To be more effective in communication, individuals should try to master a set of communication abilities while eliminating ineffective behaviours. The following need to be considered to effectively communicate in small groups:

- the individual's ability to understand and communicate with members in the small group;
- an understanding of how gender and culture affect communication;
- the ability to process information;
- sensitivity to silent messaging;
- knowledge of the power and influence of words;
- an understanding of the effects of feelings and emotions;
- conflict resolution techniques;
- an understanding of the influence of how cultures and beliefs affect or influence the formulation of messages; and
- the application of skills in various arenas.

2.5.2 Believe in yourself

Emphasis should be placed on belief in oneself. Individuals need to feel valued and should praise themselves when praise is due. It needs to be acknowledged that these enhancements will ultimately improve one's life. If one believes that one has worth, others will too (Hall, 1999:13).

2.6 GUIDELINES FOR IMPROVING THE ABILITY TO COMMUNICATE INTERCULTURALLY

Briggs (2008:38) is of the opinion that individuals who have the desire to communicate with others, will increase their ability to communicate across cultures. The use of stereotypes should be discouraged and the need to familiarise oneself with the cultures and customs of the different parties with whom one communicates is essential. With the contrasts in cultures' norms and standards and the differences that exist in language, it is advisable to acquaint oneself with these factors, otherwise one's ability to effectively communicate will decrease. The following procedures could assist with developing one's tolerance for uncertainty, as well as enhance an individual's ability to deal with new situations and prepare oneself to effectively stay abreast of the communication challenges of the present and the future:

2.6.1 Refrain from formulating expectations based solely on your own culture

When dealing with people from diverse backgrounds, it is important to acknowledge their diversity. By acknowledging and studying diverse cultures one becomes more marketable as a communicator in multicultural societies.

2.6.2 Recognise how faulty education can impede understanding

It is of utmost importance that one eliminates any bias and prejudice that may have developed over a period of time. One should try to determine the extent to which one's frame of reference has determined one's opinion about someone or something. Do people in one's personal group appear comfortable with dealing with multicultural groups? To what degree have their influence moulded one's communication abilities?

2.6.3 Make a commitment to developing communication skills and abilities appropriate to life in a multicultural world

According to Fabre (1999:19), it is important to maintain cultural values as this forms the essence of one's being. It is equally important to expand one's understanding of other cultures' diversities. As one familiarises oneself with the customs of various cultures, so too should one with their communication facets in order to improve one's communication abilities and ensure effective communication. The individual's ability to improve communication standards are dependent on the following:

- the commitment to understanding other cultures;
- understanding how customs from different cultures influence their experiences;
- paying special attention to detail when conversing with other cultures; and
- becoming a more flexible communicator.

It is important to communicate with people from other cultures on their terms (Fabre, 1999:19).

2.7 GUIDELINES FOR IMPROVING SELF-AWARENESS OF OTHERS

Rudolph (2005:62) is of the opinion that individuals carry figurative opinions and pictures of themselves and others wherever they go. These images form the holistic pictures of oneself and others. Each picture will be different as it is transformed over time. We, therefore, need to constantly update the picture of ourselves and others. This will assist with discarding old perceptions of both oneself as well as others. The following may be used to assist in this process:

2.7.1 Watch yourself in action

Continue to monitor relations with others. It is important to realise who one is. One should always examine one's actions. Using these actions determine who one currently is versus who one wants to be.

2.7.2 Ask how others perceive you

Often the manner in which others perceive one differs to the manner in which one perceives oneself. Others' opinions will assist with understanding who one really is. Other people observe strengths and weaknesses that individuals may overlook. However, not all the opinions offered by others have to be

accepted, as one ultimately tries to shape oneself for oneself and not to suit others. Asking for their opinion, however, shows that one is willing to change.

2.8 GUIDELINES FOR INCREASING THE ACCURACY OF ONE'S PERCEPTION

According to Kathuria (2002:88), the effectiveness of communication and the abilities of communicators are definitely determined by the perceptual abilities of an individual. Methods to increase perceptual accuracy are very rarely considered. These are some methods of improving perceptual skills:

2.8.1 Be aware that your perceptual processes are personally biased

Increased awareness of one's position and role in behaviours of perception, and effectively recognising that biases may exist, will lead to better understanding of an environment and its people.

2.8.2 Take your time

Being an effective communicator means being patient and taking the time to ensure accurate reports. When acting too swiftly, one may make poor judgements and incorrect assumptions. With haste, one often overlooks important facts and clues. Delaying a response allows for verification of facts.

2.8.3 Try to be more open

People often act as if they were programmed to look at the world in one particular way. However, with careful observation, one can broaden one's perceptions. People need to be willing to accept the unknown and expand their horizons. People need to realise that their realities are subjective and unique.

2.8.4 Develop your ability to empathise

Differing opinions and perceptions exist across any communication process, especially in international business transactions. If people are willing to look at the business process from the perspective of their counterparts, they would be able to better understand their viewpoints. We need to consider the opinions of others in such a way that we eventually understand their perceptions. Empathy further allows each person to step into the shoes of their counterpart and experience things from their perspectives. Caring for someone is always a desirable feature in interpersonal communication.

2.9 LEADERSHIP COMMUNICATION

Papadakis (2008:231) is of the opinion that leaders communicate in an attempt to share visions of the organisation or their personal visions with others. These communications are often to inspire or motivate subordinates to strive to achieve their goals. Communication can also be used to build values and promote an effective and productive work environment. Successful communication from a leader further requires him or her to observe non-verbal gestures from subordinates.

2.9.1. How leaders communicate

Have you ever been in a situation in which your supervisor or your instructor has such poor communication skills that after being given instructions, you are more confused than ever? On the contrary, there are teachers and managers who have the ability to paint a picture that inspires one to achieve objectives. Leadership means that one is able to inspire subordinates in such a way that they would be motivated to achieve their goals.

Communication can be defined as the process in which a particular message is sent between two parties such as a coach and a player or an employer and a subordinate. The message can be understood to be the tangible formulation of thoughts and the medium can be described as the methods chosen to convey that message. The channel can range from a telephone call to a letter, email or even face to face dialogue. The receiver systematically decodes the symbols in an attempt to interpret the message. Encoding and decoding may cause many communication errors due to individual dissimilarities. Understanding, worth, attitudes and frames of reference all act as filters which can create noise when translating the symbols to actual meanings.

Every relationship, whether an employee-employer or a mother-child relationship, can have communication breakdowns. Feedback is the only means that the sender can use to ascertain if the receiver understood the message correctly. Feedback happens when a receiver responds to the initial sender. If there is no feedback, the communication process is incomplete. Effective communication requires the successful transmission between two parties. The constant back and forth interaction, to determine if the communication was successful, should be a requirement for both the leader and the subordinate.

2.9.2 The leader is the communication champion

The process of sending and receiving communication from a leadership perspective differs to that of management. With leaders, the communication standard is often at a very high level and only focuses on the bigger picture and the visions of the organisation. Leaders can also be considered to be communication champions. These types of champions maintain that communication is the pillar to achieving commitment to the vision. Communication is used by leaders to inspire unity. People generally require a vision to work towards and leaders have the ability to use communication to make employees understand their role in achieving that vision. Learning, the art of problem-solving and the decisions made all originate from the vision. Communication champions focus on engaging with activities of communication. These may take the form of observation of non-verbal gestures or physical communication with employees but it is all geared towards outstanding commitment to effective communication. It is important to realise that communication is not simply a matter of using words.

Leaders effectively communicate daily using their words as well as their actions. Constant and regular communication is essential to ensuring that staff are always kept informed of events and kept on track. Neil (2007:61) states that communicating is one of the necessary skills of good leaders. Good communicators normally see things clearly and keep things simple. The Leadership Trust(year) described five levels of communication:

2.9.2.1. Peak

Peak, at the top of the pyramid of leadership, is a state of mutual compatibility where individuals exchange feelings freely. It is a two-way communication – there is trust, integrity, freedom from fear and no hidden agendas. In this state, there is no more risk involved in communicating. A group might describe this as a ‘win-win’ relationship, others might call this ‘intimacy’. This state cannot be taken for granted – all relationships require effort and have to be worked on. Time must be given to sustain the interest in each other and care and concern should flow naturally.

2.9.2.2. Feelings

Honesty of feelings is essential in establishing real contact whether in one-on-one relationships or in group communication. The Leadership Trust (year) refers to increased interpersonal risk-taking between participants as they move up the communication ladder. As in a personal relationship, in declaring feelings for the first time, one might be rejected, but mostly one would not declare these feelings if one was not confident of similar feelings being returned. When two people know each other well, part of the honesty and openness is the freedom of expressing one’s feelings. In a mutually fulfilling relationship, expressions of love are normally reciprocated, confirming that the peak in communication has been reached, but this does not necessarily only apply to feelings of love that people have for each other. This could also be between two people who are ‘tuned in’ to each other and can talk freely to each other.

In the business management arena, expressing feelings is also part of effective communication. Communication can lead to action and this action often involves emotions. Businesses love to talk about being passionate about something, or about being excited about some prospect – people take risks when they are enthusiastic and excited. As much as this is infectious, it is a disappointment if there is no response from a client.

In all relationships, feelings are not only about the things that feel good. There could also be disappointment, frustration, anger, sorrow or hurt. Communicating these feelings is also important in maintaining the honesty of a relationship. At this level, if one wants to approach the peak, one should not have to bottle up feelings. Non-communication creates barriers in a relationship and begs the question: Why are we not communicating our feelings about aspects that are important to our future?

One of my company's large clients often expressed dissatisfaction in two ways – one was “It is totally unacceptable” and the other was “We are offended”. Saying “It is totally unacceptable” was perceived lower down on the communication level scale but when they said, “We are offended” people jumped to action immediately. Expressing the latter feeling has more power. In expressing approval for good work, the statement “Your achievement excites us, we are thrilled” has a lot more impact than saying “You have done a good job, well done”.

2.9.2.3 Ideas and judgement

Opinions regarding topics like HIV/AIDS and Black Economic Empowerment are vast. People may not always agree with each other on these topics, but they still have the right to express their opinion – a basic tenet of democracy. Yet, many people judge and are judged by the opinions they hold.

2.9.2.4. Gossip and facts

Sharing gossip and facts is common practice amongst people who are acquainted with one another. There is an element of trust. Giving facts and gossiping is interesting but probably not important. Nobody is listening too carefully and such exchanges might be entertaining. Furthermore, some people like gossiping more than others. A good joke might be a cause for a good laugh and this could be good for creating a relaxing environment. Similarly, providing facts (for instance, ± 12,000 people are killed on our roads annually or providing the latest rugby score) might be interesting.

2.9.2.5 Ritual and cliché

Ritual and cliché include behaviour like being polite or asking questions like “How are you?” or “Did you have a good journey?” or making statements like “Pleased to meet you”. These types of communication are relaxing and non-confrontational. Ritual and cliché do not only occur when meeting someone for the first time, these can happen between people who know each other well. It is about settling in and relaxing with somebody. There are times when one does not want to get involved in deeper discussions. However, people are different and some people may not want to engage at this level. For example, one speaker says, “It is a nice day” and the second speaker responds by saying, “No, it is not!” This would indicate conflict from the start Elenkov, (1994:71).

2.10 STRATEGIC ALIGNMENT

Messick (2012:3) states that if one holds a leading role in any organisation, whether a Chief Executive Officer (CEO) or a divisional or unit manager, one can influence strategy. In this sense, one is a strategist, even if one is unaware of it. One's influence may vary from negative and destructive to positive and constructive. Tjosvold (2009:9) defines strategy as the implementation and achievement of long-term goals and objectives of a particular organisation. It further entails the distribution of tasks and the allocation of resources to effectively and efficiently achieve targets and goals.

Lord (2003:102) states that the first important tasks of an organisation is to assess strategic alignment. Every aspect of an organisation, including its human resources and financial resources, needs to be strategically aligned to its strategy which is the keystone serving as a support. One needs to assess whether the organisation is currently aligned to its functional strategy, and if it is not, establish where it is not aligned. It would be very unusual to find a company that did not require some realignment. Most companies require significant realignment. The ability to align the organisation to the functional strategy is predicated on having the vast majority, if not all of the people in the organisation, be educated regarding the strategy. This requires them to not only have knowledge regarding the strategy, but also to know what their role is in the day-to-day operations. The ideal is to have every member of staff acquainted with all purposeful strategies. One of the ways in which the functional strategy can be successfully embedded in the thinking process of large numbers of employees is to have them all participate in the possible alignment as dictated by the context.

The process of identifying the misaligned elements and formulating steps is enormously beneficial. This usually entails gathering the appropriate people in the operational units and, after elaborating and training on the strategy, the dos and don'ts would need to be outlined in order to ensure alignment to the strategy. An introspection of what has been done correctly as well as incorrectly towards aligning to the strategy is required. Clearly, numerous techniques that achieve the same purpose can be used. The choice will be based on the sophistication of the group and the difficulty of their task. SWOT Analytics of an organisations' strengths, weaknesses, opportunities, and threats (SWOT) can be used with good effect for this purpose, as well as the shared matrix of the Boston Consulting Group. This matrix is a two-by-two matrix to help corporations analyse their business units or product lines. This tool is helpful in ranking which business units or products to finance, deciding on what price to set, thinking about what components to close or trade and determining which products to terminate. Units or products are referred to as 'cash cows' if they possess a heightened market profit share in a relatively slow-growing industry but currency is positive. 'Stars' can be understood to be products which enjoy a heightened market share in rapidly rising industries with the potential to become the next 'cash cows'. 'Dead horses' are components or products that have a low share in a mature, steady but slower rising industry. These products naturally only just make enough money. The 'problem child' is the unit or product that is growing rapidly in a market with potential, but is consuming large amounts of cash. This shows the prospective to obtain market growth slowly (Puth, 2002:191).

Aligning the various aspects of the organisation to the functional strategy often yields a wide variety of required initiatives. Organisations initiate new hiring procedures, review training processes and fundamentally alter their reward systems. If the organisation requires higher levels of collaboration than were realised in the past based on the clarity provided by the functional strategy, this might entail

rewarding those who make special efforts at collaboration with other units or departments and penalising those who fail to collaborate. As a specific example, a client in the mining industry identified, as a functional strategy, the quality of work their employees needed to deliver. As a result, they raised the educational criteria for the hiring of even labouring staff. Organisations develop new criteria for the allocation of resources based on a newly formulated functional strategy. The investment promotion agency described earlier now demands to know the anticipated return on investment of any significant activity it undertakes. In another example, a pharmaceutical distribution company refused to allow reports to be submitted in hard copy form.

Possibly one of the greatest causes of the inactivity that usually follows the formulation of strategy is information overload. According to Men (2014:81), there is no successful organisation where people have time to spare. Failure to give due weight to this reality will scuttle the best strategic intentions. Men (2014:81) strongly recommends that no session intended to identify what needs to be aligned in the organisation should end without having prioritised the activities and bare minimum requirements for action.

A useful prioritisation tool is to rank the activities first in terms of their importance to the organisation and then in terms of the difficulty of implementing them. An activity that is very important and relatively easy to execute will be given the highest priority. An activity that is very important but almost impossible to execute will need to be marketed for attention at a later stage. The decision on the importance and difficulty of execution is best made with the input of as many people as possible, all of whom will be responsible for its implementation. This will not only clarify the functional strategy for the organisation, but will also ensure that any decisions taken are realistic and appropriate. All too often, instructions are issued from the CEO's office, appearing to be simple at that level, but then are excruciatingly difficult to execute at the shop-floor level. The guiding principle in this process is to be realistic about the available capacity to execute and to accept that less is more in the long run.

Critical issues will emerge, if there is a clear functional strategy, and will deliver real benefits to the organisation. Sriramesh (2009:102) calls these strategic thrusts. If the attempt to achieve alignment stops after identifying the strategic thrusts, it is unlikely that anything valuable will come of it. In order to operationalise the strategic thrusts, they need to be unpacked so that practical actions can be identified and target dates set against them. Consider the following strategic thrust where good middle managers are required in a software development house. Most of the incumbents had excelled in technical skill and had been promoted on that basis. However, most had not had the benefit of any managerial training. The first issue that needed to be clarified was how one would measure whether the middle managers were good or not. The team working on this initially responded by correlating good managers to those graduating from the company's management development programme. On reflection, however,

everyone agreed that graduation from the programme was clearly the wrong measure – a successful graduate who had an excellent grasp of the material taught could still be a poor manager. Instead, they identified measures that included retention of good staff, achievement of targets and the volume of rework required by the manager's unit. In their context, if the manager was able to retain good staff, achieve the agreed upon targets and reduce the amount of rework required, they would be considered satisfactory managers. In line with the notion that what gets measured gets done, acceptable targets were established for each of the responsibilities required of managers. Having identified the measures for the strategic thrust, and having set targets against them, all that remained was to identify the next steps.

Caution must be taken against listing every step required to complete the entire process because rarely, if ever, can all the steps be anticipated with any accuracy in planning. It is suggested that the next two or three steps be identified so that those responsible for executing the strategic thrust be directed to use their best judgement. According to Sriramesh (2009:103), it has never been found it useful to have a group of people responsible for a strategic thrust. It is always appropriate to assign only one person. It is the prerogative of leadership to co-opt other people to assist, but for the process to be effective an individual need to be held to account. The choice of the person charged with the responsibility must be made with care. The individual needs to have authority, power, influence and time to ensure success. The alignment process implies change, to a greater or lesser degree, towards a new vision. All changes in organisations will involve people, some more intensely than others, but no change comes without impact on people. It is, therefore, prudent to consider who will be affected by the changes involved in the alignment process and how they will respond to change. Forewarned is always forearmed (Kaplan & Norton, 2001:288).

2.11 CHAPTER SUMMARY

This chapter discussed the literature in relation to the communication process, components of the communication process, policy on communication for South African government institutions, intercultural communication, barriers to communication, guidelines for improving non-verbal communication, guidelines for improving the ability to communicate intercultural, guidelines for increasing the accuracy of one's perception, leadership communication, as well as strategic alignment. The following chapter presents the research methodology employed, provides an analysis of the data and highlights key findings.

CHAPTER THREE

RESEARCH METHODOLOGY AND DATA ANALYSIS

3.1 INTRODUCTION

This chapter presents the research methodology employed, provides an analysis of the data and highlights key findings. The main purpose of the study was to investigate inhibitors to leadership communication within a selected local office of a national department of government in the Western Cape. The selected local office was used as a case study. The sample group of the study consisted of eight managers, two at senior level, three at middle level and, lastly, three at junior level of management.

3.2 RESEARCH METHODOLOGY

The action of selecting a research methodology deals with the selection researchers make pertaining to the techniques of research, data collecting methods and the procedures of analysing the data in preparation of performing a particular research study (Silverman, 2000:15).

An empirical survey was followed within the following parameters of research methodology. The study followed a qualitative research approach as it allowed the researcher to use an open-ended and closed-ended questionnaire instrument to collect the data and to dig deeper into complex matters to elicit more meaningful responses (Babbie & Mouton, 2001). This approach also allowed the researcher to let the officials in management positions, namely the seniors, the mid-level and junior employees, express their views through answering open-ended questions. With a qualitative approach, the researcher was allowed to ask questions for clarity or steer the study in line with the nature of the responses received. Babbie and Mouton (2001:272) purport that the research strategy employed in qualitative research is aimed at "...understanding a particular and specific case within its own context" as opposed to quantitative research that is aimed at generalising results to large audiences. Berg (1998:4) states that the qualitative research process involves the collection, analysing and interpretation of data that is eventually manipulated and collated into a flexible report. In contrast, qualitative studies allow for more freedom, innovation and creativity where a researcher can pursue topics of personal interest and report on them in an unstructured way. Silverman (2009:213) states that the qualitative research approach has been around for thousands of years, for as long as humans have shared thoughts and traditions orally, or where people have been interviewed. Only in the past 25 or so centuries have these methods received any attention as a genuine tool for understanding conduct and answering vital social and behavioural science research questions.

3.2.1 Research procedures

To adhere to the generally accepted traditional scientific methods, a case study and survey procedures were used for this study. A case study was used as a procedure because it is well recognised in the field of human social science as one of the acceptable research procedures. This was used in order to get detailed knowledge and understanding of the subjects that have led to the reported barriers in leadership communication, at the selected local office of the national department of government, which is inconsistent with Sections 16 and 32(1)(a) and (b) of the Department of Government Communication and Information System. The research project followed a qualitative approach to research in a method of open-ended questions and closed-ended questions using a sample of eight officials in management positions. This research did not include the management board (top management) or employees employed below junior management level. It also did not cover unskilled employees, cleaners or security guards. A combination of the two procedures was used as a suitable qualitative approach to achieve better results. The theory pronounced a set of propositions, as well as the situations within which the propositions were believed to be true. A solo case study encountered all the conditions and circumstances for testing leadership communication. It connected the empirical data of the selected local office of the national department of government to the research questions and to the conclusion.

3.2.2 Study population

Neuman (1997:52) is of the opinion that a population can be described as a group of individuals who possess the same characteristics and are exposed to the same circumstances. The sample group of the study consisted of eight people – two individuals from senior management, three from middle management and three from junior management levels. The participants, employed at the selected local office of the national department of government in the Western Cape, were handed questionnaires to be completed and returned to the researcher.

3.2.3 Sampling technique

This study employed a judgemental sampling technique (Mouton, 2001). The reason for choosing this type of sampling was due to its ability to classify members using their basic understanding and vast level of expertise in the subject matter. This method also proved to be cost effective and allowed for timeous completion. The sample size for this study comprised eight participants and non-probability sampling was used to ensure that generalisation was feasible. Bless, Higson-Smith and Kagee (2006:98) purport that sampling can be understood to be the process of minimising possible uncertainty in an attempt to achieve probability. In order to be able to generalise to the entire population, the sample would need to possess the same characteristics as the entire population. The population can, therefore, be defined as a group of individuals that are to be studied. Due to the vast size of a population, researchers often only choose to study a sample after which the findings may be generalised. For the

purposes of this study, purposive sampling was used as the respondents were specifically chosen due to their ability to influence the study (Rule & John, 2011:64).

3.3. RESEARCH DESIGN AND DATA COLLECTION

Goulart (2013) describes data gathering as a systematic method to gather data from a variety of sources to get an overall and correct picture of an area of interest. The questionnaire was distributed to eight supervisors in various units of the selected local office of the national department of government in the Western Cape. The distribution of questionnaires and the letter sent to all participants were coordinated by the researcher, stating that input in the study was intentional and that privacy was thus assured. All the responses to various variables were summarised and analysed under section 3.8.

Participants were reminded on a daily basis via personal visits to their offices to complete the questionnaire. This was done to obtain a good response rate. Six of the eight (75 per cent) questionnaires were received in the same month that they were distributed. Participants were given two weeks to respond. Two officials did not return the questionnaires – one was on sick leave and the other was on vacation leave. The questionnaire is attached as Annexure 1.

The literature suggests that particular points should be taken into account when designing the questionnaire Welman (2002:178). These points are briefly discussed below.

3.3.1 Choice of open or closed-ended questions

Questions that are open-ended allow participants to elaborate without guidance, while closed-ended questions need the participant to choose from a variety of answers.

3.3.2 Take the respondent's literacy level into account

The literature reveals that jargon, slang and abbreviations should be avoided, or the meanings should be explained to participants, particularly if they are of great significance within the context of the study.

3.3.3 Be careful not to offend

Avoid terms which may offend any person in terms of status, culture, religion or political viewpoints. These were all taken into consideration when the questionnaire was designed. The questionnaire consisted of two sections. Section A dealt with biographical information closed questions, while Section B presented open-ended questions. The questionnaire was distributed with a cover letter to all participants, assuring them that the information that they provide would be treated as confidential. The letter also explained that their contribution was voluntary and that they could withdraw at any time. The participants were also informed that their identities would be protected and that they would be informed of the findings of the research project.

In order to attempt to cover all the important areas linked to the study, a pilot study was conducted. According to Bryman (2014:129), pilot studies are very useful. It is also essential to scrutinise both the validity as well as the reliability of instruments for an independent project. Welman (2002:148) states that a pilot study can be understood to be a pre-test that is conducted prior to the actual research collection. The purposes of a pre-test or pilot study are:

- to identify potential flaws in ambiguity, inadequacy in relation to timeframes and implementation of independent variables in tentative research;
- to clarify points of uncertainty and ambiguity – when conducting a pilot study, the proposed questions are posed to the research participants in an attempt to ascertain the types of responses that will be received when conducting the actual interviews; and
- to present an opportunity for researchers as well as their assistants to gauge non-verbal conduct from participants that could highlight possible duress or awkwardness pertaining to the content and structure of questions.

The pilot study was conducted with two officials and, therefore, gave the research a dual representation of what may be expected from research participants and the types of responses that may be received.

3.4 DATA ANALYSIS

As this study employed a qualitative research methodology, a content analysis approach was followed. According to Ezzy (2002:85), content analysis assumes that the researcher recognises what the significant topics will be prior to the analysis. It quantifies the responses to open-ended questions by applying numerical data to different answers. According to Business Dictionary (2014), information examination is distinct. The data was analysed both logically as well as analytically throughout each component provided. This type of analysis is merely one of the many steps that is required when successfully conducting research. The data sourced from the literature review was reviewed and systematically analysed and captured in order to generate conclusions and findings. Strydom (2011:232) is of the opinion that qualitative data analysis can be defined as the process that brings a certain level of order to a mass of data.

There are a number of methods that may be used to analyse qualitative data. Regardless of the vast array of options at the researcher's disposal to analyse qualitative data, it can be summarised as a process that reduces large volumes of information, filters information for significance, identifies themes or patterns and builds a storyline portraying what the respondents had to say in their own words using their own experiences. Therefore, the most common attributes of qualitative data analysis is affiliated with reducing, organising and clarifying the data. Although this procedure seems straightforward, it is not as linear and one-dimensional as defined. Rather, it may prove to be somewhat ambiguous and time-consuming but, if used effectively, it can be powerful as it allows the researcher to delve deeper into

phenomena and elicit meaningful responses from participants (De Vos *et al.*, 2007:397). This ambiguity is also revealed in the terminology used to describe qualitative data collection and analysis procedures.

The unique feature of both textual as well as content analysis as a means of gathering data is its ability to collect content. Therefore, collecting content of pictures, painting, words, videos and movies is an attempt to determine sense. Researchers may refer to this as either textual analysis or text analysis. Content analysis, as a technique, is used to analyse all relevant data. Researchers transcribe the data from accumulated amounts of data that were gathered from interviews, case studies, focus groups, journals and conversations throughout the research project. Transcribing of raw data can, therefore, be described as the process of converting raw and large masses of data into understandable print, or other formats, by means of systematic techniques. Thus, if one recorded an in-depth interview digitally, one would have to retype the whole interview verbatim in order to examine the content using text. All the data on the questionnaires was collected and examined immediately. The intention was to escape the risk of losing vital data.

3.5. DATA INTERPRETATION

Mouton (2001:109) states that data interpretation is a process that involves the synthesis of one's data into a larger coherent whole. The researcher interprets as well as clarifies interpretations of data by expressing either the hypotheses or the theories that may account for experiential trends in data. Mouton (2001:109) also clarifies that data interpretation entails connecting one's outcomes and results to current frameworks, theories, models or presentations regardless of whether or not it is maintained or even falsified in new interpretations. Mouton (2001:109) defines data interpretation as considering rival clarifications or the interpretation of someone's data and screening the support levels that the data provides for the most favoured interpretation of data. Rowe (2014:228) states that the procedures used in data explanation are systematic and rigorous in order to let a thick, rich and thorough description of meanings result in the capstone of a study.

In Table 3.1 below, Mouton (2001) provides a list of data analysis and interpretation errors that should be avoided during the process.

Table 3.1: Faults in examination and clarification

Sources of error	Elaboration and references
Making use of unsuitable numerical methods in quantitative analysis	The suitable use of numerical processes is tied to assumptions, the quantity of difference in both the sample size as well as the data.
Unfair clarification of the data through selectivity	Academics often attempt to indicate pet hypotheses without consideration of potential rival hypotheses and substitute clarifications.
Sketched implications using data that may not be sustained using the data	In order to draw assumptions from data sets, it needs to possess adequate support before being deemed satisfactory.

3.6. PILOT STUDY

Stangor (2004:95) describes a pilot study as a process whereby a researcher conducts a pre-test of the study by using only a few subjects in order to estimate a reaction before commencing with the main study. According to Strydom (2000:178), a pilot study usually forms an integral part of the research process. It is for this reason that Glesne (2006:43) states that a pilot study is useful for testing many aspects of one's proposed research. The pilot study proved to be useful for the researcher in this study. In this case, the pilot study helped the researcher to devise probing questions, which were not included in the questionnaire. Furthermore, the pilot study assisted the researcher to prepare well for the main study. The pilot study was conducted with two officials of the selected local office of a national government department.

3.7 LIMITS OF THE STUDY

The following limitations were experienced:

- The researcher had targeted a 100 per cent response rate, but only received a 75 per cent response rate, and this was due to the fact two officials were on leave and did not submit their questionnaires.
- This study only focused on a selected particular local office of a national government department. The study excluded the other offices of the Western Cape Province and the other offices in other provinces.
- The study was further limited to the employees at job levels six to twelve due to the varying levels of management among employees.

This implies that the findings of the study cannot be generalised beyond the context of this selected local office of the national department of government.

3.8 FINDINGS

This section below presents the responses to Section A of the questionnaire:

3.8.1 Gender (Question 1)

A total of 30 per cent of the study's respondents are male and 70 per cent are women. The South African government continuously strives to achieve a 50 per cent ratio pertaining to gender equality.

3.8.2 Age range (Question 2)

The respondents' ages were between the ages of 35–56, and 61. Of note is that 10 per cent of the respondents were amongst the ages 35–40 years. A total of 20 per cent participants were between 41–45 years and 20 per cent were between 51–55 years. A total of 40 per cent was above 56 years, Add up to 100% of participants' responses.

3.8.3 Marital status (Question 3)

The study revealed that 80 per cent of the sampled population was married. The other 20 per cent is not married.

3.8.4 Highest education qualification (Question 4)

The study revealed that 10 per cent of the respondents have a Master's qualification, while 20 per cent have a degree and another 50 per cent have a certificate as a qualification. In terms of work experience, the study revealed that 10 per cent of participants had about 10–14 years' of work knowledge, while 20 per cent had between 15–20 years' working experience and 10 per cent had been working for 25–30 years. Twenty per cent had been working for 30 or more years.

3.8.5 Work experience (Question 5)

The study revealed that about 10 per cent of participants had between 10–14 years' experience, while 20 per cent had between 15–20 years' working experience and 10 per cent had been working for 25–30 years. Twenty per cent had been working for 30 or more years.

The section below presents the participants' responses to Section B:

3.8.6 Are you familiar with the components of the communication process? (Question 1)

In response to this question, participants expressed that communication occurs horizontally between people on the same level and diagonally between people on different levels resulting in information flow that speeds up understanding and encourages coordinated objectives. Chapter two also discussed

the components of the communication process in detail which serves an integral function in the overall process.

3.8.7 Do people from your workplace, who are from different cultures, establish common ground and cultivate an open, positive attitude towards one another? (Question 2)

Participants responded by stating that fostering good morals depends largely on the extent to which staff share feelings and experiences with each other, the extent to which they understand the other person's viewpoint and how the necessary support is provided in a culturally diverse workforce. Relationships are influential. One-to-one networks should serve as the basis for change. Building relationships with people from diverse cultures, often numerous different cultures, is key in structuring diverse societies that can achieve vital goals.

3.8.8 What are the most common barriers in your institution regarding the following (Question 3):

Psychological barriers

Short temper

Some of the participants indicated that defensiveness creates fear so no one would want to communicate as they wanted to avoid hostility. A person may have the perception that he or she is being judged and immediately becomes emotional. Cultural diversity also plays a role in this.

Shyness

Respondents stated that a lack of self-esteem or confidence by some officials results in the fact that they do not express themselves in a group – they are shy to speak.

Education background

Participants responded by saying educational qualifications create big status gaps between professional and non-professional staff members which result in a threatening organisational environment and insecurity amongst staff members. Chapter two also specified that communicators' psychological states are negatively affected. This influences the manner in which the message is sent, received as well as perceived.

3.8.9 Are guidelines to good communication provided during regular training sessions at your local office? (Question 4)

Respondents said guidelines to good communication are provided. Communication skills training will help the institution to be more efficient and productive. Training staff will assist the organisation in becoming constructive and productive.

The study also revealed that effective communication forms the backbone of fruitful organisations. Communication ought to be effective even though there are obstacles. Communication is definitely a two-way procedure. It is important that communication sent by senders be understood by recipients.

3.8.10 What are the common barriers (like language) to effective communication in your work institution? (Question 5)

Participants stated that different cultural backgrounds is the one major challenge that their institution is faced with. For example, a person would speak in their mother tongue when angry so that another person does not understand. Chapter two specified that language obstacles proved to be the greatest shared barrier to communication that causes confusion as well as misunderstanding among staff. Most individuals across the globe do not have English as their mother tongue. It is either their second, third or fourth language. If the speaker and receiver are not using the same language, is there any benefit in communicating at all? If the two parties use unrecognisable languages or words, the communication would be in vain.

3.8.11 Are you familiar with the concept of leadership communication and how do you define it? (Question 6)

Almost all respondents indicated that they were aware of the concept of leadership communication. Their definitions corresponded to those provided by Papadakis (2008:231) in the second chapter.

3.8.12 What are the reasons for poor communication between managers and the staff? (Question 7)

Participants stated that purposes were not very clear. Although a detailed description of a job on offer would be welcomed, this is not sufficient. A manager should ensure that there are one-on-one debates with officials in an attempt to work through their tasks and clarify what is expected from the position.

Employees look to management for guidance, however, if management does not have great leadership skills it may exploit developments in the department. The result is that it may negatively affect communication in the workplace. A manager who cannot take the lead will hesitate before giving orders and may be incapable of replying and sourcing the answers to their workers' queries.

3.8.13 What could be done to address the situation in order for the department to deliver benefits? (Question 8)

Respondents indicated that their hopes that are affiliated with their positions need to be addressed. Employees need to be educated regarding the purpose of the department and its service delivery mandates. By implementing the above, communication will improve and employees would be able to better align themselves to achieving the objectives of the organisation.

Meeting daily – getting together as workers on a consistent basis – is one of the best ways to foster a professional environment in which all staff members feel relaxed when communicating with each other. Weekly staff meetings can help break down any communication obstacles between bosses and workers by giving each staff member a chance to speak openly when they have questions or problems or even just want to provide feedback on projects.

3.8.14 What are the problems in effective communication? (Question 9)

Participants stated that the use of jargon is a barrier to communication. Sometimes it is difficult to understand the meaning of a word that the supervisor used as unfamiliar or technical terms are used. Furthermore, if the drive or objective of communication is unsound, unprincipled or antisocial, the communicator may negatively influence the communication and, as a consequence, the communication is bound to be ruined.

3.8.15 What are the common problems experienced in the communication process in your work environment? (Question 10)

The respondents indicated that people do not think before communicating. They express the first thing that comes to mind or display a particular facial expression, not considering the effect on the other person or what they want to achieve from the communication. Chapter two indicated that because of cultural differences, though there appears to be tolerance of diversity in the working environment, employees still tend to group together in categories of race or nationality. Managers are facing the challenge of having to communicate with all staff as one group, while effectively managing the subtleties tangled up in these groups.

3.8.16 What are the challenges of leadership communication? (Question 11)

Respondents stated that a lack of communication is a huge challenge. Leaders find it hard to openly connect with officials about expectations or raise matters that they are encountering.

There is also an absence of accountability. It becomes apparent that when the bigger tasks are not completed and innovative ideas start fading, there is a lack of accountability.

3.8.17 Do you know what other people do in other divisions and how does your work fit into the bigger picture? (Question 12)

Participants stated that they are not aware of what other people in other sections do. It is important to know what other people do in other divisions so that one is informed of what is happening in the workplace. The goals of the department can be achieved if workers are clear about the roles and functions of all staff members.

3.8.18 In your area of work, are you aware of the future plans and the bigger picture of the department? (Question 13)

Respondents said they are not fully aware of future plans. It is vital to be aware of the upcoming plans of one's organisation. If employees do not know what the future plans are, morale will drop and staff will be left feeling as if they do not have a purpose.

3.9 DISCUSSION OF MAIN FINDINGS

The research covered a population of 75 per cent of managers at a selected local office of a national government department. The next section presents the main findings and a discussion thereof.

3.9.1 Psychological barriers

Respondents were of the opinion that psychological barriers existed in managers in terms of being short-tempered and lacking self-esteem.

3.9.2 Common barriers to effective communication

Respondents stated that different cultural backgrounds is the main challenge that their institution is faced with. For example, a person would speak in his or her mother tongue when angry so that another person does not grasp the intended meaning of the word.

3.9.10 Leadership communication

Respondents claimed that leaders find it problematic to openly communicate with their staff about expectations or find it difficult to raise issues that they are facing.

3.9.11 Strategic alignment

Participants stated that employees do not know what people in other divisions do and there is a lack of sufficient opportunity for junior managers to engage with top leadership.

3.9.12 Discussion

Briggs (2008:58) asserts that people from different cultures should improve their ability to communicate interculturally. This will lead to improved understanding of different cultural backgrounds. The finding that leaders find it difficult to openly communicate with employees is of relevance in view of the importance of leadership communication stressed by Papadakis (2008:231) in stating that it is a

leadership responsibility to share ideas to stimulate and motivate employees in the attempt to achieve the vision of the organisation. According to Messick (2012:3), strategic alignment is crucial to achieving the objectives of an organisation. This will alleviate the problem of employees not knowing what other people in other divisions do, and how they fit into the bigger picture. In this regard, people, processes and leadership need to be aligned to the organisational strategy. Employees, thus, need to be informed as to what their role is in achieving the strategic objective of the organisation.

More work should be done within the department to advance leadership communication. Centralised power can positively impact the regularity of information distribution and the consistency of messages. If a well-structured leadership plan is not applied, it can adversely affect the alignment of all managers to the departmental vision across regions and divisions. This could result in managers focusing more on the operational day-to-day issues and not enough on the strategic course of the department, that is, how the roles of the sections, teams and individual workers fit into this bigger picture. It can, therefore, mean that supervisors do not know what it means to be a communicative leader or how to foster a leader-follower relationship with their employees to ensure that they are strategically aligned with the goals of the department. Initiatives such as devoted leadership communication procedures and platforms, as well as leadership communication training for line managers, can be considered in order to create a better understanding of the roles and benefits of effective leadership communication and how to put these into place successfully.

Items rated as vital for the department to achieve its objectives are aspects such as commitment, values, pride in the department, personal association, strategic alignment in terms of employees' knowing how their section fits into the department, what their role is in the success of the department, knowledge of the future plans of the department and clearly defined work goals.

3.10 CHAPTER SUMMARY

Chapter three explained the research methodology and the approach of the study. It further reported on the responses to the diverse variables using content analysis. Based on both the results as well as the nature of the selected local office of the national department of government, the results were specified on responses that were established from the sample at the selected local office of the national department of government in the Western Cape. The next, last chapter, provides a holistic conclusion to the research study and forwards recommendations for the benefit of future academics and research.

CHAPTER FOUR

DISSERTATION SUMMARY, RECOMMENDATIONS AND CONCLUSION

4.1 INTRODUCTION

The preceding chapter highlighted and discussed the research methodology that was employed by the study. The data was collected by means of distributing questionnaires to managers at senior, middle and junior level at a selected local office of a national department of government in the Western Cape. The responses received from the research participants were analysed using the content analysis method. This section delivers a synopsis of all previous chapters and the findings of the study. It also offers recommendations as well as a conclusion.

4.2. REVIEW OF THE RESEARCH PROBLEM

In the first chapter of the research study, the problem statement outlined that managers find difficulty in communicating effectively with their employees and struggle to ensure their employees understand the strategic goals and the direction of the department. At the same time, they are unable to effectively communicate the challenges and risks the department faces on its strategic journey. They are, therefore, unable to create shared meaning to influence their employees to ensure greater understanding. The research objectives were identified in clear terms. The researcher clarified the communication process, barriers to effective communication, guidelines for effective communication, leadership communication and, finally, strategic alignment.

The research questions were modelled as follows:

- What are the challenges of leadership communication?
- What are the reason for poor communication between managers and the staff?
- What could be done to address the situation in order for the department to deliver benefits?
- What were the most common barriers (like language) to successful communication in your work institution?

The study has provided solid answers to these questions and are summarised in the section outlining the research findings in the third chapter. The same chapter indicated the qualitative research approach as a preferred approach for the project, and this was confined to the selected national government department.

4.3 THEORETICAL ISSUES ON LEADERSHIP COMMUNICATION

Chapter two presented a literature review, the communication process, components of the communication process, policy on communication for South African government institutions, intercultural communication, barriers to communication, guidelines for improving non-verbal

communication, guidelines for improving effectiveness as a communicator, guidelines for improving the ability to communicate interculturality, leadership communication as well as the strategic alignment.

4.4 DISCUSSION OF THE QUALITATIVE SURVEY AND RESEARCH APPROACH

Senior, middle and junior managers were tested by means of the judgemental sampling technique. These workers were sampled because they were employed at a management level of the selected department. The study adopted a qualitative research methodology approach and used a questionnaire for data collection. The questionnaire was administered to the research participants comprising senior, middle and junior level managers from a selected local office of the national department of government. From the sample, a response rate of 75 per cent was attained within a month. The trends in the empirical study indicate that employees understand their corporate culture and behavioural norms. Another trend that was discovered is that some of the officials are not aware of what other workers do in other units and how they fit into the bigger picture of the department. In light of the above-mentioned discoveries in the third chapter of the study, recommendations are herewith made to possibly help the department as well as other government bodies to develop its leadership communication ability as well as its strategic alignment processes.

4.5 RECOMMENDATIONS

The results that originated from the research project demonstrated greater production than anticipated in finding inefficiencies. Shared communications also seem to enhance feelings of self-worth and increase the acknowledgement of individual contributions – open communication, consistent messages and appreciation for employees' contributions need attention in order to strengthen strategic alignment.

4.5.1 Recommendation One

Take a time-out. If one's temper is slowly mounting, one should remove oneself from the situation totally. Then, act confidently, engage, talk and try new things even if people instil fear in one.

4.5.2 Recommendation Two

Different languages should be used in all organisational communication as there are diverse groups of workers in workplaces. Learning of different languages should be encouraged at all times to avoid communication barriers.

4.5.3 Recommendation Three

Communication and feedback are important for a successful working environment.

4.5.4 Recommendation Four

Leaders should align officials with the strategic direction and goals of the department through consistent messaging.

4.5.5 Recommendation Five

In view of the multicultural nature within the division of the selected national department at Western Cape, it is recommended that the challenges of effective communication amongst different cultures be subjected to future research.

4.6 CONCLUSION

This chapter delivered the conclusion for the research study and further provided significant recommendations, which were envisaged to support the selected national government department in the Western Cape as well as additional departments that deal with parallel challenges. The research problem is specified as the difficulty that managers experience in getting employees to understand the strategic goals of the department. The research questions relate to the reasons for poor communication and what could be done to remedy the situation. The research followed a qualitative approach in the form of open-ended and closed-ended questions in a questionnaire survey amongst managers at senior, middle and junior level within a selected national government department in the Western Cape. The major findings relate to problems around leadership communication and strategic alignment and recommendations are made to address the challenges as well as invest in future research. The recommendations will be submitted to the relevant department for consideration as indicated in the letter for authorisation to do the research.

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APPENDIX A: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE DEPARTMENT OF HOME AFFAIRS



ENQUIRIES: RittahMonama Tel: 012 406 7114 Email: Rittah.Monama@dha.gov.za

Ms KhuthalaLudziya
Cape Peninsula University of Technology
Western Cape

Dear Ms Ludziya

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE DEPARTMENT OF HOME AFFAIRS ON 'THE ROLE OF LEADERSHIP COMMUNICATION IN ACHIEVEMENT OF STRATEGIC ALIGNMENT WITHIN A SELECTED NATIONAL GOVERNMENT DEPARTMENT WESTERN CAPE, SOUTH AFRICA'.

Your request received by the Department to conduct research on 'Effective leadership communication as a key role to achieve strategic alignment' has reference.

The Department of Home Affairs, through the Research Management unit in the Chief Directorate: Policy and Strategic Management, has approved your request to conduct research in the Department to fulfil the requirements of your academic qualification. The approval is based on your submission of all the required documents and the value and relevance of your research to the Department.

It is our understanding that the research will be conducted using the data collection tool submitted to the Department to ensure that the security and integrity of the Department is not compromised. Upon completion of your studies, the Department of Home Affairs requests that you furnish the Research Management unit with a copy of your approved research report for our records.

The Department wishes you all the best in your studies.

Regards

MR CECIL SOLS

ACTING DEPUTY DIRECTOR-GENERAL: INSTITUTIONAL PLANNING AND SUPPORT

APPENDIX B: A LETTER TO GUARANTEE CONFIDENTIALITY AND ANONYMITY

To: All respondents

A letter to guarantee confidentiality and anonymity

Dear Sir/Madam

This letter serves to guarantee confidentiality and anonymity for respondents in this research project, which is a requirement for my studies towards acquiring the Master: Public Administration qualification. As a participant or respondent in this study, the information that you provide will be treated as strictly confidential for the purpose of this study alone. Your identity will not be known by your responses. To ensure anonymity, the names of all the respondents will not be recorded or required anywhere in the questionnaire.

Your participation is highly appreciated, since the success of the project is dependent on your cooperation. I, therefore, urge your maximum participation. Be frank and informative, as the outcome of this study might add value to the department. The research is conducted for the purpose of academic studies. This is a pure voluntary exercise within which a respondent can withdraw his or her participation at any time.

Thank you for your cooperation and assistance.

Kind Regards

KhuthalaLudziya (Ms)

APPENDIX C: QUESTIONNAIRE

THE ROLE OF LEADERSHIP COMMUNICATION IN ACHIEVEMENT OF STRATEGIC ALIGNMENT WITHIN A SELECTED NATIONAL GOVERNMENT DEPARTMENT WESTERN CAPE, SOUTH AFRICA

- Please tick the appropriate blocks with an X.
- Write comments eligibly with block letters, where necessary.
- Please use a black pen to complete this questionnaire.

The aim of the study is:

- to investigate barriers in the leadership communication as an enabler of strategic alignment using a selected Local Office of a National government department as a case study

Section A:

Biographical information:

1) Gender

M	
F	

2) Age

35 – 40 years	
41 – 45 years	
46 – 50 years	
51 – 55 years	
56 – and more	

3) Marital status

Never married	
Married	
Divorced	
Widowed	

4) Highest educational qualifications

PHD	
Master's	
Honours	
Postgraduate diploma	
Degree	
Diploma	
Certificate	

5) Years of working experience

Between 10 – 14 years	
Between 15 – 20 years	
Between 21 – 25 years	
Between 25 – 30 years	
More than 30 years	

Section B: Kindly answer the following questions briefly.

1. Are you familiar with the components of the communication process?

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2. Do people from your workplace, who are from different cultures, establish common ground and cultivate an open, positive attitude towards one another?

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3. What are the most common barriers in your institution regarding the following:

i) Psychological barriers

- Short temper

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- Shyness

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- Education background

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4. Are guidelines to good communication provided during regular training sessions at your local office?

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5. What are the common barriers (like language) to effective communication in your work institution?

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6. Are you familiar with the concept of leadership communication and how do you define it?

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7. What are the reasons for poor communication between managers and the staff?

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8. What could be done to address the situation in order for the department to deliver benefits?

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9. What are the problems in effective communication?

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10. What are the common problems experienced in the communication process in your work environment?

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11. What are the challenges of leadership communication?

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12. Do you know what other people do in other divisions and how does your work fit into the bigger picture?

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13. In your area of work, are you aware of the future plans and the bigger picture of the department?

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THANK YOU
