



**A framework for embedding citizen-centric service delivery in a selected department in the  
Western Cape Government**

**By**

**Mogamat Yasien Ryklief**

**Student Number**

**207118230**

**Thesis submitted in fulfilment of the requirements for the degree**

**Doctor of Public Administration**

**In the faculty of Business and Management Sciences**

**Supervisor: Professor Robertson Khan Tengeh**

**Cape Peninsula University of Technology**

**CAPE TOWN**

**2022**

**CPUT copyright information**

The dissertation/thesis may not be published either in part (in scholarly, scientific or technical journals), or as a whole (as a monograph), unless permission has been obtained from the University.

## **DECLARATION**

I, Mogamat Yasien Ryklief, herewith declare that all the contents contained in this thesis is my own work. I further declare that this thesis has in no part been submitted for any academic examination towards this or any other qualification. The thesis represents my independent opinions and not those of my institution the Cape Peninsula University of Technology.

---

**Signed**

---

**Date**

## **ABSTRACT**

*It is becoming more apparent that creating and implementing effective training and development interventions to ensure citizen-centric service delivery post-democracy is a priority in South Africa, particularly in the Western Cape. These interventions are essential to strengthen communities' technical capabilities and contribute to the comprehensive development of public service personnel skills in public engagement and citizen-centric service delivery. The results of this research project were expected to offer knowledge that may be used to influence policy development. It is becoming more acceptable for communities to demonstrate their dissatisfaction with governments when they fail to carry out their duties. If the government's interventions prove beneficial and productive, it may be recommended that their application be approved and promoted. The problem that motivated this research study is the insufficiency that can be attributed to government workers' insufficient critical engagement skills and relationships with communities that resulted in government's inability to carry out its service delivery responsibilities. The research problem therefore further relates to the need for government to capacitate its workforce in an attempt to address its officials' inadequacies pertaining the impact and position of community participation in order to effectively carry out their department's service delivery mandates, which may be a direct cause of dissatisfied communities and service delivery agitations. Simply put, public workers, cannot offer citizen-centric services because they lack the capacity, which necessitates a holistic training regime*

*The outcome of the study supported the research objective which aimed to determine if training and development opportunities were driven by the need to enhance employee's abilities to achieve and deliver their department's service delivery mandates. The results of the study further indicated that shifting governments focus to citizen centricity would indeed improve efficiency and service delivery.*

*The study adopted a mixed research methodology and non-experimental research design. The data was collected via 20 open-ended interviews and 130 structured questionnaires.*

*Through the literature reviewed and the data collected the study finds that government departments execute its Constitutional mandates through service delivery to its citizens. It was further identified that government policies and strategies were more informed if continuous efforts were made by government to consult with communities pertaining matters of service delivery.*

*Thus, resulting in government being able to bring about societal change and effectively provide for the needy, ensuring equality and fair treatment of its citizens through effective policy development. The study further found that if policy development and training opportunities are driven by the need to enhance employee's abilities to achieve and deliver their department's service delivery mandates it would indeed improve efficiency and service delivery. It should however, be noted that the study highlighted the fact that the financial implications of not adequately training employees could prove to be more expensive than the training itself.*

*This research offers constructive recommendations, identifies critical training interventions, and in an effort to respond to the literature reviewed through the study's findings a comprehensive framework that holistically promotes a citizen-centric approach to service delivery was created. Thus, answering the question of how training enforces citizen-centric service delivery in the public sector? Additionally, this study may be useful for the government in its formulation and implementation of policies, useful for communities to receive informed and citizen-centric services and for researchers intending to further study the research topic.*

---

**Keywords:** *Public Participation, Community Engagement, Service Delivery and Training, Development*

## ACKNOWLEDGEMENTS

Firstly, all praise and gratitude go to my Creator for giving me the determination and capability to finish this degree. Prophet Muhammad, may countless blessings be placed upon him, has stated that, "He who does not thank people, does not thank the Almighty". What we derive from this is that we should give thanks to those people who positively affected our lives. So, the gratitude shown towards people is, in essence, gratitude towards the Almighty (Ryklief, 2017:iii).

I wish to thank:

- The best set of parents any child could have asked for – Mr Faldee Ryklief and Mrs Lamees Ryklief for their countless support.
- My amazing wife, Mrs Faghmieda Ryklief. The encouragement, support, motivation that you have given me has kept me going throughout my studies. Your unmatched sacrifices and support has definitely been rewarded with this PhD that I have decided to dedicate to you.
- My beautiful children my sons Moghamad Mustapha and Abduraghmaan and my daughters Thaakirah and Ghaafidha Ryklief for their encouragement and support.
- Prof Robertson Tengeh for his supervision and positive support throughout this study.
- All those who assisted me on my journey.
- Mr Guillaume Uys for his brilliant technical skills and eagerness to always assist me.
- A special thank you to my colleagues at the Department of the Premier for their participation and the permission to conduct my research at their department.

## **DEDICATION**

***TO FAGHMIEDA RYKLIEF***

*My dearly beloved wife Faghmieda Ryklief, I herewith dedicate this PhD thesis to you as a token of appreciation for all that you have done for me and for all your support over the years. I know this can never repay you for what you have given me, but I sincerely hope that the joy this day brings will last forever.*

***LOVE MOGAMAT YASIEN RYKLIEF***

***2022***

## Table of Contents

DECLARATION .....	I
ABSTRACT .....	II
ACKNOWLEDGEMENTS.....	IV
DEDICATION.....	V
TABLE OF CONTENTS .....	VI
TABLES .....	XI
TABLE OF FIGURES .....	XII
GLOSSARY .....	XIII
<b>CHAPTER 1: INTRODUCTION AND BACKGROUND.....</b>	<b>1</b>
1.1 INTRODUCTION .....	1
1.2 STATEMENT OF THE PROBLEM.....	3
1.3 RATIONAL AND SIGNIFICANCE .....	6
1.3.1 Rationale.....	6
1.3.2 Significance.....	7
1.4 OBJECTIVES .....	7
1.4.1 Main Objective.....	7
1.4.2 Sub-objectives.....	7
1.5 RESEARCH QUESTION.....	7
1.5.1 Main Question .....	7
1.5.2 Research sub-questions .....	8
1.6 PRELIMINARY LITERATURE REVIEW.....	8
1.6.1 What is Public Participation.....	8
1.6.2 Service Delivery in the Public Sector .....	9
1.6.3 Citizen-centric Service Delivery .....	10
1.6.4 The Perceived Value of Western Cape Government Services .....	11
1.6.5 Western Cape Government Employees' Training Needs .....	12
1.6.6 Citizen-centric Service Delivery and WCG Training and Development Programs .....	12
1.6.7 Impact of Training and Development on Employee Skill Development in the Western Cape.....	13
1.6.8 The Constitution of the Republic of South Africa, Act 10 of 1996.....	13
1.6.9 White Paper on the Transformation of the Public Service of 1995.....	14
1.6.10 The Skills Development Act 97 of 1998 .....	14
1.6.11 The Promotion of Access to Information Act 2 of 2000 .....	14
1.6.12 Batho Pele Principles.....	14
1.6.13 Influence of Performance Management Systems on Citizen-centric Service Delivery .....	14
1.7 DEFINITION OF KEY CONCEPTS .....	15

1.8	RESEARCH PARADIGM.....	16
1.8.1	<i>Research Approach</i> .....	17
1.8.2	<i>Research Design</i> .....	17
1.8.3	<i>Research Methods</i> .....	17
1.8.4	<i>Population</i> .....	18
1.8.5	<i>Sampling</i> .....	18
1.8.6	<i>Data Collection Instrument</i> .....	19
1.8.7	<i>Data Collection</i> .....	19
1.8.8	<i>Data Coding and Analysis</i> .....	19
1.9	DELIMITATION OF STUDY.....	19
1.10	ETHICAL CONSIDERATION.....	19
1.11	SIGNIFICANCE OF THE STUDY.....	20
1.12	OUTLINE OF DISSERTATION.....	20
1.13	BARRIERS TO THE RESEARCH.....	21
1.14	CONCLUSION.....	21
<b>CHAPTER 2: THEORETICAL ANALYSIS.....</b>		<b>22</b>
2.1	INTRODUCTION.....	22
2.2	DEFINITION OF SERVICE DELIVERY.....	22
2.3	DIFFERENCE BETWEEN THE PUBLIC AND PRIVATE SECTORS.....	23
2.4	PERCEIVED VALUE OF THE SERVICES OFFERED BY GOVERNMENT.....	25
2.5	PULLING DOWN THE WALLS TO CREATE A CONNECTED GOVERNMENT.....	27
2.6	GENERAL SERVICE DELIVERY IN SOUTH AFRICA AND THE WESTERN CAPE.....	28
2.7	GOOD VERSUS POOR SERVICE DELIVERY.....	28
2.8	UNDERLINING FACTORS OF SERVICE DELIVERY PROTEST.....	29
2.9	METHODS FOR IMPROVING THE PERCEPTIONS PERTAINING TO SERVICE DELIVERY.....	31
2.10	CITIZEN CENTRIC SERVICE DELIVERY.....	32
2.11	BENEFITS OF CITIZEN-CENTRIC SERVICE DELIVERY.....	34
2.12	FACTORS THAT INFLUENCE CITIZEN-CENTRIC SERVICE DELIVERY.....	35
2.13	KEY FACTORS TO BUILDING A CITIZEN-CENTRIC GOVERNMENT.....	38
2.14	BARRIERS TO CITIZEN-CENTRIC SERVICE DELIVERY.....	38
2.15	FACTORS THAT CONTRIBUTE TO NON-CENTRICITY OF SERVICE DELIVERY.....	39
2.16	COMMUNITY ENGAGEMENT AND ITS INFLUENCE ON CITIZEN-CENTRIC SERVICE DELIVERY.....	40
2.16.1	<i>Strategic Service Delivery Planning</i> .....	40
2.16.2	<i>Openness and Transparency</i> .....	41
2.16.3	<i>Public Participation</i> .....	41
2.16.4	<i>The Need for Public Participation</i> .....	42
2.16.5	<i>Community Engagement</i> .....	43
2.16.6	<i>Engaging Communities through Civil Society</i> .....	45
2.16.7	<i>Importance of Community Development Programs</i> .....	46



2.17	EXISTING COMMUNITY DEVELOPMENT PROGRAMS .....	47
2.18	TRAINING AND DEVELOPMENT AND CITIZEN-CENTRIC SERVICE DELIVERY .....	50
2.18.1	<i>Understanding Training and Development</i> .....	50
2.18.2	<i>Facilitation Skills for Public Servants</i> .....	51
2.18.3	<i>Communication Skills for Public Servants</i> .....	52
2.19	INNOVATION .....	53
2.20	CAPACITY INTERVENTIONS INFLUENCE ON SERVICE DELIVERY .....	54
2.20.1	<i>e-Learning</i> .....	54
2.20.2	<i>Coaching and mentoring</i> .....	54
2.20.3	<i>On the job training</i> .....	54
2.21	HOW PERFORMANCE MANAGEMENT SYSTEM INFLUENCES CITIZEN-CENTRIC SERVICE DELIVERY. ..	55
2.21.1	<i>Project Management as a Monitoring Tool for Public Servants</i> .....	55
2.21.1.1	Influence of performance management systems on citizen-centric service delivery .....	56
2.21.1.2	Strategic planning and performance management.....	58
2.21.1.3	Performance Indicators.....	60
2.21.1.4	Power relations .....	61
2.22	THEORETICAL UNDERPINNING OF THE STUDY .....	62
2.22.1	<i>Resource Based View Theory</i> .....	63
2.22.2	<i>Theories Supporting Human Resource Development</i> .....	64
2.22.3	<i>The Classical Management Theory</i> .....	64
2.22.4	<i>The Modern Management Theory</i> .....	65
2.22.5	<i>The Bureaucratic Theory</i> .....	65
2.23	CONCLUSION .....	66
<b>CHAPTER 3: LEGISLATIVE ANALYSIS .....</b>		<b>67</b>
3.1	INTRODUCTION .....	67
3.2	LEGISLATION AND SERVICE DELIVERY IN WESTERN CAPE .....	67
3.3	THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996.....	68
3.4	WHITE PAPER ON THE TRANSFORMATION OF THE PUBLIC SERVICE OF 1995 .....	69
3.5	THE SKILLS DEVELOPMENT ACT 97 OF 1998 .....	71
3.6	THE PROMOTION OF ACCESS TO INFORMATION ACT 2 OF 2000.....	71
3.7	THE PROMOTION OF ADMINISTRATIVE JUSTICE ACT 3 OF 2000 .....	72
3.8	BATHO PELE PRINCIPLES.....	72
3.9	THE PROMOTION OF EQUALITY AND PREVENTION OF UNFAIR DISCRIMINATION (ACT 4 OF 2000).....	74
3.10	BROAD-BASED BLACK ECONOMIC EMPOWERMENT ACT, ACT 53 OF 2003 .....	75
3.11	CONCLUSION .....	75
<b>CHAPTER 4: CONCEPTUAL FRAMEWORK .....</b>		<b>76</b>
4.1	INTRODUCTION .....	76
4.2	CONCEPTUAL FRAMEWORK .....	77
4.2.1	<i>Variable in a Conceptual Framework</i> .....	77

4.2.2	<i>Creating Value Through Citizen-centricity</i> .....	78
4.3	CONCEPTUAL FRAMEWORKS FOR CITIZEN-CENTRIC SERVICE .....	79
4.4	CONCLUSION .....	80
<b>CHAPTER 5:</b>	<b>RESEARCH METHODOLOGY</b> .....	<b>81</b>
5.1	INTRODUCTION .....	81
5.2	RESEARCH METHODOLOGY .....	82
5.2.1	<i>Quantitative Research Methodology</i> .....	83
5.2.2	<i>Qualitative Research Methodology</i> .....	83
5.2.2.1	Qualitative research cycle .....	84
5.2.3	<i>Mixed Methods Research Methodology</i> .....	86
5.3	CLARIFICATION OF THE RESEARCH DESIGN .....	86
5.3.1	<i>Experimental Research Design</i> .....	87
5.3.2	<i>Non-experimental Research Designs</i> .....	87
5.3.3	<i>Quasi-experimental Design</i> .....	87
5.4	CLARIFICATION OF THE RESEARCH PROBLEM .....	88
5.5	THE RESEARCH QUESTIONS .....	88
5.5.1	<i>The Main Research Question</i> .....	88
5.5.2	<i>Research Sub-questions</i> .....	88
5.6	OBJECTIVE OF THE RESEARCH .....	89
5.6.1	<i>The Main Research Objective</i> .....	89
5.6.2	<i>Sub-objectives</i> .....	89
5.7	RESEARCH POPULATION .....	89
5.8	RESEARCH SAMPLE .....	90
5.9	DATA COLLECTION METHODS AND INSTRUMENTS .....	91
5.9.1	<i>Development of the In-depth Interviews</i> .....	92
5.9.2	<i>Development of the Survey Questionnaire</i> .....	94
5.9.3	<i>The Pilot Study</i> .....	95
5.10	VALIDATING THE FINDINGS OF THE STUDY .....	95
5.11	ETHICS .....	98
5.12	DATA ANALYSIS .....	100
5.12.1	<i>Theme Identification Methods</i> .....	103
5.13	CONCLUSION .....	104
<b>CHAPTER 6:</b>	<b>PRESENTATION AND DISCUSSION OF RESULTS</b> .....	<b>105</b>
6.1	INTRODUCTION .....	105
6.2	PRESENTATION OF RESULTS .....	105
6.3	INTERVIEW SCHEDULE .....	105
6.3.1	<i>Theme 1: Strategic Direction</i> .....	107
6.3.2	<i>Theme 2: Accountability</i> .....	118

6.3.3	<i>Theme 3: Training and Development</i> .....	126
6.4	RESULTS OF THE SURVEY QUESTIONNAIRE .....	137
6.5	KEY FINDINGS OF THE RESEARCH STUDY .....	146
6.5.1	<i>Finding One</i> .....	146
6.5.2	<i>Finding Two</i> .....	147
6.5.3	<i>Finding Three</i> .....	148
6.5.4	<i>Finding Four</i> .....	148
6.5.5	<i>Finding Five</i> .....	149
6.5.6	<i>Finding Six</i> .....	150
6.6	DISCUSSION .....	151
6.7	A FRAMEWORK FOR CITIZEN CENTRIC SERVICE DELIVERY.....	154
6.8	LIMITATIONS OF THE STUDY .....	160
6.9	CONCLUSION .....	162
<b>CHAPTER 7: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS.....</b>		<b>163</b>
7.1	INTRODUCTION .....	163
7.2	A SYNOPSIS OF PRECEDING CHAPTERS.....	163
7.3	RECOMMENDATIONS.....	165
7.3.1	<i>Recommendation One: Importance of Training Interventions</i> .....	165
7.3.2	<i>Recommendation Two: Flexibility</i> .....	166
7.3.3	<i>Recommendation Three: Diverse Service Delivery Needs</i> .....	166
7.3.4	<i>Recommendation Four: Evidence Repository and Integration</i> .....	166
7.4	CONCLUSION .....	167
LIST OF REFERENCES .....		168
ANNEXURE 1: INTERVIEW SCHEDULE .....		192
ANNEXURE 2: SURVEY .....		198
ANNEXURE 3: APPROVAL TO CONDUCT RESEARCH .....		202
ANNEXURE 3: TURNITIN REPORT .....		<b>ERROR! BOOKMARK NOT DEFINED.</b>
ANNEXURE 4: PROOF OF EDITING .....		204

## Tables

TABLE 2.1: GOOD VS BAD SERVICE DELIVERY.....	29
TABLE 2.2: BARRIERS TO CITIZEN-CENTRIC SERVICE DELIVERY.....	38
TABLE 2.3: THE ELEMENTS OF COMMUNITY ENGAGEMENT .....	44
TABLE 5.1: QUALITATIVE RESEARCH VS QUANTITATIVE RESEARCH .....	84
TABLE 6.1: RESPONDENTS DESIGNATION INFORMATION .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
TABLE 6.2: POSITIVES AND NEGATIVES OF TRAINING AND DEVELOPMENT .....	128

## Table of Figures

FIGURE 1.1: FLOW OF INFORMATION (HUMAN BUSINESS, 2016) .....	4
FIGURE 2.1: PRIVATE VS PUBLIC SECTOR .....	24
FIGURE 2.2: PROBLEM TREE.....	31
FIGURE 2.3: KEN WILBER’S FOUR QUADRANTS.....	36
FIGURE 2.4: ENCOURAGEMENT THROUGH CITIZEN CENTRICITY .....	37
FIGURE 2.5: THE METHODOLOGICAL FRAMEWORK.....	47
FIGURE 2.6: THE SYNERGY BETWEEN STRATEGIC PLANNING AND PERFORMANCE MANAGEMENT. ....	59
FIGURE 2.7: THE RESOURCE-BASED VIEW THEORY .....	64
FIGURE 4.1: VARIABLE IN A CONCEPTUAL FRAMEWORK.....	77
FIGURE 4.2: CREATING VALUE THROUGH CITIZEN-CENTRICITY.....	78
FIGURE 4.3: CONCEPTUAL FRAMEWORKS FOR CITIZEN-CENTRIC SERVICE .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
FIGURE 5.1: THE PROCEDURAL PROCESS ADOPTED FOR THE DESIGN OF THE FRAMEWORK .....	81
FIGURE 5.2: THE QUALITATIVE RESEARCH CYCLE.....	85
FIGURE 6.1: TO WHAT EXTENT WOULD YOU AGREE THAT THE TRAINING AND DEVELOPMENT PROGRAMMES OFFERED BY YOUR DEPARTMENT ARE RELEVANT TO ADDRESSING ITS SERVICE DELIVERY DEMANDS? .....	138
FIGURE 6.2: TO WHAT EXTENT WOULD YOU AGREE THAT TRAINING AND DEVELOPMENT ARE PRIORITIZED TO EMPOWER EMPLOYEES TO IMPROVE SERVICE DELIVERY?.....	139
FIGURE 6.3: TO WHAT EXTENT WOULD YOU AGREE THAT THEIR COMPETENCIES AND ABILITY TO DELIVER BETTER SERVICES IMPROVE ONCE EMPLOYEES ATTEND TRAINING? .....	140
FIGURE 6.4: TO WHAT EXTENT WOULD YOU AGREE THAT THE APPLICATION OF CAPACITY INTERVENTIONS CREATES UNDERSTANDING OR IMPACTS EMPLOYEES' APPROACH TO SERVICE DELIVERY.....	141
FIGURE 6.5: TO WHAT EXTENT WOULD YOU AGREE OR DISAGREE THAT DEVELOPMENT OPPORTUNITIES IMPROVE EMPLOYEES’ PERFORMANCE? .....	142
FIGURE 6.6: TO WHAT EXTENT WOULD YOU AGREE OR DISAGREE THAT IT WILL IMPROVE EFFICIENCY AND SERVICE DELIVERY IF EMPLOYEES ARE EFFECTIVELY TRAINED AND DEVELOPED? .....	143
FIGURE 6.7: TO WHAT EXTENT WOULD YOU AGREE OR DISAGREE THAT BOTH FINANCE AND HUMAN RESOURCES HINDER THE PROVISIONS OF THE TRAINING AND DEVELOPMENT OF EMPLOYEES? .....	144
FIGURE 6.8: TO WHAT EXTENT WOULD YOU AGREE OR DISAGREE THAT YOUR DEPARTMENT DOES NOT OFFER EQUAL OPPORTUNITIES FOR TRAINING AMONG ALL LEVELS OF EMPLOYMENT, THUS PREVENTING A TRANSVERSAL UNDERSTANDING OF THE DEPARTMENT’S SERVICE DELIVERY DEMANDS? .....	145
FIGURE 6.9: FRAMEWORK FOR CITIZEN-CENTRIC SERVICE DELIVERY .....	155

## **GLOSSARY**

WCG	Western Cape Government
WC	Western Cape
DotP	Department of the Premier
CCE	Community Capacity Enhancement
RSA	Republic of South Africa
RDP	Reconstruction and Development Plan
NDP	National Development Plan
SDG	Strategic Development Goals
PSP	Provincial Strategic Plan
PSG	Provincial Strategic Goals
UNDP	United Nations Development Programme
PPP	Public Private Partnerships
NGO	Non-Governmental Organisation
SETA	Sector Education and Training Authority
4IR	4th Industrial Revolution
VIP	Vision-inspired Priority
WoSA	Whole-of-Society Approach
WoGA	Whole-of-Government Approach
JDMA	Joint District Municipal Approach



## **CHAPTER 1:INTRODUCTION AND BACKGROUND**

### **1.1 INTRODUCTION**

With the birth of the new democracy in 1994, the newly appointed South African government sought to fix some of the imbalances created by the previous dispensation. The Constitution of the Republic of South Africa deliberately prepared the way for a new form of governance that shaped the rights that the citizens of the Republic of South Africa (RSA) enjoy today (Brooks, 2018: 167-184). The Constitution spawned many pieces of law and mandated that the government of the day approach service delivery with a people-centred approach. Various mechanisms, such as the Reconstruction and Development Programme (RDP) and – at a later stage – the National Development Plan (NDP), were established to accomplish this new Public Management paradigm. If this paradigm shift is to be successfully implemented in the public service, which serves as the country's backbone, public servants must be both upskilled and educated on the importance of involving communities in this endeavour and allowing their voices to positively influence the service standards they receive (Picard & Mogale, 2015). The government's willingness for change is shown by its recognition of institutional reform as a critical long- and medium-term effort that will aid in implementing the RDP (South Africa, 1995:3). However, after two and a half decades of democracy, a shift towards a more citizen-centric approach to service delivery is still needed.

To fully understanding the research topic and identify potential gaps, the researcher conducted a document analysis of media publications from 2010 to 2022to ascertain whether the thorny subject of inadequate service delivery standards in South Africa had been previously researched and whether it is a direct result of public sector inefficiencies or inabilities. The researcher hoped that the material gathered during this literature study would enable him or her to understand better why the issue exists, what efforts – if any – have been taken to solve it, and why they have been unsuccessful. South Africa received increased media attention in 2010, both domestically and internationally, not only for the good aspects of hosting the first-ever World Cup on African territory but also for the bad aspects of continuing service delivery demonstrations. The demonstrations gradually created the perception that South Africa's government failed its residents in the provision of basic services (Khambule, Nomdo & Siswana, 2018: 26-27; Breakfast, Bradshaw & Nomarwayi, 2019: 106).



These demonstrations were motivated by the belief that the government failed to keep electoral pledges, while communities justified their actions based on their right to demand and receive basic services (NGO Pulse, 2010). According to fin24 (2018), evaluating capability to increase public administration productivity is of utmost importance.

The rising concern related to the protests of 2019 is the level of violence and destruction caused by its participants (Timeslive, 2019). According to the desired outcome set out by the Constitution and relevant programmes mentioned previously, South Africa is supposed to be moving forward. However, unfortunately, the country is still facing an uphill battle with increased service delivery-driven protests. The question of "why" then remains. At both the international and national levels, the need for capacity building of government officials is consistent with different national agendas like the National Development Plan (NDP) as well as the Sustainable Development Goals (SDGs) (SDGs). Capacity development and enhancement can further be related to the National Outcome 12, namely "An Efficient, Effective and Development Oriented Public Service" (South African Government, 2019:16) and to the internationally accepted SDG16 of United Nations Development Programme (UNDP) titled "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels" (United Nations, 2019). According to Khotsa (2018); Bakker (2015: 723-732), public sector officials are constantly presented with new challenges each day. It is due to these numerous challenges that the justification of capacity interventions is based. For the public sector to remain relevant to the needs of its citizens and to be able to effectively and efficiently deliver services, the skills, competencies and the capacity of its employees need to be built. At a provincial level, capacity development can be linked to all five Vision-inspired Priorities of the Western Cape Government WCG (depicted in the image below) and, through it, the WCG vision of "A safe Western Cape where everyone prospers" can be realised.

Further to those mentioned above, the WCG's 5-year strategic plan 2019-2024 envisages the use of capacity development to enhance an enabling environment for innovation. The scale and complexity of the problems that the WCG faces do not need incremental adjustment but rather modifications to systems, knowledge bases, and structural elements. To be successful, these reforms would need to be integrated into the whole continuum of services provided by the government and its external partners (Western Cape. Department of the Premier, 2019:77).

This idea is closely related to the identified problem, which requires the government to build the competencies of its employees on service delivery mandates and effective community capacity enhancement skills.

The expected outputs of capacity development programmes are to create

- a citizen-centric approach;
- relationship building between citizens and public servants;
- a deeper collective understanding of service delivery; and
- a means to identify community-based assets.

The key motivation for this research study was to demonstrate why government departments must capacitate their employees and engage with communities while establishing service delivery goals. The Constitution validates the statement mentioned above by requiring that "government departments should encourage residents to participate in policy-making, to be responsive to the people's needs and to provide them with timely, accurate information on government's plans, performance and service offerings" (South Africa, 1996:99).

## **1.2 STATEMENT OF THE PROBLEM**

A problem statement is meant to provide direction and emphasis for research. A problem statement may be either declarative or inquisitive. The problem statement's content should be relevant, conclusive, and simple to read and comprehend. This should empower researchers to describe the particular problem so that readers will grasp it without additional explanation (Neutens, 2014:17). For example, the democratically elected government of 1994 established dynamic goals and implemented tools such as the RDP and NDP to transform South Africa's politics (South Africa, 1995:3).

Nonetheless, after two and a half decades of democracy, an approach to citizen-centric service delivery remains lacking. The lack of contribution in basic service delivery such as housing, education, and basic sanitation remains a significant concern contributing to the violent protests that have engulfed the country's underprivileged communities, particularly in the Western Cape, to this day (News24, 2020). Numerous factors have been identified for the lack of public involvement, which may directly result in government institutions' inadequate service delivery. Makanyeza, Kwandayi and Ikobe (2013) state that they are:

- Corruption;
- lack of acknowledging and managing change;
- lack of accountability;
- councillor interference;

- lack of transparency;
- too little citizen participation;
- political manipulation;
- lack of or inadequate human resource policies;
- lack of or no employee capacity;
- poor planning; and
- lack of or no monitoring and evaluation.

Additionally, the authors assert that the key to increasing public involvement and, ultimately, service delivery is the government's capacity to adapt and expand citizen participation and partnerships with all communities. Amongst the many justifications given for substandard service delivery is the government department's incapacity to communicate with communities and limited skills on the part of public participation. It is envisioned that the problems faced by these communities that resort to protest/unrest in response to no consultation pertaining to service delivery can be resolved through government training its employees to use effective community engagement processes and a shift in the way public management and service delivery are approached. According to specific criteria, the current public management paradigm may execute a particular policy that the average community or person may not comprehend. The present method is a hegemonic and command-driven mode of community governance (Political Pipeline, 2017).



Figure 1.1: Flow of Information (Human Business, 2016)

The diagram above (figure 1.1) illustrates the usual flow of information about service delivery choices and their implementation. The hierarchy between government decision-makers and the community reflects the chasm between the government and the community.

Decisions are made at the top in a top-down strategy, while the bottom determines what is needed and expected. With the top-down approach comes the notions of dominance and power.

Although decisions are taken at the top, they are carried out at the bottom of the hierarchy. The issue with this method is that its decisions may be made without considering the perspectives and contributions of its beneficiaries, in this instance, the communities (Human Business, 2016). According to The Conversation (2016), governments' only remaining option for improving their systems and service delivery standards is effective public engagement, policy formulation, and implementation. It was, however, pointed out by Ferguson, (2015: 527) that policies cannot merely be a glorified wish list but should address the burning issues of communities instead. What is a policy worth if it cannot directly contribute to improving the lives of its beneficiaries? However, for this to materialise, Government needs to find a way to successfully translate decisions taken at the highest level and filter its implementation down to fit the needs of the communities it serves, thus, ensuring that the Government is giving people what they want. To achieve goals and objectives such as those formulated in the SDGs, the government needs to capacitate its employees regarding public participation—especially front-line employees and those in communities who work directly with the citizens to comprehend what is expected fully. The government's lack of participation and its approach to service delivery may result from the ever-growing protest in the Western Cape and South Africa, where the study is based (SABC News, 2020). In support, Chipkin and Lipietz (2012) state that the traditional public management approach has been questioned because of its uncompromising nature. What many authors, including Dassah (2012: 1-28); Mamokhere (2019: 373) and Hough (2008: 1-14), have argued, which the researcher agrees with is that a plausible cause of the poor service delivery resides with the government's inability to effectively communicate with communities and engage communities to determine what their burning concerns are.

Looking forward, Hough (2008: 1-14) suggests that community dissatisfaction can be limited if the government is willing to engage with communities and adapt its policies and processes. The researcher concurs with the author, who asserts that most community dissatisfaction stems from a lack of public involvement and the government's failure to fulfil its mandates and service delivery commitments.

This insufficiency can be attributed to government workers' insufficient critical engagement skills and relationships with communities, which resulted in the government's inability to carry out its service delivery responsibilities (Ojha, Ford, Keenan, Race, Vega, Baral, & Sapkota, 2016: 274-290). Therefore, the researcher concurs with the authors that government officials must increase their knowledge of the importance of community input via public engagement and that service delivery should be demand-led, not supply-driven. As a result of this shift in public administration and management, as alluded to by the authors in the preceding paragraphs, it is anticipated that government will effectively improve public participation through enhanced service delivery by capacitating its employees and consulting with relevant stakeholders. Thus, the research problem relates to the need for the government to capacitate its workforce in order to address government officials' inadequacies about the impact and position of community participation. In order to effectively carry out their department's service delivery mandates, which may be a direct cause of dissatisfied communities and service delivery agitations. *Simply put, public workers cannot offer citizen-centric services because they lack the capacity, which necessitates a holistic training regime.*

This research study intended to provide a framework for integrating citizen-centric service delivery within Western Cape government departments.

### **1.3 RATIONAL AND SIGNIFICANCE**

#### **1.3.1 Rationale**

It is becoming more apparent that creating and implementing effective training and development interventions to ensure citizen-centric service delivery post-democracy is a priority in South Africa, particularly in the Western Cape. These interventions are essential to strengthen communities' technical capabilities and contribute to the comprehensive development of public service personnel skills in public engagement and citizen-centric service delivery. The results of this research project are expected to offer knowledge that may be used to influence policy development. It is becoming more acceptable for communities to demonstrate their dissatisfaction with governments when they fail to carry out their duties. If the government's interventions prove beneficial and productive, it may be recommended that their application be approved and promoted. According to the South African Government News Agency (2017), all government agencies and their human resource practitioners should work together to upskill their workers in an attempt to foster service delivery standards.

Specific reference needs to be made to three categories for improving the skill set of public sector employees:

- Strengthen the information, communication and technology facets of business.
- Strengthen the research, education and curriculum development capacity.
- Strengthen intergovernmental relations and strategic partnerships with both domestic and international stakeholders.

The goal mentioned above may be eased by developing and implementing appropriate training interventions for government workers that concentrate on facilitation and public involvement abilities.

### **1.3.2 Significance**

This research is expected to offer constructive suggestions, identify critical training interventions, and create a framework that holistically promotes a citizen-centric approach to service delivery. Additionally, this study is anticipated to deliver a beneficial impact on public administration and management.

## **1.4 OBJECTIVES**

### **1.4.1 Main Objective**

To develop an employee training framework for citizen-centric service delivery.

### **1.4.2 Sub-objectives**

- To evaluate the current training needs of the employees in the WCG.
- To ascertain the perceived value of the services offered by the WCG.
- To determine the relationship between the training and development programmes of the WCG and the delivery of citizen-centric service delivery.
- To determine the extent to which the specific legislation that guided improved service delivery in Western Cape is effective.
- To determine what existing capacity interventions exist and how its application may be creating understanding or impacting employees approaches to service delivery; and
- To determine the influence of the performance management system on citizen-centric service delivery.

## **1.5 RESEARCH QUESTION**

### **1.5.1 Main Question**

How can training enforce citizen-centric service delivery in the public sector?

## **1.5.2 Research sub-questions**

The succeeding sub-questions will be addressed to assist the research study:

- What are the current training needs of the employees in the Western Cape Government?
- What value do the stakeholders place on the services offered by Western Cape Government?
- What is the relationship between the training and development programmes of the Western Cape Government and the delivery of citizen-centric service delivery?
- How effective is the specific legislation that guided improved service delivery in Western Cape is effective?
- What existing capacity interventions exist, and how does its application create understanding or impact employee's approaches to service delivery? and
- How does the performance management system influence citizen-centric service delivery?

## **1.6 PRELIMINARY LITERATURE REVIEW**

### **1.6.1 What is Public Participation**

Quick and Bryson (2016) as well as Innes and Booher (2004: 419-436) define public participation as indirect and direct participation between stakeholders regarding any decision-making, policy development and analysis, and planning of relevant programs. The authors further state that public participation can only be successful if the following criteria are addressed:

- Identify the core criteria that constitute legitimate and valuable public participation.
- Identify applicable relationships.
- Identify relevant representation.
- Identify content experts.
- Identify methodology to align appropriate participation methods to context.

The research agrees with the definition provided by the authors above and further states that participation is a collaborative process that facilitates decision making between stakeholders.

Priscoli (2004: 221-227) and Stern and Dietz (2008) think that effective and efficient public participation may contribute drastically to achieving citizen-centric service delivery. However, basic services are not a luxury that every citizen enjoys, and therefore its implementation and control require the input of its intended beneficiaries. Rowe and Frewer

(2000: 3-29) agree with Priscoli (2004: 221-227) and state that public participation is necessary to address the lack of effective and efficient governance. In addition, they indicate the need for training and the development of tools that could mediate the value of participation. Chess and Purcell (1999: 2685-2692), Innes and Booher (2004: 419-436), however, provide a counter-argument and state that although public participation meetings are conducted, it does not determine or change the outcome success.

Members of the public are entitled to be involved in government's decisions that affect the lives of the citizens. This right has kindled the search for characteristics that outline effective public participation. Webler, Tuler and Krueger (2001: 435-450) provide five characteristics that ensure effective public participation. The process should

- acquire and then maintain legitimacy;
- facilitate a conceptual discussion;
- ensure fairness;
- ensure participation and avoid power struggles; and
- ensure leadership and compromise.

The researcher acknowledges the complexity of the above-listed characteristics and how challenging a public participation process can be and therefore agrees with (Rowe & Frewer, 2000: 3-29) that facilitators and officials need to be adequately equipped to manage any conflict that may arise from the processes. Participation processes must be viewed as a platform between communities and other stakeholders to discuss and achieve objectives collectively.

## **1.6.2 Service Delivery in the Public Sector**

The public administration provides an array of basic public services that comprises, among others: housing, health care, transport, social welfare, electricity and water. Akinboade, Kinfack and Mokwena (2012) and Flynn and Chirwa (2005) affirm that in addition to the basic services listed above, there are also administrative services and proceedings. Therefore, SIGMA (n.d.) agrees with Akinboade, Kinfack and Mokwena (2012) and Flynn and Chirwa (2005) and claims that service delivery encompasses any form of contact made by a citizen/member of both sectors with a member of the administration in an attempt to obtain or provide data and or deal with matters pertaining the government mandates. The researcher agrees with the definition provided by the authors above but argues that an additional point of clarity is required to comprehend the importance of service delivery. The researcher, therefore, posits that for service delivery to be effective, it requires participation with its



intended beneficiaries. The government can assess its communities' current situations through constructive participation processes and identify interventions to ensure effective, efficient, and citizen-oriented service delivery. Public administrations throughout the world have seen a transformation in service delivery. There has been a shift from the traditional method of service delivery in which the government provides services to citizens from internal divisions to a service delivery environment made up of both the government and its external stakeholders.

There has been a rise in services such as refuse collection, transport and infrastructure development that has been outsourced to the private sector. The process of outsourcing these services is done via the establishment of both public-private partnerships and collaborations with other government departments to achieve all the goals set out by government departments that they could not achieve by themselves. These partnerships could be formed across sectors and could even be made with communities. Even though the public administration has outsourced these services, paradoxically, the more public entities outsource services to their various stakeholders, the more the dependency on the government and the demand for services increases. This may be a result of the fact that although services are outsourced, governments still need to play a role in ensuring that the services are delivered efficiently, effectively and that the quality is acceptable and maintained (Alford & Flynn, 2012).

### **1.6.3 Citizen-centric Service Delivery**

By creating a public administration based on citizen-centricity, the government can ensure that the services provided are of high quality and respond to the citizens' constantly changing needs. This, in essence, means that the government should create a workforce that equitably caters for all of society. To do this, the government would need to capacitate its employees on the principles of engagement, relationship building with communities, and developing policies geared towards transparent, accountable, and citizen orientated service delivery (OECD/Asian Development Bank (2019)). The need for a citizen-centric approach to governance and its influence on transforming governmental policies and procedures is at the forefront of public administrative reforms in Italy, the United Kingdom and Austria. These countries' decision to pursue a citizen-centric approach to government service delivery is based on the premise that it fosters efficiency and adds value. The researcher agrees with the author, who posits that governments would need to adequately understand the cultural, social, and political factors that have framed their citizens' makeup in order for governments to become citizen-centric. With the immense influence of technology, the introduction of the

fourth industrial revolution and globalisation, citizens' expectations for service delivery has amplified. With citizens' exposure to retail and online service delivery comes the cost of setting a standard for service delivery across both the public and private sectors. The government could expand on services delivered to its citizens through citizen centricity, ensure value for money, and improve public sector policy objectives (Gupta, 2008). For the past decade, the world has seen a rapid increase in dependence on technology and technology-based applications. The South African government is no different and has developed tools and systems to effectively enable electronic governance, proving to be an instrumental addition to the government's toolkit to foster and ensure service delivery (Nnadozie, 2013). The technological development, the paradigm shift, and the transformation of the public service from paper-based to an electronic government indicate the intent of an integrated approach to service delivery. Thus, the introduction and adoption of the Whole of Government approach is a platform to develop these improvements and ensure citizen-centric service delivery (United Nations University, 2019 & Open knowledge repository, 2021).

#### **1.6.4 The Perceived Value of Western Cape Government Services**

The primary focus of the public sector is service delivery to its citizens. For this reason, citizens' perceptions and feedback are important for improving and updating performance standards within the public sector. The crucial question that arises is first to assess whether all community's perceptions are equal or if unique characteristics of various communities influence their perception of the delivery of services?

Secondly, a valuation of the government's perception of service delivery needs of communities based on its financial status and geographical location would need to be addressed to determine if service delivery is rendered equally among communities or on a demand basis (eLibrary, 2020). According to Saha (2008:4), for the government to achieve citizen satisfaction, it needs to shift its service delivery focus to achieving success by identifying citizens' needs and their fulfilment from a citizen-centric perspective. Thus, this study envisages identifying citizen-centric approaches to service delivery. Determining the perception of service delivery among citizens is dependent on ensuring that the implementation and remodelling of service delivery are based on the needs and the viewpoint of the citizen. The success of service delivery would therefore be measurable based on the level of satisfaction of the citizens pertaining to the services received. At an international level, public administrations have seen the need for service delivery to be more citizen-centric and invest resources to ensure citizen satisfaction. Satisfaction in the context of service delivery can be based on efficiency, cost, availability and quality.

Satisfaction can further be measured by the extent to which the projected goals were met. Through the effective use of communication channels, the government increase citizen satisfaction. An improved communication strategy ensures that a wide range of accessibility exists and that services become convenient and accessible. By bridging the gap between government departments and the communities it serves, the public administration may improve the citizens' trust in the government and its programs and activities (Saha, 2008).

### **1.6.5 Western Cape Government Employees' Training Needs**

More than two and a half decades post-democracy, South Africa still finds itself in need of a change in public administration, which is the country's backbone. If this paradigm shift were to succeed, public servants across all three spheres of government would need to be both upskilled and educated accordingly. Thus, the transformation of an existing approach means to change the characteristics and appearance thereof (OECD/Asian Development Bank (2019).

In South Africa, there is a dire need for the entire society to move from a severely laced country with inequalities and injustices of the past to a democracy that aims to deliver citizen-centric service delivery. For this reason, the government needs to capacitate its employees to ensure that policies seeking to address the proposed development and reconstruction are delivered effectively (United Nations Development Programme, 2000).

To determine the training needs for government employees, one would need to understand the definition of training, why people undergo training and the impact that training or the lack thereof has on the performance of any particular organisation or government department. The most practical and widely understood definition of training is to increase, improve or develop skills, abilities and knowledge of a particular subject matter. However, Saleem, Shahid and Naseem (2011), Laing (2009), and Kennedy (2009) elaborate on the preceding notion and state that training is not merely a means of accruing specific skills; instead, it is a means to bridge a gap that exists that may be preventing employees from operating effectively and efficiently. The process of training employees may be geared at improving the capabilities and skills set of individuals, but collectively these individuals, if capacitated, contribute to the organisation's performance.

### **1.6.6 Citizen-centric Service Delivery and WCG Training and Development Programs**

The public sector constantly faces challenges to improve staff capacity. However, very specific requirements must be delivered within the public administration, and Human Resource Management forms a vital component for its implementation. It should also be

noted that training and development are critical to attaining objectives (Public Service Commission, 2014: iv). To narrow the gap between public administrations and the citizens it serves and provide efficient, effective and productive services, governments need to move towards a more citizen-centric approach to service delivery. For a public administration, the citizens are their power, and therefore their satisfaction with service delivery remains a core focus area. Citizen centricity can aid the efficiency and how government functions, thus improving service delivery. Therefore, a concerted effort should be made to determine the needs of the citizens and, through partnerships and relationship building, deliver on these needs. If governments are to satisfy the needs of their citizens through a citizen-centric approach, they would need to address the working culture and capacity of public servants (Malik, Gupta & Dhillon, 2014: 91-100).

### **1.6.7 Impact of Training and Development on Employee Skill Development in the Western Cape**

The strategic plan 2020-2025 of the Department of the Premier explicitly outlines the need for creating and establishing connections with its citizens through training interventions and community engagement to deliver satisfactory services and citizen-centric (Western Cape Government, 2020). Due to the bureaucratic nature of the public service, it necessitates a certain level of red tape/ compliance requirements that may not exist in the private sector. However, citizens are constantly exposed to an array of services being delivered from the private sector. This may range from shopping online for groceries or ordering a particular item from an international supplier. Premised by the expectation of service delivery standards received from the private sector, the competency of the public administrations throughout the world are constantly being questioned. The public sector collectively forms one of the biggest service providers worldwide, and therefore the need to improve processes and the modes of service delivery proves to be an ongoing task. Similarly, as the need for service delivery increases, so too does the need to up skill the workforce to ensure citizen satisfaction adequately. Therefore, training and development form the basis for acquiring crucial and required knowledge and skills (Suleimenova & Karamalayeva, 2018).

The below section looks at the extent to which the specific legislation that guided improved service delivery in Western Cape is effective

### **1.6.8 The Constitution of the Republic of South Africa, Act 10 of 1996**

The Constitution outlines the objectives of local government as follows:

- Deliver democratic and adequate governance.

- Deliver services to communities.
- Encourage social development and economic development.
- Encourage community participation (South Africa, 1996:74).

This section indicates that all matters concerning the citizens of a particular community should be dealt with inclusively.

### **1.6.9 White Paper on the Transformation of the Public Service of 1995**

The White Paper on the Transformation of the Public Service is a vital piece of legislation that influenced transformation in South Africa post-1994 (South Africa. The Public Service Commission, 2009:8).

### **1.6.10 The Skills Development Act 97 of 1998**

The Skills Development Act aims to advance the South African labour force's skill set and improve the quality of life of South African workers. The Act further aims to enhance productivity in the work environment by creating a sense of healthy competition in the workplace. In addition, through the investment in education, the Act envisages promoting new skills acquisition and improving the efficiency and effectiveness of service delivery (South Africa, 1998:11).

### **1.6.11 The Promotion of Access to Information Act 2 of 2000**

In relation to the study, the applicability of this Act is its ability to bring into effect the constitutional right to access to information. This includes information that the state has, and information held by an individual that may be used to protect rights and related matters (South Africa, 2000:2).

### **1.6.12 Batho Pele Principles**

The Northwest Development Corporation (2017) believes that the Batho Pele principles were created to guide all service providers to improve service delivery and customer relations. The Batho Pele principles play a significant role in developing service delivery plans within Government – aiming to create a better life for all.

### **1.6.13 Influence of Performance Management Systems on Citizen-centric Service Delivery**

According to The Johannesburg Metropolitan Council (2005: 313), the term performance management can be described as the setting and applicable measurement of an organisations activities and objectives.

It is further understood to be the measurement of both individuals and collective staff contributions to achieving the strategic goals and vision of organisations. It is a hierarchical process that begins at a strategic level and filters down to measuring individual staff performance. Every employee within the organisation must understand the objectives and goals and how their achievement will inevitably lead to achieving its vision and mission. Public servants' ability to understand the vision, mission and service delivery objectives of their respective government departments enhances citizen-centric service delivery. Radebe (2013: 2) and Black and Marshall-Lee (2011:277) validates the above statement by claiming that training directly results in staff performance within an organisation.

## **1.7 DEFINITION OF KEY CONCEPTS**

### *Public Participation*

Public participation is defined as the process that influences and segments control over developmental initiatives, future prospects and the resources that affect communities. (United States Environmental Protection Agency, 2017).

### *Service Delivery*

Service delivery is best defined as the contact between the government and its citizens regarding delivering on its mandate or providing services such as health, security, education and housing (SIGMA, 2012).

### *Community Capacity Enhancement?*

Community capacity enhancement can be defined as enabling a community to formulate, implement, and – with assistance – sustain solutions provided by themselves. By fostering this type of capacity, communities will reshape and better control their physical and social environments (Sustaining Community, 2014).

In its attempt to try and bridge the gap between the government and its citizens, the CCE programme assisted with constructive and interactive dialogue, which allowed for a deeper understanding of social issues and their causes.

### *Community Conversation*

Community conversation can be described as an innovative way of working with communities to formulate a structured and effective response to a specific social problem the community faces, such as a lack of service delivery (Gueye, Diouf, Chaava & Tiomkin, 2005:4).

### *Non-Profit Organisations*

Non-governmental organisations (NGOs) can be defined as non-profit, citizen-based organisations that function independently. It should be noted that, even though NGOs operate independently, they would partner up with private sector and public sector stakeholders for particular projects and funding opportunities. NGOs exist within our local communities, and at a provincial, national and international level and generally exist to address specific social ills. Being non-profit organisations, NGOs depend on funding such as grants, donations, and income generated from sales from various sources to cover their overheads, including funding projects and employees' salaries. NGOs often receive hefty donations from private donors but rely heavily on a large number of small donors rather than a small number of more prominent donors (Investopedia, 2019).

### *Politics and its Influence on Service Delivery*

A country, province or local municipality is immensely affected by its political boundaries. This is especially evident when the national party differs from the provincial and local political parties governing its respective spheres. It is, therefore, important for an administration to be able to divorce its political agenda from that of its administrative obligations. The issues of political favours and meddling in administrative affairs severely impact service delivery in South Africa (Wiley Online Library, 2019).

### *Training and Development*

Training is imperative for the irradiation of weaknesses or shortfalls within a workplace. Through effective training, employers can both identify and strengthen the areas that their employees need to improve. In addition, training programs designed around development are attended to ensure that all employees are brought to a similar knowledge and skill set.

The objective of a unified skill set is to create an environment in which no task is dependent on a particular person. This allows for continuous production and promotes independence (20/20 Business Insight Ltd, n.d.).

## **1.8 RESEARCH PARADIGM**

The researcher opted for an interpretive paradigm for this research study because it allowed for a more vigorous interpretation and understanding of the participants' perceptions and lived experiences regarding the research topic. Wiley Online Library (2020) states that, when conducting research, it should be noted that researchers are also more than likely part of the social setting that they are researching.

Emphasis should be placed on the fact that no opinion or interpretation is superior to another and that different researchers arrive at multiple conclusions based on their different social realities. Therefore, the primary objective of an interpretive approach is to understand interpretations of the research participants and their interaction with social phenomena.

### **1.8.1 Research Approach**

According to Hancock et al. (2009:6), (Neergaard & Parm, 2007:5), (Brynard & Hanekom, 2006:37) and Tesfom (2006), a qualitative approach is more likely to produce the required data. Therefore, unstructured interviews were directly administered to the identified sample. However, based on the definitions of quantitative methods listed by Dawson (2002:15), Supino and Borer (2012:10) and the fact that the research focused on consultation with communities justify using questionnaires in an attempt to validate the data obtained from interviews. Therefore, the researcher adopted a mixed research approach as he was zealous to hear what the research participants' interviewed for the qualitative data, experiences were, and the validation by the quantitative participants who completed the survey. Analysing the data obtained from both methods, the researcher intended to determine how the inadequacies or lack of capacity and public participation impacts effective service delivery. The researcher undertook to determine how effective capacity development of government employees concerning public participation could build community capacity and determine how service delivery is implemented to achieve its intended mandates and objectives.

A mixed research methodology was seen as the more appropriate methodology as it allows for extensive questioning and explanations by both the researcher and participants.

### **1.8.2 Research Design**

Observational research allows for direct observations of participants in their natural settings. With a naturalistic approach, the researcher merely observes the participants' behaviour without any form of intervention. This is the most suitable design for this study as the researcher sought to obtain a true reflection of the participants' views and opinions regarding the research topic (Atlas.ti, 2019). Based on the explanation provided by the author above, the researcher has opted to use a non-experimental research design for this study.

### **1.8.3 Research Methods**

This study utilized the mixed research method and included both quantitative and qualitative techniques. As a result, the non-probability sampling strategy employed included selecting research participants to complete the quantitative survey and those who were personally interviewed.



In addition, purposive and snowball sampling were employed due to the geographical boundaries of the selected population and the particular information needed from a governance viewpoint.

#### **1.8.4 Population**

The researcher agrees with Thomas (2004:105) and Brink *et al.* (2012:131) that an entire population cannot be accessed due to time and resource constraints, and a representative sample must be chosen to allow for generalisation. As a result, the researcher selected the Strategic Programs branch within the Western Cape Government's Department of the Premier as the research study's target population, from which a representative sample for the unstructured interviews was drawn. In addition, quantitative data was collected from homeowners in a specific neighbourhood within the Cape Town Metropolitan Area.

#### **1.8.5 Sampling**

The researcher set out to interview 30 individuals (for in-depth interviews) from DotP's Strategic Management Department to gather the qualitative data. However, saturation was achieved at about 20 participants. The sample size of 20 was determined following Guest, Bunce, and Johnson (2006); Latham (2013); van Rijnsoever (2017); and the National Centre for Biotechnology Information (n.d.), all of whom agree that saturation occurs most frequently between 15 and 30 research participants in a qualitative study. The participants were purposively selected based on their rank and subject knowledge. In order to guarantee that all levels of employees were sampled, the researcher ensured that the sample included management, operational staff, and front line employees.

A questionnaire was sent to 130 community members selected via snowball sampling for the quantitative data collecting procedure. The sample size was based on the advice of CloudResearch (2021); Beleites, Neugebauer, Bocklitz, Krafft and Popp (2013:25-33), who believe that most statisticians agree that the minimum number of participants for a survey to obtain a meaningful result would be 100. Through its interviews and surveys conducted with relevant research participants (government officials, community members), it was envisaged that the study would identify key findings for recommendations. In the instance where further research participants could not be identified, the study adopted a snowball sampling technique to identify participants through nominations. After conducting interviews with purposefully chosen participants based on their subject-matter expertise, the study went on to survey research participants and community members to verify the results from the interviews.

### **1.8.6 Data Collection Instrument**

To assist the researcher in answering the study's research questions, an interview schedule and structured questionnaire/survey were developed and then given to the selected sample. The interview schedule was administered (face to face) in an attempt to determine the views and perceptions of the sample participants regarding the value of being capacitated and informed regarding service delivery mandates of the department and the role that the Department of the Premier plays in its implementation within the Western Cape. The questionnaire was administered in an attempt to complement the findings of the interviews.

### **1.8.7 Data Collection**

Secondary data served as the main source of data which was supplemented with primary data. The study used both structured questionnaires and unstructured interviews that were conducted face to face for data collection. The nature of these techniques allows the researcher the freedom to dig deeper into the various themes that emerge from the data.

### **1.8.8 Data Coding and Analysis**

The researcher effectively analysed quantitative and qualitative data using two distinct data analysis methods. First, face-to-face interviews were used to gather qualitative data, which was then analysed using content analysis. Content analysis is the process of calculating the frequency of use and sequencing certain words, phrases, and concepts to discover themes. In the social sciences, this method is often employed (University of Georgia, 2012). Second, Microsoft Excel was used to analyse the data collected through the quantitative instrument (questionnaire).

The researcher used the themes identified throughout the analysis and blended them with the quantitative analysis results to produce a composite result from which conclusions were made. The preceding was used in the research study and will be discussed in more detail in the chapter on research methods in this study.

## **1.9 DELIMITATION OF STUDY**

Due to restricted resources and time constraints, this research project's target area was the Cape Town Metropolitan Area (CTMA), emphasising the Premier's Department. The study will not cover the whole three spheres of government of WCG, or all of South Africa.

## **1.10 ETHICAL CONSIDERATION**

By adhering to the CPUT's ethical standards, the researcher guaranteed that the study was performed ethically. In support, ethical clearance was obtained from the ethics committee (see

annexure 3). Additionally, the researcher ensured the confidentiality of participants and guaranteed that participants and responders may withdraw at any time.

## **1.11 SIGNIFICANCE OF THE STUDY**

The research aimed to provide constructive suggestions, identify essential training interventions, and create a framework for holistically promoting a citizen-centric approach to service delivery. Beyond this, the research can make a significant and novel addition to the areas of Public Administration and Public Management, particularly concerning public participation and service delivery.

## **1.12 OUTLINE OF DISSERTATION**

### **CHAPTER 1: BACKGROUND AND INTRODUCTION**

This chapter introduced the study and highlighted the problem statement as well as the objectives. It further outlined a preliminary literature review, the significance of the study, the research methodology employed and identified the population and sample chosen. Finally, the chapter was concluded with the structure and organisation of the research study.

### **CHAPTER 2: THEORETICAL ANALYSIS**

This chapter provided a holistic overview of the theory pertaining to the research topic. The theoretical overview comprised a review of literature and trends previously written about the research topic. In addition, special attention was given to reviewing current and historical approaches to public participation and capacity development to inform service delivery.

### **CHAPTER 3: LEGISLATIVE ANALYSIS**

This chapter presented a holistic overview of the legislation pertaining to the research topic. The legislative overview provided insight into the legislation and policies that govern the research topic. It further provided the researcher with insight into how services delivered by the government was derived from legislation.

### **CHAPTER 4: RESEARCH METHODOLOGY**

This chapter discussed the different types of social science research. It further provided the reason for choosing a mixed research methodology and a detailed description of how it was employed.

### **CHAPTER 5: DATA ANALYSIS**

This chapter presented the results of the interviews. In addition, a detailed discussion and analysis of the findings were put forward.

## **CHAPTER 6: RESULTS**

In this chapter, the researcher presented the results of the collected data. In addition, this chapter encompassed the interpretation of the information obtained from the various interviews conducted and the online survey with the research participants. Finally, the chapter further discusses the various findings that emerged from the study.

## **CHAPTER 7: RECOMMENDATIONS AND CONCLUSIONS**

In this chapter, a summary, recommendations and the conclusion of the study were presented.

### **1.13 BARRIERS TO THE RESEARCH**

The following can be perceived as barriers to the study:

- The first challenge was to obtain clearance from the relevant official within the Department of the Premier, where the study will be based.
- The second challenge emanated from identifying relevant research participants who needed to be selected from the various directorates within the department. These participants all needed to be purposively selected based on their knowledge and experiences pertaining to the research topic.
- The third challenge was to successfully set up interviews with all participants at times and venues that are convenient to them.

### **1.14 CONCLUSION**

In this chapter, the researcher introduced the study and discussed the background information regarding the research topic; the research objectives were stated, and the research questions were posed. The researcher further stated the research problem while briefly discussing the research methodology employed for the study. The chapter also touched on the data collection tool as well as the mode of analysis. The chapter was concluded with the researcher's ethical declaration and a synopsis of each of the succeeding chapters of the study. The following chapter discusses the literature review of the research.

## **CHAPTER 2: THEORETICAL ANALYSIS**

### **2.1 INTRODUCTION**

Chapter one defined the research problem – the inability and the lack of an understanding among government officials to deliver on their department’s service delivery mandates which may be the direct cause of dissatisfied communities and service delivery protests. This chapter presents the theoretical analysis of the study. The literature reviewed in this chapter equipped the researcher with a holistic understanding of the research topic. It further assisted the researcher to compile and present the most relevant data to developing a training framework for embedding citizen-centric service delivery in the WCG, South Africa. Through reviewing the literature, the possibility of the duplication of previously published research was eradicated. The prospect of engaging with literature can be compared to the notion of engaging with ideas. The purpose of engaging with literature is to portray that researchers have:

- a holistic understanding of the research;
- formulated an understanding regarding the various disciplines relevant to the research;
- perused a sufficient amount of literature to effectively recognize key themes in the discipline pertaining to the research; and
- determined who the top academics are in the field of study related to the research (Trafford & Leshem, 2011:73).

The following areas were researched to understand the topic and identify any possible gaps or inefficiencies in relation to the provision of training and development to ensure effective service delivery in the Western Cape, South Africa.

### **2.2 DEFINITION OF SERVICE DELIVERY**

Public service delivery can be defined as any services that are generated by tax revenue. It can further be defined as any services rendered by the government to its citizens and therefore differs from private sector service delivery. Public services could include but are not limited to governance, healthcare, defence and justice, education, housing, transport and public works, environmental affairs, as well as home affairs services linked to birth and death registrations, identification and passports. There are, however, interdependencies within the context of government service delivery.

In South Africa, there are three spheres of government, with each enjoying its autonomy and respective service delivery responsibilities. However, regardless of this autonomy, there is a linkage in terms of budgeting and reporting (Ostrom & Ostrom, 2019:7-49).

The South African government plays a significant role in delivering an array of essential public services that comprises, among others: housing, health care, transport, social welfare, electricity and water (Akinboade, Kinfack & Mokwena, 2012; Flynn & Chirwa, 2005). In addition to the basic services listed above, there are also administrative services and proceedings. Therefore, SIGMA (n.d.) agrees with Akinboade et al. (2012) and Flynn and Chirwa (2005) and claims that service delivery encompasses any form of contact made by a citizen/ member of the public or private sector with a member of the public sector in an attempt to obtain or provide data and or deal with matters pertaining government mandates. The researcher agrees with the definition provided by the authors above but argues that an additional point of clarity is required to comprehend the importance of service delivery. The researcher, therefore, posits that for service delivery to be effective, it requires participation with its intended beneficiaries. Consequently, the government can assess its communities' current situations through constructive participation processes and identify interventions to ensure effective, efficient, and citizen-oriented service delivery.

### **2.3 DIFFERENCE BETWEEN THE PUBLIC AND PRIVATE SECTORS**

The differentiating factor between the private and public sectors is prevalent in the difference in its names. On the one hand, public administration is built on the premise of attaining the objectives and goals of the government. While on the other hand, the private sector is built on the premise of achieving the goals of individual stakeholders (Oladejo and Oni, 2016: 296-321). Services provided by the public sector differs in a big way from services offered by the private sector. However, the most significant differentiating factor is that services offered by the private sector are profit-orientated while services offered by the public sector are citizen orientated. However, there are interrelations between the two sectors as the private sectors are often contracted to provide services on behalf of the public sector, e.g., transport services and refuse collection. Another significant difference is that public sector services do not have major competition as public services are not competitive in terms of pricing (Parker, Waller and Xu, 2013). This study will therefore only look at service delivery in the context of public service delivery.

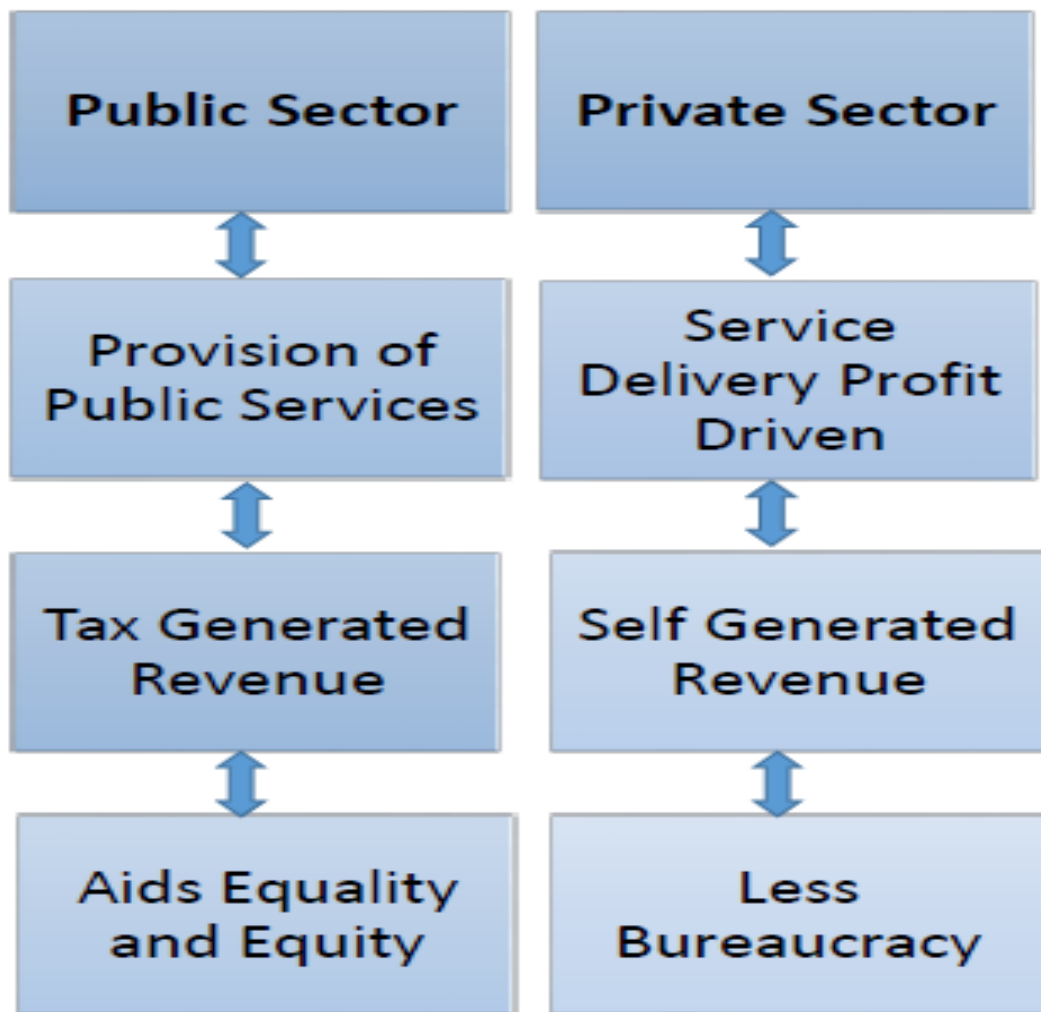


Figure 2.1: Private vs Public sector

**Adapted from Economicshelp. 2019**

In this section, the researcher sought to compare the differences between the public and private sectors in their provision of services. Various economies across the globe, spanning from the United States of America to Australia and South Africa, comprise two subdivisions, namely the private and public sectors (Siemiatycki, 2013: 1254-1272). Private sector organisations and businesses are often owned by individuals and provide employment and services in various industries such as construction and retail.

Due to the malleable nature of the private sector, it enjoys the freedom to appoint employees with the sole purpose of generating a profit (Agarwal and Sajid 2017:123-136). However, the public sector differs because it is based on a constitutional mandate, provides basic services, and ensures citizen satisfaction. At an international level, governmental institutions such as the localities, states and federal governments collectively form the public sector.

These public sector institutions provide basic essential services such as health, education, housing and welfare, defence force services Rachwalski and Ross (2010: 275-298). Within a South African context, the public sector comprises the National, Provincial and Local spheres of government. As is the case at an international level, these three spheres of government strive to provide essential basic services to the country's citizens (Thornhill, 2011). There has been an ongoing debate about the concept of service delivery between the private and public sectors. This debate has been sparked by the private sector, which posits that the quality of a particular service is based on the potential profitability thereof (Gupta and Zeithaml (2006: 718-739). Citizen's opinions regarding service delivery are more often than not influenced by their satisfaction with a service they may have received. According to Lyons, Duxbury and Higgins (2006:605-618). The private sector differs drastically from the public sector due to its nature of being profit-driven. Suppose the readers were to dwell on the notion of being profit-driven, they would discover that apart from the private sectors primary objectives being to generate profit, their incentives are profit-driven. In that case, their recruitment and selection are profit-driven, their growth is profit-driven, and the quality of services delivered, and its efficiencies are profit-driven.

On the contrary, the government is services orientated and compliance-driven. The entire existence of the private sector is built on the notion of being citizen-oriented and compliance-driven. Furthermore, with its profit-driven nature, the private sector is perceived to be efficient and adequately staffed to achieve its objectives, whilst the public sector is considered overstaffed and unproductive (Mulgan, 2000:87-97). However, the researcher agrees with Alford and Greve (2017:35), who posits that in order for the stigma associated with the public sector to be transformed, the government would need to adopt a more business-like approach to service delivery to remain relevant and ensure the equitable, efficient and effective delivery of services.

#### **2.4 PERCEIVED VALUE OF THE SERVICES OFFERED BY GOVERNMENT**

To understand the magnitude and the impact that public administration has across the world, one would need to acknowledge that the public sector institutions collectively form the world's biggest service provider. With this in mind, it is easier for the reader to comprehend that any change introduced by the public sector directly affects millions of citizens. Therefore, it is unquestionably vital that all service delivery matters be made with the intended beneficiaries (the citizens). The most profound rule about service delivery is knowing the customer's needs, which solidifies the importance of community consultation and participation.



Leaders of public administrations worldwide face an array of challenges headed by the need to satisfy the expectations of their customers, which spans across citizens and businesses. Although the challenges faced by these public administrations may be similar, their response to service delivery differs considerably. Public sectors are traditionally known for their passive execution of policies that are mandated by legislation. Although citizens are exposed to various forms of service delivery, they tend to place a lot more emphasis on public service delivery since these services are paid for with their taxes. To address its citizens' constant probing, the public sector needs to find innovative ways to improve its service delivery's validity, effectiveness, and efficiency. This innovation is often centred around the concepts of value for money, total quality management, accessibility and citizen satisfaction (Lee & Lee, 2014: s93-s105). However, the concern of financial sustainability linked to customer satisfaction remains a challenge for public administrations worldwide. In an attempt to achieve value for money, public administrations have adopted the private sector's approach by allowing service delivery to be citizen or customer-centric, which enables the government to place the citizens at the core of strategic planning regarding the services they will receive. Unlike the private sector, the public sector does not enjoy the freedom of choosing its customers. The public sector's customers are diverse, and therefore, a blanket approach to service delivery cannot be adopted. In an attempt to deliver the best type of services efficiently and effectively, public administrations need to adopt an intergovernmental approach that sees the amalgamation of all spheres of government and the formation of private-public partnerships (Price Waterhouse Coopers, 2007).

The core function of the public administration is to facilitate service delivery efficiently and effectively to the citizens of its respective countries. Therefore, public administrations worldwide attach great value and importance to the opinions of their citizens (its beneficiaries) pertaining to the improvements and implementation of service delivery standards. However, an important aspect is that not all communities share the same perceptions and characteristics due to the history of the country's administration. Therefore, the equitable distribution of financial resources is not always possible as the differentiating factors of the various communities will determine its resource allocation in terms of the services required (eLibrary, 2020). Saha (2008:4) further states, with which the researcher concurs, that if the government is to effectively influence citizen satisfaction pertaining to the service delivery they receive, a shift to a more citizen-centric approach is needed. A shift that would see citizens driving and informing policy development and service delivery.

This section gauges the value of the services rendered by the international governmental bodies, the South African government, and the Western Cape Government as perceived by the citizens and their reaction.

## **2.5 PULLING DOWN THE WALLS TO CREATE A CONNECTED GOVERNMENT**

An integrated approach to government is fundamentally important as it can influence the relevance, effectiveness and efficiency of service delivery. By integrating government departments, the public administration can minimize the duplication in allocating resources through effective communication channels. In creating a public administration that is both accountable and citizen-centric, there is a need to create a joint vision, restructuring, synergy, integration, and a structured communication strategy. The government cannot adequately design citizen-centric service delivery interventions without an effective data management system and effective community consultation. The work of the public sector is generally split into silos. These silos, among others, are made up of service delivery, technical services and administration. These silos need to be broken down if governments are to deliver citizen-centric services (Kowalski, 2017). If there is no integration between the public administration stakeholders, it may result in a duplication of activities and compliance on the part of the citizen (the customer).

The unfortunate reality in the public sector is that those citizens who are most in need of services are often expected to piece together the various services offered by individual departments in an attempt to obtain services. If this lack of integration is fixed, it could result in improved citizen-centric service delivery. However, due to the make-up of public administrations and their hierarchical structures, the synchronistic approach can often meet many disapprovals due to the fear of losing control over resource allocations. Therefore, the objective of the collaboration should be centred around making all the silos work together as a network instead of trying to abandon it altogether. When referring to a connected government, the researcher is alluding to a set of government departments that have collectively provided effective citizen-centric services and not to the need for a total government restructure. However, with this amalgamation, all parties would need to agree to a revised communication strategy detailing a promising approach for process and communication flow to improve the efficiency and effectiveness of service delivery. The following five concepts should be adopted to create an intergraded public administration:

Unified and prevalent strategic leadership, a single vision focused on service standards, focus on low hanging fruits to show improvements, intergovernmental relations focused on reducing silos and establishment of a legal and regulatory framework (Price Waterhouse Coopers, 2007).

## **2.6 GENERAL SERVICE DELIVERY IN SOUTH AFRICA AND THE WESTERN CAPE**

Nkomo (2017); Thornhill (2011); Tau (2013: 152-160) state that it would be impossible for a single governmental body to cater for the needs of all its citizens effectively. Therefore, the government structure in South Africa is made up of a national, provincial, and local sphere. These three spheres were built on the premise of intergovernmental relations. The Constitution of the Republic of South Africa provides each sphere with autonomy while maintaining interdependence. Each sphere is responsible for its own functions. National government is responsible for creating and approving laws and policies. Every government department should implement these laws and policies regardless of the sphere in which it operates. Both provincial and local governments cannot do anything that goes against what has been set down by the national government. Provincial and local governments are funded by national governments, although each sphere generates income through services provided. Service delivery to communities is mainly delivered through the local sphere of government, although the provincial and national spheres remain responsible for certain services such as traffic and defence. Services provided by local government include but are not limited to water supply, sewage, refuse removal, electricity and parks and recreation.

## **2.7 GOOD VERSUS POOR SERVICE DELIVERY**

Service delivery is the core function of public administrations throughout the world. Unfortunately, with the delivery of service comes the possibility of it being deemed good or bad. Each society is built on different foundations such as legacies, lack of resources as well as integration and therefore, their service delivery requirements and the classification of it either being good or bad will differ. The objective of public administrations should be to move from a position of vulnerability and uncertainty to being an integrated administration able to deliver on its mandates in consultation with its beneficiaries effectively. For this to be achieved, public administrations should move from static to agile (Odaró, 2012: 34-45; Essien, 2015: 53-66; Reddy, 2016: 1-8). This shift requires the public administration to incorporate, among others, electronic service delivery, connectivity and tailor-made service requirements per the community's needs (Tech Central, 2020).

Table 2.1: Good vs Bad Service Delivery

Good Service Delivery	Bad Service Delivery
Services are easily accessible	Services are inaccessible
Government officials are responsive to complaints	Little to no contact with governmental departments
Services delivered efficiently and effectively	Service delivery always delayed and incomplete
Total quality management ensured	Poor quality (below standards)
Government accountability	High dependence on third party
Openness and transparency	Fraud, corruption, nepotism
Services are demand-led	Service is compliance-driven
Skilled and capable public workforce	Incompetent, unskilled workforce
Public Participation	No consultation with community's
Policies formulated in line with citizens requirements	Policies formulated at top level but fail to be implemented effectively

**Adapted from: OECD eLibrary (2020)**

## 2.8 UNDERLINING FACTORS OF SERVICE DELIVERY PROTEST

The past decade has seen a rise in service delivery protests that have resulted in both loss and damage to property and, in some instances, the loss of lives. Violent protest is not new to South Africa as it was prominent in the previous apartheid regime. The concern, however, emanates from the rise in violent protests in the new dispensation of the past few years due to what is perceived to be a lack of, or non-existent, service delivery to communities. Violent protest is often the result of frustration of communities due to empty promises made by the government regarding service delivery. In addition, other factors such as crime, insufficient resources and inefficient government departments could result in service delivery protests. However, some protests are also politically driven (Mamokhere, 2019; Mamokhere, 2020; Ngcamu, 2019: 9; Tirivangasi & Mugambiwa, 2016). In an attempt to assist communities to address factors leading to service delivery protest, the Western Cape Government has introduced the concept to the problem tree that allows for the following: Youth Volunteers for Development and Environment Conservation (2005:51) states that the problem tree, or yam diagram as it is also known, involves the process of identifying concerns and then carefully examining each concern one step at a time in an attempt to understand the underlying factors

contributing to the problem. This process will empower the government to consider all factors before making any decisions. The objectives of this tool are to explore concerns and list the various resources and skills required to complete the process successfully. It further seeks to understand why all these concerns need to be explored with communities before making any decisions. According to Wageningen (2012), the problem tree tool is also known as a situational analysis tool or problem analysis tool. It creates an environment that assists its participants in finding solutions by mapping the composition of the root causes and the effects of a community issue in detail.

The exercise of doing the problem tree has several advantages that can be summed up as follows:

- The problem can sequentially be addressed, allowing the facilitators to zoom in and focus on critical areas before progressing to other stages of the problem.
- It often identifies a contradictory cause of the problem.
- It allows the participants to establish which stakeholders are required at each stage of the process.
- It can assist the participants with clarifying what additional information, resources and assets are required for the process.
- The analysis promotes a better and holistic understanding of the problem to everyone involved in the process.

Wageningen (2012) provides an example of a completed problem tree depicted below.

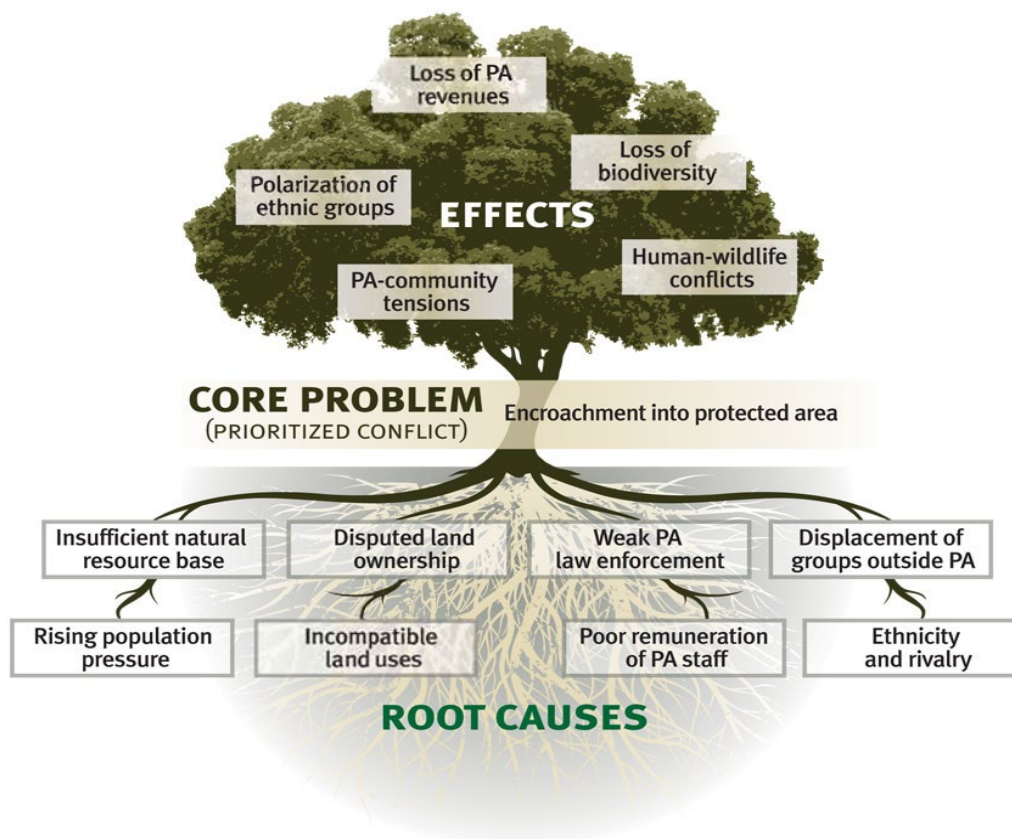


Figure 2.2: Problem Tree

**Source: (Wageningen, 2012)**

The reader should note that the tree is broken down into three sections: the roots, which capture the root causes of the problem; the trunk, which encapsulates the actual problem; the branches that present the effects of the problem if it is not adequately addressed. Thus, even though public violence and protests linked to a lack of service delivery do not threaten the country's stability, these outbursts do, however, affect local businesses and transport systems in the affected areas, which have financial repercussions (Hough, 2008).

## **2.9 METHODS FOR IMPROVING THE PERCEPTIONS PERTAINING TO SERVICE DELIVERY**

According to Beeri, Uster and Vigoda-Gadot (2019, 241-279), the government can increase its citizens' satisfaction and steer their perception of service delivery through a data and evidence-based approach. Effective communication channels and government departments' analysis and data management can reduce the information lag between government departments and citizens. Furthermore, with an effective data management system, the government can ensure holistic accessibility to government information.

Thus, improving the citizens trust in the government and improving citizen satisfaction (Welch, Hinnant & Moon, 2004).

Centeno et al. (2005) believe that the following aspects could lead to citizen satisfaction in government services:

- The quality of services.
- The appropriateness of services.
- Government's capacity to provide additional support for services offered.
- The value that the citizen receives (flexibility, efficiency).

Kelly and Swindell (2002) agree with the previously mentioned authors and further state that the government can use satisfaction surveys to measure the outcomes of services.

## **2.10 CITIZEN CENTRIC SERVICE DELIVERY**

For the concept of citizen-centric service delivery to be adequately understood, the government needs to grasp the importance and need for the holistic understanding of the citizen's experiences, anticipations, and critical motivating factors that influence service delivery satisfaction. Government departments need to develop policy frameworks and make decisions centred around citizens instead of side-lining them (World Bank Group, 2018). The notion of citizen-centric service delivery is based on formulating indicators focused on collecting data that may improve government functions and ensure that services are delivered equitably and responsibly. A fundamental component to ensuring effective citizen-centric service delivery is the building of relationships. Without a relationship with its citizens, the government cannot foster societal and economic growth and sustain a just and sustainable environment (Chen, 2010: 427-442). Transparency and accountability are crucial components of service delivery, and their importance is embedded in Sustainable Development Goal 16.6 that sets out to "develop effective, accountable and transparent institutions at all levels". SDG 16.6.2 further aims to measure the "proportion of the population satisfied with their last experience of public services". Indicators that are adequately developed to measure citizen-centric service delivery seek to determine the level of importance given to citizens' voices during the following stages: service design, service delivery and evaluation and review of services. An absolute rule for citizen-centric service delivery is to understand that the nucleus is for processes and requirements to be based on the needs of the citizen and not the compliance of the government (Lee and Lee, 2014: 93-105; Sigwejo and Pather, 2016:1-27; Sorn-In, Tuamsuk and Chaopanon, 2015).

Emerging literature from World Bank (2015); World Economic Forum (2012) indicates that efficiency and effectiveness are increased if public administrations work toward a citizen-centric service delivery system. The studies mentioned above further indicate that if the situation were to be reversed, public administrations would face a situation in which resources would be diverted, misallocated and wastefully spent, resulting in the quality of service delivery being diminished and citizens undermining public administrations. So simply put, citizen-centric service delivery has a dual benefit: firstly, it increases the efficiency and effectiveness of the public administration and secondly, it influences and improves citizens' satisfaction and faith in the government.

Governments worldwide find themselves in a position where their citizens' services now need to be driven by their beneficiaries. This is in contrast to the traditional form of governance in which the government decided what was needed and, after that, delivered on it without consulting communities. Therefore, the new approach to governance requires governments to allow the requests and wishes of their citizens to drive policymaking and guide the process of decision making regarding public service delivery. To effectively achieve a high level of services that citizens are satisfied with, governments require a comprehensive understanding of the array of expectations and critical motivating factors that drive citizen satisfaction. OECD/Asian Development Bank (2019) states that this new approach to service delivery can simply be defined as putting the citizens at the centre of all decisions and policy development. The benefits of this new approach are multifaceted as it strives to increase the government's efficiency, effectiveness, validity, transparency, and accountability, which could lead to a rise in citizen satisfaction. Citizen centric service delivery is achieved when governments transition from a bureaucratic approach to a consultative approach to service delivery. Using information received from the citizen's public policymakers can ensure that public services are steered toward being more citizen-centric, thus allowing service delivery to be more accessible, effective and responsive to the needs of the communities (Lee and Lee, 2014: S93-S105). OECD/Asian Development Bank (2019) further posits that in order for any government to become fully citizen-centric orientated, it would need to follow one of the following three guidelines: Firstly, service delivery would need to be coordinated in a way that would satisfy citizen demands instead of government compliance. For this to be effectively achieved, governments would need to use data in terms of service usage, which could also aid accountability. Secondly, citizen-centricity requires complete transparency and accountability in terms of policy development and the allocation of resources and services being provided.



The third concept is based on the formulation of sound policies and proper financial budgeting and decision making to meet the citizens' demands. In order to effectively implement any of the preceding approaches, a rigorous strategic management approach would need to be formulated and implemented. The concept of citizen-centricity can be defined as the concerted effort of the government to transform from a bureaucratic approach to government service delivery to a citizen-focused approach. Such change in methodology attempts to ensure that the specific requirements of the citizens are prioritized over the compliance of government systems.

By adopting a citizen-centric approach to service delivery, it is envisaged that governments will improve service delivery standards, improve the sustainability of interventions, enhance the quality of life of citizens, and improve satisfaction with governmental service delivery. The researcher concurs that although the concept of a citizen-centric approach to government service delivery is a widely spoken topic in government discourses, it is considered an evolving model and not a science. Fundamental principles to ensure the success of a citizen-centric approach are adopting a holistic citizen-focused approach to service delivery, a recurring trust and relationship building process with communities and the introduction of e-Governance service delivery (Gupta, 2008).

## **2.11 BENEFITS OF CITIZEN-CENTRIC SERVICE DELIVERY**

HM Government (2007); Misra, (2006: 1-11); Sigwejo and Pather (2016: 1-27); King and Cotterill (2007: 333-354); Sorn-In Tuamsuk, and Chaopanon (2015) identifies the following as the benefits of citizen-centric service delivery:

- It allows public administrations to adopt and formulate better policies based on citizens' feedback, expectations, and empirical evidence.
- It allows public administrations to divorce the influence of political parties from matters of public administration when shaping service delivery.
- It allows for public administrations to build relationships and thereby proactively learn and collect data that would aid the government to deal with its ever-changing environment effectively.
- It allows the government to monitor the performance of public administrations regularly and, by so doing, ultimately improve services.

## **2.12 FACTORS THAT INFLUENCE CITIZEN-CENTRIC SERVICE DELIVERY**

In an attempt to understand the thinking of communities and the government, the researcher identified Ken Wilber's Four Quadrant Framework as a tool to understand why people act in certain ways and what influences the community's perception of service delivery. The framework is crucial to creating a holistic understanding of both the actions and the behaviours of particular communities.

A general opinion exists that change can only be initiated from an individual basis, that change within a community can only come from within and that the introduction of laws and policies is not guaranteed to initiate change (Howard, 2005). The tool is analytical, and it explores the linkage between intentions and values on the one hand and actions on the other – on both collective and individual levels. It is envisaged that a deeper understanding of the social ills may be achieved by identifying and analysing the root of problems and the origins of actions. By effectively placing the relevant responses of a social ill in the applicable quadrant, stakeholders can determine what the responses are to date. The critical contribution that this tool brings to the table is that it creates an informed understanding of the linkage between the intentions, values and actions. After plotting the various aspects on the quadrants, the first quadrant dealing with values individually may appear emptier than the rest. This indicates that the focus is generally shifted to a collective response instead of focusing on individual responses first. As a result, more suitable and realistic actions can be implemented through self-questioning, inevitably reducing blaming others for various actions. There are three main objectives for this tool, namely, to identify root causes for social ills in terms of both individual and collective origins, to highlight the linkage between the causes and the actions pertaining to the social ills and to holistically analyse the relationship between various elements in an attempt to identify the linkages between both the individual and collective behaviours and values (Youth Volunteers for Development and Environment Conservation, 2005).

<p>1</p> <p><b>I</b></p> <p><b>Interior-Individual</b></p> <p>Intentional</p> <p>Subjective</p> <p><b>Upper Left</b></p>	<p>2</p> <p><b>IT</b></p> <p><b>Exterior-Individual</b></p> <p>Behavioral</p> <p>Objective</p> <p><b>Upper Right</b></p>
<p>3</p> <p><b>WE</b></p> <p><b>Interior-Collective</b></p> <p>Cultural</p> <p>Intersubjective</p> <p><b>Lower Left</b></p>	<p>4</p> <p><b>ITS</b></p> <p><b>Exterior-Collective</b></p> <p>Social</p> <p>Interobjective</p> <p><b>Lower Right</b></p>

Figure 2.3: Ken Wilber's Four Quadrants

**Source: (Howard, 2005)**

The first quadrant deals with individual introspection concerning change. It deals with both psychological and spiritual development. The main focus in this quadrant is creating the sense of awareness that change is not possible if consciousness regarding particular issues remains stagnant (Fisher, 2007). The second quadrant deals with an individual's external response and views to change. This quadrant focuses on aspects such as technical and social skills and the psychology of performance. This quadrant is the focal area for enhancing skills and effectively promoting performance and motivation through psychological methods (Filipsone, 2009). The third quadrant focuses on the collective internal characteristics of change. The primary focus in this quadrant deals with the aspect of culture. This area comprises the interior and often suppressed ideologies and images that influence what happens when socializing with others. This area houses stories, myths and the unwritten laws that govern beliefs. Leaders should, at this point, be paying attention to the subtle messages that present themselves in daily interactions (Howard, 2005). The fourth quadrant looks at the external and collective aspects of change as well as its social and organisational system. The quadrant addresses organisational design, policies and procedures, as well as workflow. The quadrant is a reminder to all that performance is determined by system design and that if performance is required at a higher level, it must be designed. Important to note is the synergy between the quadrants and an individual quadrant's inability to develop independently. An example of this could be drawn from how culture may stimulate or hamper an individual's development or vice versa; therefore, none of the quadrants can be ignored (Visser, 2012).

The philosophy and practice of government in an array of democracies have progressed substantially in recent years. Two to three decades ago, the paradigm shifted from what was seen as the traditional public administration that saw politicians as the public administrators to a new public administration model that saw the introduction of a business perspective that saw the politicians as the managers and the citizens were now seen as the customers. This approach was grounded on the principles of accountability and transparency (Hujran, Abu-Shanab and Aljaafreh, 2020; Dudley, Lin, Mancini and Ng, 2015). However, as is the case with communities and society at large, the public administration has since undergone yet another transformation that now thrives under a cluster or network approach that sees the synthesis of public and private sectors as well as non-governmental organizations, civil society, politicians and individual citizens (OECD 2009; Holmes 2011). Under the umbrella of the new approach, citizens are now seen as agents and not customers. This status now entitles them to participate in decision making regarding services delivered to them. Therefore, it can be stated that the public service has transformed from a traditionally bureaucratic approach to a pluralist approach to achieve citizen-centric service delivery (Robinson, 2015). The following figure illustrates how the government can encourage citizens through citizen-centricity:

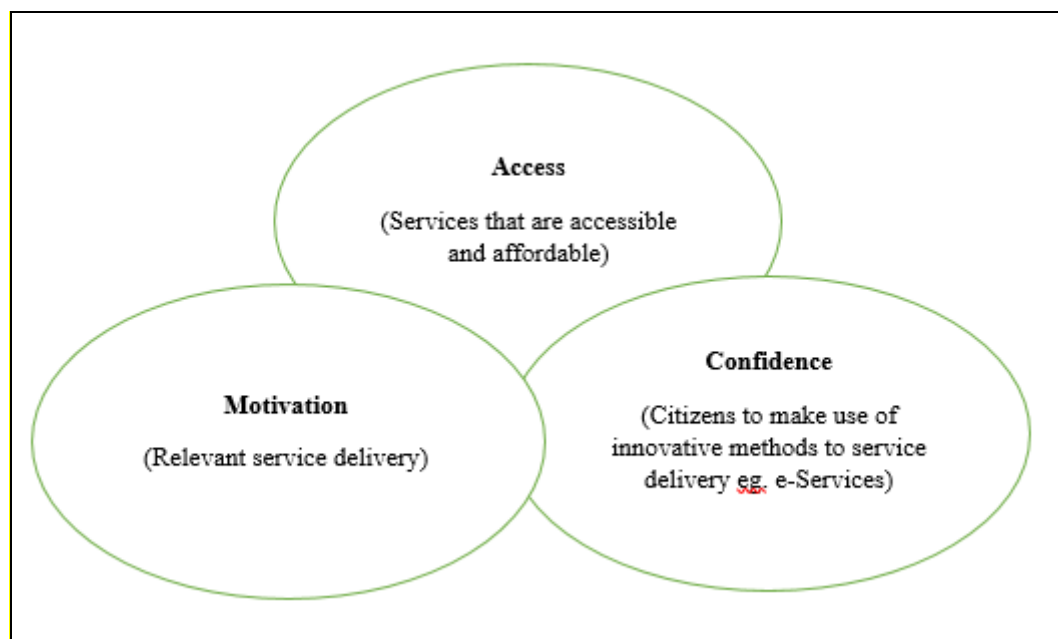


Figure 2.4: Encouragement through citizen centricity

Source: Adapted from Gupta (2008)

### 2.13 KEY FACTORS TO BUILDING A CITIZEN-CENTRIC GOVERNMENT

The figure above illustrates the three critical factors to building a citizen-centric government. Luna-Reyes, Gil-Garcia and Celorio Mansi (2011: 213-218); Sharma, Guttoo and Ogra (2014:1-15); Gupta (2008) list the following as valuable qualities for building such an intricate system:

- Creating awareness of the vision and mission of the citizen-centric approach among citizens.
- Setting clear boundaries and laying solid foundations about the limitations of and capabilities of a citizen-centric approach.
- Ensure that there are multiple services available that are geared toward achieving citizen-centric service delivery.
- Developing a good marketing campaign detailing the benefit of a citizen-centric approach and propagating its credibility for service delivery.

### 2.14 BARRIERS TO CITIZEN-CENTRIC SERVICE DELIVERY

The table below outlines some of the barriers to citizen-centric service delivery, its importance and its resolve.

Table 2.2: Barriers to Citizen-Centric Service Delivery

CONCERN	IMPORTANCE	RESOLVE
The decentralization structure of the public administration, the lines of reporting of spheres of governments and its related decision-making, and accountability.	Due to the horizontal and vertical reporting lines across the spheres of government and the fact that different political parties govern them make intergovernmental relations complicated.	Through public participation, identify the needs of the citizens and find ways to work collaboratively to effectively provide services instead of in isolation.
The lack of communication and collaborations between stakeholders.	As much as autonomy can result in accountability, it can also cause division.	Although spheres enjoy autonomy, collaboration for achieving effective service delivery should be encouraged.

With the dawn of the fourth industrial revolution and the era of technology, the government has to align governance to technology	With the citizens being exposed to online service delivery from the private sector daily in terms of online banking and online shopping, the government would need to implement an e-services component geared at citizen-centric service delivery effectively.	Government departments should effectively satisfy the need for e-services that are citizen-centric by adequately planning and budgeting for them in relevant strategic planning and budgeting sessions
The citizens' lack of awareness and understanding of new systems.	Training campaigns, awareness and capacity should be driven by citizen needs and not government compliance.	Consultation with communities and ensuring their participation in the planning and implementation of new e-services systems.

**Source: Adapted from Berntzen, Johannessen and Ødegård (2016)**

## **2.15 FACTORS THAT CONTRIBUTE TO NON-CENTRICITY OF SERVICE DELIVERY**

In order to highlight the non-centricity of service delivery, one would first need to discuss the factors that affect poor service delivery. Inadequate or no form of service delivery in South Africa is often answered with unrest at the hands of the citizens. Thus, the Development Bank of Southern Africa (2021); van Antwerpen and Ferreira (2016: 81-98) state that inadequate or a lack of service delivery can result in a deterioration in the standard of living of citizens and further maintain that a lack of citizen-centric service delivery is often attributed to the following:

- the lack of infrastructure;
- a lack of communication between stakeholders;
- a lack of community participation;
- a misalignment between the needs of the citizen with policy development and implementation;
- the public service not being adequately capacitated to achieve objectives; and
- municipalities not being able to sustain themselves financially.

UrbanAfrica.net (2016) adds that if the following are prevalent, then it constitutes a lack of citizen-centricity pertaining to service delivery:

- insufficient housing;
- excessive violence and crime;
- poor road infrastructure;
- limited or no assistance with child and old age grants; and
- poor or limited municipal services such as electricity and affordability, water supply to houses and informal settlements, and regular refuse collection.

Now that the concept of citizen-centric service delivery has been discussed, the study proceeds to community engagement and its influence on the attainment of citizen-centric service delivery.

## **2.16 COMMUNITY ENGAGEMENT AND ITS INFLUENCE ON CITIZEN-CENTRIC SERVICE DELIVERY**

The following section highlights the importance of establishing and maintaining engagement programs with communities to improve service delivery standards and ensure that it is citizen-centric.

### **2.16.1 Strategic Service Delivery Planning**

For any organization to achieve its vision, it would need a plan to get there successfully. Therefore, organisations spend a lot of time and resources to formulate the best possible strategy. Strategic planning can be considered the core of an organization as it provides direction and aids in setting attainable goals. Strategic planning further navigates operational decision making and allows for change to happen where and when required. Therefore, organisations should pay special attention to ensuring that set strategic objectives are backed up with strategic and attainable goals (Boyne, 2010; Azcentral, 2019).

The researcher agrees with Azcentral (2019), who lists the following categories as the benefit of strategic planning: it encourages organisations to strive towards being proactive and not reactive; it provides strategic direction and increases productivity, efficiency, and effectiveness. However, the researcher further adds that a well-planned strategy is required for an organization or government department to implement its policies effectively. The strategy can thereafter be broken down further into attainable goals that workgroups will manage within the organization, thus ensuring that each staff member knows exactly how their job functions contribute to the greater organizational goals and ultimately towards achieving the organization's strategy.

### **2.16.2 Openness and Transparency**

An increase in awareness coupled with a generation of graduates has resulted in a rise in the public sector's demand for openness and transparency. Openness and transparency form a pillar on which the South African government is grounded as it encourages the legitimacy of the public service. Furthermore, through an openness and transparency approach to service delivery, the government can build relationships between authorities and the citizens it serves (Keuffer & Mabillard, 2020: 782-798).

According to Hilliard and Msaseni (2000: 73); Crous (2004:64-69); the South African Department of Social Development (2021), at a national level has formulated the Batho Pele “People First” project, which comprised eight key principles in an attempt to transform the public sector. The primary focus of these eight principles is to ensure good customer service to all citizens using government services. The sixth Batho Pele principle is *Openness and Transparency*, which forms the foundations for the remaining principles. In the South African government context, openness and transparency aim to encourage all government institutions to be open and truthful about every aspect of their work. It further requires government departments to produce annual reports detailing resource allocation, financial statements, inventory, performance and service delivery. The researcher agrees with the authors listed above and further states that the concept of openness and transparency allows citizens to voice their opinions and requirements about their needs and priorities to which the government should cater. Public officials, therefore, need to satisfy the requirements of the citizens (the customer); thus, the notion of public officials being referred to as public servants is solidified.

### **2.16.3 Public Participation**

Quick and Bryson (2016); Innes and Booher (2004: 419-436) define public participation as the indirect and direct participation between stakeholders regarding decision-making, policy development, analysis, and planning of relevant programs.

The author's further state that for public participation to be successful, the following criteria needs to be addressed:

- Identify the core criteria that constitute legitimate and valuable public participation.
- Identify applicable relationships.
- Identify relevant representation.
- Identify content experts.
- Identify methodology to align relevant participation methods to context.



The research agrees with the definition provided by the authors above and further states that public participation should be seen as a two-way process that facilitates decision making between stakeholders.

#### **2.16.4 The Need for Public Participation**

Priscoli (2004: 221-227), Stern and Dietz (2008) believes that effective and efficient public participation may contribute drastically to achieving citizen-centric service delivery. Basic services are not a luxury that every citizen enjoys, and therefore its implementation and control require the input of its intended beneficiaries. Rowe and Frewer (2000: 3-29) agrees with Priscoli (2004: 221-227) and further state that public participation is needed to address the need for effective and efficient governance and states that there is further need for capacitation and the development of tools that could mediate the value of participation. Chess and Purcell (1999: 2685-2692), Innes and Booher (2004: 419-436), however, provide a counter-argument and state that although public participation meetings are conducted, it does not determine or change the outcome success. Members of the public have the right to be involved in the government's decision-making process that affects their lives. This right has kindled the search for characteristics that outline effective public participation. Webler, Tuler and Krueger, 2001 (435-450) provide five characteristics that ensure adequate public participation.

The process should:

- acquire and then maintain legitimacy.
- facilitate a conceptual discussion.
- ensure fairness.
- ensure participation and avoid power struggles.
- ensure leadership and compromise.

Another factor that may influence public participation is socio-cultural dynamics that are regarded as phenomena that exist in all communities and are entwined into all communities in society. Its threads are often spread and solidified by communities' lifestyles and how certain individuals live with others. It is founded on the values, norms, standards, and belief systems and practices within a community.

Sociocultural dynamics are influenced by misconceptions of social ills and false beliefs regarding problems faced by the community. In order to effectively eradicate the social ills within a community, the root causes of the problem should be addressed.

The factors adding fire to the socio-cultural factors are often referred to as 'dry grass' while the factors contributing to its demise are 'green grass'. A critical issue to take cognizance of is how communities respond to these various social ills. The rationale for considering this concept within the context of service delivery is that it allows the government and the community to reflect on the service delivery, identify individual and collective factors fuelling the service delivery demands or deficits and help formulate strategic responses to address these needs (Youth Volunteers for Development and Environment Conservation, 2005:19). The researcher acknowledges the complexity of the above-listed characteristics and how challenging a public participation process can be and therefore agrees with (Rowe & Frewer, 2000: 3-29) that facilitators and officials need to be adequately equipped to manage any conflict that may arise from the process. The participation process should be seen as a platform for the community and other stakeholders to discuss and achieve objectives collectively.

### **2.16.5 Community Engagement**

Public participation is a series of events or a process that requires relationship building and stakeholder liaison. It is not merely a single meeting or event like it is so often misconceived. Instead, it requires the project team to conduct a series of activities throughout the lifespan of the said project to inform the public and obtain their input regarding particular matters. Through public participation, all stakeholders involved have the opportunity to voice their opinions and raise objections or concerns regarding the decisions that would affect their lives (United States Environmental Protection Agency, 2018).

According to Community Development (2013), as the lifespan of a country's infrastructure diminishes, coupled with a rising population, the challenges of providing basic services to communities increase. South Africans enjoy the right to basic services such as drinking water and health care. The problem, however, is that existing resources are being over utilised, and in some of the smaller communities, there is a lack of revenue to fund large projects to improve service delivery. Below are four best practices, according to Community Development (2013), to promote participation and engagement within a community:

- Encourage active participation and ensure adequate representation to allow communities to make decisions that affect their surroundings and lives.
- Encourage community members to educate themselves regarding their community's challenges and environmental, social, and financial impacts.
- Encourage community members to identify and capacitate leaders from among the community.

- Use all possible solutions to create sustainability and ensure the community's wellbeing.

Coreil and Castille (2004:17) agree with Community Development (2013) that, in order for service delivery to be effectively provided, communities need to be provided with a platform to express their views on service delivery and public policies. Planning is a critical factor in public meetings. It is envisaged that implementing a public policy process before, during, and after a meeting will likely affect its success rate. Various protocols should be adhered to during these three phases. Before the public meeting, build relationships with gatekeepers of the community; have a meeting with the community leaders before the open public meeting; arrive timeously; do not arrive with a formal agenda that is cast in stone as this should be compiled in conjunction with the community; use a local venue; use a local facilitator and use audio and visual media. For the public meeting, dress appropriately, reflecting the gravitas of the occasion; set up all audio and visual equipment before the participants arrive; avoid elevated platforms; ensure that all participants are treated fairly; make eye contact with all participants within the context with acceptable cultural norms; make all introductions and acknowledgements at the beginning of the session and allow time for questions and comments from the community at the end of the day or session. After the public meeting, the facilitator should prepare a detailed report comprising the concerns, the questions raised, and the proposed solutions suggested by the community; use monitoring and evaluation mechanisms to determine the success of the meeting or programme; continue to build relationships with the community and provide answers to questions timeously.

*Table 2.3: The Elements of Community Engagement*

Foundations of Effective Community Engagement	Elements that Support Community Engagement
Desire or motivation	Desire to achieve goals Set expectations and limits
Relationship building	Availability Flexibility Communiqué Reliability Continuousness of interaction
Authority	Shared control Combined effort focused on leaders Mindset and knowledge of leaders

Decision making	Power to impact on decisions Suitability
Inclusiveness	Inclusivity and representation of all Equity in eligibility to participate Procedures that encourage mass participation Awareness
Structures	Logistical arrangements Techniques and procedures
Accountability	Open, transparent and accountable engagements Identification of responsibilities and obligations (government and communities)
Skills and knowledge	Knowledge regarding conflict resolution and diversity Ensure effective communication
Satisfaction	Measuring the level of satisfaction with Engagement Setting realistic expectations and Separating the process from outcome
Reflection and Review and Sustainability	Relevant closeout engagement Valuable feedback Experiences Recommendations

**Source: (Cavaye, 2004)**

The crux of community engagement lies in its objectives to achieve long-term and sustainable relationships and outcomes. For any engagement involving communities to be successful, it must have catered for and be sensitive towards the challenges of the affected community. Community engagement is guided by a framework that promotes strategic thinking, consultation and partnerships. The CCE framework's foundations lay on the pillars of respect for community members and their right to be informed and consulted on matters that may affect them. For community engagements to be successful, the project team should ensure that participants are capable, committed, collaborative, ethical, willing to contribute and ensure continuity (PennState, 2019).

### **2.16.6 Engaging Communities through Civil Society**

According to Hendrickse (2008), the need for critical changes in running the state arose with the advent of a democratic state. These changes saw the restructuring of various international relations practices and the restructuring and separation of powers amongst the three spheres of government.

The Constitution promotes the formulation of institutions that promote intergovernmental relations and contribute to efficient and effective service delivery. Intergovernmental relations affect all sectors, including civil society and, therefore, one of the categories of governance can be defined as the relationship between the government and civil society.

NGOs are considered intermediaries and play a crucial role in creating links between Government and the citizens and, by doing so, they foster a broader spectrum that allows greater insight into policymaking. NGOs often develop good relationships with the community as their flexibility allows them to offer tailor-made and innovative services. Over the past decade, it has become evident that service delivery and community engagement flourish through effective partnerships with stakeholders from both the private sector and civil society. With the introduction of the Public-Private Partnership came a range of government services that private companies were now providing. It also saw several retired government officials heading up various NGOs to bring their vast public sector experience to the table. These organisations operate on the ground, with their main objective being to serve the communities in which they are located. Through their international network and funding, these NGOs can provide underprivileged communities with services that they would, under normal circumstances, be deprived of or not have access to due to a lack of resources within the community. Therefore, communities and NGOs develop relationships, unlike the relationships between communities and the government. Therefore, partnerships between Government and NGOs became important when dealing with certain communities and contentious issues. For example, if there is an NGO or a private company driving the fight against HIV or abuse against women and children, it would prove extremely difficult for the government to get the buy-in from the community to address these social ills without the inclusion of these organisations. In addition, when dealing with contentious issues, the project team would often need to find ways to strategically alter the mindset regarding the social ills being addressed (Hanson & Terstappen, 2009). Investopedia (2019) agrees that NGOs form a vital part of the community's development but states that, despite being independent of Government, NGOs sometimes receive funding from the government and work with government departments to achieve goals collectively.

### **2.16.7 Importance of Community Development Programs**

Due to the increased complexity of service delivery demands in conjunction with societal complexities, government departments invest more time and resources to deal with community problems.

To deal with these complex service delivery demands, governments develop specialized projects that are collaborative, integrated and innovative (Bradshaw, 2000: 133-145; Wituk, Ealey, Clark, Heiny and Meissen, 2005: 89-101). Australian Institute of Family Studies (2021) agrees with the authors listed above and further defines community development as a process in which the government encourages the community to take ownership and, through collaborative efforts, manage pertinent issues that affect them. The core pillars of community development are human rights, total inclusivity, empowerment and justice.

## 2.17 EXISTING COMMUNITY DEVELOPMENT PROGRAMS

This section looks at the Community Capacity Enhancement programs as an existing capacity intervention and how its application may create understanding or impact employees' approaches to service delivery in the Western Cape. The methodological framework encompasses the six principles required for effective service delivery to communities. These six principles, namely relationship building, concern identification, concern exploration, decision making, action (implementation) and reflection and review, form the foundation for creating an effective and efficient citizen-centric approach to service delivery. The reader should note that the six steps must be applied sequentially and follow the circular pattern indicated below.

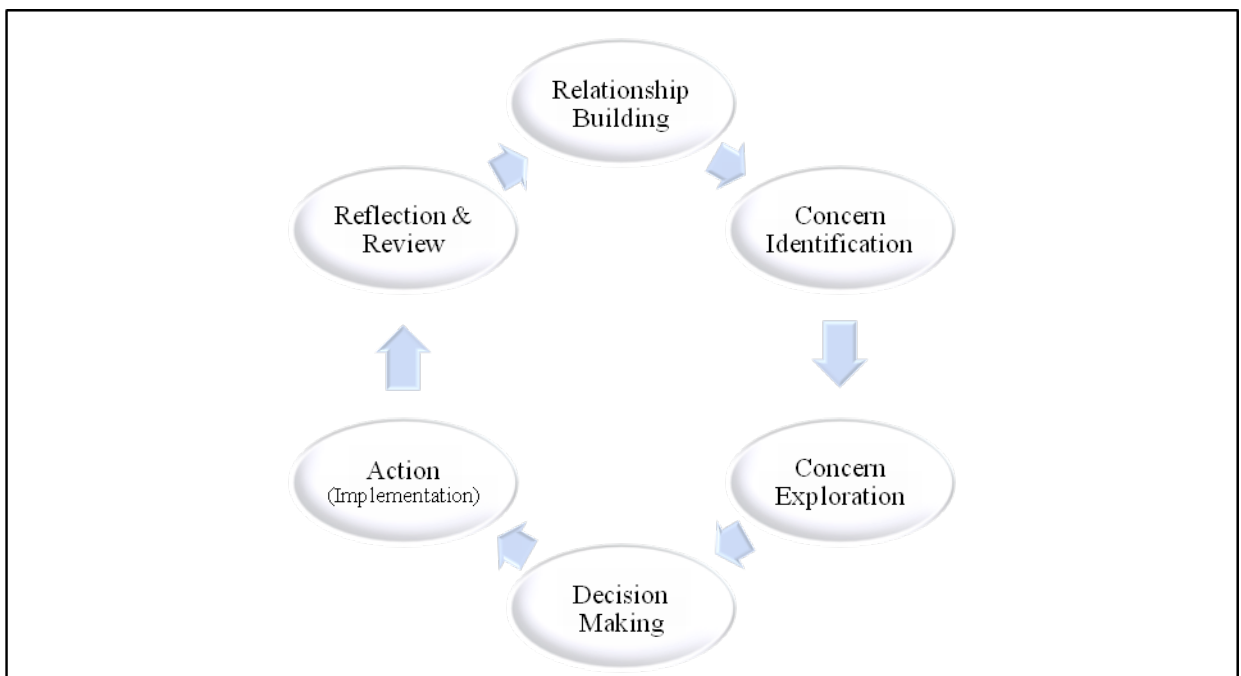


Figure 2.5: The Methodological Framework

Source: (Youth Volunteers for Development and Environment Conservation, 2005:18)

Each of the above principles is defined as follows:

### *Relationship Building*

According to Youth Volunteers for Development and Environment Conservation (2005:27-29), relationship building is one of the key motivating factors for successful service delivery in the government's efforts to develop sound connections with the communities it serves. Tolerance and community buy-in are virtually impossible if government departments do not respect their experiences, needs, values and perspectives. Therefore, relationship building should be the starting point when engaging with communities. The reason for this is that communities often carry heavy burdens due to historical events that led to their current situation and would not feel comfortable speaking about these sensitive issues to those whom they do not trust or have little or no confidence in (Hartmann, Mainka and Stock, 2017: 337-353).

### *Concern Identification*

Concerns within a community are usually those issues that disrupt and disturb a community. These concerns, therefore, form the basis from which the community extracts its needs. Therefore, the reader should note a distinction between a community's concerns and its needs. Addressing concerns often creates various possibilities for action as it often reflects how the problem is being experienced from an insider's perspective. The process of identifying the concerns may help with identifying root causes that may emanate from community values, norms and attitudes (Youth Volunteers for Development and Environment Conservation (2005:27-29). The facilitator can encourage communities to identify their concerns and needs effectively through active listening and strategic questioning. However, it is essential to note that at no point should facilitators impose their views as there is no pre-defined list of solutions that will work transversely for all communities as each community's concerns are unique (Ponsignon, Smart and Maull, 2011).

### *Concern Exploration*

The process of concern exploration takes place once the community has identified its concerns. During this phase, the government facilitator encourages the community and assists with a more in-depth exploration of its concerns. The exploration process allows the community, with the help of the facilitator, to determine the magnitude of the concern and its root causes (Allen, Larsen, Trotter and Sullivan, 2013: 1-18). The exploration process usually presents the synergy between various social ills and concerns within a community and disentangles the various manifestations of a particular social ill or concern at an individual,

group or organisational level. An example of this could be the concern of teenage pregnancy and its relation to poverty and gangs. The exercise of concern exploration creates linkages between various stakeholders. Identifying all parties who would be affected creates opportunities for developing partnerships that will be formed with the sole intention of eradicating the concern. To put this into context, the reader may refer to the example above, which would require a partnership between the departments of Health, Social Development, Community Safety and the South African Police Services. Before the community can progress to the decision making phase, it is of utmost importance that they realise the linkage between the concerns they identified and the factors that came out of the exploration process (Youth Volunteers for Development and Environment Conservation (2005:27-29).

### *Decision Making*

Now that the community has reached the decision-making stage, they feel comfortable and confident making decisions as they identified their concerns and thoroughly explored them. Using the findings of the concern exploration stage, the community would now be able to envision the future they desire for the community and make decisions accordingly for its future development. A plan can be formulated that encompasses the roles and responsibilities of each individual and the relevant time frames attached to deliverables. It is recommended that the formulation and design of the planned actions for the community should involve a sizeable number of community members as this would foster a sense of ownership and ensure the sustainability of the action plan. At this point, the facilitator encourages the community to reflect on the possible implications of the actions proposed on both the individuals and the community (Drolc and Keiser, 2020; Sala, Pezzotta, Pirola and Huang, 2019: 126-131).

### *Action (Implementation)*

The penultimate stage in the process requires the community to act by implementing their decisions. This stage of the cycle requires support and resources from stakeholders from the private and public sectors and civil society. Because the roles and responsibilities were outlined in the preceding stage eases the implementation, thus, allowing intimated checks on the progress made. A new or revised action plan will be required if communities require or demand access to certain services that are not available in their immediate environment (Waddell, S., 2017; Sachs, Schmidt-Traub, Mazzucato, Messner, Nakicenovic and Rockström, 2019: 805-814).



### *Reflection and Review*

The process is completed with the reflection and review process. However, it should be noted that even though the reflection and review stage is the final stage in the process, it can be found in every other stage of the process. The process of reflection and review can be described as a process of looking back at what has happened. During this stage, the community identify and answer critical questions about how their values, actions and practices have changed. This stage further sees the communities providing the indicators used to validate change.

The results of this stage should outline achievement and its levels of sustainability, and the stage is concluded by capturing the community's feelings, values, and attitudes (Youth Volunteers for Development and Environment Conservation (2005:27-29).

## **2.18 TRAINING AND DEVELOPMENT AND CITIZEN-CENTRIC SERVICE DELIVERY**

This section looks at the relationship between the training and development programmes of the WCG and the delivery of citizen-centric service delivery

### **2.18.1 Understanding Training and Development**

According to Saha (2008), governments face a continuous challenge in delivering services to the public. This is primarily due to the constantly changing environments and the increasing demand for the supply of basic services. In addition, as South Africa and the rest of the world are rapidly introducing measures brought about by the 4<sup>th</sup> industrial revolution and some of the services delivered via e-government services, the government has to upskill and educate its officials to manage these processes effectively efficiently. Thus, justifying the need for and importance of training and development.

Howard (2001) agrees with Saha (2008) by stating that citizens are becoming more knowledgeable, opinionated, and tech-savvy. As a result, expectations of government capacity have grown, and therefore, they would need to improve the standard of service delivery concomitantly. For this reason, training and development are becoming a crucial aspect of the government's development initiatives. Centenol, Van Bavel and Burgelman (2005) identify the following areas that require training and development that needs to be addressed in an attempt to improve public administration:

- Adopt an evidence-based decision-making approach.
- Constantly examine the needs of citizens.
- Acknowledge the intermediaries who are often the gatekeepers of communities.

- Build relationships and encourage collaboration.

### **2.18.2 Facilitation Skills for Public Servants**

According to The World of Work (2019), there is a misconception regarding the definition of facilitator. The most frequently used description for a facilitator is someone who stands in front of an audience and leads a training session. Even though leaders facilitate training sessions, it does not mean that the role of a facilitator is not valued in other areas. An example of these valued areas could be a chairperson of a meeting facilitating the meeting instead of running the meeting; staff members facilitating discussions regarding various facets of the job; the government employee who is tasked with mediating or resolving disputes between parties and groups of staff who are advised to adopt a facilitative approach instead of a directive approach. There is also a distinct difference between an expert whose role is to offer advice regarding the subject matter and a facilitator whose job is to help process information through guiding the discussion. Facilitative approaches become appropriate when an organisation or a government department is concerned about both the decision to be made and the process that leads to it.

An example can be drawn from a change in service delivery standards in which the government official's act as facilitators in the transition instead of dictators. This facilitation process will encourage input from communities and other beneficiaries and ensure their buy-in and the project's sustainability. Important characteristics for a facilitator to commit to are asking instead of giving an instruction; acknowledging good work and participation; focusing on building relationships and not merely being task orientated; negotiating decision making instead of dictating it; respecting participants' feedback; listening well and being authentic and enthusiastic instead of being systematic. Being an excellent facilitator requires one to step back from the expert position and be flexible enough to allow everybody's contributions to influence the set goals effectively. The tool or skill of facilitation is used to simplify matters about a particular topic. Within the government, context facilitation is used to assist communities during their process of transformation (RCM Mediation Services, 2013). Facilitation in a community context differs from that of a corporate setting as the facilitator needs to possess a holistic understanding of complexities such as the community's socio-cultural, collective, and individual dynamics. It is important to note that the facilitator does not teach the community as they already have the answers but merely guides the conversation and process by using an acquired set of skills to tap into the capacities of the community in an attempt to address the situation at hand.

The facilitation process creates ownership within the community as the results were derived from their responses. Facilitation may also speed up the process as community members reflect on and envision their answers. Through the process of facilitation and the identification of solutions by the community, the government official (facilitator) strengthens the capacity of the community, thereby ensuring the maintenance and sustainability of service delivery interventions (Youth Volunteers for Development and Environment Conservation, 2005:31). The researcher agrees with the above-quoted authors and further posits that government officials are often faced with the challenge of being thrown in at the deep end to mitigate a situation with an affected community. Community members often do not want to hear that government officials – when addressing community concerns – do not work within the more significant departments such as housing or health. Therefore, the official is a government employee and must answer their questions regardless of their mandate. It is, therefore, important for government officials working within communities to possess a certain level of facilitation skills. Based on the description of a facilitator provided above, possessing the skills to steer a conversation and the ability to control a crowd will benefit government officials and contribute to more effective service delivery.

### **2.18.3 Communication Skills for Public Servants**

Communication can be defined as the ability to give and receive various pieces of information. Communication requires listening, observing, employing positive body language, speaking face-to-face or on the phone, or using various forms of digital channels. The crux of communication is its ability to create understanding between the sender and receiver of information. To ensure effective communication, one should be clear, show empathy, be assertive, and use body language (Indeed, 2019). Environmental Protection Agency (2018) agrees with Indeed (2019) but adds that communication can undoubtedly be considered the most fundamental requirement for effective public participation. It lays the foundation for the successful distribution of information while allowing the project team to listen to the public's input and develop crucial relationships.

There are specific critical communication skills that are required for effective public participation, which are:

- proficient writing—this skill allows the project team to effectively communicate with stakeholders in either concise or lengthy written messages, which is especially important as commitments and progress are often requested in writing;
- analysing and summarizing complex and vast amounts of information into manageable fractions—a valuable skill as not everyone can make sense of lengthy documents;

- public speaking—not every staff member is comfortable speaking in public and addressing large crowds; therefore, this skill must be honed to present the information understandably;
- interpersonal skills—dealing with and relating to the audience face-to-face makes them feel safe and important; and
- active listening—a skill that requires practice and once mastered, allows the listener to connect with the speaker to indicate attentive and focused listening.

## **2.19 INNOVATION**

According to Viima (2021) innovation can be defined as the formulation and introduction of a new ideology or practice into an organization. In the absence of innovation, there would be nothing new. Thus, the progression of the organization will be halted.

If organisations are not progressing and coming up with new ideas, remaining relevant in an ever-changing market would be impossible. Therefore, innovation is often introduced to gain a competitive advantage. Innovation forms the core and the key to modern-day organisations. What is essential for organisations to realize is that change is a continuous and inevitable process that often brings about a positive change. The benefits of innovation are captured as follows: Improved efficiency and effectiveness; cost and time saving; improved customer satisfaction; improved staff morale; and creates a competitive advantage as well helps organizations remain up to date with market demands. Info Entrepreneurs (n.d.) agrees with Viima (2021) that the concept of innovation within a business can be defined as being open-minded to exploring new ideas.

The adoption of new ideas is paramount to improving business performance and is a key ingredient to drive progression and gain a competitive advantage. Furthermore, by improving products and services, a business can improve efficiency and effectiveness and profitability. Being innovative could mean improving or even replacing a particular process or simply extending an existing service. Businesses often have to develop and introduce new products to meet the demands of their customers. Innovation can, therefore, be seen as significant breakthroughs, such as the design of a brand-new product or as a cluster of more minor but meaningful changes. The researcher agrees with the above authors and further states that for a government to remain relevant and to be able to meet the ever-changing, ever-growing needs of its citizens effectively, it would need to be innovative. Public administrations cannot retain their initial approaches to service delivery that were designed to address the needs of the citizens of its era. Citizens expect e-services, and the government needs to embrace innovation for service delivery to be effective.

## **2.20 CAPACITY INTERVENTIONS INFLUENCE ON SERVICE DELIVERY**

The concept of individual development can be described as the actions taken to improve or enhance an employee's knowledge base and skill set. Thus, the interventions are actioned to both obtain new knowledge as well as improve job performance. The training interventions include but are not limited to the following: e-Learning, coaching and mentoring, self-led learning, and on the job training, which will be discussed further below:

### **2.20.1 e-Learning**

When providing training for employees using an eLearning environment, there is a dependency on a desktop centred application. With eLearning, the student's access to the various knowledge sets and material is not dependent on an instructor or facilitator but on the specific medium used to deliver the training. Students have to individually access training material before engaging with fellow students or completing allocated activities (Caudill, 2015).

### **2.20.2 Coaching and mentoring**

The concept of coaching and development may sometimes be misunderstood or underrated. However, it plays a significant role in staff development in handing over valuable intellectual insights that cannot be learned by attending formal classes as this knowledge was obtained purely through experience. There is a substantial difference between coaching and mentoring. Some organisations believe that mentoring has proved to be less expensive than coaching and has produced more impactful results. The activity of coaching usually takes the form of a session between a manager and their coach and very seldom involves team coaching.

The shortfall, however, in many organisations is that the coaching and mentoring programs are not integrated into the more significant development activities (Thomas & Saslow, 2007:22-26; Minter & Thomas, 2000:43).

### **2.20.3 On the job training**

The norm for training has been moving away from the daily hustle and bustle of the workplace. However, this approach has been known to place a barrier between what is being learned in the classroom and its implementation when back at work.

On the job training can break down this barrier as it allows the student to engage the facilitator regarding a relevant work scenario and receive immediate feedback due to its nature and the fact that actual specific work-related scenarios are used for activities instead of general examples as used in a broader training context recall is strengthened.

If the employee's everyday work is combined with new training techniques, it allows for better development. While there may be many benefits to on the job training, there is also a considerable shortfall in that time allocated for training can easily be cancelled and replaced with other work-related tasks, thereby impacting the intended training (Training Industry, 2014).

## **2.21 HOW PERFORMANCE MANAGEMENT SYSTEM INFLUENCES CITIZEN-CENTRIC SERVICE DELIVERY.**

This section aimed to highlight the value, importance, and impact of performance management systems, monitoring and evaluation tools, strategic planning, and power relations on the review of service delivery.

### **2.21.1 Project Management as a Monitoring Tool for Public Servants**

This section looks at the importance of project management as a monitoring tool for a public servant. According to the Department of the Premier (2009:4), an ongoing problem that the South African government faces is its inability to turn strategies into reality. This inability can be attributed to a variety of factors which include, but are not limited to, a lack of funding, a lack of specific skills, high turnover of vacancies, insufficient systems, a lack of co-operation amongst the three spheres of government and the constant increase in red tape. A more serious factor that is placed on the shoulder of departments is their lack of planning. It should, however, be noted that departments are responsible for their resource allocation, funding, vacancy levels, effective use of skills and compliance. This notion led to the WCG hypothesizing that the lack of efficient and effective service delivery may result from a lack of a project management approach and a lack of relevant systems that would portray a holistic view of projects at a strategic level. It is evident that there is a lack of project management practices due to factors such as:

- a lack of prioritization in terms of deliverables;
- a lack of effective monitoring mechanisms; and
- few or no official sign-offs of projects.

Therefore, the WCG has implemented a project management system called BizProjects – a system that would monitor all activities carried out by all departments (South Africa. Department of the Premier, 2009:4). The BizProjects system manages projects across departments and allows for monitoring performance data pertaining to these (Western Cape Government, 2014).

As is the case with the demand for productivity and efficiency in both the private and public sectors, government officials are responsible for delivering services to the public and are, therefore, expected to manage their workloads and time. Furthermore, due to austerity measures, government officials are often required to work across more than one project at a time which requires them to categorise tasks according to their level of importance. This skill can be attained over time and through a project management training programme. Project management training will also create an understanding of dependencies and the need for collaboration with various stakeholders.

Government officials tend to face the brunt from communities and, therefore, need to understand how specific stakeholders are incentivized and how the government influences communities. Project management skills will allow government officials to understand the value of seeing a project through from its initiation to its completion and how to pre-empt potential problems for implementation (Bright Network, 2019). Pyne and Rigby (2002:1) agree with Bright Network (2019) that project management is at the forefront of almost every business performance initiative for the public and the private sector. Due to the various stakeholders government serves, there is a need to move towards a project-oriented approach. With the shift towards a more outsourced approach to service delivery, there is a need for public officials to transition towards a more project-based management approach. This is crucial to ensuring that services are delivered on time, within the budget and, most importantly, within the specifications set by government departments. Through effective use of project management methodologies, government departments will enhance efficiency and portray their viability. It also allows the public sector workforce to meet deadlines while ensuring customer satisfaction, measured using performance management systems.

#### *2.21.1.1 Influence of performance management systems on citizen-centric service delivery*

For the reader to grasp the importance and value that performance management has on the effective delivery of services, one needs to unpack each of its linkages and components. It is envisaged that by providing detailed definitions of each concept about performance management in the public sector, the readers would comprehend its impact on service delivery. According to Sangweni (2003: 20-23) and Van der Molen, Van Rooyen and Van Wyk (2002: 293-295), it is of utmost importance for concepts to be clearly defined upfront before analysing them.

The following concepts defined and discussed in this section:

- Performance Management System
- Strategic Planning and performance management
- Performance Indicator

The concept of systems to manage performance is based on a systematic approach of ensuring a holistic understanding of the objectives of a particular department or organization. These systems are achieved through the use of collective consensus of the levels of performance and through extensive planning, which comprises the standards, quantity, and quality of performance expected of employees (Soltani, Van Der Meer and Williams, 2005: 211-230). The content of the performance management system comprises a review of key performance areas by the subordinate and their supervisor (Norman 2002: 619-628). Verbeeten (2008:430), Amaratunga and Baldry (2002:2017) and Brudan (2010;109) all agree that a performance management system is used as a mechanism to establish, monitor and evaluate, as well as achieve, both individual and organizational goals. The author's further state that a performance management system can further be defined as a system used to identify objectives and formulate strategies to achieve these set objectives while assessing and rewarding performance. This systematic approach aims to improve performance through setting standards and constantly reviewing and assessing these standards against data acquired throughout the performance period. According to Amaratunga, Baldry and Sarshar (2001:181), performance management systems are used to create an incentivized environment that may effect change within a particular organization.

Its design helps the organization monitor its objectives, effectively distribute its resources, and manage performance which holistically ensures administrative control.

It offers the organization, among others, the following:

- The effective and efficient as well as measured implementation of organizational goals.
- It creates and ensures a positive, participatory working environment.
- It provides valuable information pertaining training interventions and requirements that staff require to deliver on their mandate adequately.



### *2.21.1.2 Strategic planning and performance management*

There is a significant level of dependency between strategic planning and performance management. According to Dusenbury (2000:2); De Waal (2003:689), for a performance management system to be effective, the following would need to be ensured:

- Formulate the mission as well as the strategic goals during strategic planning.
- Formulate annual objectives that feed into both the mission as well as the strategic goals.
- Measure performance in an attempt to determine to what extent the objectives are being met.
- Regular feedback to be provided reflecting the progress of realization of goals and objectives.

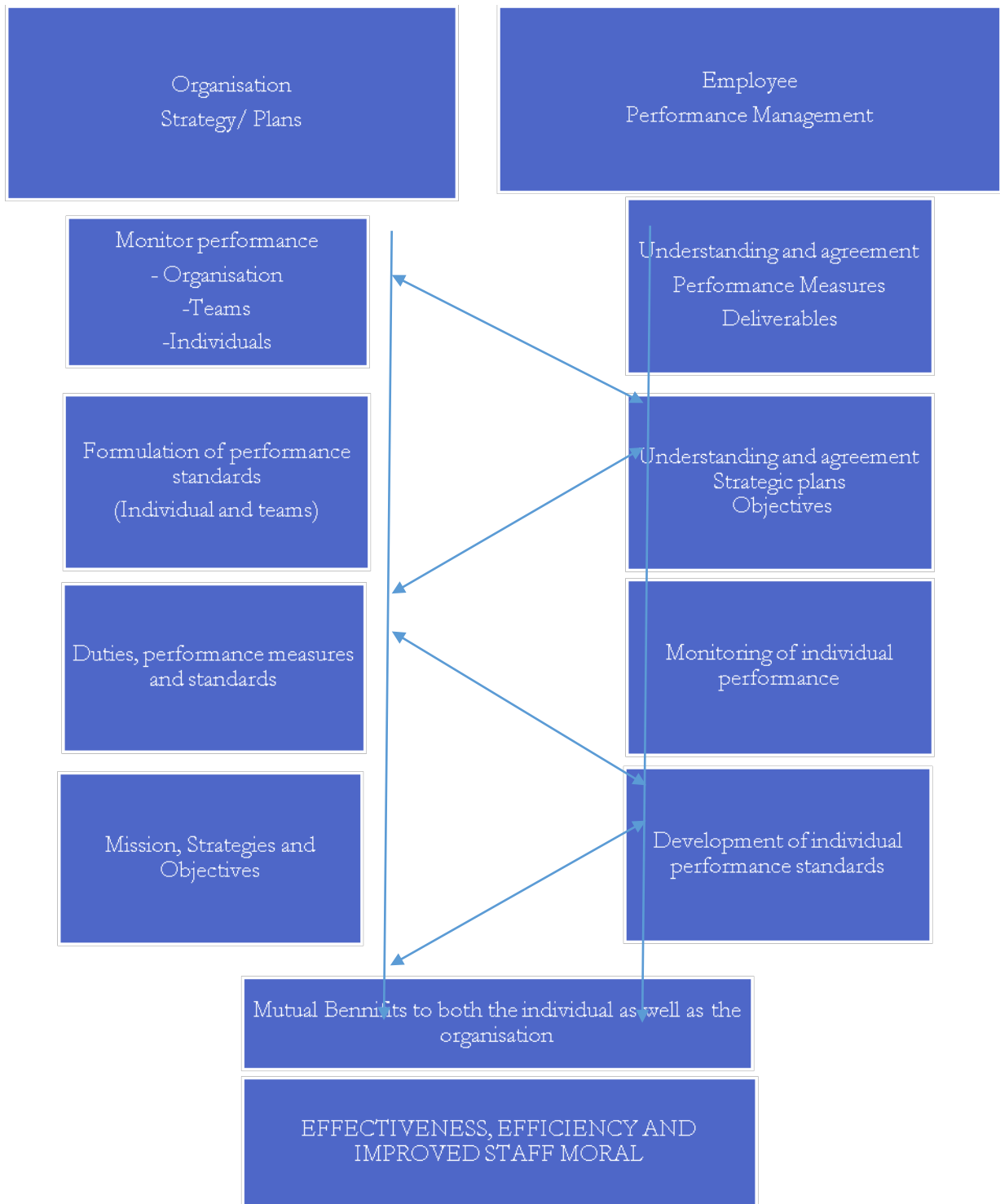


Figure 2.6: The synergy between strategic planning and performance management.

Adapted from: Selden, Ingraham and Jacobson (2001:605)

From the diagram depicted above, it can be deduced that an organizations performance is steered by its strategic planning. The diagram further depicts how a team, or an individual can trace their objectives or deliverables back to the strategic plan, thus creating a sense of purpose regardless of their position within the organization. When all individual roles are pieced together, it portrays the synergy and its interrelations to achieving a common purpose that ensures productivity, accountability, efficiency and effectiveness, and the promotion of staff morale (Noe, Hollenbeck, Gerhart & Wright, 2017:279). Concerning strategic planning, there is the concept of strategic questioning that government departments can use to extract information, experiences and perspectives from community's that would promote opinionated responses. If used effectively, this tool may assist government departments and communities to reflect on pertinent issues that are affecting them and foster a greater understanding of service delivery. Strategic questioning is a crucial tool for community and public engagement as it allows the facilitator to identify the community or public's concerns. Strategic questions have specific characteristics that ensure opinionated responses and not merely a yes or no response. These characteristics call for dynamic, open-ended questions – prompting a response, provocative but not offensive, innovative, reinforcing and of value to the speakers to ignite the ability to tackle difficult situations regarding service delivery (Youth Volunteers for Development and Environment Conservation, 2005:36). Cruxcatalyst (2012) believes that strategic questioning creates motion and guides the direction of the conversation from a static status to a more dynamic status. These questions create options and look for alternatives, avoiding 'yes' and 'no' responses; they are empowering and unshakeable. The researcher agrees with the sentiments stated above and further suggests that for strategic planning to be effective, it needs to include strategic questions to achieve its objectives. Strategic questions can undoubtedly assist the government when trying to get to the root cause of specific community issues and perceptions of service delivery.

#### *2.21.1.3 Performance Indicators*

A performance indicator can be either quantitative or qualitative. It is defined as a measurement that is taken to validate approaches toward achieving set goals. Therefore, it is of utmost importance that all performance measurement criteria be established before developing the key performance indicators (KPI's).

There should be synergy between the various KPI's, and this should constantly be validated. KPI's should be designed and agreed upon based on both the internal organizational needs as well as external stakeholder requirements. (Manville, Greatbanks, McEwen, Shoemith &

Allen, 2010:587). A hierarchy exists in the organization in terms of salary levels; the same exists in the formulation of KPI's.

There are three primary levels at which KPI's are formulated which are:

- The strategic level
- The operational level
- The teams or individual level

At the strategic level, the KPI's seek to address the tracking of progress of the implementation of strategies and the monitoring and evaluation of its efficiency and effectiveness (Sole, 2009). Whereas at an operational level KPI's developed are to measure efficiency that addresses both the input as well as the output measures and effectiveness that look at service delivery quality. The teams or individual levels KPI's are directed at either a group of employees or a single employee's performance. Chau and Witcher (2008:180-181) view that these performance measurements have a dual purpose, the first being to assess how these employees operate while the second purpose is to create motivation. Fryer, Antony, and Ogden (2009:481) believe that too many KPI's in a performance assessment can have an adverse effect on the level of performance and its quality.

#### *2.21.1.4 Power relations*

The reality is that action and interactions are either positively or negatively influenced by power struggles present in every environment. Power struggles are evident at various points in the community, such as between the community and a facilitator; the community and government; political party supporters within a community; different genders and age groups; between families and, even in households, between husbands and wives. These power struggles may affect how a community react to certain social ills and service delivery matters. Therefore, it is necessary for a public official when dealing with communities to possess the necessary skills to identify the situations in which power relations have a negative impact on a community.

This creates awareness regarding attitudes of dominance or submission that are conveyed either via words or gestures. (Youth Volunteers for Development and Environment Conservation, 2005:44). According to ProZ.com (2019), the concept of power relations has existed since the beginning of time. This is seen in societies where an individual or group can overpower or coerce others. The reality is that, in most situations of this nature, it proves to be detrimental to the parties affected.

However, regardless of the problems power relations create, it is also required as society requires leaders, structure and a hierarchy to exist. These can be seen in the relationship between employers and employees or a government and its citizens.

It should be noted that, even though hierarchy is a requirement, misuse of power still constitutes oppression. IGI Global (2019) agrees with ProZ.com (2019) that power can be defined as a hierarchy. However, it adds that power can be divided into two categories, one being productive power as previously defined and the other being dominant power that can be defined as having power over a particular setting. Power and hierarchy are required between management and subordinates but should be used ethically. The researcher has purposely discussed this topic to get the reader to understand that power relations can either positively or negatively affect service delivery and the acceptable standards thereof. For example, if the South African government adopts a communist approach, it cannot be seen as a democracy, and therefore service delivery will not necessarily be citizen-centric but compliance-driven.

## **2.22 THEORETICAL UNDERPINNING OF THE STUDY**

This section of the research now sets out to discuss the theories that have informed the study. Service delivery by government departments sees a rise in the need for efficiency and effectiveness in its deliverance. However, there seem to be many influencing variables impacting the effective and efficient delivery of services to communities. Amongst these variables are lack of accountability, lack of leadership, insufficient funding, government policies, corruption, government instabilities and ineffective public participation. If the government truly effectively delivers on its service delivery mandate, all these variables would need to be comprehensively studied.

An array of studies focusing on improving service delivery have previously been carried out, such as Schneider and Park (1989), Benton and Rigos (1986), Cigler (1995) and Benton and Menzel (1991), whom all emphasise the need for improving the efficiency and effectiveness of public service delivery. In addition, existing studies have highlighted various models used for service delivery in the public sector, such as Clifton and Duffield, (2006); Donahue, (1989); Stein, (1990); Clinger & Feiock, (1997) and Graves, (2000). Some of the developed models are the Competitive Tendering Model (CTM), Expenditure Service Delivery Survey (ESDS), Public Expenditure Tracking Survey (PETS), and Contestability Model (CM). Most of the models reviewed have a strong focus on finance, and therefore the researcher chose to focus on improving public service delivery through effective public participation instead.

The focus area was further justified by the government's desire to move towards a citizen-centric approach to service delivery; thus, the reformation of governance is geared around achieving efficient and effective service delivery through public or community participation (Western Cape Government. 2019). In line with the aim of this section, the Resource-Based View Theory, the Classical Management Theory, and the Modern Management Theory will be discussed. Together, these theories contextualise the problem and provide a pathway for solving it.

### **2.22.1 Resource Based View Theory**

According to Hitt, Carnes and Xu, 2016 the Resource-Based View (RBV) Theory is a well-known theory applied to an array of research studies. The theory is based on the premise that a particular organisation's performance depends on its particular resources categorized as critical, scarce, valuable, and virtually impossible to replace (Bromiley & Rau, 2016). Therefore, Barney (1991) thinks that resources are a crucial contributing factor for ensuring the success and performance of an organization. The RBV divides resources into two main categories: tangible and intangible (Galbreath, 2005). According to Pal, Torstensson and Mattila (2014); Sirmon, Hitt & Duane (2007), tangible resources can be defined as those resources that you can touch and see, such as physical assets, e.g., property, buildings and machinery. Whereas intangible resources emanate from human resources such as experience, skills, knowledge and innovation all contribute to the effective performance of an organization.

Previous studies such as Powell and Dent-Micallef (1997) have indicated that the significance of an organisations intangible resources contributes positively to its success. Likewise, Fahy (2002) posits that top-performing organisations emphasise their intangible resources more than lower-performing organisations. Based on the concepts derived from the RBV and its advocates, this research study postulates that if the government intend to deliver citizen-centric service delivery effectively, it should develop methodologies and capacitate its human resources to manage potential risk. To adequately manage these risks, government officials would need an array of knowledge and unique critical skills.

This view is supported by Strategic Management Insight (2013), as illustrated by the figure below:



Figure 2.7: The Resource-Based View Theory

**Source: Strategic Management Insight (2013)**

Although the South African government is constantly attempting to improve service delivery standards, the underlining influences on service delivery and its risks remain unexplored.

### 2.22.2 Theories Supporting Human Resource Development

The concept of human resource development is multifaceted. Therefore, there have been numerous theories developed in an attempt to simplify its understanding. In order to discuss the various theories, one would first need to understand what a theory is. Aneshensel (2012) defines theories as comprehensive systems that distinguish various data types by providing different forms of explanations. Within the field of human resource development, different theories will be listed and discussed.

### 2.22.3 The Classical Management Theory

The classical theory is believed to have developed in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. This system was developed to effectively manage the production, human resources, and processes required to run the manufacturing factory system successfully. However, the increased demand for production led to an unprecedented problem in relation to effectively and efficiently organising and managing products and materials and the human resource aspects such as recruitment and selection, training and development, disputes, leave and dismissals.

Therefore, managers developed three sub-categories as solutions: the Administrative Principles approach, which primarily focused on the entire organization; the Scientific Management approach focused on individuals; the Bureaucratic Organizations approach focusing on developing structures, procedures and guidelines to effectively manage the organisation (Kitana, 2016; Quatro, 2004).

#### **2.22.4 The Modern Management Theory**

Quatro (2004) states that in contrast to the classical theory, the modern management theory is founded on the complex and diverse employee view. As each organization is founded to deliver on diverse mandates, its employees also pose complex and diverse needs and are motivated by different aspirations due to their numerous frames of reference. According to the Modern Management Theory, any organization is made of employees from various academic and personal backgrounds. This diversity resulted in the employees all possessing different skill sets, aspirations, abilities and perspectives. Therefore, employers must approach their employees with specifically designed approaches instead of a blanket approach, leading to demoralization and unhappy employees.

The theory further holds firm to the stance that no particular managerial strategy can be applied transversally at any given time. Due to the vast dynamics and the constantly changing working environment and its incentives and performance requirements, employers have to apply specific strategies and different times for various employees. The Modern Management theory comprises two approaches: the Systems Approach, which views management as a united system and not an individual segment. This theory allows managers to include themselves in a bird's eye view of all segments of the organization to determine the effects and causes of particular problems. While the Contingency Approach requires managers to identify appropriate techniques to deal with each situation according to its circumstances (Kitana, 2016).

#### **2.22.5 The Bureaucratic Theory**

The Bureaucratic theory was introduced after the traditional structures of organizations were being criticized for their firm stance on hierarchical structures and power relations. With the introduction of the bureaucratic theory came the approach in which employees would follow the instructions of their superiors, as was the case with the traditional structures. However, they now had the option to appeal if there was a valid reason to do so. The bureaucratic theory further saw to it that rules were adequate and that employees understood it. These rules now also formed part of the permanent files of the organization.



This theory's significant impact on recruitment and selection was that employees would now be selected based on merit and not merely by election. This further translated into employees being paid according to their abilities (Beetham, 2018).

According to Toppr (n.d.), the bureaucratic theory comprises six fundamental principles, which are a:

- hierarchical structure;
- code of conduct;
- departmental approach;
- organization that either exists for itself (profit-driven) or to benefit others (service delivery driven);
- fair workplace; and
- workforce that was appointed on merit and qualifications.

The bureaucratic theory has been criticized for its conservative nature, being too formal and not able to meet employees' demands. However, despite all the criticism, bureaucracy still seems to be prevalent in many organizations due to its ability to control functions and infuse professionalism (Weber, 2015)

## **2.23 CONCLUSION**

The literature review chapter of the research study is the section that guides the research. This study's literature review focussed on gathering secondary data to assist the researcher with the gathering of primary data. The literature review allowed the researcher to provide reliable, valid, and objective data regarding the research topic. In addition, the researcher was able to review previous publications and academic sources to use these works to influence and achieve the objectives of the study positively. The theory related to training and development concerning public participation and service delivery and its success and failures and the guiding principles for community engagement has been discussed to understand the government's perception of service delivery and the need to improve its standards. The following chapter discusses the legislative analysis used for the study.

## **CHAPTER 3: LEGISLATIVE ANALYSIS**

### **3.1 INTRODUCTION**

This chapter presents the legislative analysis of the study. The legislation reviewed in this chapter helped the researcher understand the legal framework for embedding citizen-centric service delivery in the WCG, South Africa, and indicated the government's efforts to ensure effective and efficient service delivery.

### **3.2 LEGISLATION AND SERVICE DELIVERY IN WESTERN CAPE**

This section focuses on the extent to which legislation that guides improved service delivery in South Africa. Given the history of public service delivery, employment, and training and development in South Africa, the democratically appointed government in 1994 set out to recreate a public sector workforce driven by effective service delivery and guided by legislation such as the Constitution and programmes such as the NDP. When referring to the public sector workforce in South Africa, Kleynhans, Markham, Meyer, van Aswegen and Pilbeam (2006:247) believe that four main pillars developed the framework that has successfully redesigned the employment environment in the new democracy. These four pillars are The Constitution of the Republic of South Africa, the Employment Equity Act, the Basic Conditions of Employment Act and the Skills Development Act. In addition, the NDP 2030 has set out to address many contentious service delivery matters, such as the issues of drastically reducing poverty and inequality by 2030, ultimately reducing service delivery protests through efficient, effective and satisfactory service delivery. For this to be achieved, South Africa as a whole would be expected to contribute through competencies and proficiencies or by developing and fostering a capacitated nation through critical partnerships across sectors. The Constitution also dubbed the country's supreme law, emphasising the rights of all its citizens. "Access to services has been broadened, the economy has been stabilised, and a non-racial society has begun to emerge. Millions who were previously excluded have access to education, water, electricity, health care, housing and social security, the poverty rate has declined, and average incomes have grown steadily in real terms" (South Africa. The Presidency, 2013:16).

The subsequent section of the research focuses on legislation that governs the field of study to glean its significance in relation to fostering a citizen-centric approach to service delivery.

### 3.3 THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996

The Constitution of the Republic of South Africa, 1996, is considered by South Africans to be the absolute law of the country. It encompasses the country's values and promotes critical information about the rights of the citizens of South Africa. It further describes the separation of powers within the South African government and outlines the relevant mandates and levels of autonomy of each sphere of government. Due to its authoritative stature within the hierarchy of legislation, the researcher chose to start the legislative overview by reviewing the Constitution first. For a citizen, the most fundamental chapter of the Constitution is the second chapter, titled the Bill of Rights, which emphasises the rights of South Africans. Chapter 2 (9) (1) states that everyone is equal before the law and has the right to equal protection and benefit from the law. The subsection further delineates that all practices and processes regarding the citizens of South Africa should be both equal and fair (South Africa, 1996:5).

Subsection (9) (2) makes provision for "the full and equal enjoyment of all rights and freedoms". Subsection (9) (3) explicitly prohibits the discrimination against anyone or any entity irrespective of their "race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth." Subsection (9) (4) states that "national legislation must be enacted to prevent or prohibit unfair discrimination" (South Africa, 1996:06). These four sections include discrimination in relation to service delivery. The Constitution forms the basis of ethics for every government official. No individual or entity, including the president of South Africa, may conduct any business or act in a way that contradicts the regulations set out by the Constitution (Erasmus, Swanepoel, Schenk, van Der Westhuizen & Wessels, 2005:33-34).

Chapter 10 of the Constitution further outlines the principles and fundamental values that govern public administration. Section 195 states that the administration needs to be overseen by criteria set out in the Constitution, which include:

- the implementation and maintenance of high ethical standards;
- the promotion of efficient and effective use of resources;
- the equitable provision of services without bias;
- the encouragement of the public to participate in policymaking;
- transparency and timeous and accurate feedback to the public; and
- ensuring that public administration represents all South African people.

The principles listed above apply to all spheres of government, public enterprises and organs of state (South Africa, 1996:99). To ensure the validity and reliability of the Constitution as an ethical guide, it would need to be accepted and respected generally among all citizens. The rationale for including the Constitution in this research study was that it validates the existence of the public administration of South Africa. The Constitution provides all legal mandates for service delivery, thus requiring an administration to oversee its delivery.

### **3.4 WHITE PAPER ON THE TRANSFORMATION OF THE PUBLIC SERVICE OF 1995**

The White Paper on the Transformation of the Public Service could be considered the piece of legislation that ignited transformation in South Africa. For the sake of the research, only four of the sixteen chapters it comprises will be discussed with reference to the research topic (South Africa. The Public Service Commission, 2009:8). The White Paper on the Transformation of the Public Sector can be used to formulate a framework that can be used for the successful implementation of the various legislation designed to transform the South African public service. The transformed public service would prove itself through its ability to deliver services effectively and efficiently to its citizens. The outcome of the White Paper on the Transformation of the Public Sector is to enable a citizen-centric public service that caters for all (Penceliah *et al.*, 2013:148).

#### ***Chapter 1***

The chapter creates the tempo for the transformation of the South African public service by highlighting the necessity for change. The fact that was emphasised was that the then newly appointed government had inherited a broken and tarnished society with both economic and social inequalities and a politically divided nation. The purpose of this policy document is to “establish a policy framework to guide the introduction and implementation of new policies and legislation aimed at transforming the South African public service.” The chapter is concluded with three parts, namely part 1 that sets the tempo and outlines the transformation process; part 2 outlines the strategic framework required for change and part 3, which draws a set of conclusions related to the progress of transformation (South Africa, 1995:4-5).

#### ***Chapter 2***

The chapter comprises the vision and mission. This chapter further outlines the need for a vision and mission as well as its importance.

### ***Vision***

“The Government of National Unity is committed to continually improve the lives of the people of South Africa through a transformed public service which is representative, coherent, transparent, efficient, effective, accountable and responsive to the needs of all”.

### ***Mission***

“The creation of a people-centred and people-driven public service which is characterised by equity, quality, timorousness and a strong code of ethics”.

The vision and mission of the new dispensation are based on the relationship between the government, its stakeholders and civil society, and consequently, the notion of public-private partnerships were introduced (South Africa, 1995:6-7).

### ***Chapter 3***

The chapter details the challenges and the need for redress for transformation to be achieved. These challenges resulted from the previous apartheid regime and the repercussions it had on the new public service.

Regardless of the negative connotations linked to the apartheid regime, one cannot dispute that some particular successes and strengths could be retained for the new public service. However, the formulators of the White Paper agree that South Africa required a more neutral and positive approach that would enable the government to acknowledge the problem, then address it using the current resources and through enhancing existing strengths (South Africa, 1995:8-9).

### ***Chapter 4***

The chapter broadens the White Paper to the international environment to ensure that although South Africa’s problems in the previous dispensation were dealt with civilly, it is essential to take lessons from international success stories.

Over the past two decades, the themes such as emphasising Human Resource Management and the need for change in organisational cultures that emerged from evaluations from both developing and developed countries can be used in the new South African public service. The chapter also captures the need to review management holistically at an international level (South Africa, 1995:14-15). The White Paper on the Transformation of the Public Service was included in this research study as it was the piece of legislation that ignited transformation in South Africa, thus positively contributing to improved service delivery.

### **3.5 THE SKILLS DEVELOPMENT ACT 97 OF 1998**

The Skills Development Act (97 of 1998) aims to develop and formulate frameworks for successfully implementing strategies to upskill the South African workforce. Government, through this Act, further seeks to enhance the standards of living and employability of the South African workforce in an attempt to create a working environment that is competitive and productive. Provision for the formation of Sector Education and Training Authorities (SETAs) for national economic sectors are made in Chapter 3 of the Act. The various functions of the SETAs are to develop skills plans, approve specific workplace skills plans, create learning programmes and provide grants (South Africa, 1998:21). Kleynhans *et al.* (2006:26) state that the Skills Development Act is of great assistance to the workforce as it encourages various types of employers to allow the workplace to be a place of learning and development. This ensures that employees can broaden their knowledge and critical skills, improving their work performance and employability, resulting in an improved standard of living.

By creating a working environment of this nature, employers also benefit as employees who are both skilled and happy are motivated to perform, thereby contributing to achieving the organisation's goals which would, in turn, improve job performance and the standard of work. Penceliah *et al.* (2013:149) maintain that in an attempt to improve service delivery, the government has to transform and adapt to the rapidly changing environment of its citizens. This may be easier said than done. The government and its officials would first need to be willing and flexible to adapt to its beneficiaries' needs to ensure that this transformation is possible. For this to happen, the government would need to update its employees' knowledge and skills constantly. To ensure that its employees' performance is improved and, more importantly, that the government can effectively deliver on its service delivery mandates, the government would need to incorporate capacity enhancement and training and development initiatives into its strategic plans.

### **3.6 THE PROMOTION OF ACCESS TO INFORMATION ACT 2 OF 2000**

The Promotion to Access to Information Act gives all citizens the right to access any piece of information held by the state or a person required to protect an individual's rights. The rationale for giving effect to this Act was to foster a sense of transparency and accountability throughout the private and public sectors. This would provide all citizens of South Africa with the right to access information which would assist them to protect their constitutional rights holistically. The Act allows access to information held by all government departments, including:

- all personal documents;
- all third party information (this information requires permission from the third party if confidential);
- cabinet records;
- information held by judicial officers;
- information held by members of Parliament and legislature; and
- information pertaining to judicial functioning of courts (South African Government, 2019).

This legislation was discussed and listed to create awareness and inform the reader about ensuring transparency and accountability pertaining to service delivery.

### **3.7 THE PROMOTION OF ADMINISTRATIVE JUSTICE ACT 3 OF 2000**

The Promotion of Administrative Justice Act (3 of 2000) affords citizens of South Africa the right to lawful, reasonable and fair administrative actions. The Promotion of Administrative Justice Act (PAJA) further provides citizens with the right to a written response from the administration for any administrative action taken. The Act sets out to create a sense of accountability and an effective administration. In conformity to and conjunction with the Constitution and the Batho Pele principles, the Act promotes the right to a fair and just administration. It is, therefore, important for all government officials to take extra precautions when making decisions as their decisions can affect the lives of the public and should, therefore, be made per the PAJA. All government departments should make a concerted effort to create a level of understanding regarding the PAJA among its employees to conform to the requirements of the Act. The PAJA applies to organs of the state and should guide the decision making processes that impact the lives of the citizens (South Africa, 2000: 4).

If the Act is applied effectively, it may assist citizens with exercising their constitutional right to a fair administration, actively participating in decision-making, and ensuring that the administration is accountable.

### **3.8 BATHO PELE PRINCIPLES**

According to Staff Training (2018), the principles of Batho Pele was an initiative introduced by the government of the new dispensation in an attempt to transform and enhance public service delivery in South Africa. Batho Pele is a belief set or initiative that means putting people first and has adopted the slogan “We belong, we care, we serve”.

It is a concept that encourages public officials to adopt a citizen-centric approach to service delivery which can be translated as putting the needs of the people first. There are eight Batho Pele principles which are:

### ***Consultation***

The first principle deals with interaction – listening to and learning from citizens which the public sector serves. If the government effectively provides services to its citizens, it first needs to understand their needs.

### ***Service Standards***

The second principle deals with the level of service standards set by the public sector. Service standards form an integral part of the public sector as it is the benchmark against which performance is measured. Service standards, therefore, guide service delivery, its time frames and its quality.

### ***Redress***

The third principle deals with the citizen's right to redress based on a lack of service delivery. In the event of redress, responses from public officials should be sympathetic, and they should provide positive solutions to the problem.

### ***Access***

The fourth principle deals with the citizen's right to equal access to service delivery. Public officials are obligated to ensure easy access to services and to ensure that they go the extra mile to assist those who need special or extra assistance, for example, people with disabilities.

### ***Courtesy***

The fifth principle reminds public officials of their commitment to be helping the public. Therefore, it is essential for public officials always to be courteous and cooperative.

### ***Information***

The sixth principle affords the public the right to be provided with accurate information about public services.

### ***Transparency***

The seventh principle requires all public officials to be open about all activities. Citizens have the right to know about decisions made regarding their well-being.



### *Value for Money*

The final principle ensures that all government resources are used efficiently, and that services are delivered most cost-effectively. The notion of Batho Pele forms the basis for citizen-centred public service delivery within government departments in South Africa. Its formulation was based on the principle of putting people (the citizen) first and was therefore included in this study.

### **3.9 THE PROMOTION OF EQUALITY AND PREVENTION OF UNFAIR DISCRIMINATION (ACT 4 OF 2000)**

The Act aims to eliminate discrimination through the promotion of equality among all citizens. For the idea of a democracy to materialise, all South Africans—both the private and public sectors—would need to try and eliminate inequalities. Unfortunately, inequalities such as housing and low-cost, high-density areas were created by the previous dispensation and would require more effort by the government for ratification. It further aims to give life to Section 9 of the Constitution that guarantees citizens of South Africa freedom and equality, creates and implement tools to reduce or eliminate unfair discrimination and victimisation due to factors such as race and gender, and creates public awareness regarding the abolishment of unfair discrimination (South Africa, 2000:6). The second chapter caters for the “prohibition of unfair discrimination on the grounds of race” by noting that no one is permitted to unfairly discriminate against another individual or group based on their race.

This discrimination includes propaganda, the deliberate exclusion of an individual from an activity or gathering, providing inferior levels of service and the refusal to provide an individual or group with opportunities. The “prohibition of unfair discrimination on the grounds of gender” makes provision for the fact that no person or group may be unfairly discriminated against due to their gender. This includes gender-based violence, the process of not allowing a woman to be a beneficiary of family property, demoralising practices and the discrimination against a woman for being pregnant. The “prohibition of unfair discrimination on the grounds of disability” is also dealt with and prevents any individual or group from being discriminated against due to their disability. The nature of their disability determines the rights of people with disabilities. For example, one cannot confiscate equipment from a blind person that would allow them to function effectively in society or choose not to remove obstacles that would prevent equal opportunities for people with disabilities.

The fourth chapter explicitly outlines that high courts serve as equality courts in their respective areas of jurisdiction and should determine if unfair discrimination has occurred using the prescribed channels (South Africa, 2000:8). The equality court can be defined as a specialised court whose core function is to deal with unfair discrimination, hate speech and harassment.

It should, however, be noted that even though the equality court follows the norms and standards of the regular court, its rules and procedures are not as strict as that of the ordinary court (Department of Justice and Constitutional Development, 2011:3). The researcher opted to include this particular piece of legislation in the history of service delivery in South Africa pre democracy. If service delivery is to be citizen-centric, then it would need to be provided equitably.

### **3.10 BROAD-BASED BLACK ECONOMIC EMPOWERMENT ACT, ACT 53 OF 2003**

Broad-Based Black Economic Empowerment (B-BBEE) is an initiative that the new dispensation introduced to include the majority of South Africans in the economic transformation process. In both the public and private sectors, the need to comply with B-BBEE standards have drastically increased. The B-BBEE works on a point system on which companies are rated for compliance. It was introduced to allow previously disadvantaged small to medium-sized businesses to be part of bigger business deals and contracts linked to service delivery and private business tenders that they previously could not tender for (Afrika Tikkun, 2016). Service delivery in South Africa is delivered primarily by government departments. There are, however, certain services that are outsourced to service providers.

Because all service providers need to comply with the BBEE requirements, the researcher has highlighted its importance in this study.

### **3.11 CONCLUSION**

The legislation reviewed for this study indicated the government's efforts to ensure effective and efficient service delivery in South Africa. This legislation forms the guidelines for government departments concerning their levels of compliance and ability to deliver services effectively.

The following chapter provides insight into the value of a conceptual framework and its importance to this research.

## CHAPTER 4: CONCEPTUAL FRAMEWORK

### 4.1 INTRODUCTION

The previous two chapters holistically reviewed the theory and legislation pertaining to the research topic. This chapter will focus on identifying the importance of a conceptual framework.

Walden (2021); Adom, Hussein and Agyem (2018: 438-441) defines a conceptual framework as a mechanism that illustrates what the researcher expects to unpack through the research. It allows the researcher to piece together various variables creating an interrelation between them and mapping out their importance to the study. Conceptual frameworks are typically presented in graphical formats. The conceptual framework comprises the findings and concepts identified in the literature review. The conceptual framework is further used to ground the research and depict the path the research will follow, thus envisaging making the research findings more meaningful. The conceptual framework is of utmost importance as it enhances rigour and the empiricism of the research. Therefore, the researcher has decided to conduct a conceptual framework for this study as it allowed the researcher to piece together various components identified in the literature review. According to Scribbr (2015), conceptual frameworks are understood to illustrate what the researcher expects to uncover through the research. It aids the researcher with defining the appropriate variables for the research and maps out the possible relationships between them. Therefore, it is recommended that researchers develop an applicable conceptual framework before embarking on the data collection process. Conceptual frameworks are formulated based on the literature reviews of previous publications and theories. The conceptual framework is more often than not presented in a visual format. According to Rahman, Khan and Haque (2012:201-205), for a researcher to effectively understand the criteria for constructing a conceptual framework, they need to understand the research topic itself. Therefore, when looking at citizen-centric service delivery, the researcher posits that the government ultimately strives for citizen satisfaction while ensuring efficiency and effectiveness and value for money and service quality.

The authors divide citizen satisfaction into two categories, namely: transaction satisfaction and cumulative satisfaction. Cook and Thompson (2000: 248-258) state that the satisfaction of transaction research is based on citizens' isolated experiences and reactions about their encounters with a government service provider. However, Tahir and Abu-Bakar (2007:327-336); Yesilada and Direktör (2010:962-971) disagree and posit that citizen satisfaction is dependent on a cumulative overall perception of their encounters with a government service provider.

The researcher agrees with Tahir and Abu-Baker and adds that the services provided by the government often are not profit-driven but instead driven by a constitutional mandate to the citizens of the country. Thus, they need to be delivered in a professional manner directed to citizen satisfaction. Hansemark and Albinsson (2004) suggest that a third category exists, which can be understood as the image of a service provider. Gustafsson, Johnson and Roos (2005:210-218) agree with Hansemark and Albinsson by adding that the citizens' (customers) satisfaction is often measured by their perception or how they see the provider's organisation. The researcher shares the view of Hekkert, Cihangir, Kleefstra, van den Berg and Kool (2009: 68-75); Zavare, Abdullah, Hassan, Said & Kamali (2010), who all agree that once a citizen (customer) is satisfied with a particular level of service delivery, they, in essence, become ambassadors of the service providers as their satisfaction influences positivity through word of mouth which has proved to be one of the oldest but most powerful communication tools in communities.

## 4.2 CONCEPTUAL FRAMEWORK

The rationale for including this section was to create an understanding of conceptual frameworks for the reader to grasp its importance and relevance to the study effectively. Below are two additional conceptual frameworks taken from previous studies that were also geared towards citizen-centric service delivery:

### 4.2.1 Variable in a Conceptual Framework

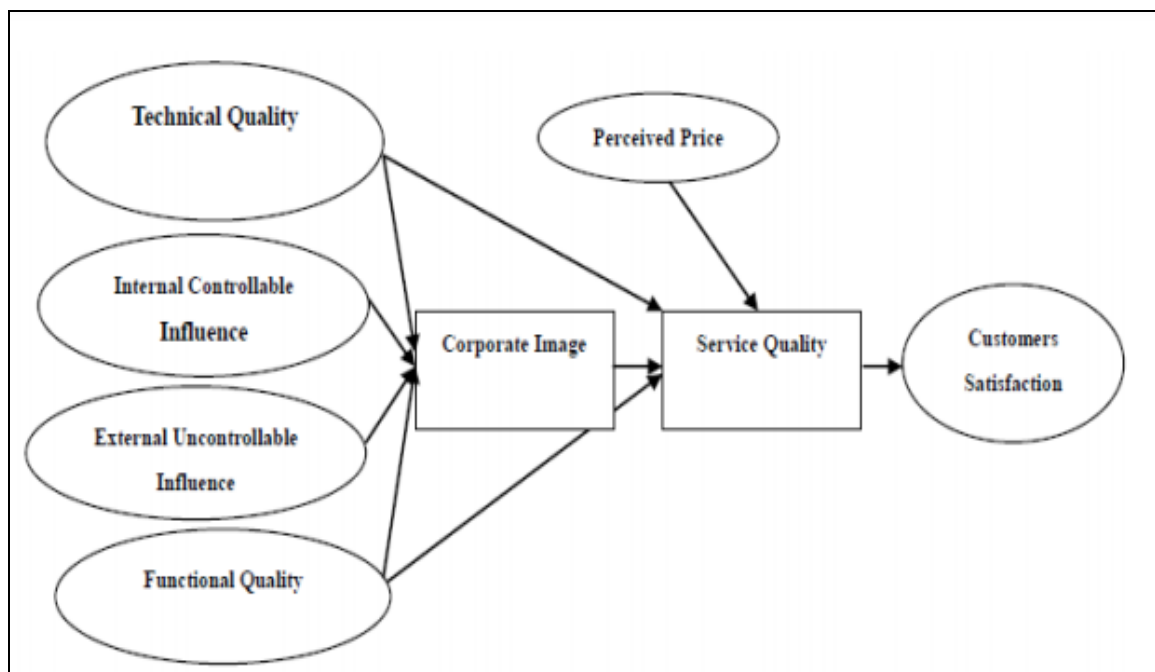


Figure 4.1: Variable in a conceptual framework

Source: (Rahman et al.,2012:205)

The above-depicted framework emphasises how various variables, such as service quality, influence both internal and external perceptions regarding the service provider's image, the perceived monetary value and most importantly, how this all translates into citizen (customer) satisfaction (Rahman et al.,2012:204).

#### 4.2.2 Creating Value Through Citizen-centricity

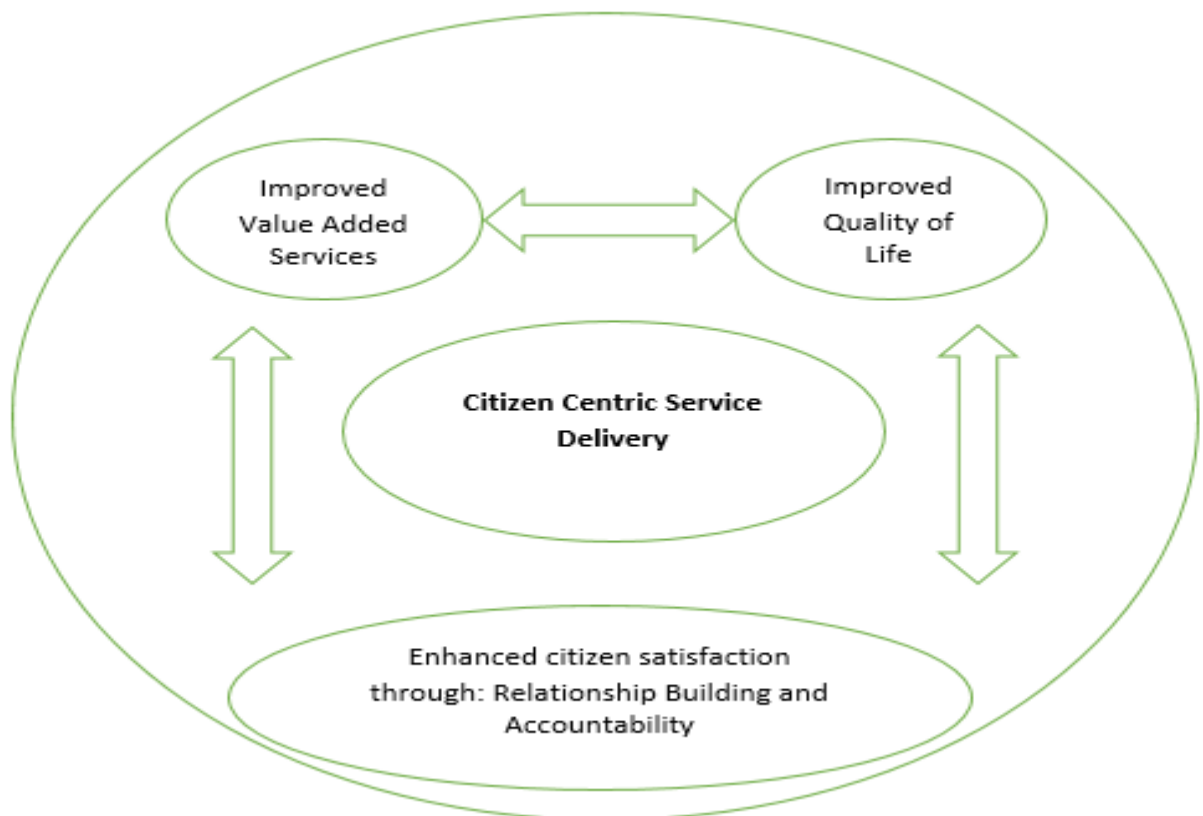


Figure 4.2: Creating value through citizen-centricity

**Source: Adapted from Gupta (2008)**

The image outlines the pertinent issues that are key to creating a conceptual framework for a citizen-centric approach to service delivery:

- Customer or citizen-focused
- The building of a credible brand
- Efficiency and accountability
- Being open to exploring e-services
- Constantly striving to create improvement plans (Gupta, 2008)

### 4.3 CONCEPTUAL FRAMEWORKS FOR CITIZEN-CENTRIC SERVICE

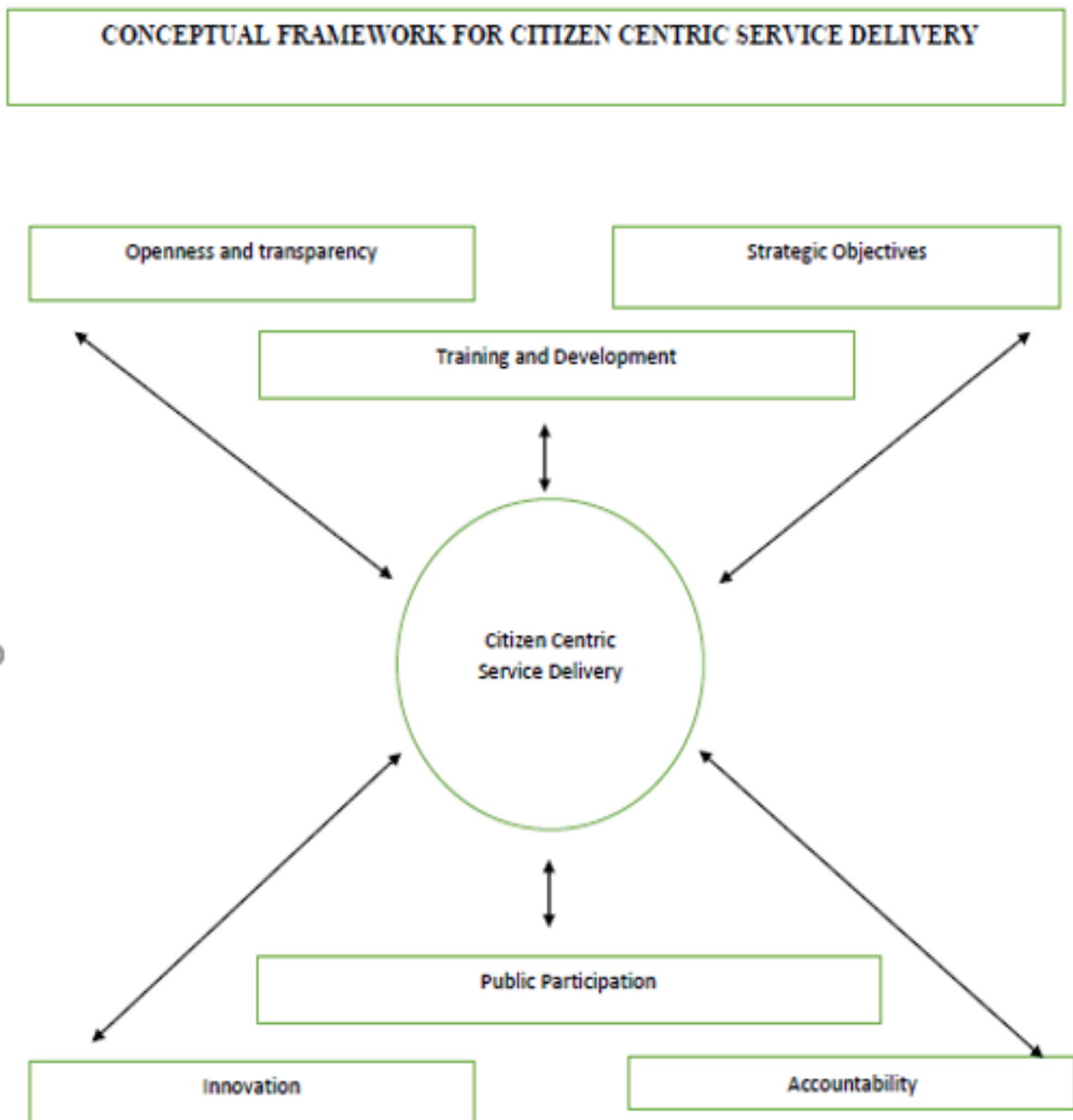


Figure 4.3: Conceptual frameworks for citizen-centric service

**Figure compiled by: Mogamat Yasien Ryklief**

The conceptual framework depicted above covers an array of attributes that ought to be found in ideal public administration, service delivery environment.

Public administrations worldwide share the notion of accountability, innovation, public participation, openness and transparency, training and development and the formulation and use of strategic objectives (Bala, 2017: 593-601)

#### **4.4 CONCLUSION**

The researcher has formulated the above conceptual framework based on the literature reviewed for this study. It was envisaged that the framework could achieve citizen-centric service delivery in the Western Cape, South Africa.

## CHAPTER 5: RESEARCH METHODOLOGY

### 5.1 INTRODUCTION

Chapter one of this study introduced the research methodology and design chosen for this study. This chapter would build on the introductory chapter by providing a detailed discussion on the following themes: research methodology, research population and sample, data collection and instruments, limitations of the research and research ethics. It is acknowledged that numerous designs exist in research. However, none of these designs is flawless. Therefore, the researcher opted for a mixed research design. The triangulation method was used for the data collection and analysis of the study. To gather the quantitative data for this study, the researcher used a survey questionnaire, while for the qualitative data, face-to-face interviews were used. By adopting a mixed research approach, it was envisaged that the two methods would complement and validate each other and, by doing so, solidify the study results.

The figure presented below is a depiction of the procedural process the researcher followed for the design of the framework that was used for the study:

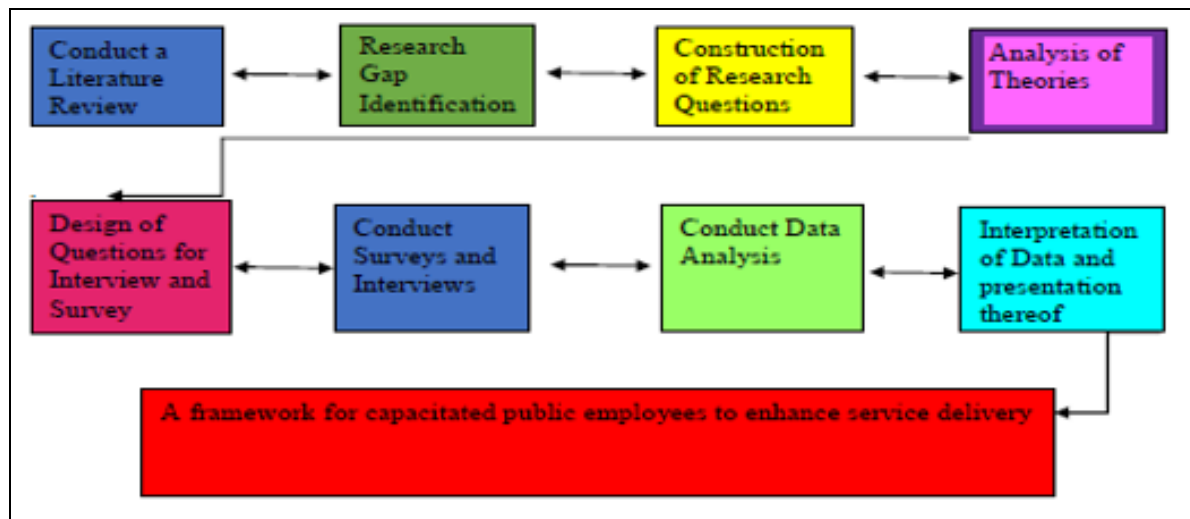


Figure 5.1: The procedural process adopted for the design of the framework

Figure compiled by: Mogamat Yasien Ryklief



## 5.2 RESEARCH METHODOLOGY

Research can primarily be defined as a thought process in which a collection of accumulated facts is interpreted. This is done to determine what the collected points present and what the data means. If phrased differently, research could be described as a method in which researchers solve problems and enhance their knowledge base and skill set. Research is, therefore, a systematic means by which efforts are made to answer research questions and inevitably solve research problems using verifiable facts. Research pertains to the interpretation of data to draw conclusions (Brynard & Hanekom, 2006:2; Flick, 2015; Snyder, 2019: 333-339). Welman *et al.* (2005:1-8) are of the opinion that there are two main concepts to research, namely quantitative and qualitative research methodology. Each methodology serves a different purpose and can be defined as follows:

- Qualitative research focuses its efforts on establishing the socially fashioned nature of reality. In addition, it fosters a relationship between the concept being studied and those doing the research, emphasising the value of the inquest.
- Quantitative research emphasises the measurement and the analyses of the links between variables in a value-free context without involving the investigation of processes (Choy, 2014: 99-104; MacDonald, 2012: 34-50).

McCusker and Gunaydin (2015: 537-542); Opoku, Ahmed and Akotia (2016); Creswell (2007:388) states that there is a third option that exists in research called mixed methods or triangulation. The mixed research method employs the integration of both qualitative and quantitative research methods. The past decade has seen a rise in the use of mixed methods, which allows researchers to draw a simultaneous benefit from both methods. The core justification for using the mixed research approach is that it may provide an elevated level of understanding of research problems than any of the two methods could do if used in isolation (Johnson, Onwuegbuzie & Turner, 2007: 2). Based on the definitions provided by the authors above, the researcher deduces that research is sequential, that its procedures are multidimensional and that it is administered through strict processes. Its core purpose is to obtain results that may be presented either in numbers or words.

The act of research is widely conducted across every level of both the private and the public sectors. Effective and efficient research is the basis of any project or task and forms a pivotal contributor to decision-making.

### **5.2.1 Quantitative Research Methodology**

As defined by Supino and Borer (2012:10) in chapter one of this research, Saunders, Philip and Thornhill (2009:15) agree that quantitative research measures aspects like behaviours, attitudes, morality, and demographics attained through unambiguous conditions. This can be done through structured or semi-structured configuration, which is usually subjected to prearranged statistical analysis. Quantitative research generally deals with the study of large numbers. The researcher's contact time with participants is brief and only slightly interactive to remain neutral and unbiased. The use of statistics is more potent than any other tool that quantitative researchers have at their disposal. Without the use and support of statistical methods, quantitative data would merely be a chaotic collection of numbers. Researchers can decipher data and classify it through statistical methods to encourage and facilitate interpretation (Brink *et al.*, 2012:178). For this study, the researcher used a quantitative methodology when surveying the broader audience of the research sample. These participants form part of the CTMA. Making use of a survey would allow the researcher to reach more participants in a shorter timeframe.

### **5.2.2 Qualitative Research Methodology**

As alluded to by Hancock et al. (2009:6); Neergaard and Parm (2007:5); Tesfom (2006) in chapter one, Brynard and Hanekom (2006:37); Kothari (2004:3) and Saunders, Mark, Lewis, Philip and Thornhill (2012:436) concur that the qualitative methodology yields descriptive data, generally consisting of research participants' reflections on their personal experiences or perceptions. With qualitative research, numbers and counts are usually not allocated to observations. One of the strengths and defining characteristics of qualitative research is its ability to allow the researcher to interact with the participants by conducting face-to-face interviews. This process enables the researcher to transcribe better and interpret the actions and body language of the research participants.

Qualitative research comprises methods such as in-depth, open-ended interviews, case studies, and the use and the review of personal documentation (such as diaries and autobiographies). Qualitative research emphasises the building of relationships between the researcher and the participants. Unlike quantitative data that is presented using numbers and statistics, qualitative data are presented using words. Through these words, researchers can steadily alter the data to understand the research problem holistically.

Qualitative research is further known for its ability to allow researchers to obtain an insider's perspective to the research topic by communicating with participants and recording their understanding and stances towards the issue while observing body language and behaviours (Welman *et al.* 2005:8-9; Yilmaz, 2013: 311-325).

The representation below depicts the general assumptions made regarding these methodologies. However, readers should note that, in reality, distinctions are usually not as clear-cut: (O'Leary, 2006:99).

Table 5.1: *Qualitative Research vs Quantitative Research*

Qualitative Research		Quantitative Research	
Assumption:	Personal & Practical	Assumption:	Hopeful & Objective
Methodology:	Spontaneous, Face to Face, Action/Achievement Research	Methodology:	Hypothesis and Methodically Driven
Scope:		Scope:	Large groups
Analysis:	Language/ Small groups Words	Analysis:	Numbers/Statistics

**Source: O'Leary (2006:99)**

#### 5.2.2.1 *Qualitative research cycle*

Hennink, Hutter and Bailey (2011:5) state that qualitative research comprises three cycles: the first stage – the design cycle, the second stage – the ethnographic cycle, and the third stage – the analytic cycle. These cycles will be outlined below:

##### *The Design Cycle*

The first stage (the design cycle) comprises four specifically interwoven tasks: the formulation of research questions, a literature and theoretical review, a conceptual framework for the study, and the selection of a fieldwork approach.

### *The Ethnographic Cycle*

The second stage (the ethnographic cycle) incorporates the key activity for the data collection process. It too comprises four explicit components: the designing of the research instrument founded on the nature of the research study, the recruitment of relevant research participants from the targeted population, the collection of the actual data, and making inferences.

### *The Analytic Cycle*

The third and final stage is the analytic cycle which involves four rudiments that must be conducted simultaneously at various points in the analysis – development of codes, description and comparison and the classifying and conceptualising the collected data.

The researcher drafted the diagram below and used it as a framework for this research study. The researcher religiously and sequentially followed the three stages, which assisted the researcher in ensuring that the research remained focused. The first stage informed chapters one and two of the study, while stages two and three informed the remaining chapters of the study. The cycle was further used as a checklist to ensure no oversight on the researcher's part.

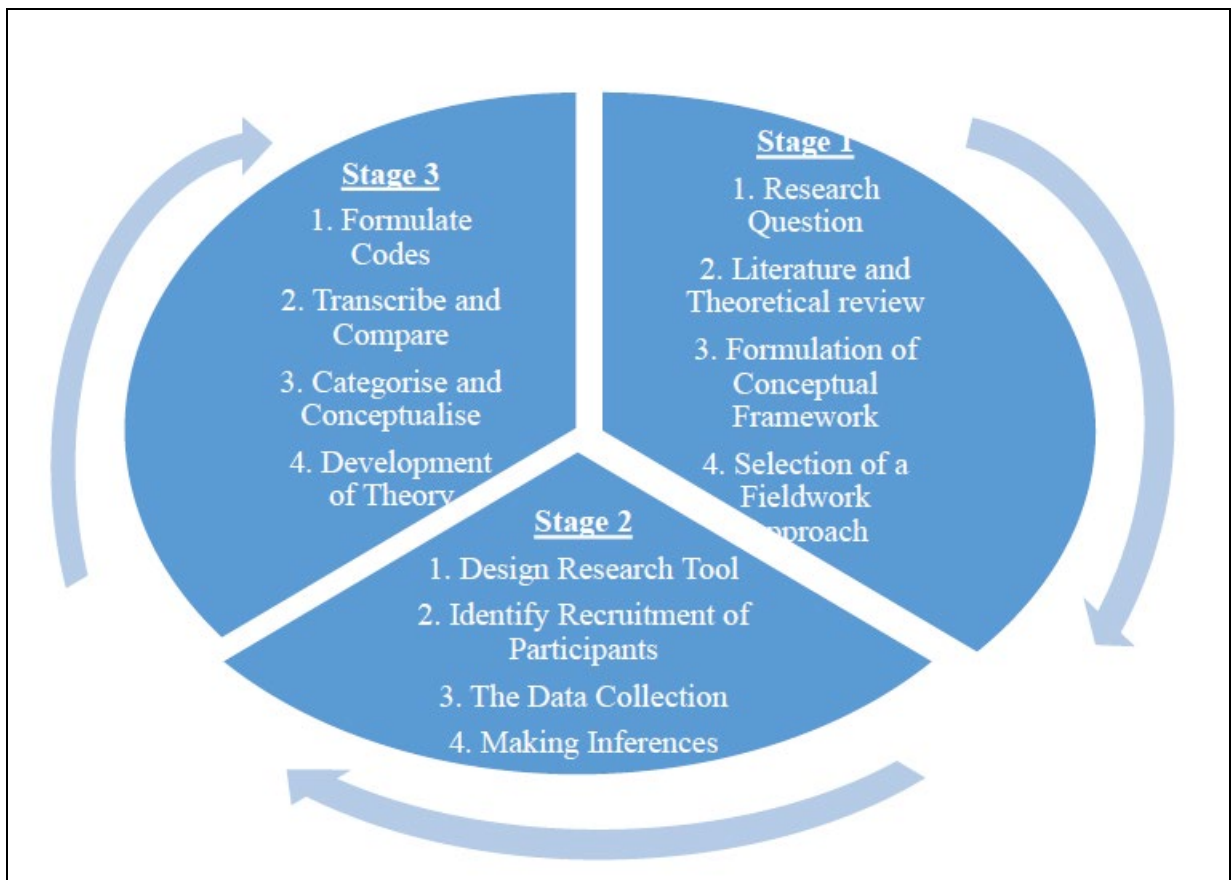


Figure 5.2: *The Qualitative Research Cycle*

**Source:** Hennink, *et al.* (2011:4)

The researcher has employed a qualitative methodology for this study when interviewing the selected research participants from the DotP. This qualitative approach aided the researcher to be able to dig deeper and elicit in-depth responses to the questions posed during the interview.

### **5.2.3 Mixed Methods Research Methodology**

Johnson, Onwuegbuzie and Turner (2007:3) describe triangulation or mixed methods research as the holistic incorporation of the viewpoints of qualitative and quantitative research methodologies, ensuring synergy between the two approaches. Kivunji and Kuyini (2017:27) concur that the mixed methods approach is generally used to strengthen or ensure the data's validity and reliability.

Due to the criticism of adopting a single methodology, the researcher has opted to agree with (Cresswell & Plano Clark, 2007; Greene, 2007; Teddlie & Tashakkori, 2009; Hall, 2013:71-78), who support the use of mixed methods, stating that a mixed-method has been widely used over the past 25 years. The hybrid method is encouraged as it encompasses the strengths of both a qualitative and quantitative methodology. The researcher agrees with the preceding authors and states that researchers can draw from both approaches with mixed methods. The researcher, therefore, chose to employ a mixed research method as it is generally conducted in cases where the researcher sets out to collect data directly from research participants at a convenient time and in a malleable manner. The researcher opted for the mixed approach for this research study for its flexible nature and allowing the researcher to interact with participants to attain the research objectives.

### **5.3 CLARIFICATION OF THE RESEARCH DESIGN**

According to McMillan and Schumacher (2001:166). The concept of research design is understood to be a specific research plan that depicts a holistic model for collecting data. Through the research design, the researcher communicates the requirement for various data types, the appropriate methods that will be employed for gathering and analysing this data and how data will be arranged in an attempt to answer the research questions and provide potential solutions to the research problem (Creswell, 2009). Several designs exist, each with its strengths and weaknesses. The selection of a specific research design is based on the nature of the research study. Research design can be classified into three main categories: experimental, non-experimental and quasi-experimental designs (Kraska-Miller, 2013:6).

### **5.3.1 Experimental Research Design**

According to Pirlott and MacKinnon (2016), Zaidah (2003), and Anastas (2012:89), experimental data allows the researcher to manipulate a particular variable that is affecting the target group while controlling all other variables. Thus, positive results are often achieved due to the specific control mechanisms set up by researchers. Furthermore, researchers can better determine causes and effects linkages (Burns & Grove, 2010:41).

Marczyk, DeMatteo and Festinger (2005:136) further define the experimental research design as the process of randomly assigning research participants to various created control groups. Despite enjoying the status of being the most idyllic design, it has been reported that its validity has been questioned based on the following:

- When a research studies control group is accidentally exposed to interventions or core aspects of the intervention can be found within a particular control group. These scenarios can weaken the distinctiveness of an intervention.
- When participants perceive a particular group to be superior to another. These perceptions influence behaviours and attitudes (Balaz & Williams, 2017:3; Zainal, 2017:4).

### **5.3.2 Non-experimental Research Designs**

According to (Palaiologou, Needham & Male, 2016:7) in non-experimental research design methods, researchers are often interested in observing and describing the specific phenomenon being investigated. Gabel (2016:46), Jackson (2014:20) and McNabb (2015) agree that non-experimental research comprises the following categories: observation, case studies, personal interviews and focus groups. In addition, the researcher agrees with Calmorin and Calmorin (2007:70), Stangor (2011) and Eliason (2007:92). They believe that non-experimental research allows the researcher to generate snapshots and provide a holistic overview of the current state of the phenomenon being investigated.

### **5.3.3 Quasi-experimental Design**

Quasi-experimental designs are often adopted when experimental research designs prove to be unfeasible or when it is not possible to randomly select control groups (Maxfield & Babbie, 2017:182). As described by Bringle, Hatcher and Clayton (2013); Trochim, Donnelly and Arora, (2015:258), quasi-experimental design requires groups to be selected based on variables tested and has no pre-selection influences. Marczyk et al. (2005:147) further state that quasi-experimental research designs often do not mechanically identify and deal with pressures from internal validity as effectively as authentic experimental designs.

However, through examining actual phenomena, quasi-experimental research enables the researcher to draw casual inferences while true experimental research does not. Therefore, the researcher has provided a condensed description of the problem statement and the research questions and objectives that succeed this section as provided in chapter one of this study.

#### **5.4 CLARIFICATION OF THE RESEARCH PROBLEM**

The need for government officials to improve their understanding of the value of community input via public participation and that service delivery should be demand-led and not supply-driven. With this shift in public administration and management, as alluded to by the authors in the preceding chapters, it is envisaged that government will be able to, through capacitating its employees and consultation with relevant stakeholders, effectively improve public participation and, through it, improve service delivery. Hence it can be stated that the research problem relates to the need for government to capacitate its workforce to address the lack of an understanding among government officials about the impact and importance of public participation in an attempt to effectively deliver on their department's service delivery mandates which may be the direct cause of dissatisfied communities and service delivery protest. Put simply, public employees need to be made aware of the value added by communities through public participation to deliver citizen-centric services. This study hopes to bridge that gap by proposing a holistic training regime for public service employees in the Western Cape.

#### **5.5 THE RESEARCH QUESTIONS**

The main and sub research questions will be covered in this section.

##### **5.5.1 The Main Research Question**

How can training enforce citizen-centric service delivery in the public sector?

##### **5.5.2 Research Sub-questions**

- What are the current training needs of the employees in the Western Cape Government?
- What value do the stakeholders place on the services offered by Western Cape Government?
- What is the relationship between the training and development programmes of the Western Cape Government and the delivery of citizen-centric service delivery?
- How effective is the specific legislation that guided improved service delivery in Western Cape is effective?

- What existing capacity interventions exist, and how does its application create understanding or impact employee's approaches to service delivery? and
- How does the performance management system influence citizen-centric service delivery?

## **5.6 OBJECTIVE OF THE RESEARCH**

This section lists the main and sub-objectives of the study.

### **5.6.1 The Main Research Objective**

To develop an employee training framework for citizen-centric service delivery.

### **5.6.2 Sub-objectives**

- To evaluate the current training needs of the employees in the WCG.
- To ascertain the perceived value of the services offered by the WCG.
- To determine the relationship between the training and development programmes of the WCG and the delivery of citizen-centric service delivery.
- To determine the extent to which the specific legislation that guided improved service delivery in Western Cape is effective.
- To determine what existing capacity interventions exist and how its application may be creating understanding or impacting employees approaches to service delivery; and
- To determine the influence of the performance management system on citizen-centric service delivery.

## **5.7 RESEARCH POPULATION**

Anderson (2010:141) and Schonfeld and Mazzola (2013:268-289) posit that a population allows the researcher to examine aspects of the research in-depth. This allows the researcher to formulate explanations of findings that proved complex to interpret. In addition, the authors state that the data received, based on participants' experiences, is compelling.

Research participants are commonly identified based on their ability to positively contribute to the study due to their extensive knowledge of the topic. Their contribution often comes in the form of availing themselves for interviews or focus groups. Therefore, a key component of research is the identification of appropriate research participants. The rationale for the inclusion of an individual or group as participants include, but are not limited to:

- the type of research questions posed;
- their knowledge regarding the research topic;



- their understanding of legal and theoretical perspectives;
- their ability to influence and contribute to the study; and
- their practical and personal experiences related to the research topic (Anderson,2010:141).

Participants must represent several categories of diversity, perspective, rank and knowledge. To identify and define the population for this study, a rigorous screening procedure was followed. At the offset of the study, it was envisaged that the entire Western Cape Government would form part of the population (for the qualitative in-depth interviews); this could be attributed to the researcher's overzealousness. However, post an extensive literature review, the extensiveness of the scope of the WCG presented itself. Due to the comprehensive coverage of the WCG, it became necessary to confine the scope to a single department, namely the Department of the Premier (DotP) and then further to a single branch of the said department, namely the strategic programme branch which deals with service delivery projects. The branch comprises approximately 90 employees and was chosen based on its strategic position among all provincial government departments. To collect data from communities, the researcher has identified the Cape Metropolitan area with specific reference to a particular community on the Cape Flats as the population (for the quantitative survey). The estimated number of houses for this area is +- 300. The Cape Metropolitan (Cape Flats) area was specifically identified due to the researcher's proximity to it and to reduce research costs. Moreover, the Cape Metropole (Cape Flats) area has long been prone to service delivery protests and social unrest, which further justifies its selection for the study (SABC News, 2020).

Furthermore, in an attempt to ensure that research participants who possess the specific knowledge base, skill set as well as experience in the relevant field of public participation and service delivery will be identified for the sampling process, the population was confined to managers, supervisors and front line service delivery officials. For the survey, the population was restricted to homeowners (both formal and informal) within the identified community in the Cape Metropolitan (Cape Flats) area.

## **5.8 RESEARCH SAMPLE**

The researcher agrees with Thomas (2004:105) and Brink *et al.* (2012:131) that an entire population cannot be accessed due to time and resource constraints. Therefore, a representative sample must be chosen to allow for generalisation.

The researcher set out to interview 30 participants (for in-depth interviews) for the qualitative data collection from the strategic management branch within DotP using the purposive sampling technic. Saturation was, however, reached around 20 participants. The sample size of 20 was based on the position of Guest, Bunce, and Johnson (2006); Latham (2013); van Rijnsoever (2017)and the National Centre for Biotechnology Information (n.d.), who agree that saturation more often than not occurs between 15- 30 research participants for a qualitative study. The participants were purposively selected based on their rank and subject knowledge. Furthermore, to ensure that all levels of employees were sampled, the researcher ensured that the sample included management, operational staff and front line employees.

A questionnaire was administered on 130 community members identified using snowball sampling for the quantitative data collection process. The sample size was based on the advice of CloudResearch (2021) and ResearchGate (2016), who are of the opinion that most statisticians agree that the minimum number of participants for a survey to obtain a meaningful result would be 100.

This study aimed to employ a quantitative as well as a qualitative research methodology. Therefore, the non-probability sampling strategy included selecting research participants to complete the quantitative survey and those who were personally interviewed. In addition, purposive and snowball sampling was used due to the geographical boundaries of the identified population and the specific knowledge required from a governance perspective.

It was envisaged that the study would identify critical findings for recommendations through interviews and surveys conducted with relevant research participants (government officials and community members). However, in the instance where further research participants could not be identified, the study adopted a snowball sampling technique to identify participants through nominations.

Once the interviews were conducted with the purposely selected participants based on their knowledge of the subject matter, the study moved to administer the questionnaire on participants who were community members. This was done to validate the findings derived from the interviews conducted.

## **5.9 DATA COLLECTION METHODS AND INSTRUMENTS**

The primary methods for data collection for this study comprised both in-depth interviews as well as a survey. The in-depth interviews were considered to be the critical and most important sources of data for this research study.

Thereafter, the survey was used to validate and complement the results obtained from the in-depth interviews. In an attempt to supplement primary data, the researcher also used secondary data for the study. According to Bajpaj (2011:127); Ellram and Tate (2016: 250-254), secondary data is defined as the currently available data collected by any individual/s and or organisations other than the relevant researcher. For this study, secondary data formed the literature review and was derived and compiled from various sources, including university publications, academically accepted sources, published journals, books, and official statistic reports.

### **5.9.1 Development of the In-depth Interviews**

Dawson (2002:28) and McMillian and Schumacher (2010:305) agree that researchers can choose between various types of interviews when dealing with social research. The most frequently used are unstructured or structured interviews, depending on the research methodology employed. Unstructured or in-depth interviews allow the researcher to dig deeper into areas of interest and often elicit lengthy responses. According to Adhabi and Anozie (2017: 86-97), this type of interview is used if researchers want to gain an overall, holistic perspective of the research topic by allowing respondents to explain their viewpoint or historical experiences related to the research topic. Unstructured interviews can also be referred to as interactive, informal interviews primarily due to their adaptable nature.

Unlike quantitative data collection tools that produce statistics through closed-ended questions, qualitative data tools are open-ended and serve merely as a guide. Therefore, the researcher is not required to pose the questions sequentially and may even omit some of the questions or add additional questions as the interview progresses (Gupta & Gupta, 2011:63). Simply Psychology (2014) and Anderson (2010:141) agree that unstructured interviews encompass the strengths and limitations listed below:

#### **Strengths**

- Due to the flexible nature of the guiding questions, researchers can adapt follow-up questions based on the responses of research participants. This flexibility further affords the researcher the freedom to deviate from the guiding questions as long as the research objectives are met.
- With face-to-face interviews, researchers can ask for points of clarity and further explanations from participants.
- With unstructured interviews, the researcher can allow the participant to steer the discussion within the boundaries set by the researcher.

Liem, (2018: 513-525); B2B Market Research Specialist (n.d.) explains that the interview schedule can be described as a guiding document used by the researcher to gather data from participants. It serves as a guide to the researcher as it provides a pre-set list of questions to choose from, which prevents the researcher from posing questions haphazardly and, in addition, it avoids repetition. How a question is posed can influence the type of responses received (Turner III, 2010: 754). Therefore, researchers should follow the following seven steps when developing their interview schedules:

- Determine the most crucial information regarding the research study, including the information required to answer research questions and objectives.
- List all questions in a draft which focuses on comprehension and not words.
- List and rephrase all questions so that it is easily understandable to the reader without further explanation.
- List all questions sequentially to ensure a logical flow.
- Add an introduction and instructions to the interview schedule.
- Develop an effective and efficient response format.
- Review the entire process (B2B Market Research Specialist, n.d.).

When researching a particular phenomenon in which there were beneficiaries, unstructured interviews prove to be the most popular option. This is due primarily because it allows the research participants to express themselves without the restrictions of a closed-ended question. It encourages the participants to tell their stories. There are very few intricate requirements for setting up an unstructured interview. These include a tranquil, quiet environment and setting up the interview for a time and date convenient to the participants (Morse & Richards, 2002:91). According to Welman *et al.* (2005:198) and Leedy and Ormod (2001:12), unstructured interviews can best be described as how the researcher sets up the epitome of a good interview and allows it to progress spontaneously based on the feedback received from research participants. With unstructured interviews, researchers aim to understand the conditions under which research participants experience certain episodes (Qu and Dumay, 2011). Through this understanding, researchers try to comprehend these episodes by allowing participants to intricately explain them in an attempt to afford the researcher a type of understanding that fosters comprehension of the situation as if they experienced it themselves. It is, therefore, of utmost importance that a research instrument is designed around posing questions targeting participants' feelings and experiences about particular events or situations related to the research topic.

An interview guide (or schedule) was used to guide the researcher during the unstructured interviews used to collect data. The interview guide was designed per the theoretical framework covered in the literature review. The objective was to collect information from an insider's perspective relating to the research questions. The interview guide focussed on the following critical areas identified in the literature review:

- Strategic Direction
- Governmental Accountability
- Training and Development
- Public Participation

The interview guide is found in Annexure 1.

### **5.9.2 Development of the Survey Questionnaire**

A vital component of the survey process is formulating its questions and ensuring that it accurately and adequately measures the experiences and opinions of the research participants. The word selection and phrases are crucial to expressing the intended meaning and purpose of questions to the research participants. This is important as it will ensure that the respondents all interpret questions in a similar way (Fan and Yan, 2010: 132-139). In addition to the wording used, surveyors should be mindful of the order of questions and their unintended impact on preceding and succeeding questions. It may prove helpful to start the survey with meek questions and, after that, introduce more complex questions as this will encourage participants to complete the questions (Pew Research Centre, 2020).

The development of the survey questionnaire was twofold. The first step was the initial development, followed by a pilot testing process and succeeded by developing the final questionnaire. The initial questionnaire was developed based on an extensive literature review on the available data pertaining to the research topic and a review of questionnaires used in previous research studies. The questions contained in the survey were made up of closed-ended questions using a Likert scale format. According to Monette, Sullivan and DeJong, (2010:354), a Likert scale can be defined as a method sequential number scale that ranges from “strongly disagree to agree strongly”. A scale of this nature was deemed suitable for the study due to its simple nature and ability to develop reliable results (Lam & Kolic, 2008:246). In addition, attention was given to ensure that all questions were geared towards answering the research questions.

### **5.9.3 The Pilot Study**

According to Hurst, Arulogun, Owolabi, Akinyemi, Uvere, Warth and Ovbiagele (2015:53-64), Margaret Adolphus (n.d.) states that the pre-testing of an interview schedule is of utmost importance. This process requires that the researcher undertakes a pilot interview under the same or similar conditions to the research environment. The reader should note that this pre-test is not included in the responses. Still, its feedback identifies possible errors and difficulties in phrasing the questions and in identifying any gaps.

Robert Wood Johnson Foundation (2008) agrees with Margaret Adolphus (n.d.) that the pre-testing of an interview schedule is useful for understanding the process and situation of an environment. Aurangozeb (2019:1-12) further states that with unstructured interviews, the researcher can extract explanations from respondents while promoting a new understanding of the research topic. One of the most significant benefits of conducting a pilot study is that it affords the research the opportunity to test their understanding and amend identified areas accordingly before the actual interviews. Eldridge, Lancaster, Campbell, Thabane, Hopewell, Coleman and Bond (2016); Van Teijlingen and Hundley (2001) state that pilot studies are smaller versions of the full study. These studies are used to pre-test a research instrument such as surveys. Pilot studies provide valuable insight to researchers. Pretesting surveys allows the researcher to reflect, and revise identified errors prior to conducting the full study. After developing the initial questionnaire, an in-depth interview, and the acquisition of the consent letter from the DotP (see annexure 3), a complete pilot study was conducted. This purpose was to identify and rectify any possible gaps, oversights and deficiencies that remained. The pilot test was conducted at the same levels as the intended participants. Those participants involved in the pilot testing were asked to provide comments that were later incorporated into developing the final in-depth interview (Annexure 1) and questionnaire (Annexure 2).

### **5.10 VALIDATING THE FINDINGS OF THE STUDY**

Supino and Borer (2012:132) stipulate that data collection is the process of collating data relevant to the research objectives. The selection of a system through which data will be collected and managed often proves to be challenging for researchers. To ensure both the reliability and validity of the data collected, it is advised that researchers opt to employ a well-designed method for data management. Cognisance should be taken of the fact that reliability and validity often portray the truthfulness of research findings.

Researchers seem to have different views regarding their opinion on the concept of validity.

On the one hand, researchers agree that if the researcher conducted the interviews themselves, their involvement in the research process attests to the validity of the research. On the other hand, researchers argue that the reasons listed above do not suffice to justify validity. The second group stipulates that validity is based on the percentage reached between the researcher and the participants on neutral or common ground. In addition to this, minimal interference should be ensured, thus increasing the quality of the data (Maree & Van der Westhuizen, 2009:33-34). Morse *et al.* (2002:13-15) indicate that the past two decades have witnessed the transformation of research from reliability and validity to evaluative, useful, and relevant research. Strategies and mechanisms that once ensured rigour were side-lined by standards that focussed on credible outcomes. However, there is concern regarding the adoption of the new approach that focuses on the final product. It may neglect the processes for verification throughout the research resulting in the researcher not effectively verifying the reliability and validity of the study until it is too late. The benefit of cross-referencing and ensuring reliability and validity throughout the study allows the researcher to remedy an identified problem immediately. Validity of data can be defined as the process of ensuring that the research and findings truly measure the crux of the research topic and reporting accurate results that are free from bias (Neville, 2016:28; Mertens and Baethge, 2011: 550). To ensure validity, researchers should employ high ethical standards and strict adherence to research principles.

The validity of the data for the study was ensured by:

- ensuring that the researcher remained impartial throughout the research process for the duration of the research study while cross-referencing information; and
- ensuring that strict adherence to principles of research was maintained throughout the study.

According to Lien, Pauleen, Kuo, and Wang (2014:189-196), objectivity in the context of research can be defined as ensuring that all findings and conclusions and recommendations are free from the researcher's prejudices. To ensure objectivity, researchers need to avoid being biased at all costs. Even though the qualitative methodology allows researchers to interact with the participants when conducting focus groups or interviews, researchers should maintain a certain distance from what is being studied to derive findings based on the research results and not from their perspectives and values. The concept of objectivity can be defined as the state that ensures that findings are not reliant on the researcher but on the research topic itself (SAGE, 2016).

Objectivity was ensured for this study by:

- deliberately ensuring complete impartiality;
- ensuring information was derived from reliable and credible sources; and
- formulating stringent criteria for research participant selection.

Researchers have many data collection tools at their disposal when reaching the data collection phase of their research. It is agreed upon that there remains no superior method to collect data. However, the nature of the research study usually determines which research techniques will be used. Regardless of the method used for collecting data, researchers should take cognisance of the following points to ensure the integrity of the data collected and ultimately the findings derived from it (The Office of Research Integrity, n.d.):

### **Appropriate Methods**

Only through the selection and use of reliable methods can reliable data effectively be obtained. However, the methods used for the data collection should be in sync with the study's outcomes. On the contrary, if unsuitable methods are selected, it may negatively impact the research and result in objectives not being met (Nezlek, J.B., 2017: 149-155; Bush, T., 2012: 75-89).

This study adopted an unstructured interview method as its data collection tool due to its flexible and adaptive nature.

### **Attention to Detail**

With the study involving human experiences and perceptions and historical detail, the researcher had to pay extra attention to detail to ensure that the quality of the data collected represented what participants had projected. Interviews can be either short or extremely lengthy based on the participants' level of interaction and, therefore, should be recorded in an attempt to interpret the results accurately when transcribing the interviews. Having these recordings will ensure that the researcher does not distort or misrepresent the data due to not being able to remember what was said or having missed out on specific points due to time limitations during the interview. Researchers need to be innovative and attentive (Sok, Sok, Danaher and Danaher, 2018: 365-378).

The researcher summarised and cross-referenced what was captured versus what respondents had said before the interview was finalised. These responses were then cross-referenced with the literature collected in chapter two of this study to determine best practice and make recommendations.



## **Authorised**

When research is based on a particular organisation or human studies, researchers must obtain permission or academic clearance to conduct research (Hadjiconstantinou and Forbat, 2012). Therefore, before commencing with this research study, the researcher received approval from the Faculty of Business and Management Sciences and the Ethics Committee at the Cape Peninsula University of Technology and the Director: Priority Programmes Co-ordination at the Department of the Premier. The letter of permission to conduct the research is attached as Annexure 2.

## **Recording**

According to Hancock and Algozzine (2017), this is the final but most crucial stage in data collection. It is in this phase that researchers are required to record data physically. During this process, the researcher records the data in an attempt to document its results. To collect data, which would be relevant and applicable to the study and guide the questions and feedback, the researcher developed a research instrument. The instrument contained a set of questions that were posed to the participants. It should be noted that these were merely guiding questions, not structured, closed-ended questions. In addition, the researcher ensured that a blank duplicate of the research instrument was used for each interview to ensure that the researcher had adequate space to record all responses, additional notes and observations (The Office of Research Integrity, n.d.).

## **5.11 ETHICS**

The first chapter of this research study saw the researcher introducing the notion of ethics. Next, the definition of ethics was explored as well as its relevance and necessity for inclusion in research. The researcher then proceeded with the promise to observe high ethical standards throughout the research process. As a result, ethical clearance was obtained to conduct research in the Department of the Premier, which can be found in Annexure 3.

In addition, the researcher committed to only report on information that exists within both the legal and public domains. Thus, at face value, it could be perceived that the concepts of consent and anonymity are the only ethical considerations to which researchers need to conform. However, conducting the research for this study had shown that there are additional ethical considerations that researchers need to conform to, which include, but are not limited to:

## **Avoidance of Harm**

De Vos *et al.* (2005:56-63) highlight the significance of guarding the identity of research participants in any research study. It is recommended that researchers brief all participants before interviewing them. This briefing should comprise every aspect of the research and reiterate that participation is voluntary and that if participants feel their identity or dignity are compromised, they have the liberty to withdraw. Respondents should be carefully briefed about every aspect of the study prior to their participation and be given the option of withdrawing. Particular attention should be paid to participants' vulnerability before the commencement of the data collection in an attempt to either replace or exclude the affected participants. To provide clarity and ensure that participants were well informed and understood their options for participation in the study, the researcher provided each participant with a briefing note upon request for participation in the interviews and surveys. Participants were also reminded of their right to withdraw from the study at any point or ask for further particulars of clarity if they felt the results compromised their rights, integrity or identity in any way.

## **Informed Consent**

The Research Ethics Guidebook (n.d.) posits that researchers should ensure that they produce and acquire valid and complete information. This accurate and reliable information may positively influence participants to either participate in the study or not. Consent is considered to be the nucleus of research. Consent to participate should be completely voluntary, and at no point should any participant be pressured or forced to participate. It is further suggested that researchers inform all participants of the intended uses for the research study.

To emphasise the importance of obtaining consent from participants, the researcher had enquired if participants fully understood the concept. After that, the researcher included a formal written consent as part of the interview schedule used for each interview.

## **Deception of Research Participants**

The notion of misleading participants to ensure their participation is both unethical and deceiving. To accomplish deception, researchers would need to falsify information and withhold critical information pertaining to the study. The type of information withheld would be the turning point or deciding factor the researcher uses to convince the participant to either agree or disagree to be part of the study (Oregon State University, 2020). The researcher ensured transparency and reassured participants that they could withdraw from the study at any stage.

## **Violation of Anonymity**

Participants involved in any research have the right to their identity and privacy being protected. Participants enjoy the freedom to grant consent to whoever they will and may also retract and exclude themselves from the study at any point in time should they feel they are not being protected. However, anonymity and privacy can be breached in many ways, so researchers need to make a concerted effort to protect the identity of participants (De Vos *et al.*, 2005:56-63).

The participant's privacy was protected in this research study in the following ways:

- The inclusion of names on interview schedules was optional.
- Participants were given the option of choosing a venue and time that suited them.
- Interviews were held individually.
- The researcher held all research material in a secure location.
- Actions and competence of the researcher were of the highest ethical standard.

Researchers are required to be competent to conduct a research study. If this is not the case, the results and findings of the research may prove to be unreliable or invalid. Therefore, an essential aspect of research is that it must be conducted professionally and ethically from its inception to its conclusion (De Vos *et al.*, 2005:56-63). To address any shortfall on the researcher's part, a highly qualified research supervisor was appointed to oversee the study. Each stage of the research study was scrutinised by the research supervisor as well as subject matter experts.

## **5.12 DATA ANALYSIS**

In research, analysing data often entails the analysis of written words, recordings, statistics or audiotapes. One may describe the analysis of data as the examination of words or numbers. The process of analysis in research is, therefore, enormously time-consuming. Researchers using various methodologies can spend hours attempting to create themes and identify relationships amongst the data. This process has been dubbed the 'hands-on process' as it requires the researchers to become intimate with the data (Brink & Van der Walt, 2012:193). According to Nassaji (2015), Grbich (2012), Welman *et al.* (2005:21), researchers often analyses unstructured interviews by using the content analysis technique. The authors describe this technique as a quantitative analysis of the qualitative data collected. The technique involves both the counting of frequencies and the sequencing of phrases, words and concepts. Dawson (2002:110-111) agrees with the authors above and maintains that the data analysis process can be an extremely personal process in a qualitative research study.

The author validates this statement by saying that two researchers analysing the same transcript will produce different results. This is due primarily to their backgrounds. An interesting and essential factor to note is that during research, the researcher may decide to analyse the data and constantly refine it according to the results that emerge. It should, however, be noted that although the analysis of data allows researchers to become extremely close to the data, it is of utmost importance for researchers to realise that the research findings should relate to both the research questions and its objectives. The research results should, thereafter, be linked to the content explored in the literature review, which would inevitably create a link between previously published literature and the findings of the research study (Hennink, Hutter & Bailey, 2011:102). In comparison, Sogunro (2002) states that research is an inquiry about a particular problem, either social or human.

The analysis is done using numbers that measure a variable/s and statistics to analyse data effectively. This is done in an attempt to prove the validity of theories that are used for generalisations. According to Dawson (2002:118), the process of content analysis is described as the analytical translation and assemblage of vast amounts of data to identify the patterns of words and their usage in communication. The technique is generally used to analyse unstructured interviews. Researchers often create themes to foster a logical flow and allow a generalised opinion to emerge (Bazeley, 2013).

Hancock, Ockleford and Windridge (2009:14) agree with Dawson (2002:118) that the content analysis technique involves the counting of frequencies and involves the counting of word and phrase occurrences. The author further agrees with the above definition by stating that content analysis is best suited for analysing text, documents and open-ended questions.

Grbich (2007:112) elaborates on the advantages as well as the disadvantages of the content analysis technique.

### **Advantages**

- A vast amount of information may be abridged into enumerated sources of data.
- Aspects such as emotions and attitudes may be identified via content analysis.
- One of the most significant advantages of the content analysis technique is its ability to analyse interactions.

### **Disadvantages**

Researchers should be aware that if content analysis is used incorrectly, it may merely lead to the researcher focusing on a word count instead of analysing the content holistically.

A detailed analysis of the transcripts, including the interviews and surveys, was conducted for this research. The researcher sifted through the responses and categorised them according to the various themes created. During this process, the researcher used side margins to make notes and capture comments before proceeding to the next piece of information. After all, transcripts were analysed, the researcher revisited all the areas where additional information was captured in the margins and transcribed accordingly. All participants were briefed regarding the research topic prior to the interview, allowing them to either agree to the interview or retract their initial commitment to participate. Upon agreeing to be interviewed, the researcher would schedule the interviews accordingly. Four interviews needed to be rescheduled because the participants were either unavailable due to unscheduled high priority meetings that arose or were out of office. However, despite the researcher rescheduling these interviews, the overall logistics, attendance and response rate were good. The researcher conducted twenty interviews with participants from the various branches of the department, which allowed for the generalisation of responses to the larger population.

Per the basic research procedures, the researcher had ensured strict confidentiality and maintained a high level of ethics throughout the study. Research participants were made aware that they could withdraw their participation from the study at any time should they feel that their privacy and identity were not being protected. It should be noted that at no point during the research study had any of the participants withdrawn. This study's quantitative component used an online survey that was distributed to 130 community members. The survey monkey platform was utilised for the study, and it contained several questions which could be rated on a 5-point Likert type scale. The response rate was 92%, and there were 120 valid responses. Survey Monkey allows for the survey results to be extracted to MS Excel. This was done, and the data was cleaned for each research question. Due to the 5-point Likert type scale is the same for each question, it allowed for the count function to be used to calculate the number of responses per category to calculate the frequency. The results of the analysis were then used to compile graphs to allow the researcher to compare various variables.

The following section will explain how the researcher selected the various themes and their categories. The transcribed content from the various themes was then compared to determine its significance to the research topic and ensure that it was effectively structured. The exercise of analysing the content has indeed proved to be extremely time-consuming. In order to effectively analyse the data, the researcher was required to cross-reference information to ensure validity and reliability constantly.

### 5.12.1 Theme Identification Methods

Vaismoradi, Turunen and Bondas (2013:398-405); Castleberry and Nolen (2018:807-815); Joffe and Yardley (2004: 68) emphasises that researchers using a qualitative research approach should pay special attention to the identification of themes. The authors further elaborate on qualitative research by indicating that identifying themes may be described as a synopsis or a construct identified before, during or after the data is collected. Themes are generally derived from the literature review as well as the key distinguishing factors of phenomena.

The techniques that researchers can use to discover or develop themes are as follows:

- Identify word repetitions – which requires the researcher to count keywords that frequently appear, indicating their significance.
- Identify indigenous categories (identifying specific words or phrases) that are unique to the target population of the research. It should, however, be noted that researchers should pay special attention to using these words or phrases in their appropriate context to ensure both reliability and validity.
- Use keywords or phrases to identify the context in which these are being used. This technique is generally used if a particular term is not understood.
- Use the compare and contrast method to identify differences or similarities in the data.
- Highlight essential questions pertaining to social science.
- Search for missing information – identify missing themes instead of deriving new themes from the data.
- Use metaphors and analogies to decode the participants' thoughts, perceptions, and experiences when responding to questions.
- Look for transitions – natural shifts in thematic content.
- Look for connectors (words and phrases) that highlight relationships among the data.
- Revisit unmarked texts after marking prominent themes at the beginning of the analysis allowing the researcher to identify the less conspicuous themes later in the investigation.
- Pawing requires the researcher to capture critical phrases and colour code them.
- The cutting and sorting method require the researcher to cut and sort through important quotes based on similarity physically.

To develop the themes used for this research study, the researcher used a combination of word repetition, cutting and sorting, comparing and contrasting, and the pawing methods. The following three themes were developed, namely:

- Awareness
- Understanding
- Recommendations.

### **5.13 CONCLUSION**

In this chapter, the researcher holistically discussed the concept of research methodology and highlighted the procedures followed for participant selection. The chapter further discussed the data collection and data analysis methods employed for the study. The ethical standards that were used and adhered to for the study have been previously delineated. The following chapter will comprise the presentation and discussion of the results of this study.

## CHAPTER 6:PRESENTATION AND DISCUSSION OF RESULTS

### 6.1 INTRODUCTION

This chapter will now proceed to present the results of the collected data. This chapter encompasses capturing and interpreting the information obtained from the various interviews and the online survey with the sample department for the study. The chapter further discusses the various findings that emerged from the study and uses these findings as a basis to cross-reference against the theory presented in the preceding chapters to respond to the research questions and formulate recommendations. To gather the data required for the study, the researcher developed an interview guide as the data collection instrument. This was used as a guiding document that required research participants to provide a qualitative response detailing their understanding of the various questions posed by the researcher. Furthermore, since research participants were sourced from the various branches within the department, the researcher was required to arrange interviews at a time and venue that suited each participant. Additionally, all participants wanted to be interviewed in their offices for the sake of comfort and convenience.

### 6.2 PRESENTATION OF RESULTS

The findings will be presented in two stages, namely the personal interviews and the survey questionnaire. The researcher has identified three themes for the qualitative research instrument (interview) containing an array of questions. The responses and findings of these questions are discussed in the following section.

### 6.3 INTERVIEW SCHEDULE

*Table 6.1: Respondents' Designation Information*

Respondents' Profile Description	Designation
Management	Senior Management in Government Director level and above.
Operational Staff	Supervisors and Administration staff
Front Line Employees	Employees who work face to face with communities and stakeholders (the first face the community sees and the first face you see when visiting a government facility)



Respondents' Number Allocation	Respondents' Profile Description
1	Management
2	Management
3	Management
4	Management
5	Management
6	Management
7	Management
8	Management
9	Operational Staff
10	Operational Staff
11	Operational Staff
12	Operational Staff
13	Operational Staff
14	Operational Staff
15	Front Line Employees
16	Front Line Employees
17	Front Line Employees
18	Front Line Employees
19	Front Line Employees
20	Front Line Employees

### **6.3.1 Theme 1: Strategic Direction**

The theme of strategic direction was established through the analysis of responses to the following questions noted below:

***Question 1: What do you understand by the term service delivery and explain why it is important to you as a public official?***

#### **Summary of the responses**

The first question was answered in detail by 100% of the respondents. Therefore, the holistic understanding of service delivery among the participants was that it involved the Government's efforts to provide for the needs of its citizens and that it was the execution of the Government's mandate towards the citizens. Respondents further elaborated on the types of services that citizens receive as a constitutional right, thus, indicating both their interest in and knowledge of service delivery.

Emphasis was placed on the fact that service delivery could be direct and indirect, and that service delivery requires government departments to visit communities for consultation and not merely make decisions on their own.

The importance of service delivery to the research participants is summed up as follows:

- Service delivery forms the core of the public sector.
- Service delivery is the responsibility of the public sector.
- Service delivery provides guidelines to the delivery of the Government's mandates.
- Effective and efficient delivery of services could lead to an inclusive and fair society.

#### **Interpretation of the responses and selected word verbatim captions**

The rationale for posing the above question was to obtain a holistic understanding of the participants' knowledge and opinions regarding service delivery. The researcher envisaged that the question's outcome would establish their level of understanding and determine to which extent the participants were exposed to the concept of service delivery.

Based on the analysis of the transcripts and footnotes captured during the interviews, the researcher determined that the research participants all possessed an excellent level of understanding regarding service delivery. This may be a direct result of the fact that, even though they were all public officials, they were all beneficiaries of services in their capacity as a citizen of both South Africa and the Western Cape. The participants' descriptions of service delivery are summarised as follows.

The participants felt that service delivery incorporates:

- the execution of the constitutional mandate of Government departments to its citizens;
- the effective formulation and implementation of policies and strategies;
- the process of providing basic services to all citizens as afforded to them by the Constitution;
- the continuous visiting and consultation with communities about matters of service delivery;
- government's efforts to provide for the needs of its citizens effectively and efficiently;
- the effective monitoring and evaluation of the quantity and quality of services being provided; and
- government's ability to bring about societal change and effectively provide for the needy, thus, ensuring equality and fair treatment of its citizens.

The extensive detail provided regarding service delivery indicated to the researcher that the respondents all understood the concept of service delivery which was defined by SIGMA (2012) in chapter one of this study as the contact between government and its citizens regarding delivering on its mandate or providing services such as health, security, education, and housing. However, as could be expected due to the varying nature of exposure to more strategic engagements, the researcher noted that the responses as captured below received from top management and those received from lower levels of staff differed. For example, senior managers referred to the concept of service delivery as the government's mandate—somewhat divorcing themselves from service delivery and focusing on the strategic element of governance instead. In contrast, lower levels referred to it as the primary reason for the existence of the public sector, including themselves and their jobs. They stated that the choice to work in the public sector meant dedicating their lives to the public.

**Top management's verbatim responses:**

Participant 1: *“Service delivery delineates a relationship between the public sector and citizens it is meant to serve. Within this relationship, the public sector should use available resources best to serve the needs of citizens in various areas.”*

Participant 2: *“In the Public Service Sector context, service delivery refers to the process of providing basic and other governmental services directly or indirectly to the citizens and visiting communities.”*

Participant 3: *“The term service delivery refers to the way we as public servants render or serve our beneficiaries. The services rendered are measured on the standard and quality of the public services/servants’ decision making and other administrative and management functions as a result of providing effective and efficient service delivery.”*

Lower level/operational staff’s verbatim responses:

Participant 9: *“Service delivery is to provide service for the citizen, for example, local government is the sphere of government closest to the people. They are elected by citizens to represent them and are responsible to ensure that services are delivered to the community.”*

Participant 11: *“The importance of service delivery is in the public interest. This will allow you to achieve greater goals, such as working to effect societal change, supporting an important public cause, or providing equal access to justice for needy individuals and organisations.”*

Participant 12: *“Within our environment, service delivery is all-encompassing, as the ‘service’ starts when you enter the workplace and sometimes does not even end when you leave because people are always available either via cell phones or social media.”*

The researcher noted that, regardless of their differences in responses to the concept of service delivery, all participants felt that service delivery was indeed a vital part of the public sector.

The following key points highlight why the participants felt that service delivery was important to them as public officials:

- Service delivery improves the lives of the citizens.
- Service delivery is important as it provides the guidelines needed to deliver on Government’s mandates.
- Service delivery is at the core of the existence and functions of the public sector.
- Service delivery is the sole purpose of many jobs in the public sector.
- Service delivery can lead to societal change and the achievement of more significant goals.

**The following are verbatim extracts taken from the responses received that validate the commitment and dedication of the public officials interviewed.**

Participant 7: *“Since I choose to be a public official, it is all about serving the community to the best of my abilities, to always be up-to-date on the latest policies, circulars, etc. Service delivery is important as it is the core factor in supply chain management.”*

Participant 20: *“As a public sector official service delivery processes that I can influence must be based on addressing needs articulated by citizens rather than operating within a supply-side paradigm.”*

Participant 5: *“Service delivery is important to me as this is the very purpose of my job. I work to improve and assist the lives of the people of the Western Cape and service delivery is how I do this.”*

What is interesting to note is that all participants felt that service delivery was a fundamental factor contributing to improved living conditions of citizens. What also presented itself strongly was the need to create and foster relationships between government and the community. This can be linked to Hartmann, Mainka and Stock (2017: 337-35), who stated in chapter 2 of this study that relationship building should be the starting point when engaging with communities. The reason for this is that communities often carry heavy burdens due to historical events that led to their current situation and would not feel comfortable speaking about these sensitive issues to those whom they do not trust or in whom they have little or no confidence.

***Question 2: If you were able to choose between a top-down and a bottom-up approach to service delivery, what would you choose and why?***

### **Summary of the responses**

The majority (98%) of the respondents agreed on a bottom-up approach to service delivery, while two respondents (2%) differed by choosing a top-down approach. The respondents who chose to adopt a bottom-up approach were of the opinion that the core functions of the public sector were to effectively deliver a service to the citizens who, if done efficiently and in consultation with the communities, may reduce or eradicate service delivery protests.

However, a second opinion was presented by the respondents who opted for a top-down approach. These respondents claimed that structure and bureaucracy are required for Government to operate successfully and, therefore, decisions should be discussed and taken at the top and implemented at the bottom.

### **Interpretation of the responses and selected word verbatim captions**

The respondents' feedback revealed the ambiguity in the perception of the starting point for service delivery. Those who favoured a top-down approach clearly stated that for any project or service delivery initiative to be a success, approval is required from top management. They further stated that the likelihood for approval and success increases if initiatives are

championed by senior management. Direction, protocol, and a hierarchy need to be driven from a position of authority to ensure compliance with processes.

Participant 1 stated that:

*“... a top-down approach is required for the public sector because it operates within a strict set of rules and boundaries. Therefore, it is of utmost importance that accountability be taken into consideration, especially regarding decision making.”*

However, moving away from the top-down approach focuses on the communities’ needs and understanding their expectations of government. Then, through the effective analysis and interpretation of the data, the government can develop and implement strategic planning processes formulated to address the service delivery requirements of its citizens.

Some detailed reasons for choosing the bottom-up approach are listed below:

- Policy formulation and service delivery should be guided by the notion of “for the people by the people”.
- Consultation with communities will lead to informed decision making.
- Communities are the direct recipients of service delivery, so the process should start with them.
- Communities know better than the public sector what their needs are.
- Consultation with communities gives them a voice and, through it, may foster a sense of ownership and accountability.
- The top-down approach may not always recognize the real need and may, at times, be too prescriptive.

Both approaches listed above are considered correct because it cannot be denied that Government is enveloped in red tape and processes that need to be complied with and on which must be reported. However, communities cannot also be denied the opportunity to have a say in how services will be rendered – its efficiency, effectiveness, and quality.

Emphasis should, therefore, be placed on the fact that there needs to be a balance between the two approaches. For example, there needs to be structure and compliance to processes (top-down approach) while at the same time there need to be consultative processes with communities (bottom-up approach).

The two processes cannot work in isolation, as summed up by the respondent’s comment below:

Participant 18: *“I am a strong believer of the bottom-up approach, but there needs to be a balance. Why can't we as the public sector have the best of both approaches? Service delivery should be steered by consultation and not by compliance.”*

This notion is supported by Human Business (2016), who states that the hierarchy between government decision-makers and the community portrays the gap between Government and the community. In a top-down approach, dominance and power emerge as management takes decisions, while the knowledge of what is required and expected lies at the bottom.

***Question 3: In your opinion, how does a lack of understanding of government strategies such as the Provincial Strategic Plan negatively affect service delivery?***

### **Summary of the responses**

All twenty (100%) participants agreed that not understanding the various government strategies might negatively impact service delivery. It was further agreed upon that information about implementing these strategies is often not filtered down from top management to operational and support staff. Management should take cognisance that services are generally provided by these levels of staff and those officials who hold a front-line position and not at the management level. Operational and support staff are wary of their position within a department but may not comprehend how they contribute to achieving departmental goals and outcomes if strategies are not broken down and explained by management.

### **Interpretation of the responses and selected word verbatim captions**

If each official employed in the public service knew where they fit in and their role in contributing to their department's service delivery outcomes, the implementation and adherence to strategies may be more effective. On the contrary, a lack of understanding and sense of belonging or contribution may lead to a distorted understanding of strategies, leaving room for perceptions and assumptions that could prove extremely dangerous. Therefore, the participants felt strongly that all officials should understand government strategies and implementation.

The following were listed as key justifications for educating public officials regarding strategies and their implementation:

- Public sector officials cannot be expected to effectively deliver on their department's strategic plans, objectives, and requirements if they do not understand them themselves.

- Depending on the position held within the public sector, one's knowledge of strategic interventions may differ.
- Front-line public officials need to be educated regarding strategies to provide informed responses to citizens so that public officials all know the role they play in achieving the outcomes department's outcomes, teamwork, foster interdependencies, and change the notion of working in isolation.
- If strategies are not understood clearly, they will not be implemented successfully.

Participant 5 thought that:

*“All officials in government need to be educated regarding their mandate to ensure effective implementation. The silo mentality that currently exists in some departments instead of working towards a shared vision for Government results in backlogs. Creating an understanding as well as the continuous evaluation of strategic plans should be a priority for government departments.”*

Boyne, 2010; Azcentral, 2019 solidify the participant's sentiments stated above by agreeing that strategic planning can be considered the core of an organization as it provides direction and aids the setting of attainable goals. In addition, strategic planning further navigates operational decision making and allows for change where and when required. Therefore, organisations should pay special attention to ensuring that set strategic objectives are backed up with strategic and attainable goals.

It is correct to state that policy documents and strategic planning documents are available either online or via print to all public sector officials and even to the public. However, these documents need to be explained with underlying factors and affiliation to other policies and strategies. Merely accessing and reading the documents may create a skewed understanding of what is expected in terms of service delivery and outcomes.

***Question 4: Would you agree or disagree that effective implementation of service delivery initiatives should be in consultation with (the) communities and why?***

### **Summary of the responses**

The motivation for posing this question was to ascertain the stance of the research participants concerning the need for consultation with communities. It further sought to determine the perception of the research participants about the inclusion of communities in the service delivery process. As a result, all twenty (100%) of the participants were of the opinion that communities need to be considered when it comes to service delivery initiatives and that consultation is key to the successful implementation thereof.



## **Interpretation of the responses and selected word verbatim captions**

The feedback received from participants indicated that a need exists for government departments to have consultative sessions effectively and regularly with communities regarding service delivery initiatives. The key motivating factor was that Government's core mandate is to provide for the basic services needed by its citizens effectively. Therefore, government departments cannot decide anything about communities without consulting those communities.

Participants highlighted that:

Participant 4 *"...the citizens are our clients, and we as public sector officials need to have a clear understanding of their needs and requirements. Once we have determined this, we would be able to match and align it to what we as government departments offer and deliver."*

Participant 13 *"...government should listen to communities as they are the key to inform us about the lack of service delivery issues. Budgets can be allocated accordingly through these information sessions to prevent wasteful and irregular expenditure and avoid service delivery protest."*

Participant 20 *"...in general South Africa does not do enough on community engagement. Government often decides for the people. Consultation throughout a process from planning to implementation would help avert community unrest and the delivery of services which are not needed or inadequately delivered."*

The following key motivating factors were listed as justification for their responses:

- Communities know what they need, so ask them before deciding for them.
- Each community has a different location and, therefore, different dynamics – a blanket approach to service delivery cannot be adopted as consultation is a vital part of effective service delivery.
- Consultation between Government and communities throughout the service delivery process may reduce or help avert service delivery protests.
- Through consultation, the government could explain the various levels of red tape and financial constraints, thereby promoting a sense of ownership of assets from a community perspective.
- Consultation is important as communities need to be at the nucleus of their development.

- The communities that are the beneficiaries of service delivery should have a say in the quality of the service being provided.
- Consultation with communities promotes a bottom-up approach to service delivery that prevents potential wasteful expenditure.
- Through successful consultation with communities, more informed decisions can be made.
- A needs assessment may potentially be more informed if there is the participation of those who are meant to benefit from it.
- The government needs to accept that communities are educated, have the expertise and knowledge to change their situation and often require the government's support.

Harvard Business Review (2017) states that there is often a gap between the strategic goals and the performance of employees within a company or department. The gap exists due to the disjuncture between strategy formulation and implementation caused by strategy formulation at management level with implementation by operational and support staff who were not educated regarding the reasons for their formulation. Therefore, effective communication and clarification from management to support staff are critical factors for ensuring successful service delivery initiatives.

***Question 5: If you were the senior manager of your department, how would you ensure that service delivery is integrated into departments' business and development strategies?***

#### **Interpretation of the responses and selected word verbatim captions**

All the participants (100%) again displayed tremendous zeal while answering the above question. Based on the level of enthusiasm and the in-depth responses, it is clear that if the department were to pose this question to its employees, in reality, a very opinionated and informed level of responses would be attained.

Participants indicated that the first point of call would be to create an awareness regarding service delivery. It is a phrase that is often used in government but is the essence of what service delivery encompasses understood by all? For it to be fully integrated into business strategies, departments should host training sessions in the form of either workshops or roadshows across the entire establishment of the department. Service delivery differs from one department to the next and, therefore, a blanket approach to integration into departmental business strategies cannot be adopted. However, poor performance may translate to poor service delivery and good performance to a high level of service delivery.

Therefore, emphasis should be placed on performance management, accountability, transparency, awareness, and effective communication.

Participants listed the following as the critical interventions required to integrate service delivery into business strategies of the department:

- Creating awareness among staff regarding service delivery mandates through effective communication.
- Ensure that all strategies formulated be approached from a service delivery point of view.
- Reports presented on strategy implementation should highlight how service delivery standards were improved.
- Develop an integrated approach to work together instead of working in isolation.
- Acknowledge and celebrate service delivery milestones and achievements.
- Reimage the service delivery improvement plans of the department.
- Create a tighter linkage between high-level projects of the department to ensure synergy.
- Conduct a needs analysis to ensure that the data points match the needs of the communities – this should then be aligned to the strategic planning processes and, after that, be embedded into departments' strategic plans and mandates.
- Create a communication strategy and allow all levels of staff to present ideas regarding business strategies.
- Through stakeholder consultation and staff engagement, and rigorous monitoring and evaluation processes, build evidence that could make a real difference when applied.
- Break deliverables down into annual or biannual achievements (targets) that must be met – allocate adequate staff, resources, budgets, and time frames to achieve it, make service delivery measurable, and make it part of performance review scoring to ensure the seriousness of it.
- Align departmental business strategies to the Batho Pele Policy Framework.
- Create proper platforms to provide regular feedback and progress interventions.
- Map out services offered per department, then develop business plans based on these services.

The researcher agrees with Noe, Hollenbeck, Gerhart, and Wright (2017:279). They state that by integrating service delivery into business and development strategies, one can depict how a team, or an individual can trace their objectives or deliverables back to the strategic plan, thus creating a sense of purpose regardless of their position within the organization.

Further, when all individual roles are pieced together, it portrays the synergy and its interrelations to achieving a common purpose that ensures productivity, accountability, efficiency, and effectiveness and promotes staff morale.

It should be noted that the experimental nature of the question enticed the participants, and it appeared as if these questions had rekindled their interest in the topic of service delivery.

***Question 6: What initiative would you like your department to introduce to assist its employees to enhance their understanding of what is needed to improve the department's service delivery standards?***

***Interpretation of the responses and selected word verbatim captions***

This question's responses would serve a dual purpose as it could potentially impact the performance of the employees, which would lead to improved service delivery and assist the researcher in making recommendations for improving service delivery standards.

The twenty participants proposed the following initiatives:

- Introduce and promote national initiatives such as Batho Pele Principles – this would assist with the interactions between Government and the citizens.
- Create awareness within monthly and quarterly departmental meetings.
- Spend time unpacking the departmental vision and clarify each official's role concerning the vision.
- Encourage public officials to regularly visit service delivery sites and observe and experience service delivery as it happens at a front-line level, then request employees to formulate innovative ideas to potentially improve service delivery standards of that site.
- Induction of all employees on the minimum information about the importance of service delivery.
- Community service initiatives to create a better understanding of the communities needs and how the citizens experience service delivery.
- Provide officials with training on consultation and community participation.
- Refocus employees to the reality of line departments' functions.
- Allow officials to walk in the shoes of the people they serve – this does not only refer to communities but also allowing staff functions like HR, finance, and supply chain management to experience their procedures from the perspective of the rest of the department.
- Communication to all levels of staff, not just top management.

- Provide opportunities for development through secondment.

The researcher agrees with the participants' initiatives presented above. Through the effective implementation thereof, the threat and consequences of service delivery protests explained by Hough in chapter two may be avoided or reduced. Hough (2008) stated that whether service delivery protests posed a risk to the country's stability or not, it does pose a risk to local businesses and transport systems.

The literature reviewed for this research study and the responses received from the interviews shows that a gap exists between public administration and its community. This is becoming more and more prevalent with the mass service delivery protest that continues to grip the country (News24, 2020).

This gap may be bridged with the merger of strategy formulation and strategy implementation. To do this, a change in the governmental strategic direction and development is required (Kitonga: 2016, Kihara, Bwisa and Kihoro: 2016). There is a need to move away from the traditional bureaucratic approach to a more citizen-centric approach to governance. A strategic direction that is based on a shared vision of what governance would mean in the future.

### **6.3.2 Theme 2: Accountability**

*Question 1: Explain how your department monitors and evaluates its service delivery standards*

#### **Summary of the responses**

The responses received for the above question see the respondents divided equally into two groups, 50% being extremely knowledgeable while the remaining 50% proved to be less knowledgeable regarding the monitoring and evaluation of the service delivery standards for their department.

The two types of responses are summed up as follows:

#### **Extremely Knowledgeable**

The participants who possessed a grander knowledge regarding the topic provided explicit details about the monitoring and evaluation of service delivery standards. The detailed explanations delineated the various mechanisms employed by the department to monitor and evaluate its service standards effectively.

These methods include but are not limited to service delivery improvement plans and ongoing partnerships with the national Department of Monitoring and Evaluation (DPME) as well as the Department of Public Service and Administration (DPSA).

### **Minimal Knowledge**

On the other hand, those respondents who demonstrated a marginal amount of familiarity regarding the question provided either a similar response or no response at all, indicating that they were not well-versed or knowledgeable regarding the department's methods of monitoring and evaluation of its service standards. Respondents knew that monitoring and evaluation were key requirements and, therefore, provided responses highlighting that these tasks were done via reports and questionnaires.

### ***Interpretation of the responses and selected word verbatim captions***

Analysing the transcripts of the interviews projects the difference in the types of responses received from the two categories of respondents listed above. Once again, the vast difference may emanate from exposure to more strategic engagements and the fact that these monitoring and evaluation mechanisms and reporting requirements may only be understood by those officials responsible for reporting on it. A synopsis is given below, which elucidates the contrast in responses received from both categories. The responses obtained from those participants who were unable to elaborate on the monitoring and evaluation processes mainly comprised the following. The department monitors and evaluates its service delivery standards through:

- Reports;
- questionnaires and surveys;
- project evaluation;
- training; and
- removing the barriers that restrict service delivery

The following verbatim responses depict the type of feedback that was provided by the participants who presented minimal knowledge regarding the above question:

Participant 9: *“I believe that service delivery is a priority for this department as we are involved in monitoring and evaluation and performance monitoring. The evaluation of funded interventions is critical. Transparency in our work, communication of our findings with the citizen, is also critical.”*

Participant 15: *“The department uses questionnaires, surveys, regular meetings, unofficial correspondence and emails or feedback from all role players.”*

However, the feedback received from the participants categorised as extremely knowledgeable were answered with much more zeal and projected awareness of specific reporting requirements and compliance standards.

These responses indicated that the monitoring of provincial service delivery performance is a critical element of the department and comprised the following process:

- Identification of departmental sector standards
- Identification of citizens' needs and expectations
- Monitoring of governmental performance against the above standards and citizens' needs
- Engaging departments on results of monitoring and evaluation and support any enablement that is required to improve service delivery
- Submitting annual reports to DPSA, signed off by Head of Department
- Partnering between DPSA and provincial departments for auditing of public facilities
- Partnering with DPME
- Creating service delivery improvement plans
- Reporting on status through quarterly performance reports, annual reports, and annual performance plans
- Reporting on set targets using indicators, and
- Monitoring of front-line service delivery

The types of verbatim responses received from these participants are depicted below:

Participant 2: *“There are a variety of methods. These include a review of departmental Service Delivery Improvement Plans and Front-Line Service Delivery Monitoring. The first example is a desktop process whilst the latter is built on a partnership with the Department of Monitoring and Evaluation where service delivery sites are actually visited.”*

Participant 6: *“Service delivery standards are monitored and evaluated through the Service Delivery Improvement Plan of the department. Services with service standards are identified in the plan and reported on annually. The monitoring and evaluation process starts with the identification of services to be included in the plan and the desired standards for each service. An annual report is compiled which is signed by the HoD and reported to DPSA.”*

Participant 8: *“This department plays a key role within the province to institutionalise Front-line Service Delivery and Monitoring. The latter is a national programme driven by the Department of Planning, Monitoring and Evaluation. This collaborative effort allows the department to monitor and evaluate its service delivery standards.”*

Participant 19: *“Each government department has an annual performance plan wherein it outlines what services will be delivered and how these services will be monitored and evaluated. In terms of monitoring the services, these services are tracked and reported on against set targets using a selection of indicators which are reported on quarterly through the Quarterly Reporting System (QRS) of the Government. Certain key interventions would have been selected and identified to be evaluated at certain intervals of the intervention”.*

Verbeeten (2008:430), Amaratunga and Baldry (2002:2017) and Brudan (2010;109) all agree that a performance management system is used as a mechanism to establish, monitor, and evaluate as well as achieve both individual and organizational goals. The authors further state that a performance management system can be defined as a system used to identify objectives and formulate strategies to achieve these objectives while assessing and rewarding performance.

The first and second questions produced extremely informative results, which afforded the researcher insights into the various levels of understanding of service delivery among the participants. The remaining questions of theme one would now steer the participants towards providing comprehensions regarding training and development and its relevance in the workplace.

***Question 2: In your opinion, are public officials adequately capacitated to meet their department’s service delivery demands effectively and efficiently? Please explain.***

### ***Summary of the responses***

The rationale for posing the above question was to determine how public sector employees regarded staff competencies and its relevance to service delivery. Service delivery problems are often tied to the incapacity of public sector officials. Therefore, the researcher sought to obtain the opinion of public sector employees in an attempt to identify possible shortcomings and use them to form recommendations for improving service delivery standards in the Western Cape.

### ***Interpretation of the responses and selected word verbatim captions***

The respondents (20%) who answered in defence of the capacity of public sector officials stated that in the public sector recruitment and selection process, one is appointed based on his/her skillset and, therefore, one’s capacity to perform is justified. Furthermore, emphasis was placed on the fact that the Government needed to report on service delivery indicators and that a capable workforce was created through training and development programs.



However, the majority of the respondents (80%) believed that public sector officials may be adequately capacitated in terms of processes but cannot step outside of their routine processes and mandates.

Respondents listed the following reasons as justification to solidify their stance:

- Officials are not given the opportunity to work outside of their daily scope of work.
- Training and development should be more accessible at institutions other than the Provincial Training Institute (PTI) as they may not cover all areas of critical training required for effective service delivery.
- Employees are not driven by effectiveness but rather by compliance.
- With the ever-changing environment and the shift toward the Fourth Industrial Revolution, are departments willing and ready to allow employees to respond to the needs of the citizens differently?
- Public sector employees who do not operate at a front-line level may not fully comprehend service delivery demands.
- Employees at the managerial level are given ample capacitation opportunities, whereas service delivery often occurs among the lower levels of employees – this was emphasised as a significant factor.

It is important to note that the respondents felt that, although they were appointed with certain skill sets to fulfil a specific role according to their job descriptions, they have more to offer.

Employees' skill sets often improve through work experience and further education. However, the respondents felt that, in most cases (based on either experiencing it themselves or being witness to it at some point of their career), employees' skills, knowledge and education are being underutilized or not acknowledged resulting in:

- having to upskill employees who do not have the necessary skills but who are employed in the post;
- failure to deliver service due effectively and efficiently to incapacity;
- procrastination due to having to consult with employees or external service providers who possess the required skills and knowledge; and
- restricting the development of staff .

The following was highlighted:

Participant 7: *“Employees at front-line service delivery generally understand their duties without really understanding the overall priorities of the department.*

*Those officials who are not front-line staff may not understand the service delivery demands in context but may rather possess a superficial view of service delivery.”*

Participant 11: *“Staff in the public sector are often underutilized. Highly qualified staff are still used to execute the jobs they were initially appointed for although their level of education, knowledge and experience have improved.”*

Respondents stated that there had been attempts to address the above situation through matching and placing, but it does not happen often enough. Therefore, Morris (2019: 56-66) encourages organisations to create awareness about an ever-changing environment and the motivation for self-initiated learning.

***Question 3: Does the training section that needs to be completed in your performance review effectively measure the impact of training and development on service delivery based on your performance?***

### **Summary of the responses**

The rationale for this particular question was to indirectly determine the participants' perceptions of their performance and its contribution to the broader spectrum of service delivery. The responses received, once again, saw participants differing in their opinion regarding the question. For example, one group saw 60% of the participants agreeing that the training section of the performance review measures the impact of training on the department's service delivery, while a second group amounting to 40% of the participants disagreed.

### ***Interpretation of the responses and selected word verbatim captions***

Respondents who disagreed, highlighted the following reasons for their stance:

- Performance is not only based on official training and development. Other contributing factors such as dedication, self-reflection, development, and a passion for community development could positively impact an employee's performance.
- Various training initiatives can be attended, but there is no guarantee that it would improve the performance of an official.
- Training can be considered to be a compliance matter instead of a developmental initiative.

The respondents who responded positively to the measuring tool stated that it would make a difference as long as the training was linked to the department's service delivery outputs.

Training courses are all aligned to an individual's performance agreement which, in turn, are aligned to the department's outputs. So, in essence, it is envisaged that if a department invests in the training and development of an employee to execute their responsibilities effectively and efficiently, it will collectively increase the effectiveness and efficiency of the service delivery outputs of the department.

The following statement justifies this:

Participant 3 *“The type of training identified in the performance review does measure the impact that training and development have on service delivery as an official's performance scoring indicates efficiency and success. A good scoring is the result of good performance. If training contributes to the development of an employee, it may contribute to their improved performance and capacitate them to becoming more innovative and outcomes-driven”*.

The Johannesburg Metropolitan Council (2005: 313), Radebe (2013: 2) as well as Black and Marshall-Lee (2011:277) agree that the term performance management can be described as the setting and applicable measurement of an organisation's activities and objectives. It is further understood to measure individual and collective staff contributions to achieving organisations' strategic goals and vision. The researcher, therefore, agrees with the authors as mentioned above that training has a direct result on the performance of staff within an organization.

***Question 4: Have you ever come up with an innovative idea for service delivery but been shut down due to your rank or senior management's reluctance to approve your idea? Please justify.***

#### **Summary of the responses**

A consensus existed among all twenty (100%) respondents about the universal acceptance of innovative ideas presented by subordinates. However, although innovation forms one of the values of the WCG bureaucracy, red tape, financial constraints, and hierarchy still prevent management from readily adopting and implementing innovative ideas.

#### ***Interpretation of the responses and selected word verbatim captions***

Although almost every respondent came up with an innovative idea to improve their job function at some point in their career, none were accepted regardless of the impact they may have had on job efficiency and effectiveness.

The following reasons were listed for non-acceptance of innovative ideas:

- The idea does not fit into the current priority areas
- Innovation is not always accepted due to comfort zones and the fear of the unknown
- Austerity measures
- Fear that top management will not buy into the idea
- Scepticism by executives who hold a different perspective to the one presenting the idea
- Lack of infrastructure and capabilities
- There is a contrast between those employees with university qualifications vs those without any formal qualifications in the workplace. However, the unfortunate reality is that highly qualified officials employed on a low salary level are also not seen as good enough to formulate innovative ideas (Heisig, Gesthuizen and Solga, 2019).

***Question 5: How would you promote information about effective service delivery and its importance within your department?***

***Interpretation of the responses and selected word verbatim captions***

It is essential to acknowledge that, when dealing with service delivery, there are underlying factors that influence the needs of citizens, and that service delivery cannot merely be addressed at face value. Participants all (100%) agreed that service delivery in the South African context is extremely complex due to the country's history and the need to continue to try and rectify the imbalances created by the previous dispensation.

The following were presented as mechanisms to promote effective service delivery and its importance within the department:

- Corporate communication circulars
- Information platforms such as the intranet, departmental magazines and departmental newspapers
- Interdepartmental information sharing to promote innovative thinking and informed decision making
- Fun interactive activities
- Showcasing effects of the lack of service delivery
- Workshops and evidence briefs
- External training programmes
- Quiz programmes shared via online platforms and give incentives for innovative ideas;
- Constant monitoring and information sharing

- An inclusive environment in which employees are made part of the process of improving the service delivery standards
- Service delivery is included as an item on departmental agendas.

Participants also highlighted the fact that information can be promoted by:

Participant 5 “... *using internal newsletters and other electronic platforms as well as ensuring that each manager is a champion for effective service delivery and that they keep reinforcing its importance through their engagements with staff.*”

Participant 1 “... *promoting the NDP, which states that all spheres of government can enhance citizen participation via a two-way information gathering and sharing platform. These platforms afford government the means to inform its citizens while also allowing citizens to provide the government with feedback in terms of their performance.*”

CareerCast (2017) states that the main differentiating factor that sets great leaders apart from ordinary leaders is their desire to reinforce the department's strategic direction. In addition, the quality of great leaders is their ability to involve subordinates in decision making.

This creates a sense of ownership among employees. In today’s ever-changing environment, employees are constantly seeking ways to improve themselves and, therefore, management should allow creative and innovative thinking and practices to promote service delivery.

### **6.3.3 Theme 3: Training and Development**

***Question 1: How would you define the term training and development, and what is its relevance in the workplace?***

#### **Summary of the responses**

All (100%) the respondents agreed that the term ‘training and development’ encompassed a set of tools designed and aimed at improving an individual’s or group’s performance. If carried out successfully, it may assist employees to gain the required knowledge and skills required to effectively carry out their jobs which would inevitably improve the output of the department or unit they represent.

Each of the respondents emphasised the importance and relevance of training and development in the workplace. The following point’s best capture the perspective of the respondents regarding the relevance of training and development in the workplace:

- It creates a sense of unity among staff and may foster team building and equality.
- It enhances performance.
- It improves an employee’s skills, thereby improving his employability.

- It encourages innovation.

Reference was also made to the fact that training and development may create an environment that assists people from previously disadvantaged groups (as a result of the apartheid era) to develop their skillset and knowledge base, which will allow them to apply for top management posts. However, there was a difference of opinion among respondents who claimed that although training and development are of utmost importance in the workplace, it is unfortunately not effectively implemented. In some cases, the approval of training is manipulated and highly biased towards certain individuals.

### ***Interpretation of the responses and selected word verbatim captions***

All (100%) of the respondents were eager to answer the above question. This eagerness may be a direct result of past experiences regarding training and development in the workplace.

Overall, the comments indicated that the concept training and development was critical to respondents. They indicated that it had contributed to staff development and ensured that staff remained relevant and effectively addressed the citizens' needs. As mentioned in chapter two by Kleynhans *et al.* (2006:26), skills development is a massive help to the workforce as it encourages employers to allow the workplace to be a place of learning and development. This ensures that employees can broaden their knowledge and critical skills, which would improve their work performance and employability, resulting in an improved standard of living. In addition, this solidifies and validates the importance and relevance of training and development in the workplace. The responses further indicated that respondents had been exposed to various training programs, funding options, and limitations in the workplace. The general understanding was that training and development opportunities are additional benefits that employees receive from employers in an attempt to empower employees with the required skills, knowledge and capabilities to meet targets and performance measures.

Some strategic responses included:

- that staff needed to be kept up to date with the ever-changing needs of external and internal environments;
- the importance of maintaining a high standard of work in an attempt to deliver quality services;
- the fact that if employees are not adequately trained, it would negatively impact the quality of services being produced; and
- in some cases, the same officials would repeatedly be beneficiaries of training and development opportunities without any notable improvement in their capacity.

Respondents further highlighted that legislation such as the Skills Development Act 97 of 1998 and departmental specific policies pave the way concerning the importance and relevance of training and development in the workplace. Respondents opined that all departments should provide training and development opportunities and adhere to its processes.

The Skills Portal (n.d.) stresses that all officials should be educated regarding matters that affect their employees, including training and development that would foster a congenial environment.

A comparison of the positives and negatives of training and development in the workplace can be seen below:

*Table 6.2: Positives and Negatives of Training and Development*

Positives	Negatives
Staff are kept up to date with the needs of beneficiaries	If staff are not trained accordingly, it would negatively impact service delivery standards.
Helps maintain a high standard of work and service delivery	Often the same officials are being trained without any notable maturity in their capacity.
May help with diversity and cultural differences in the workplace	The same methodologies are applied year after year; not everyone responds well to certain methods.
May improve individual performance	Training programmes are not specifically formulated but are rather general and requires a one-size-fits-all approach.
May create a more effective and efficient workforce	
Encourages innovation and out of the box thinking	

**Source: The Skills Portal, n.d.**

The analysis of the transcripts revealed that the department has been creating awareness regarding training and development. However, its current training standards could be reviewed and amended to stay relevant to what the market currently requires. CommLab India (2017) notes the importance of training employees regarding the policies, procedures and systems that regulate a company. Training and development may assist employees with understanding company regulations which promote business continuity.

Training and development in a workplace further promote innovation and boost staff morale and the department's goals.

Respondents felt that training and development encompassed the following:

Participant 8: *“Training and development is a process of developing an individual, group or organisation from one level to another based on identified skills and developmental deficit. The ever-increasing service delivery demands on governments the world over requires all employees to continually train and development themselves to cope with the number and complexity of service delivery demands.”*

Participant 13: *“Training and development is the participation in any learning environment (such as classes, lectures, workshops etc.) that enable an individual to better perform his or her functions as per their job description or mandates from a department or organisation. It would also include any experiential training through working on new projects or doing new functions, which would also enable better individual and organisational performance. Training and development are essential to improve and work more efficiently in the workplace. It also allows an organisation to have individuals who can easily adjust and be innovative in delivering functions.”*

The first step towards achieving compliance is the education of staff regarding procedures of the department. Employees need to be aware of the goals and objectives set by the department. This awareness can be created through training platforms within the department (Progression, 2016).

***Question 2: Do you agree or disagree that training and development are key to achieving effective and efficient service delivery in the public sector and why?***

### **Summary of the responses**

All (100%) respondents agreed that training and development play a critical role in achieving effective and efficient service delivery. Emphasis was placed on the fact that South Africans live in an ever-changing society fashioned by both the West and the Fourth Industrial Revolution. A society in which technology is enjoyed by both the old and the young; in which people no longer need to stand in long queues from the break of dawn to pay their bills. For these reasons, among others, respondents felt that for public officials to remain relevant to the needs of their citizens requires both training and development.

There was, however, a recommendation made by several respondents requesting the public sector to create tailor-made training modules to address the various challenges as there is no one-size-fits-all approach to training.



### *Interpretation of the responses and selected word verbatim captions*

With the demand for productivity and the need for Government to deliver services, public officials need to manage their time and resources effectively. How to effectively manage time and resources can either be cultured over time or taught via training and development initiatives, as stated by Bright Network (2019). Furthermore, the notion that training and development are used to sharpen the skillset of employees quickly presented itself among the respondents who felt that these initiatives would not just enhance their skillset and knowledge but could also influence and alter the mindset of individuals. Therefore, training and development are the core to building a capacitated workforce that would deliver on its mandate effectively and efficiently.

Respondents listed the following reasons to support why they felt that training and development is a key component in achieving effective service delivery:

- It fosters skills.
- It creates confidence.
- It creates a positive working environment.
- It keeps public officials responsive to the needs of the citizens.
- It encourages innovation.
- It assists public officials to transition from a traditional service delivery model to one that is more citizen-centric.
- It assists with ensuring that the public official is adequately capacitated.
- It assists with personal and career development.

Participants felt strongly that the working environment is constantly changing, and that staff needed to be equipped to deal with these transitions:

*Participant 4: “Training and development is the foundation of what makes an official capable of doing their job. Needs of an organisation are constantly changing – as a result, the needs of the individual to do the work are always changing. For service delivery to be effective, the individual needs to be trained on soft skills, hard skills and IT skills as the institution is always changing.”*

*“As a public service, we need to be developed not only in our area of work but also in other areas. The work environments are changing as well as the needs of the public with the expansion of social media means that as public servants, we are expected to go above and beyond our service to the public not just in our working hours but also after when representing the government.*

*When being trained and developed and given the correct tools we can do so. We are constantly being watched by the public, and their expectation from us as public servants are very high.”*

Through the investment in education and the formulation of specific legislation, the government envisages promoting new skills and improving service delivery efficiency and effectiveness (South Africa, 1998:11). Therefore, the provision of training and development remains high on the organisation’s objectives (Public Service Commission, 2014: iv).

Responses received from the participants indicate a positive attitude towards training and development and that business continuity and effective and efficient service delivery can be ensured if officials are adequately capacitated.

***Question 3: Has attending the Community Capacity Enhancement programme increased your understanding of your department’s service delivery requirements? Please explain. (If you have not attended, would you like to in the future?)***

#### **Summary of the responses**

‘Community’, ‘capacity enhancement’, ‘public participation’ and ‘service delivery’ are words and actions that have cemented themselves in all strategies and policies currently governing service delivery in South Africa. As discussed in the first chapter of this study, the concepts listed above relate directly to National Outcome 12, namely “An Efficient, Effective and Development Oriented Public Service” (South African Government, 2019:16).

They further relate to the internationally accepted Strategic Development Goal 16 of the United Nations Development Programme (UNDP), namely “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels” (United Nations, 2019). Finally, at a provincial level, it relates to all five of the Vision-inspired Priorities, namely Safe and Cohesive Communities, Growth and Jobs, Empowering People, Mobility and Special Transformation and Innovation and Culture (Western Cape Government, 2020).

There were two categories of respondents for this question which were identified as:

- 70% of the respondents agreed that attending the training had influenced their understanding of their respective department’s service delivery requirements.
- 30% argued that although the training was beneficial in terms of lessons learned regarding service delivery methodologies, they felt that their department’s specific service delivery needs were not addressed.

### *Interpretation of the responses and selected word verbatim captions*

Respondents who agreed that the training had influenced their understanding regarding their department's service delivery requirements justified their growth by stating that the training had opened up their minds to the fact that:

- all public officials might not be working toward a single goal;
- politics plays a crucial role in influencing the administration;
- there are requirements for service delivery;
- service delivery is often compliance-based and not necessarily results-based;
- the likelihood of segregation and working in isolation are prevalent across various departments of Government;
- there are ways to improve the respective department's service delivery standards;
- communities know what they want and, therefore, consultation is critical;
- the implementation of goals without consultation may lead to failure of the project and amount to wasteful expenditure; and
- it provided participants with a holistic understanding of how service delivery should be effected and its levels of quality.

Respondents provided the following responses:

Participant 16: *“Yes, the training shows that there is a need for departments to engage with communities more regularly instead of implementing goals without consultation. National and provincial goals are important but will fail in the absence of consultation.”*

The extensive explanations received posited that respondents indeed benefitted from the training program. Emphasis was placed on the fact that participants now understood the ideal way of working with communities to deliver services effectively and efficiently. However, some respondents felt that, although the training provided excellent content about community engagement and service delivery, it lacked the direct link to the service delivery requirements of their departments.

Their stance was justified by the fact that they felt the training:

- needed to be amended to address the specific requirements of each department and not focus on a transverse approach; and
- did not improve their understanding of the service delivery requirements of their departments – however, it did provide insights into what their departments could do to operate in a more citizen-centric fashion.

Those responses included:

Participant 2: *“The CCE course has ticked many boxes, but it has not improved my understanding of my department’s service delivery requirements. However, the course did create an awareness regarding being more citizen-centric.”*

***Question 4: Are you aware that your department has a budget allocated for training and development? Please justify. If you could choose any training to attend, what would it be and why?***

### **Summary of the responses**

All (100%) of the respondents were aware that the Western Cape Government offered training at the PTI. In addition, 98% was aware that the department has a dedicated budget allocation for training and development of staff while 2% was not.

### ***Interpretation of the responses and selected word verbatim captions***

Respondents were aware of the designated budget but claimed that there were underlying factors that influenced the approval of training which could be summed up as follows:

- the introduction of cost containment measures becoming increasingly prevalent in the province;
- availability of staff to attend training due to service delivery demands and shortage of staff in some units; and
- approval of external training may be restricted to job relevance and not personal development.

Respondents emphasised the fact that the PTI provides excellent training and development opportunities. However, not all desired training is offered at the institute and participants, therefore, recommended that the department ask staff to identify what they would like to learn and then accommodate their development needs accordingly within what is considered reasonable and acceptable.

Below is a summarised list of the types of training respondents would attend if given the freedom to choose:

- Focused service delivery training
- Digital marketing (to enhance the way Government’s products are packaged)
- Managing complexities
- Decision making in a rapidly changing environment
- Training and soft skills geared at improving direct service delivery

- Capacity building
- Quantitative and qualitative data analysis
- Community capacity and social work
- Geographic information systems
- Accredited project and programme management

Respondents would like the short course budget allocation to be redirected towards bursaries for further development with lesser qualifying criteria, specifically about allocating bursaries for postgraduate degrees. The respondents who were not aware of the dedicated budget allocation for training and development highlighted that they had never attended a meeting in which training reports and their impact were discussed.

***Question 5: To what extent does your senior managers regard the need for training and development and how accessible is it to you as an employee?***

#### **Summary of the responses**

The feedback received for this question saw the participants portraying eagerness in their responses. All twenty participants (100%) indicated that their training needs were catered for in their performance agreement and that most of their training programs were offered at the Provincial Training Institute. However, certain specialized training programs needed to be attended or offered in affiliation with universities and private learning institutions.

#### ***Interpretation of the responses and selected word verbatim captions***

The responses indicate that all participants had undergone a fair share of training during their employment at the WCG. This is corroborated via feedback about training and performance agreements and their understanding of compliance processes as indicated below:

Participant 19 *“Our managers and our department regard training as an important part of the unit. Staff are required to ensure that they submit their various training needs as part of their performance agreements. Managers and supervisors are then tasked to ensure that their staff are sent on the required training that is in line with their job profile. These training sessions are to be reported monthly and quarterly to top management. Each performance review that follows requires staff to stipulate if they have attended their training requirements and to justify why they have not in the absence of training.”*

There were, however, certain restrictions and limitations identified by participants about training which can be summarised as follows:

Internal training at the PTI is easily approved, but there seems to be a reluctance to approve accredited training with outside service providers. This may be due to red tape and budget constraints.

Due to tedious workloads, officials cannot commit to a three or five-day training course. This may negatively affect development.

Although an array of training modules is offered at PTI, they may not seem appealing as many modules are not accredited and not specific to departments. For example, specific training should be offered to community development practitioners.

Participants have emphasised that the PTI has increased the number of training modules offered, such as the mentoring, leadership, and policy analysis modules – among others – and have the prospectuses available online for employees to peruse.

***Question 6: What is your opinion of the Community Capacity Enhancement programme, and how can it be improved?***

***Interpretation of the responses and selected word verbatim captions***

All twenty (100%) participants agreed that CCE is a fantastic training programme geared towards changing public officials' behaviour and mindsets. It was further emphasised that the programme could improve the emotional intelligence of the WCG as a collective.

The following were listed as the key positives that were taken from the training:

- It focuses on practical elements of service delivery.
- It allows and encourages attendees to present actual case studies to the classroom as projects.
- It discusses solutions to actual typical service delivery problems.
- It emphasises the importance of consultation and public participation.
- It encourages a bottom-up approach to service delivery which puts people first.
- It encourages partnerships across the three spheres of government and civil society.
- It aims to identify and highlight the ideal way of working with communities.

However, according to participants, the training is not without flaws and can be improved by addressing the following:

- The training material speaks about addressing the pandemic of HIV in Africa. Although the facilitators try to replace HIV with current social ills, it would be more effective to rewrite the content to address specific problems facing communities of the Western Cape.

- The training should focus on departmental specific service delivery requirements and not a holistic way of working with communities as each department's mandate and service differ.
- More detail regarding the following concepts should be provided in the training:
  - facilitation skills; and
  - conflict resolution.

Participants further stated that:

Participant 2 “...this is a superb programme to change the mindset and effect the paradigm shift of all officials. Ownership and consultation are the key elements to achieving effective service delivery. To replicate the desired shift in the mindset of communities, Government should roll out the training to communities as well.”

Participant 5 “...it is a useful programme. However, when recruiting participants, it is advisable that all participants be from a single department and not come from across the thirteen departments. If all participants come from a single department, the training can be adapted to address that department's service delivery requirements, which could add more value to the outcomes of the training for participants. In addition, it is recommended that more emphasis be placed on training participants on the concepts and disciplines of facilitation, presentation, mediation and communication to better consult communities.”

Recommendations were made to duplicate the training in communities and incorporate it into the induction of all public officials.

***Question 7: What additional training models would you recommend be added to the Community Capacity Enhancement programme to ensure that its attendees are ready to face the community and, through the skills acquired, possibly enhance service delivery standards?***

***Interpretation of the responses and selected word verbatim captions***

The researcher decided to pose this question to determine what the participants felt could holistically improve the performance of the training programme. Data gathered from the above question, and the two remaining questions are envisaged to assist the researcher in making recommendations to improve the programme.

The following recommendations were compiled from the collective responses of all twenty (100%) respondents:

- Negotiation skills
- Facilitation skills
- Presentation skills
- Communication skills
- Mediation skills
- Conflict resolution
- Self-management
- Social facilitation skills
- Design thinking
- Asset-based community development
- Diversity management
- Look at *Cooking up Community* – a book by Mike Abrams
- Day one of the CCE programme should be an orientation to service delivery and relevant theory
- Day two should be spent at a workplace that provides attendees with practical exposure
- Day three should be spent on service delivery theory application to the actual practical reality
- Days four and five should focus on the theory of CCE

The data gathered portrays participants' extensive thought processes regarding improvement plans for the training programme. The results further indicate that participants agreed that although the programme provided great insights into service delivery, it could still be improved by incorporating the proposed recommendations.

#### **6.4 RESULTS OF THE SURVEY QUESTIONNAIRE**

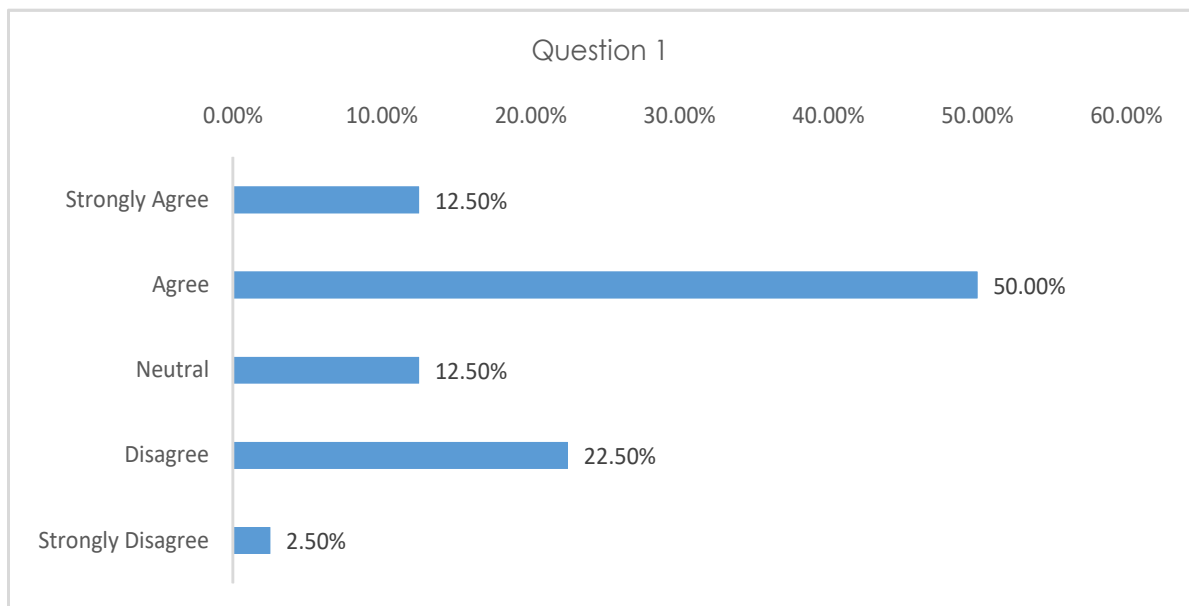
To collect data from communities, the researcher has identified the Cape Metropolitan area as the population (for the quantitative survey) from which the sample was taken. The Cape Metropolitan area was explicitly identified due to the researcher's proximity to it and to reduce research costs. Moreover, the Cape Metropole area has since long been prone to service delivery protests and social unrest, which further justifies its selection for the study. The requirements for participation were restricted to being from the identified geographical area.



### ***Training and development meeting demands***

According to the South African Government (2020), all government departments' norms and standards are set by the Department of Public Service and Administration (DPSA). The department ensures that all service delivery interventions, human resource interventions, and institutional initiatives are applicable and designed to meet the needs of the citizens. This ensures that services are accessible, delivered efficiently, and delivered at the lowest possible cost while ensuring quality and accountability.

Therefore, the question sought to determine the impact of training and development programs on meeting service delivery demands.



*Figure 6.1: To what extent would you agree that the training and development programmes offered by your department are relevant to addressing its service delivery demands?*

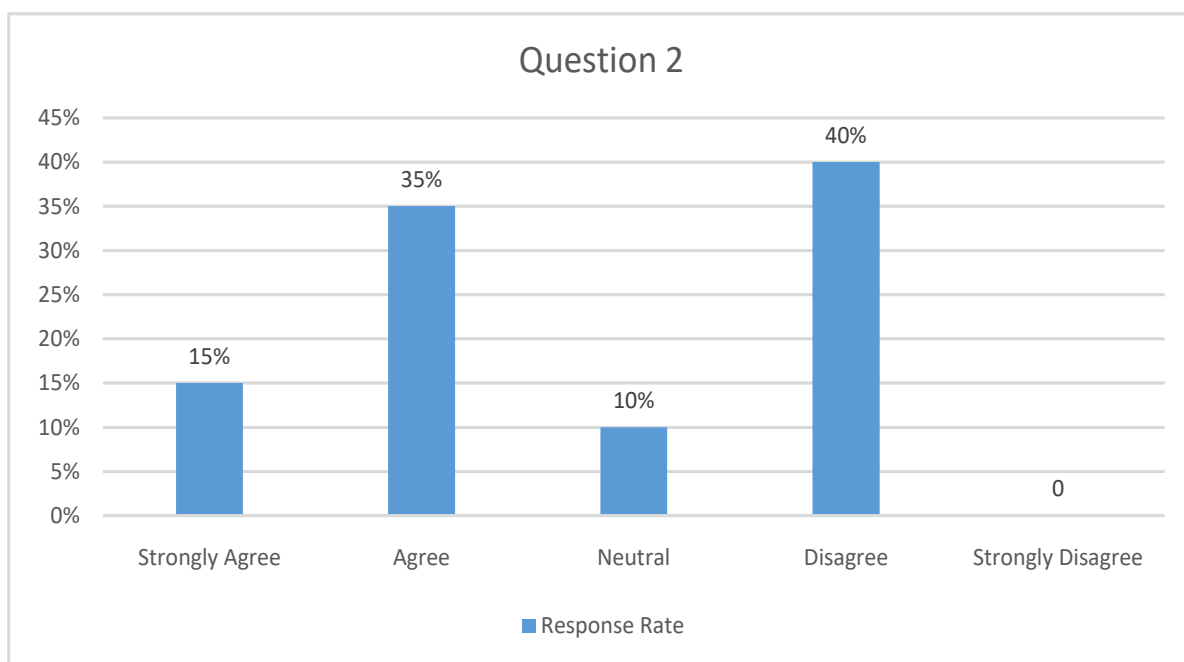
N= 120

### **Summary of Response**

Half (50%) of the respondents agreed that the training offered by their department was relevant to addressing the service delivery needs, while 12.50% of the respondents strongly agreed to this notion. 22.5% disagreed and were supported by the remaining 2.5% who strongly disagreed. The remaining responses were made up of 12.5% of the respondents who chose to remain neutral.

The responses received from the majority of the respondents indicate that the training and development programs offered by their department are addressing the service delivery demands. At the same time, a smaller percentage felt that there is indeed a gap that exists between the training offered and its inability to address the service delivery needs of departments.

***Prioritizing training and development to improve service delivery***



*Figure 6.2: To what extent would you agree that training and development are prioritized to empower employees to improve service delivery?*

N=120

**Summary of Responses**

The South African government is committed to promoting skills development. This commitment is demonstrated through various pieces of legislation, namely: The South African Qualifications Act 58 of 1995, the Skills Development Act 97 of 1998 and the Skills Development Levies Act 9 of 1999. These Acts collectively allowed the development of programs and policies that ensured an uptake of skills development and guaranteed training and education quality and provisions. The Skills Development Act specifically focuses on developing the skill set of employees and improving their quality of life. The Act further affords employees opportunities to obtain new skills and use the working environment as a place of learning. 35% of respondents agreed and were supported by a further 15% who agreed that training and development are designed and prioritized to empower employees to

improve service delivery. More than a third (40%), the majority of respondents disagreed. At the same time, the remaining 10% of respondents remained neutral.

A collective of 50% of the respondents agreed and strongly agreed that training and development within government departments aim to improve its employee's ability to deliver on its service delivery mandates effectively and efficiently. However, a considerable percentage (40%) of the respondents maintained their response disputing the linkage between training and development and improving service delivery.

***Employees' abilities to deliver better services are improved once they attend training***

According to Chron (2020), the concept of training provides individuals and groups of employees with an opportunity to expand their skill set and knowledge base. However, employees sometimes have shortfalls in their competencies and abilities. Training programs allow individuals and employers to strengthen those shortfalls. On the other hand, development programs aim to bring employees to a collective higher level to create a holistic skillset and knowledge base. Therefore, this question sought to determine if employees felt their ability to deliver services were improved after attending training.

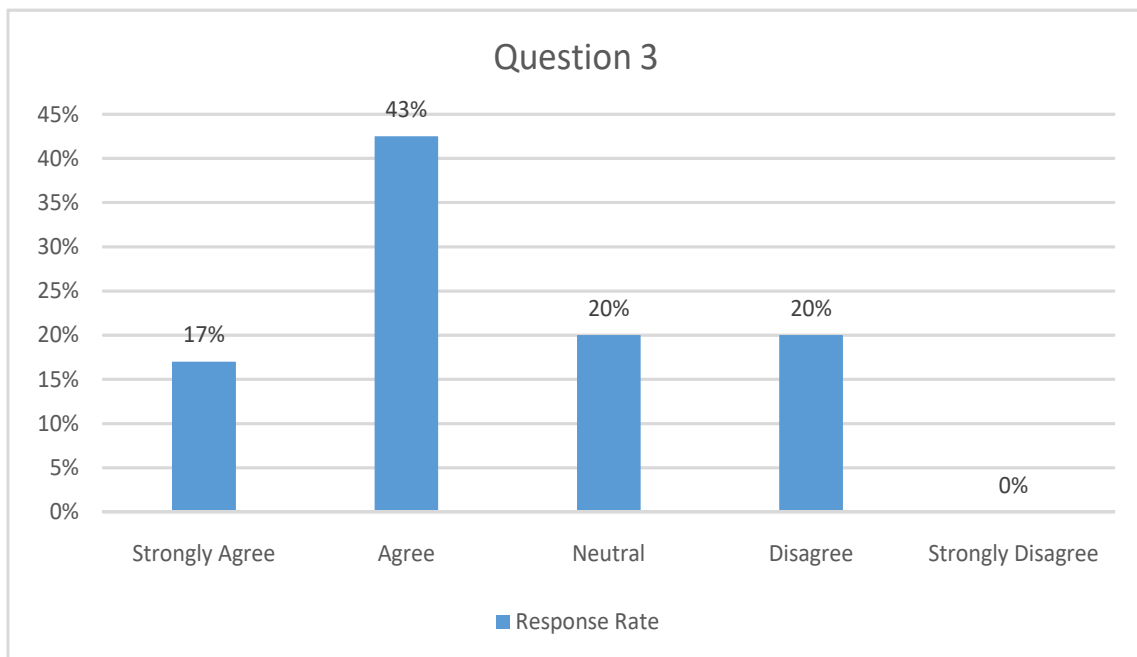


Figure 6.3: To what extent would you agree that their competencies and ability to deliver better services improve once employees attend training?

N=120

## Summary of Responses

A cumulative percentage of 60% comprising 43% who agreed and 17% who strongly agreed made up the bulk of responses for this question. 20% of the respondents disagreed, while the remaining 20% decided to remain neutral. Thus, this question saw those respondents who agreed to be three times those who disagreed and those who remained neutral. A fifth of the respondents decided to remain neutral.

### *The application of capacity interventions to create understanding*

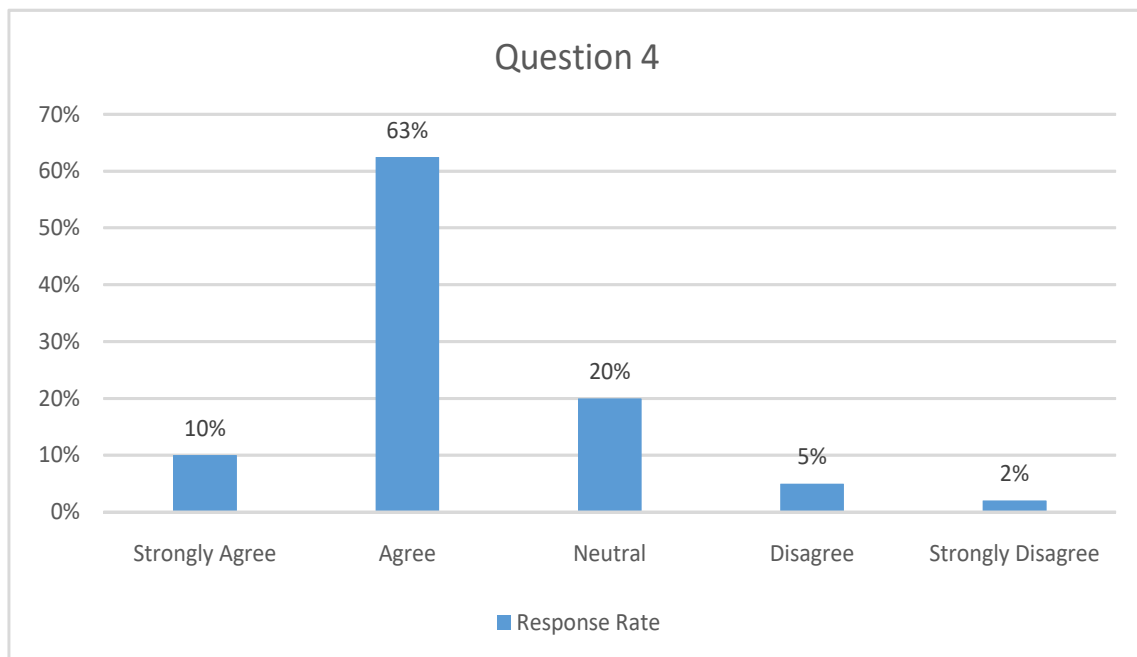


Figure 6.4: To what extent would you agree that the application of capacity interventions creates understanding or impacts employees' approach to service delivery.

N=120

## Summary of Responses

The need to understand a subject matter is solidified by the statement of Psychology today (2019) that states that to comprehend the holistic picture fully, one would need to view topics from various perspectives. Viewing topics from different perspectives enables the observer to determine the root causes of problems, allowing for the effective and directed discovery of solutions that cater to all stakeholders' needs. The researcher agrees with Psychology today (2019) if employees understand what is expected and understand how their contribution fits into the bigger scheme of things, it may positively impact how they view service delivery.

The joint percentage for those who agreed (63%) and those who strongly agreed (10%) that capacity interventions create understanding or impact employee's approaches to service delivery made up a total of 73% of the respondents for this question. 3/4 of the sample who agreed and strongly agreed may be a result of employees all being part of a capacity intervention that created understanding or impacted their abilities at some point of their careers. The second-largest percentage (20%) came from respondents who remained neutral, while those who disagreed (5%) and strongly disagreed (2%) made up the balance of responses.

***How do development opportunities improve employees' performance?***

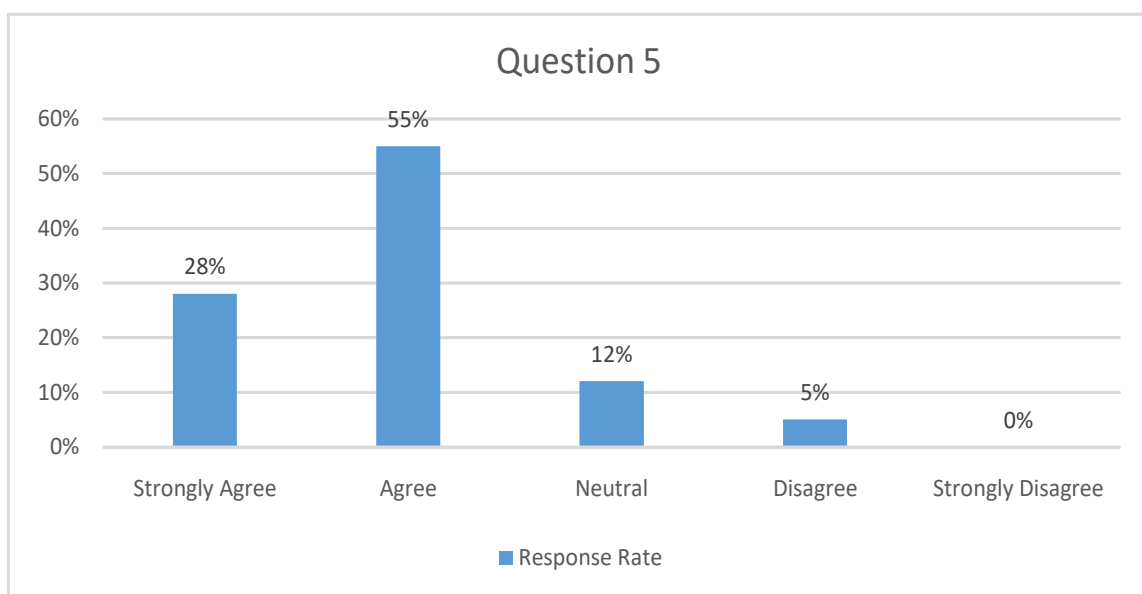


Figure 6.5: To what extent would you agree or disagree that development opportunities improve employees' performance?

N=120

**Summary of Responses**

According to Friedrich, Glaub, Gramberg and Frese (2006: 75-84), if employees receive training, they would be better positioned to perform their job. Through training, employees can strengthen their shortfalls or weaknesses. However, it is essential to note that training needs to be relevant and consistent. Poor performance can result from employees not knowing what to do or how to complete a particular task. Therefore, acquiring specific skills or knowledge could lead to improved performance. The responses received for this question was extremely one-sided as a collective of 83% of respondent either agreed (55%) or strongly agreed (28%) to the fact that development opportunities improve employee's performance. A mere 5% of respondents disagreed, while 12% remained neutral.

From the stark contrast in the respondents who agreed in comparison to those who disagreed, as well as the statement of Friedrich et al. (2006: 75-84) listed above, it can be deduced that development opportunities within the work environment do improve employee's performance thus resulting in an overall improvement of organisational performance as well.

***Effectively trained and developed officials result in efficiency and improved service delivery***

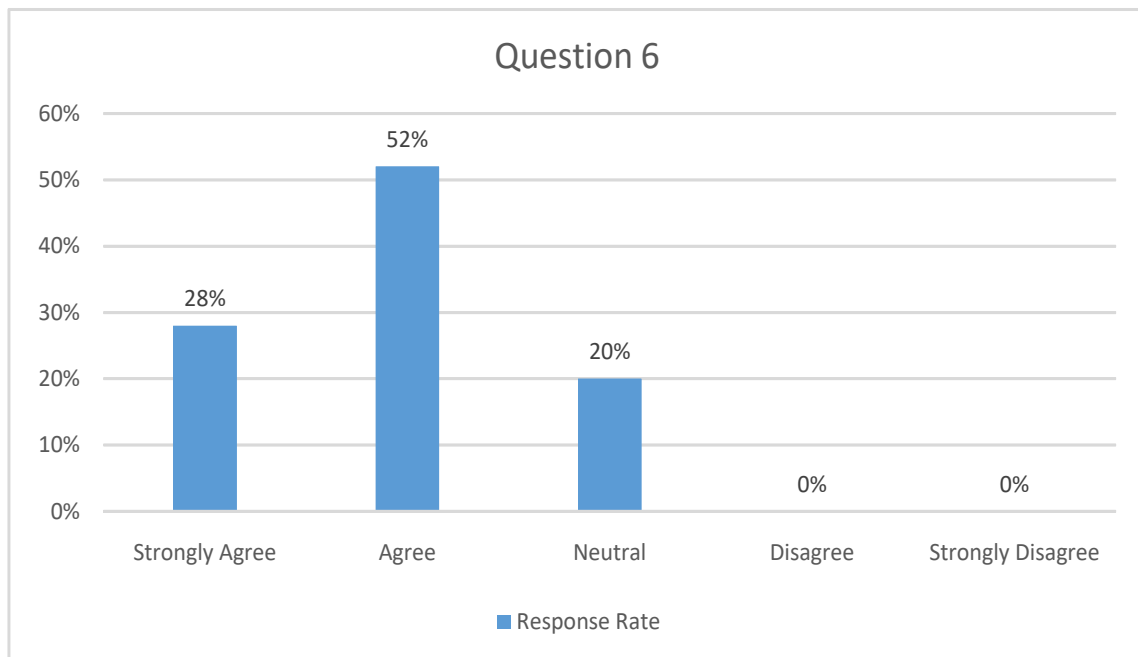


Figure 6.6: To what extent would you agree or disagree that it will improve efficiency and service delivery if employees are effectively trained and developed?

N= 120

**Summary of Responses**

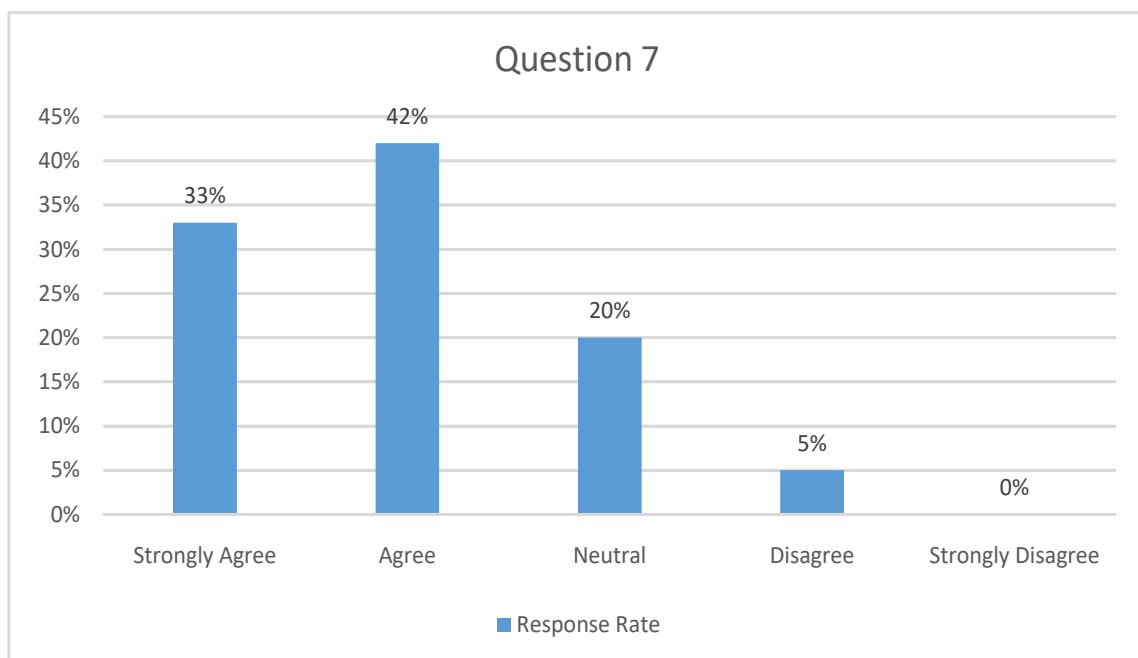
According to MoreBusiness (2020), the implementation of training programs regularly is a prerequisite for remaining relevant in the workplace and improving employees' efficiency.

Training programs can help with the following:

- Aid new employees to settle into their respective jobs quickly as well as to create an understanding of business processes.
- Increase the knowledge base of employees.
- Increase the morale of employees.
- Improve working relations and team building.
-

Thus, if training and development opportunities are driven by the need to enhance employees' abilities to achieve and deliver their department's service delivery mandates, it would improve efficiency and service delivery. Almost all (80%) of the respondents either agreed or strongly agreed, while (20%) remained neutral. Surprisingly there were no respondents who disputed the fact that training and development improve efficiency and service delivery. The 80% response rate received from those who agreed and strongly agreed indicates the importance and how much employees value training and development opportunities. Apart from the 20% of respondents who remained neutral, all remaining respondents agreed that training and development would in some way improve their efficiency and ability to deliver services better.

***Financial and human resources hinder training and development***



*Figure 6.7: To what extent would you agree or disagree that both finance and human resources hinder the provisions of the training and development of employees?*

N= 120

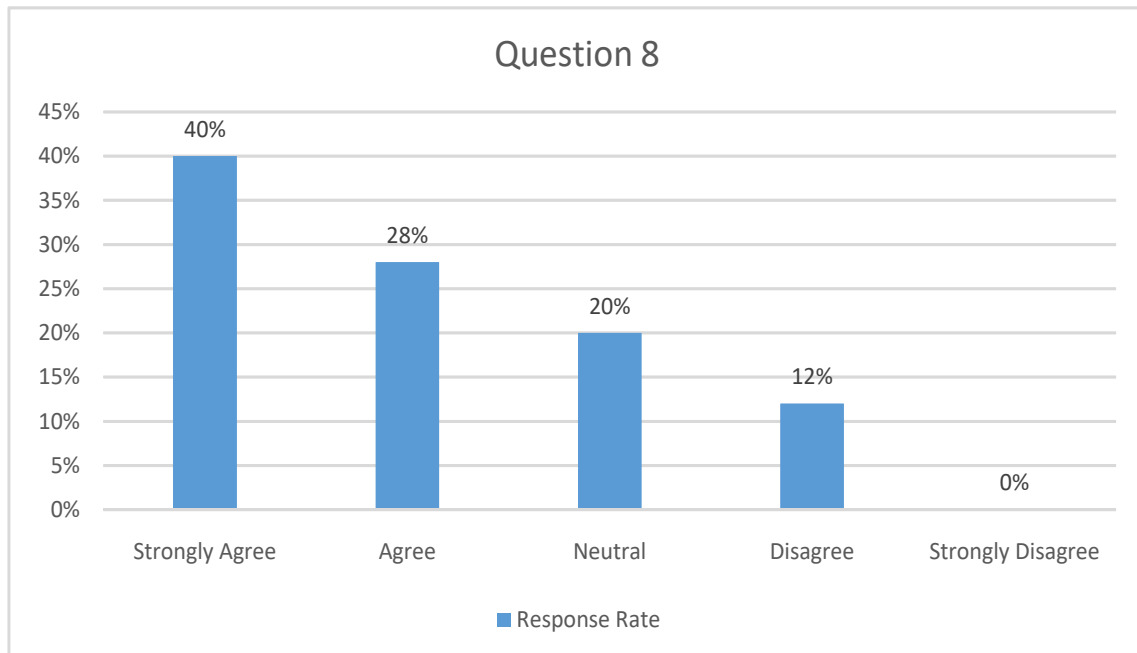
**Summary of Responses**

SHIFTelearning (2020) agrees that financial and human resources have a bearing on the provision of training and development opportunities and further states that state that although companies have a clear understanding of the cost implications and the benefits of training employees, they sometimes choose to refrain from training staff to save money. However, the financial implications of not training employees could be more extensive than the training itself.

Untrained officials will be vulnerable to making mistakes due to their lack of knowledge. This shortfall could lead to wasteful expenditure affect service delivery. The majority of respondents, 75%, agreed (42%) and strongly agreed (33%) that both the governments financial and human resources are two aspects that hinder the provision of training and development in the workplace. There was 5% of the respondents who disagreed, and 20% who remained neutral.

Three-quarters of the respondents favoured the agreed/strongly agreed column, while 5% disagreed and 20% remained neutral. This once again portrays the respondent’s experiences regarding the impact that financial and human resources have on the provisioning of training and development opportunities. It is acknowledged that processes and policies exist that govern the provision of training and development programmes. However, existing training programs should constantly be reassessed and aligned to the service delivery requirements of departments. Thus, training within the department should be demand-led and not compliance-driven.

***Does your department offer equal opportunities for training among all levels of employment?***



*Figure 6.8: To what extent would you agree or disagree that your department does not offer equal opportunities for training among all levels of employment, thus preventing a transversal understanding of the department’s service delivery demands?*

N=120



## **Summary of Responses**

This question saw 68% of the respondents agreeing and strongly agreeing that their department does not offer equal opportunities for training among all levels of employment thus preventing a transversal understanding of the department's service delivery demands, While 12% disagreed. The remaining 20% of respondents remained neutral.

This question sought to determine if their department provided equal training opportunities to ensure a holistic understanding of the department's service delivery mandates. More than half—68% of the respondents—agreed that this was not the case and indicated that training depended on your salary level or position within the department. There were 20% of the respondents who chose not to agree or disagree, and 12% disagreed. The success of your organization is dependent on the capabilities of its employees to deliver on their mandates. Training often requires employees to be trained off-site (especially training for managers), and therefore some employers are selective as to who may attend training to ensure productivity is not affected by the absence of employees. Managers are often prioritized due to the cost implications of training, and that managers need to be effectively trained to provide guidance and support for operational staff. These managers would then be used to provide on the job training to lower levels of staff (Chron, 2019).

Although it may seem unfair to the lower levels of staff, there is a more significant financial implication attached to attending strategic and management training programs in contrast to the level of training required at an operational level. However, in light of development, the request for additional exposure should not be ignored and where possible departments should provide support and opportunities.

## **6.5 KEY FINDINGS OF THE RESEARCH STUDY**

Using a dual research method, namely personal interviews as well as survey questionnaires, to collect as well as analyse data for embedding citizen-centric service delivery in a particular government department in the Western Cape, the succeeding findings are presented:

### **6.5.1 Finding One**

The key finding presented from the research study highlights the following training needs for employees of the Western Cape government:

- training programmes to promote the awareness among staff about service delivery requirements of the department;
- training on the principles of community engagement and public participation;
- training and workshops showcasing the effects of the lack of service delivery; and

- training on how to integrate service delivery requirements into departmental strategies.

The study further revealed that by creating training around awareness of the service delivery requirements and mandates of respective departments, employees could positively be affected and motivated because awareness may create the following:

- Confidence
- Innovation
- A positive working environment
- A need for public officials' performance to remain relevant to the needs of the citizens

### **6.5.2 Finding Two**

The researcher has, through the study, determined that the research participants all possessed an excellent level of understanding regarding service delivery. This may be a direct result of the fact that they were all beneficiaries of services in their capacity as citizens of both South Africa and the Western Cape.

The importance of service delivery to the research participants was summed up as follows:

- Service delivery forms the core of the public sector.
- Service delivery is the responsibility of the public sector.
- Effective and efficient delivery of services could lead to an inclusive and fair society.
- Service delivery improves the lives of the citizens.
- Service delivery is important as it provides the guidelines needed to deliver on Government's mandates.
- Service delivery is at the core of the existence and functions of the public sector.
- Service delivery is the sole purpose of many jobs in the public sector.
- Service delivery can lead to societal change and the achievement of more significant goals.

The detailed explanations of participants delineated the various mechanisms employed by the Department of the Premier to monitor and evaluate its service standards effectively. These methods include but are not limited to service delivery improvement plans and ongoing partnerships with the national Department of Monitoring and Evaluation (DPME) as well as the Department of Public Service and Administration (DPSA).

It was determined through the study that government departments execute their Constitutional mandates through service delivery to their citizens.

It was further identified that government's policies and strategies were more informed if the government made continuous efforts to consult with communities about service delivery matters. Thus, the government can bring about societal change and effectively provide for the needy, ensuring equality and fair treatment of its citizens.

### **6.5.3 Finding Three**

If training and development opportunities are driven by the need to enhance employees' abilities to achieve and deliver their departments service delivery mandates, it will improve efficiency and service delivery.

The responses received from research participants of this study saw 80% of its respondents agreeing that training and development improve efficiency and, therefore, improve service delivery. Their responses were solidified by the fact that employees value training and development opportunities as it improves their abilities, aids career development and improves the efficiency of effectively delivering services to the communities.

On the other hand, however, it was highlighted through the study that the financial implications of not training employees could prove to be more extensive than the training itself.

It is acknowledged that processes and policies exist that govern the provision of training and development programmes. However, existing training programs should constantly be reassessed and aligned to the service delivery requirements of departments. Thus, training within the department should be demand-led and not compliance-driven.

Service delivery differs from one department to the next and, therefore, a blanket approach to integration into departmental business strategies cannot be adopted. However, poor performance may translate into poor service delivery and good performance to a high level of service delivery. Therefore, emphasis should be placed on performance management, accountability, transparency, awareness, and effective communication.

### **6.5.4 Finding Four**

Given the history of public service delivery, employment, and training and development in South Africa, the democratically appointed government in 1994 set out to recreate a public sector workforce driven by effective service delivery and guided by legislation such as the Constitution and programmes such as the NDP. The legislation section indicates that all matters concerning the citizens of a particular community should be dealt with inclusively.

Research participants emphasised the value of and the need for effective legislation that fosters improved service delivery. The study found that certain legislation has contributed to improved service delivery by paving the way for the development of the South African workforce. It further aims to improve the quality of life of the South African Workforce. The relevant legislation further provides all service providers with a guide for improving service delivery and customer relations while highlighting the need for government departments to visit communities for consultation and not merely make service delivery decisions on their own.

The importance of legislation and its impact on service delivery to the research participants was summed up as follows:

- Service delivery forms the core of the public sector and therefore needs to be governed by legislation.
- Service delivery is the responsibility of the public sector, the public sectors primary function is to deliver on constitutional, legal mandates.
- Legislation for service delivery provides guidelines to create policies and strategies to deliver services inclusively effectively.

Thus, it can be stated that although the legislation would constantly need to be amended based on the needs of society to date, the legislation formulated by the government has effectively guided and improved service delivery in South Africa and the Western Cape.

#### **6.5.5 Finding Five**

The Western Cape Government has introduced an array of methodologies and intervention programmes to create understanding and impact its staff's perception/understanding of service delivery.

These interventions core objectives are to facilitate a working relationship between the three spheres of government and its respective government departments and the communities it serves. In its application, awareness is created among government employees emphasising the value that integration has on service delivery.

The interventions introduced by the WCG that has been discussed in this study are:

- The **Community Capacity Enhancement Programme**, which forms an integral part of the existing interventions and training mechanisms for the Western Cape Government. The researcher used the programme handbook as a point of reference to assess each of the tools it comprises. Research participants stated that attending the training had influenced their understanding regarding their department's service

delivery requirements and justified their growth by stating that the training had opened up their minds.

- **The Visionary-inspired Priorities (VIPs)** is an intervention used by the WCG to achieve a safe Western Cape where everyone prospers. The VIPs are further embedded in the following principles: Safe and Cohesive Communities; Growth and Jobs; Empowering People; Mobility and Spatial Transformation; and Innovation and Culture. The VIPs provide the province with a framework for prioritised interventions related to service delivery. By using the VIPs effectively, the government can identify priority areas and interventions needed for service delivery.
- **The Whole of Society Approach:** the study revealed that a need exists for government departments to have consultative sessions effectively and regularly with communities and all relevant stakeholders regarding service delivery initiatives. This was motivated by the fact that Government's core mandate is to provide for the basic services needed by its citizens effectively. Participants agreed that government departments could not decide anything about communities without consulting those communities. The Whole-of-Society Approach comprises six fundamental overarching principles: Human Rights; Social Cohesion and Diversity; Equity and Equality; Sustainability, and Evidence-Based Decision Making. The Whole-of-Society Approach to governance is a proclamation that Government cannot be successful without the buy-in, resources and support of its citizens, other spheres of government, civil society, or other relevant public sector entities.

The WCG, in particular, is committed to the whole-of-society approach to improve the lives of its citizens. One of the many benefits of the whole-of-society approach is its ability to mobilise all role players' innovation, creativity, knowledge base, skill sets, and resources to promote development, address social ills, and inform policy demands.

#### **6.5.6 Finding Six**

Through the analysis of the data collected, it can be deduced that development opportunities within the work environment improve employee's performance, thus resulting in an overall improvement of organisational performance and service delivery. Performance management is understood to be the measurement of both individuals and collective staff contributions to achieving the strategic goals and vision of organisations. It is a hierarchical process that begins at a strategic level and filters down to measuring individual staff performance. The research participants felt strongly that there is a significant symbiosis between strategic planning and performance management.

Therefore, every employee within the organization must understand the objectives and goals and how their achievement will inevitably lead to achieving its vision and mission. At this point, one could envisage that performance management could lead to enhanced citizen-centric service delivery and that training directly affects staff performance within an organization. However, it should be noted that poor performance management may negatively affect service delivery and lead to wasteful or irregular expenditure. Poor performance can result from employees not knowing what to do or how to complete a particular task. Therefore, acquiring specific skills or knowledge could lead to improved performance. Thus, it can be assumed that effective and efficient performance management systems may improve service delivery.

## **6.6 DISCUSSION**

Each of the findings indicated above is now discussed.

### ***Awareness regarding service delivery requirements through training interventions***

The findings of this research study indicated that a greater awareness needs to be created regarding the service delivery requirements of each department.

In chapter one of this study, the researcher stated that “the public sector has priority services that need to be delivered and its employees play an integral role in its implementation”. However, how can public sector employees be expected to effectively deliver on the service delivery requirements of their respective departments if they are not made aware of it (Public Service Commission, 2014: iv)?

It was determined through the study that the DotP could create awareness through:

- training and development;
- internal publications;
- public participation;
- service delivery plans; and
- internal communication platforms.

The study further revealed that by creating awareness regarding the service delivery requirements and mandates of respective departments, employees could positively be affected and motivated since awareness may create the following:

- Confidence
- Innovation
- A positive working environment

- A need for public officials' performance to remain relevant to the needs of the citizens

An additional finding that presented itself was the need for working together with communities, civil society, and other spheres of government to deliver on the service delivery mandate of departments effectively. Awareness of mandates forms the foundation that equips officials to deliver on their performance deliverables. In addition, service delivery requirements may change regularly, and so should employees' capacity regarding these changes.

### **Upskilling public sector officials regarding community engagement**

To effectively deliver services to communities, the Government needs to build relationships with relevant stakeholders from both the community and civil society. As mentioned in chapter two of the research, service delivery and public participation comprise a series of events that necessitate relationship building and stakeholder liaison.

The process often requires government officials to conduct a series of activities to deliver basic services effectively and efficiently to communities (the United States Environmental Protection Agency, 2018). The process of upskilling public sector employees regarding the method of dealing with communities is envisaged to change the approach to service delivery from a traditional supply-driven approach to a citizen-centric approach driven by demand.

The study highlighted that although the introduction of the CCE programme, WoSA, WOGA and the JDMA had promising results concerning service delivery, there remains a need for an additional set of tools that were not addressed in the current interventions, namely:

- mediation and conflict resolution skills;
- communication skills;
- presentation skills;
- facilitation skills; and
- diversity management.

These additional skill sets were proposed on the premise that there is no one-size-fits-all solution to the problems that communities experience and, therefore, a blanket approach to service delivery will not suffice. Skills Portal (n.d.), therefore, encourages out-of-the-box and innovative thinking and states that a shortcoming of training interventions – programmes not specifically formulated but are general, one-size-fits-all approaches – often lead to failure.

### *Capacitate and develop communities*

This study has found that, although various role players have made extensive efforts to improve the lives of the citizens of the Western Cape, there is more that can be done if departments and stakeholders all work together.

The WCG adopted an approach known as the whole-of-society approach (WoSA) to work in partnership with communities and other stakeholders to improve the lives of its citizens and, by doing so, improve the state of communities. The tools referred to in chapter two of this study, such as the transect walk, the tree diagram and stocktaking, are all interventions that the Government can use in consultation with communities to formulate interventions required to address problems currently plaguing the communities of the Western Cape.

The core objective of these tools is to encourage communities to propose interventions through facilitated dialogue and workshops. The rationale for this approach is to get communities to take ownership of interventions to ensure sustainability thereof. The transect walk, referred to in chapter two of this study, addresses the notion of transforming threats, limitations, or problems of a community (referred to as brown grass) into a strength or opportunity (referred to as green grass).

These transformations from brown to green grass can be achieved through government programmes offered by various departments, including, but not limited to:

- the Expanded Public Works Programme (EPWP) that seeks to provide both financial as well as poverty relief – achieved through temporary employment for those who are unemployed in communities (Western Cape Government, 2020); and
- the Premier's Advancement of Youth (PAY) Project provides matriculants opportunities to acquire valuable work experience within the WCG. The internship programme employs for one year in which learners are exposed to skills training and various development opportunities to make them more employable (Western Cape Government, 2020).

Through effective monitoring and evaluations of the intervention provided by the WCG, such as those discussed above, the WCG could create an evidence repository that may improve and inform policy and decision making in the future.



## **6.7 A FRAMEWORK FOR CITIZEN CENTRIC SERVICE DELIVERY**

This research study envisaged providing the reader with an effective framework geared toward achieving citizen-centric service delivery through public participation. The framework further explores the route courses of challenges about service delivery and a lack of public participation. As the world and South Africa constantly evolves, so does the service delivery demand and the needs of its citizens. Therefore, the objective of achieving effective and efficient citizen-centric service delivery is a continuous and demanding process that would require the government to introduce and test several interventions or reforms to achieve its objectives. Important to note, however, is that reforms should adopt different methodologies, models, and strategic strategies to determine the best course of action to achieve effective and efficient citizen-centric service delivery.

Lynn, Heinrich, and Hill (2001) believe that there should be a relationship between service delivery, accountability, and the strategic direction of government departments. In contrast, according to Reinikka and Svensson (2001), in the absence of validated evidence and lack of data, the government cannot effectively measure the relationship between its expenditure and its service delivery results. Therefore, in an attempt to validate the framework which stemmed from the results and the views of the authors above, the researcher has identified existing initiatives currently used in isolation by the WCG to achieve citizen-centric service delivery.

The researcher proposes that the envisaged framework, if consolidated and implemented, would assist the WCG to foster a greater awareness and understanding regarding the need to adopt new interventions in an attempt to aspire to a more citizen-centric approach to service delivery through public participation platforms. Each of the initiatives listed below has the same objectives, geared towards improving service delivery primarily through public participation and community engagement initiatives.

The researcher proposes the following framework be adopted and methodologies taught to employees of the WCG:

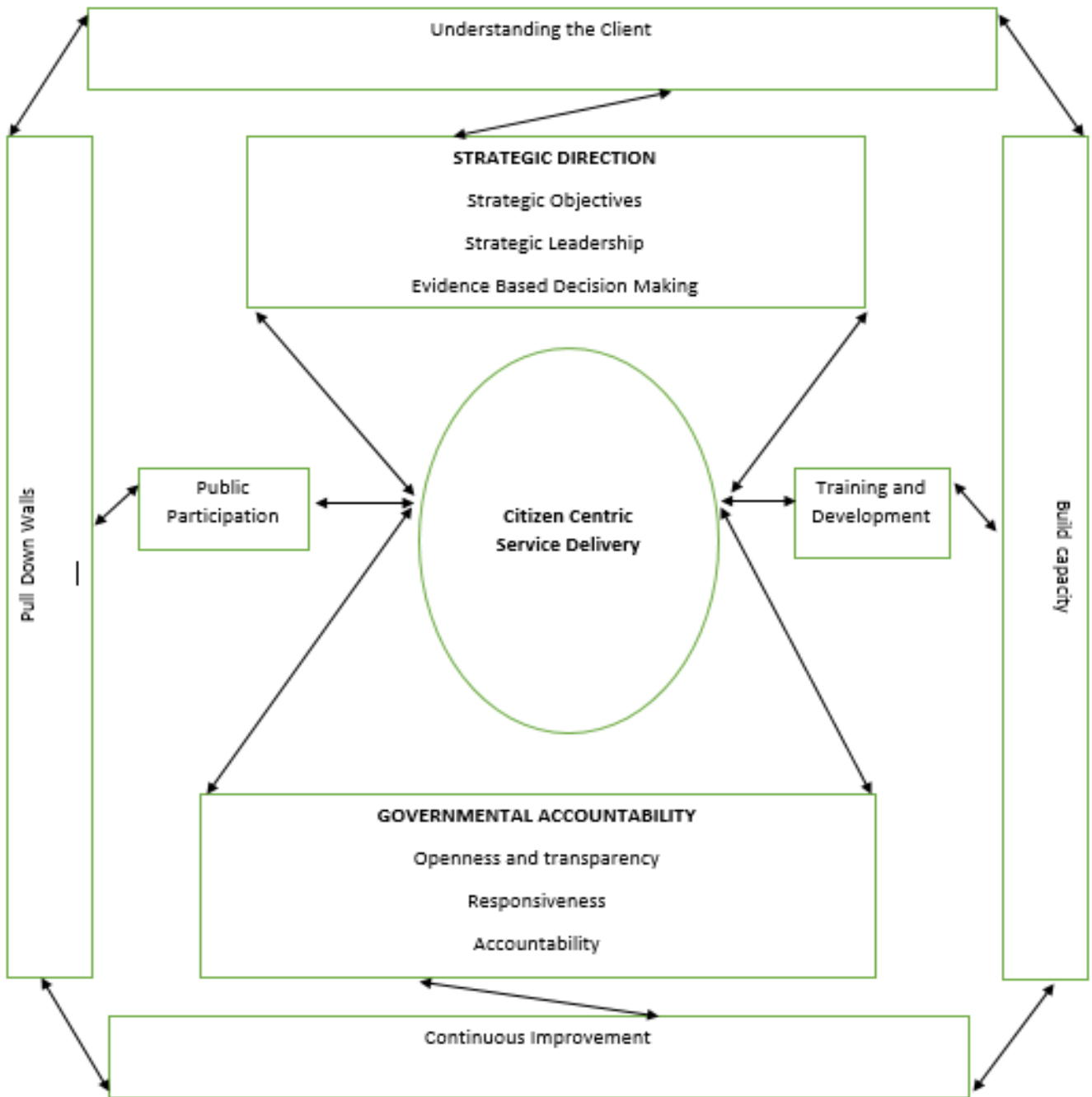


Figure 6.9: Framework for Citizen-Centric Service Delivery

**Figure compiled by: Mogamat Yasien Ryklief (2021)**

### *Strategic Direction*

The study revealed through its participants that the strategic objectives and strategic leadership interventions of government should be geared towards achieving a safe environment in which the citizen prospers. What stood out from the responses was the need to create awareness regarding these initiatives. According to the Western Cape Government (2020), the WCG had made noticeable efforts to create a vastly skilled, resourced, allied and innovative society in the past decade. These efforts were built on mutual agreement between the WCG and its citizens in which the WCG committed to providing opportunities that residents were expected to embrace efficiently and effectively. The notion of working ‘better together’ has successfully been achieved through the inclusion , but not limited to:

- improved quality of basic education through initiatives such as enabling schools with free internet;
- a rise in the number of jobs created for residents of the province as well as investment opportunities and incentives through initiatives such as the Red Tape Reduction and Ease of Doing Business strategies;
- providing vulnerable groups (the disabled, elderly and youth) with social services; and
- embedding a sense of good governance and accountability while prioritising services to disadvantaged communities.

The notion of achieving a safe Western Cape where everyone prospers is further embedded in the vision of the WCG, which aims to achieve it through its five Visionary-inspired Priorities (VIPs), which are:

- Safe and Cohesive Communities
- Growth and Jobs
- Empowering People
- Mobility and Spatial Transformation
- Innovation and Culture

The VIPs provide the province with a framework for prioritised interventions related to service delivery. By using the VIPs effectively, the government can identify priority areas and interventions needed for service delivery. Through these priority areas and interventions, the WCG can improve the standards of services and focus service delivery on fulfilling the burning needs of communities. Through effective community consultation, development and relationship building, and nominal use of assets and resources, the WCG can address these issues and ultimately improve the conditions of communities.

Even though not all VIPs will apply to all communities at any given time, the rationale for its formulation is that by improving the condition of one community at a time, the WCG would ultimately be able to improve society on a provincial level with the VIP priorities that stretch across the entire province (for example improving public transport). Therefore, the VIPs form the basis and overarching principles of the newly designed citizen-centric model depicted above.

### ***Governmental Accountability***

This section comprises a three-pronged approach: the whole of society approach, Community Capacity enhancement and evidence for informed policy, decision-making, and technology integration.

#### *Whole-of-Society-Approach*

The study revealed that a need exists for government departments to have consultative sessions effectively and regularly with communities and all relevant stakeholders regarding service delivery initiatives. This was motivated by the fact that Government's core mandate is to provide for the basic services needed by its citizens effectively. Participants agreed that government departments could not decide anything about communities without consulting those communities.

According to the Western Cape Government (2015), the whole-of-society approach comprises six fundamental overarching principles, namely:

- Human Rights—to achieve the realisation of those rights afforded by the Constitution;
- a Citizen-Centric Approach—which aids and develops communities to be able to actively participate in the discovery and formulation of solutions to their problems, which, after that, encourages ownership of proposed interventions;
- Social Cohesion and Diversity—through the exploration of commonalities and differences, WoSA strives to create an awareness regarding diversity and promote unity;
- Equity and Equality—to promote equal access to all essential services and economic opportunities;
- Sustainability—WoSA emphasises the concept of inclusivity as well as sustainability by meeting the needs of communities; and
- Evidence-Based Decision Making—adopting the notion that WoSA needs to use both departmental mandates and data or evidence to inform planning and interventions.

The whole-of-society approach to governance is a proclamation that Government cannot be successful without the buy-in, resources and support of its citizens, other spheres of government, civil society, or other relevant public sector entities. The WCG has committed to the whole-of-society approach to improve the lives of its citizens. One of the many benefits of the whole-of-society approach is its ability to mobilise all role players' innovation, creativity, knowledge base, skill sets, and resources to promote development, address social ills, and inform policy demands. The approach requires the government to create opportunities that individuals and communities can use to improve their lives, thus resulting in improving society as a whole. Parents and leaders also have a role to play, which comes in the form of instilling a sense of ownership, respect, and values into the current and future generations. From a community perspective, cultural and societal norms need to be redefined, and a greater emphasis should be placed on making effective use of and protecting community assets and infrastructure (Western Cape Government, 2015).

#### *Community Capacity Enhancement (CCE) Training*

As was alluded to in the literature review of this study, the CCE programme was initially developed by the UNDP in an attempt to identify and address the various fundamental factors contributing to the pandemic of HIV/AIDS. Due to its ability to enhance a community through its methodology, the WCG adopted the CCE methodology to upskill its employees regarding the relevance and importance of community capacity building and community enhancement. Some of these factors which the WCG sought to address included gender issues, power relations and various forms of discrimination.

Unlike other community programmes, CCE delves deeper into the issue, aiming to get to the root of the problem through interactive community dialogues, which empower the community concerning decision making and action implementation (Youth Volunteers for Development and Environment Conservation, 2005:3). The study had, however, revealed through the participants who attended the training that although the methodology was somewhat impeccable and that an apparent effort was evident on the part of the facilitators who adjusted the methodology to address the social ills facing the communities of the Western Cape, the programme manual focused predominantly on HIV/AIDS which made the implementation and further communication difficult for participants post-training. The study further revealed the desire for communication, mediation, and facilitation skills to be included in the training.

The researcher is, therefore, of the opinion that based on its ability to enhance public sector employees' knowledge on how to better work with communities as well as its ability to empower communities to enhance themselves, it justifies the inclusion and needs for CCE training in this newly designed citizen-centric model.

#### *Evidence for Informed Policy, Decision Making and Technology Integration*

According to Snilstveit, Bhatia, Rankin, and Leach (2017), evidence repositories and evidence gap maps (EGMs) are relatively new approaches. These approaches can report the vast amounts of evidence available within a particular topic area, a particular sector or within policy dominions. When attempting to create a framework that focuses on citizen-centric service delivery, it is apparent that the WCG would need to identify and adopt an approach for generating evidence and improving the effective usage thereof. For example, evidence can be used for planning, budget forecasting as well as resource allocation. Evidence can further be used to inform and strengthen policy and decision making across the WCG. It is envisaged that the use of evidence repositories and, after that, EGMs will play a fundamental role in highlighting what evidence is currently available and ultimately identify where new research needs to be conducted to move toward a more citizen-centric approach to service delivery. With the imminent introduction of the 4th Industrial Revolution arises the necessity for Government first to be willing to accept change then adopt and adapt to technology in an attempt to be both innovative and responsive to the needs of its citizens.

ResearchGate (2020) emphasises that, over the past decade, there has been an increased aspiration for evidence-informed policy and decision making across all spheres of government. Therefore, the need for evidence and technological integration is a justifiable addition to the citizen-centric service delivery model.

#### ***Financial and Human Resource Management (Training and Development)***

According to the Parliamentary Monitoring Group (2019), the public administration of the Republic of South Africa comprises three spheres. All Spheres are interrelated, although interdependent. This synchronized dependency requires each sphere and its subsidiaries to coordinate planning processes and delivery systems. The co-dependencies between the three spheres require continuous relationship building, cooperation, and effective communication both vertically and horizontally throughout all government structures and their stakeholders.

The Joint District Metro Approach (JDMA), the District Coordination Forums (DCF's), the Whole of Government Approach (WoGA) and the Whole of Society Approach (WoSA) are all mechanisms used as an interface between local, provincial, and national departments as well as their partners from the private sector and civil society.

This collaboration includes but is not limited to:

- shared revenue;
- intergovernmental relations;
- effective and efficient communication; and
- aligning strategic goals and objectives.

The Western Cape Government (2019) further describes the JDMA as a geographical area and joint-based approach geared towards providing citizen-focused service delivery. The JDMA comprises attendance from Mayors, Municipal Managers, Heads of Departments, Senior Officials and Provincial teams. The JDMA government had established a structure that's mandate focused on collaboration, collective decision-making, and shared accountability. The primary outcome of these interventions is to improve the living conditions of all citizens in the Western Cape. The study shows that all spheres of government can enhance citizen participation via a two-way information gathering and sharing platform.

These platforms afford government the means to inform its citizens while also allowing them to provide the government with feedback on their performance.

## **6.8 LIMITATIONS OF THE STUDY**

Kirkwood and Linda (2013) believe that a researcher's frame of reference, belief structures, and assumptions all play a role in shaping the type of research they assume. One thing that can be guaranteed in research is that, at some point, researchers are likely to face an array of limitations regardless of their extensive planning before commencing with the research. When envisaging possible limitations for the study, both the concepts of validity and the reliability of the preferred research instruments employed for the study need to be evaluated. In addition, the methods of accessing data and the ethical considerations and the control of nuisance variables need to be taken into deliberation (De Vos *et al.*, 2005:119).

The following, if not monitored or managed adequately, may result in possible limitations for a research study:

- The level of excellence and accuracy of the data collected and reported is dependent on the ability and bias of researchers.

- Meticulousness should be maintained throughout the study.
- Collecting as well as interpreting the large amounts of data received from interviews and surveys timeously.
- Meeting with interview participants face-to-face—this can be both time-consuming and costly, and there is a possibility that the researcher’s presence in the interview may be intimidating, which would affect the responses received.
- How participants' autonomy is protected due to the personal interaction between the researcher and the participants (Anderson, 2010).

While conducting this research, a range of limitations presented themselves. The first challenge was to obtain clearance from the relevant officials within the Department of the Premier, where the study was based. Then, as is the case with defending one’s topic in an academic setting in front of a panel at a university, the researcher was required to formally present the desired research topic, questions, and objectives to the relevant signatories within the department.

The significance of the research topic resulted in an enthusiastic reception. Thus, after meeting the requirements for approval, the signatures were successfully obtained. The second challenge emanated from identifying relevant research participants who were selected from the various directorates within the department. These participants all needed to be purposively selected based on their knowledge and experiences about the research topic. Finally, the third challenge was to successfully set up interviews with all participants at times and venues that were convenient to them.

It should be noted that, due to the length of interviews and participants' preferences, not all interviews were conducted at the same venue. Linked to this challenge was the fact that some of the interviews and venues needed to be adjusted due to the availability of participants and the identification of participants for the survey. Additional challenges were related to effectively choosing a methodology that was best suited for the research. The research needed to employ a methodology that could extrapolate key findings while enticing participants and maintaining focus to achieve the research objectives. In addition, the researcher needed to interpret data while remaining unbiased, efficiently and effectively. Finally, regardless of the limitations listed above and those experienced in other research studies, it is of paramount importance that researchers maintain the highest level of ethical conduct.



## 6.9 CONCLUSION

This chapter set out to analyse, interpret and deduce the data collected from the research instruments. Interviews and online surveys were conducted with the sample who were purposively chosen from within the Department of the Premier and community members to both answer the research question and achieve the objectives set out in the first chapter of the study.

The data has presented the various efforts made by the department to enhance service delivery, which included the measurement of service delivery indicators and the adoption and formulation of various training programmes aimed at enhancing employees' understanding of the department's service delivery requirements. The data collected further revealed that the DotP has and continues to reimagine the service delivery improvement plans. The reimaging set out to tighten the linkages between high-level projects, thereby influencing how the rest of the department views training and its relation to service delivery.

A key outcome was the need for awareness of the department's service delivery requirements and its comprehension by all officials regardless of their ranks. The recommendations put forward were intended to create awareness through training programs.

The subsequent chapter concludes the research study. It comprises conclusions and recommendations for consideration and, if implemented, may assist with enhancing service delivery within the Department of the Premier. Therefore, the next chapter of this study will cover the conclusions and recommendations of this research study.

## **CHAPTER 7:SUMMARY, RECOMMENDATIONS AND CONCLUSIONS**

### **7.1 INTRODUCTION**

In Chapter four, a framework for citizen-centric service delivery was proposed. Using the literature reviewed and the empirical findings of this research study, the researcher will put forward recommendations in this chapter. This chapter concludes the research study and comprises a brief synopsis of the preceding chapters, followed by critical findings and recommendations. The recommendations are proposed to improve service delivery and ensure that it is citizen-centric. The chapter is closed with concluding remarks.

### **7.2 A SYNOPSIS OF PRECEDING CHAPTERS**

This section highlights a summary of all preceding chapters that were covered in this research study.

#### **CHAPTER ONE**

The first chapter of the study introduced the study and laid down its foundations. It encompassed the statement of the problem, the primary and secondary research objectives, the clarification of the research methodology, a preliminary literature review and the ethical statement for the study. The chapter was concluded by highlighting the significance of the study and how it was organised.

#### **CHAPTER TWO**

Chapter 2 comprised the literature review of the study. The literature review was made up of a theoretical overview. The focus of the literature review was predominantly on secondary data to create a holistic understanding of the research before the collection of primary data. The successful completion of the literature review afforded the researcher the necessary information about the regulations and requirements for the successful delivery of services. Previously published research about the research topic was canvassed in an attempt to derive lessons from it as well as prevent any duplication. Detailed attention was paid to the technical aspects of service delivery and training interventions and the various methods of application thereof. The definitions related to the fundamental concepts of service delivery and training were discussed along with the theory related to the regulation and the need for service delivery in South Africa. The chapter further sought to ascertain how service delivery was implemented and monitored in the WCG and how capacitating the human resource component could enhance service delivery standards.

### **CHAPTER THREE**

The legislative overview focuses on reviewing legislation passed by the government to outline service delivery regulatory mechanisms and citizen rights. The legislation reviewed for this study indicated the government's efforts to ensure effective and efficient service delivery in South Africa. These pieces of legislation form the guidelines for government departments concerning their levels of compliance and ability to deliver services effectively.

### **CHAPTER FOUR**

This chapter holistically discussed the concept of qualitative and quantitative research methodology and highlighted the procedures followed for participant selection. The chapter further discussed the data collection and data analysis methods employed for the study. Ethical standards and practices were also discussed and outlined. The information collected in the literature review was used to develop the research instrument used for the unstructured interviews and structured questionnaires. The researcher conducted interviews with participants selected from the Department of the Premier and a survey with community members through a data collection process.

### **CHAPTER FIVE**

The fifth chapter set out to analyse, interpret and deduce the data collected from the research instruments. Interviews and surveys were conducted with the sample who were purposively chosen from within the Department of the Premier and community members to both answer the research questions and achieve the objectives set out in the first chapter of this study.

### **CHAPTER SIX**

The data collected portrayed the various efforts made by the department to improve service delivery standards. The data further revealed that the WCG has and continues to make efforts to reimagine the service delivery improvement plans, which set out to tighten the linkages between high-level projects and, through it, influence the way the rest of the department views service delivery. A key outcome presented was the need for awareness regarding the service delivery requirements of the department and its comprehension by all officials regardless of their ranks.

### **7.3 RECOMMENDATIONS**

The justification of this particular section was to present potential recommendations derived from the study for consideration and implementation by the Department of the Premier. It is envisaged that it would contribute to the citizen-centric service delivery if the recommendations are implemented.

#### **7.3.1 Recommendation One: Importance of Training Interventions**

The first recommendation pertains to the adoption and importance of training interventions and the concept of community engagement/participation, and what has been deemed a whole-of-society approach to governance and service delivery. To date, there remains a difficulty in achieving these methodologies. The researcher, herewith, recommends that the existing training programmes offered in relation to service delivery be enhanced to include some of the recommendations listed below. It is further recommended that top management endorses the training and is made compulsory for all employees. This can be achieved by including it in the induction of all new employees.

The proposed putative content that is to be added to the current training programme comprises:

- the importance of service delivery and the service delivery requirements of the Department of the Premier;
- an explanation detailing how departments measure their service delivery standards;
- negotiation skills;
- facilitation skills;
- presentation skills;
- communication skills;
- mediation skills;
- conflict resolution;
- self-management;
- social facilitation skills;
- design thinking;
- asset-based community development; and
- diversity management.

### **7.3.2 Recommendation Two: Flexibility**

Instead of trying to identify the most appropriate type of service delivery and the cheapest delivery thereof, government departments should be given more flexibility to manage dilemmas governing service delivery. This would, however, require a change in policies and practices as well as the current culture of public administration.

### **7.3.3 Recommendation Three: Diverse Service Delivery Needs**

Emphasis should be placed on the reality that there is no one-size-fits-all solution to service delivery. Just as the government is diverse in the functions and services that each department provides, communities also present a diverse and broad range of groups, each requiring different services from the government. Therefore, a demand-led approach to service delivery should be introduced instead of a compliance-driven approach. Each community has different needs and should be catered for accordingly.

### **7.3.4 Recommendation Four: Evidence Repository and Integration**

Fourthly, a move towards an evidence-based and data-driven approach to governance could potentially enhance service delivery. By using data effectively and creating an evidence repository to store data for ease of reference for future projects, government departments can prevent previous oversights and reasons for lack of service delivery from reoccurring. In addition, by developing an integrated approach to service delivery, government departments may streamline services. Integration may be encouraged through knowledge and training and through clarifying service delivery requirements.

#### **7.4 CONCLUSION**

The study finds that, although the department has made and continues to make significant advances in enhancing service delivery standards, more may be done to improve human resource capacity. It is recommended that the department's service delivery standards be more strictly enforced. The acknowledgement by senior management could positively impact the way all other officials within the department see and prioritise service delivery. In conjunction with the current approaches and mechanisms to both measure and ensure service delivery standards, the department should ensure that both training and development, as well as a greater awareness regarding service delivery, is created among its employees. Awareness campaigns should be published using platforms that are easily accessible to staff, such as on the departmental intranet, corporate communication tools, and training workshops that provide a more in-depth understanding of the service delivery requirements of the department. As a government department and public officials, there is an obligation to embody a certain level of accountability to ensure effective, efficient and quality service delivery. Cognisance needs to be taken that racial segregation in South Africa has left an enormous gap in the service delivery requirements of the various racial groups. Therefore, through training and development programs, the DotP and the WCG can change and achieve citizen-centric service delivery.

## LIST OF REFERENCES

- Adhabi, E. and Anozie, C.B., 2017. Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), pp.86-97.
- Adom, D., Hussein, E.K. and Agyem, J.A., 2018. Theoretical and conceptual framework: Mandatory ingredients of a quality research. *International journal of scientific research*, 7(1), pp.438-441.
- AfrikaTikkun. 2016. *Broad- Based Black Economic Empowerment*.  
<http://www.afrikatikkun.org/how-we-do-it/bbbee/?gclid=CLmorZGtjs8CFQw6GwodR7UI8g> [14 September 2016].
- Agarwal, P. and Sajid, S.M., 2017. A study of job satisfaction, organizational commitment and turnover intention among public and private sector employees. *Journal of Management Research*, 17(3), pp.123-136.
- Akinboade, O.A., Kinfack, E.C. and Mokwena, M.P., 2012. An analysis of citizen satisfaction with public service delivery in the Sedibeng district municipality of South Africa. *International Journal of Social Economics*.
- Alford, J. and Greve, C., 2017. Strategy in the public and private sectors: Similarities, differences and changes. *Administrative Sciences*, 7(4), p.35.
- Alford, J. and O'Flynn, J., 2012. *Rethinking public service delivery: Managing with external providers*. Macmillan International Higher Education.
- Allen, N.E., Larsen, S., Trotter, J. and Sullivan, C.M., 2013. Exploring the core service delivery processes of an evidence-based community advocacy program for women with abusive partners. *Journal of community psychology*, 41(1), pp.1-18.
- Amaratunga, D. and Baldry, D., 2002. Moving from performance measurement to performance management. *Facilities*.
- Amaratunga, D., Baldry, D. and Sarshar, M., 2001. Process improvement through performance measurement: the balanced scorecard methodology. *Work study*.
- Analytictech. n.d. *Techniques to Identify Themes in Qualitative Data*.  
[http://www.analytictech.com/mb870/readings/ryanbernard\\_techniques\\_to\\_identify\\_themes\\_in.htm](http://www.analytictech.com/mb870/readings/ryanbernard_techniques_to_identify_themes_in.htm) [03 January 2020].
- Anastas, J.W. 2012. *Research design for social work and the human services*. New York: Columbia University Press.
- Aneshensel, C.S., 2012. *Theory-based data analysis for the social sciences*. Sage Publications.
- Anderson C. 2010. Presenting and evaluating qualitative research. *American journal of pharmaceutical education*, 74(8), 141. <https://doi.org/10.5688/aj7408141> [ 20 February 2020].
- Atlas.ti. 2019. Observational Research. <https://atlasti.com/observational-research/> [08 August 2019].

- Aurangozeb, M.K., 2019. Adoption of integrated homestead farming technologies by the rural women of RDRS. *Asian Journal of Agricultural Extension, Economics & Sociology*, pp.1-12.
- Australian Institute of Family Studies.2021. *What is Community Development*.  
<https://aifs.gov.au/cfca/expert-panel-project/what-community-development> [07 July 2021].
- Azcentral. 2019. *Why Is Strategic Planning Important to an Organization?*.  
<https://yourbusiness.azcentral.com/goal-setting-important-organizations-9317.html>  
 [24 June 2021].
- Bakker, A.B., 2015. A job demands–resources approach to public service motivation. *Public Administration Review*, 75(5), pp.723-732.
- Bala, A., 2017. Role of public administration in good governance and local development. *International Journal of Economics, Commerce and Management, United Kingdom*, 5, pp.593-601.
- Balaz, V and Williams, A.M. 2017. Experimental research methods in migration: From natural to true experiments. *Population, Space and Place*, 23(1):1-13.
- Barney J.F. 1991. Resource and Sustained Competitive Advantage. *Journal of Management*.17 (1), pp. 99–120.
- Bazeley, P., 2013. *Qualitative data analysis: Practical strategies*. sage.
- Beetham, D., 2018. *Max Weber and the theory of modern politics*. John Wiley & Sons.
- Beeri, I., Uster, A. and Vigoda-Gadot, E., 2019. Does performance management relate to good governance? A study of its relationship with citizens' satisfaction with and trust in Israeli local government. *Public Performance & Management Review*, 42(2), pp.241-279.
- Beleites, C., Neugebauer, U., Bocklitz, T., Krafft, C. and Popp, J., 2013. Sample size planning for classification models. *Analytica chimica acta*, 760, pp.25-33.
- Benton, J.E. and Menzel, D.C., 1991. County service trends and practices: The case of Florida. *State & Local Government Review*, pp.69-75.
- Berntzen, L., Johannessen, M.R. and Ødegård, A., 2016. A citizen-centric public sector: Why citizen centricity matters and how to obtain it. In *CENTRIC 2016, The Ninth International Conference on Advances in Human-oriented and Personalized Mechanisms, Technologies, and Services*.
- Boyne, G.A., 2010. Strategic planning. *Public Service Improvement: Theories and Evidence*; Ashworth, R., Boyne, GA, Entwistle, T., Eds, pp.60-77.
- Bradshaw, T.K., 2000. Complex community development projects: Collaboration, comprehensive programs, and community coalitions in complex society. *Community Development Journal*, 35(2), pp.133-145.



- Breakfast, N., Bradshaw, G. and Nomarwayi, T., 2019. Violent service delivery protests in post-apartheid South Africa, 1994–2017—a conflict resolution perspective. *African Journal of Public Affairs*, 11(1), pp.106-126.
- Bringle, R.G., Hatcher, J.A. & Clayton, P.H. 2013. *Research on service learning: conceptual frameworks and assessments*. Virginia: Stylus Publishing, LLC.
- Bright Network. 2019. *Top Skills & Qualities you Need for the Public Sector*. <https://www.brightnetwork.co.uk/career-path-guides/public-sector-government/top-skills-qualities-you-need-public-sector/> [10 December 2019].
- Brink, H., van der Walt, C & Rensburg, G. 2012. *Fundamentals of research methodology for healthcare professionals*. Cape Town: Juta.
- Bromiley, P. & Rau, D. 2016. Operations management and the resource-based view: Another view. *Journal of Operations Management*, 41:95–106.
- Brooks, H., 2018. Merging radical and liberal traditions: The Constitution Committee and the development of democratic thought in the African National Congress, 1986–1990. *Journal of Southern African Studies*, 44(1), pp.167-184.
- Brown, R.B. 2006. *Doing your Dissertation in Business and Management*. California: SAGE.
- Brudan, A., 2010. Rediscovering performance management: systems, learning and integration. *Measuring Business Excellence*.
- Brynard, P. A & Hanekom, S. X. 2006. *Introduction to Research in Management – related fields*. 2<sup>nd</sup> Edition. Cape Town: Van Schaik Publishers.
- Burns, N. & Grove, S.K. 2010. *Understanding Nursing Research-eBook: Building an Evidence-Based Practice*. Maryland Heights: Elsevier Health Sciences.
- Bush, T., 2012. Authenticity in research: Reliability, validity and triangulation. *Research methods in educational leadership and management*, pp.75-89.
- Business Day. 2019. *Politics may overshadow legitimate service delivery concerns in Alexandra* <https://www.businesslive.co.za/bd/opinion/2019-04-12-politics-may-overshadow-legitimate-service-delivery-concerns-in-alexandra/> [ 02 August 2019].
- B2B Market Research Specialist. n.d. *An Introduction to Questionnaire Design*. <https://www.b2binternational.com/files/08-market-research-ch8.pdf> [03 January 2020].
- Calmorin, L. P. & Calmorin M. A. 2007. *Research methods and thesis writing*. Manila: Rex Book Store.
- CareerCast. 2017. *Keys to a Great Corporate Culture: Improving Employee Engagement*. <http://www.careercast.com/career-news/keys-great-corporate-culture-improving-employee-engagement> [08 February 2020].
- Castleberry, A. and Nolen, A., 2018. Thematic analysis of qualitative research data: is it as easy as it sounds?. *Currents in pharmacy teaching and learning*, 10(6), pp.807-815.

- Catalytic Communities. 2019. *Community Mapping through Transect Walks*.  
<https://catcomm.org/transect-walk/> [07 October 2019].
- Caudill, J.G., 2015. Employee Motivations for Workplace Learning and the Role of eLearning in the Workplace. *Internet Learning Journal*, 4(2).
- Cavaye, J.M. 2004. Governance and Community Engagement – The Australian Experience in Participatory Governance: Planning, Conflict Mediation and Public Decision Making in Civil Society. W.R. Lovan; M. Murray and R. Shaffer (Eds) 85-102: Ashgate Publishing UK.
- Centeno, C., Van Bavel, R. and Burgelman, J.C., 2005. A prospective view of e-government in the European Union. *The Electronic Journal of e-Government*, 3(2), pp.59-66.
- Center for Creative Leadership. 2019. *Use active listening to coach others*.  
<https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/> [ 02 October 2019].
- Chau, V.S. and Witcher, B.J., 2008. Dynamic capabilities for strategic team performance management: the case of Nissan. *Team Performance Management: An International Journal*.
- Chen, Y.C., 2010. Citizen-centric e-government services: Understanding integrated citizen service information systems. *Social Science Computer Review*, 28(4), pp.427-442.
- Chess, C. and Purcell, K., 1999. Public participation and the environment: Do we know what works?. *Environmental science & technology*, 33(16), pp.2685-2692.
- Chipkin, I & Lipietz, B. 2012. Transforming South Africa's racial bureaucracy: New Public Management and public sector reform in contemporary South Africa. PARI Long Essay, 1. <https://wiser.wits.ac.za/system/files/seminar/Chipkin2012.pdf> [25 July 2019].
- Chron.com. *What is the Train the Trainer Model*. <http://work.chron.com/train-trainer-model-5463.html> [21 December 2017].
- Chron.com. 2019. *The Negative Effects of a Lack of Training in the Workplace*.  
<https://smallbusiness.chron.com/negative-effects-lack-training-workplace-45171.html>  
 [3 December 2020].
- Chron.com. 2020. *The Importance of Training & Development in the Workplace*.  
<https://smallbusiness.chron.com/importance-training-development-workplace-10321.html> [12 December 2020].
- Choy, L.T., 2014. The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR Journal of Humanities and Social Science*, 19(4), pp.99-104.
- Cigler, B.A., 1995. County Governance in the 1990s. *State & Local Government Review*, pp.55-70.
- City Press. 2018. *Local Government in South Africa is in crisis. How can it be fixed*.  
<https://city-press.news24.com/Voices/local-government-in-south-africa-is-in-crisis-how-it-can-be-fixed-20180530> [30 July 2019].

- Clifton, C. and Duffield, C.F., 2006. Improved PFI/PPP service outcomes through the integration of Alliance principles. *International Journal of Project Management*, 24(7), pp.573-586.
- CloudResearch. 2021. *Determining Sample Size: How Many Survey Participants Do You Need?*<https://www.cloudresearch.com/resources/guides/statistical-significance/determine-sample-size/> [09 July 2021].
- CommLab India. 2017. *Creating Awareness about Company Policies and Processes among Employees*. <http://blog.commlabindia.com/elearning-design/policies-and-processes> [08 February 2020].
- Community Development. 2013. *4 Ways to Promote Community Participation and Engagement*. <https://www.comm-dev.org/blog/entry/4-ways-to-promote-community-participation-and-engagement> [31 October 2019].
- Cook, C. and Thompson, B., 2000. Reliability and validity of SERVQUAL scores used to evaluate perceptions of library service quality. *The Journal of Academic Librarianship*, 26(4), pp.248-258.
- Coreil, P & Castille, C. 2004. *Journal of Extension*. 42(2):17, April.
- Creswell, J.W. & Clark, V.L.P. 2007. *Designing and Conducting Mixed Methods Research*. California: Sage.
- Creswell, J.W. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: University of Nebraska–Lincoln.
- Crous, M., 2004. Service delivery in the South African public service: Implementation of the Batho Pele principles by Statistics South Africa. *Journal of Public Administration*, 39(si-1), pp.64-112.
- Cruxcatalyst. 2012. *Strategic Questioning – Asking Questions That Make a Difference*. <http://www.cruxcatalyst.com/2012/05/21/strategic-questioning/> [ 27 September 2019].
- Dawson, C. 2002. *Practical Research Methods*. Oxford: Cromwell Press.
- Department of Justice and Constitutional Development. 2011. *Stand and Defend your Right to Equality*. <http://www.justice.gov.za/EQCact/docs/2011eqc-a5-booklet.pdf> [27 September 2019].
- Department of Social Development. 2021. *Batho Pele*.<https://www.dsd.gov.za/index.php/about/batho-pele> [ 21 June 2021].
- De Vos, A.S., Strydom, H., Fouche, C.B. & Delpont, C.S.L. 2005 *Research at Grass Roots*. Pretoria: Van Schaik Publishers.
- Development Bank of Southern Africa. 2021 *The impact of municipal infrastructure in basic service delivery in South Africa*.<https://www.dbsa.org/article/impact-municipal-infrastructure-basic-service-delivery-south-africa> [30 August 2021].
- De Waal, A.A., 2003. Behavioral factors important for the successful implementation and use of performance management systems. *Management Decision*.

- Dictionary.com. 2017. *Community*. <http://www.dictionary.com/browse/community> [02 October 2017].
- Drolc, C.A. and Keiser, L.R., 2020. The Importance of Oversight and Agency Capacity in Enhancing Performance in Public Service Delivery. *Journal of Public Administration Research and Theory*.
- Dudley, E., Lin, D.Y., Mancini, M. and Ng, J., 2015. Implementing a citizen-centric approach to delivering government services. *McKinsey & Company*.
- Dusenbury, P., 2000. Strategic planning and performance measurement.
- Economicshelp. 2019. *Private Sector vs Public Sector*. <https://www.economicshelp.org/blog/2634/economics/private-sector-vs-public-sector/> [25 August 2021].
- Eldridge, S.M., Lancaster, G.A., Campbell, M.J., Thabane, L., Hopewell, S., Coleman, C.L. and Bond, C.M., 2016. Defining feasibility and pilot studies in preparation for randomised controlled trials: development of a conceptual framework. *PloS one*, 11(3), p.e0150205.
- Environmental Protection Agency. 2018. *Public Participation Guide: Foundational Skills, Knowledge, and Behaviors*. <https://www.epa.gov/international-cooperation/public-participation-guide-foundational-skills-knowledge-and-behaviors> [31 October 2019].
- Eliason, M. 2007. *Improving Substance Abuse Treatment: An Introduction to the Evidence-Based Practice Movement*. Thousand Oaks, CA: Sage Publishing.
- eLibrary. 2020. *Are You Satisfied? Citizen Feedback and Delivery of Urban Services* <https://elibrary.worldbank.org/doi/pdf/10.1596/1813-9450-3070> [16 September 2020].
- Ellram, L.M. and Tate, W.L., 2016. The use of secondary data in purchasing and supply management (P/SM) research. *Journal of Purchasing and Supply Management*, 22(4), pp.250-254.
- Erasmus, B., Swanepoel, B., Schenk, H., van Der Westhuizen, J & Wessels, S. 2005. *South African Human Resource Management for the public sector*. Cape Town: Juta.
- Essien, E.D., 2015. The challenges of public administration, good governance and service delivery in the 21st century. *International Journal of Civic Engagement and Social Change (IJCESC)*, 2(2), pp.53-66.
- Fahy, J. 2002. A resource-based analysis of sustainable competitive advantage in a global environment. *International Business Review*, 11(1): 57-77.
- Fan, W. and Yan, Z., 2010. Factors affecting response rates of the web survey: A systematic review. *Computers in human behavior*, 26(2), pp.132-139.
- Ferguson, C.J., 2015. "Everybody knows psychology is not a real science": Public perceptions of psychology and how we can improve our relationship with policymakers, the scientific community, and the general public. *American Psychologist*, 70(6), p.527.

- Filipsone, A., 2009. The integral philosophy of Ken Wilber and religious education. In *International handbook of the religious, moral and spiritual dimensions in education* (pp. 93-106). Springer, Dordrecht.
- Fin24. 2018. National government won't necessarily solve municipal service delivery problems- commission. <https://www.fin24.com/Economy/national-government-wont-necessarily-solve-municipal-service-delivery-problems-commission-20180604> [30 July 2019].
- Fisher, R.M., 2007. A Guide to Ken Wilber and the education literature: Annotated Bibliography.
- Flick, U., 2015. *Introducing research methodology: A beginner's guide to doing a research project*.
- Flynn, S. and Chirwa, D.M., 2005. The constitutional implications of commercializing water in South Africa. *The age of commodity: water privatization in Southern Africa*, 59.
- Friedrich, C. et al. (2006) 'Does Training Improve the Business Performance of Small-Scale Entrepreneurs?: An Evaluative Study', *Industry and Higher Education*, 20(2), pp. 75–84. doi: 10.5367/000000006777699847.
- Fryer, K., Antony, J. and Ogden, S., 2009. Performance management in the public sector. *International journal of public sector management*.
- Gabel, S.G. 2016. *A rights-based approach to social policy and analysis*. New York: Springer International Publishing.
- Galbreath, J. 2005. The intangible economy and firm superior performance: Evidence from Australia. *Journal of Management and Organization*, 11, 28-40.
- Gascó-Hernández, M. ed., 2014. *Open government: Opportunities and challenges for public governance* (Vol. 4). Springer Science & Business Media.
- Grbich, C. 2007. *Qualitative Data Analysis an Introduction*. London: SAGE.
- Grbich, C., 2012. *Qualitative data analysis: An introduction*. Sage.
- Greene, J. C. (2007). *Mixed Methods in Social Inquiry*. San Francisco, CA: John Wiley & Sons.
- Guest, G., MacQueen, K.M. and Namey, E.E., 2011. *Applied thematic analysis*. sage publications.
- Gueye, M., Diouf, D., Chaava, T. & Tiomkin, D. 2005. *Community Capacity Enhancement*. Pretoria: UNDP.
- Gupta, D.N., 2008. Citizen-centric Approach for e-Governance. Foundations of e-Governance: Proceedings of the 5th International.
- Gupta, M. and Gupta, G. 2011. *Research Methodology*. Asoke K. Gosh, PHI Learning Private Limited.
- Gupta, S. and Zeithaml, V., 2006. Customer metrics and their impact on financial performance. *Marketing science*, 25(6), pp.718-739.

- Gustafsson, A., Johnson, M.D. and Roos, I., 2005. The effects of customer satisfaction, relationship commitment dimensions, and triggers on customer retention. *Journal of marketing*, 69(4), pp.210-218.
- Gutenberg College.2008. *The Value of Introspection*. <http://msc.gutenberg.edu/2010/01/the-value-of-introspection/> [18 September 2019].
- Hadjiconstantinou, M. and Forbat, L., 2012. Securing ethical permissions to conduct research with children. *Nursing children and young people*, 24(1).
- Hancock B., Windridge K., and Ockleford E. 2009. *An Introduction to Qualitative Research*. National Institute for Health Research: Yorkshire.
- Hancock, D.R. and Algozzine, B., 2017. *Doing case study research: A practical guide for beginning researchers*. Teachers College Press.
- Hall, R., 2013. Mixed methods: In search of a paradigm. *Conducting research in a changing and challenging world*, pp.71-78.
- Hanson, L & Terstappen, V. 2009. Collaboration on Contentious Issues: Research Partnerships for Gender Equity in Nicaragua's Fair Trade Coffee Cooperatives. *Journal of Agromedicine*, 14(2). <https://www.tandfonline.com/action/showCitFormats?doi=10.1080%2F10599240902751062> [19 November 2019].
- Hare, D. and Blossey, B., 2014. Principles of public trust thinking. *Human Dimensions of Wildlife*, 19(5), pp.397-406.
- Hartmann, S., Mainka, A. and Stock, W.G., 2017. Citizen relationship management in local governments: The potential of 311 for public service delivery. In *Beyond Bureaucracy* (pp. 337-353). Springer, Cham.
- Harvard Business Review. 2017. *The Office of Strategy Management*. <https://hbr.org/2005/10/the-office-of-strategy-management> [08 February 2019].
- Heidbreder, E.G., 2011. Structuring the European administrative space: policy instruments of multi-level administration. *Journal of European Public Policy*, 18(5), pp.709-727.
- Heisig, J.P., Gesthuizen, M. and Solga, H., 2019. Lack of skills or formal qualifications? New evidence on cross-country differences in the labor market disadvantage of less-educated adults. *Social Science Research*, 83, p.102314.
- Hekkert, K.D., Cihangir, S., Kleefstra, S.M., van den Berg, B. and Kool, R.B., 2009. Patient satisfaction revisited: a multilevel approach. *Social science & medicine*, 69(1), pp.68-75.
- Hendrickse, R.F. 2008. Governance and Financial Sustainability of NGOs in South Africa. Unpublished PhD thesis, University of Western Cape, Cape Town.
- Hennink, M., Hutter, I & Bailey, A. 2011. *Qualitative Research Methods*. London: SAGE.
- Hilliard, V.G. & Msaseni, W.S. 2000. Strategies for Improving Service Delivery in the South African Public Service. *Administratio Publica*. Vol.10, No. 1, June 2000.

- Hitt, M.A., Carnes, C.M., Xu, K., 2016. A current view of resource based theory in operations management: a response to Bromiley and Rau. *Journal of Operations Management*, 41,107-109.
- HM Government. 2007. *How to Measure Customer Satisfaction—A Tool to Improve the Experience of Customers*. United Kingdom:Her Majesty’s Government.
- Holmes, B., 2011. *Citizens' engagement in policymaking and the design of public services*. Canberra: Parliamentary Library.
- Hough, M. 2008. Violent protest at local government level in South Africa: Revolutionary potential? *South African Journal of Military Studies*.Scientia Militaria, 36 (1). <https://www.ajol.info/index.php/smsajms/article/view/42646> [ 11 December 2019].
- Howard, M., 2001. E-government across the globe: how will “e” change government. *e-Government*, 90, p.80.
- Howard, L., 2005. *Introducing Ken Wilber: Concepts for an evolving world*. AuthorHouse.
- Hujran, O., Abu-Shanab, E. and Aljaafreh, A., 2020. Predictors for the adoption of e-democracy: an empirical evaluation based on a citizen-centric approach. *Transforming Government: People, Process and Policy*
- Human Business. 2016. *The bottom-up approach*. <http://www.humanbusiness.eu/bottom-up-approach/> [ 01 July 2019].
- Hurst, S., Arulogun, O.S., Owolabi, M.O., Akinyemi, R., Uvere, E., Warth, S. and Ovbiagele, B., 2015. Pretesting qualitative data collection procedures to facilitate methodological adherence and team building in Nigeria. *International journal of qualitative methods*, 14(1), pp.53-64.
- IGI Global. 2019. *What is Power*. <https://www.igi-global.com/dictionary/samson-delilah-discourse-communities-practice/35050> [30 October 2019].
- Indeed. 2019.Communication Skills: Definitions and Examples. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills> [31 October 2019].
- Info Entrepreneurs. n.d. *Use innovation to grow your business*.<https://www.infoentrepreneurs.org/en/guides/use-innovation-to-grow-your-business/> [29 June 2021].
- Innes, J.E. and Booher, D.E., 2004. Reframing public participation: strategies for the 21st century. *Planning theory & practice*, 5(4), pp.419-436.
- Investopedia. 2019. How do NGO’s get funding. <https://www.investopedia.com/ask/answers/13/ngos-get-funding.asp> [19 November 2019].
- Joffe, H. and Yardley, L., 2004. Content and thematic analysis. *Research methods for clinical and health psychology*, 56, p.68.
- Johnson, R.B., Onwuegbuzie, A.J & Turner. L.A. 2007. *Journal of Mixed Methods Methodology*. Sage Publications, 1 (2): 2-3, April 2007.

- Johnson, R B., Onwuegbuzie, A.J., Turner, L.A. 2007. Toward a Definition of Mixed Methods Research. *SAGE*, 1 (2): 112-113, April 01.
- Kathori, C.R. 2004. *Research Methodology: Methods and Techniques.*: New Age International Pty (Ltd): New Delhi.
- Kelly, J.M. and Swindell, D., 2002. Service quality variation across urban space: First steps toward a model of citizen satisfaction. *Journal of urban affairs*, 24(3), pp.271-288.
- Kelly, M., 1999, October. Openness and transparency in Governance: challenges and opportunities. In *NISPAcee forum, Maastricht*.
- Keuffer, N. and Mabillard, V., 2020. Administrative openness and diversity in Swiss municipalities: how does local autonomy influence transparency practices?. *International Review of Administrative Sciences*, 86(4), pp.782-798.
- Khalil, S. and Adelabu, S.A., 2012. Model for efficient service delivery in public service. *Journal of Public Administration and Governance*, 2(3), pp.85-95.
- Khambule, I., Nomdo, A. and Siswana, B., 2018. The social cost of violent and destructive service-delivery protests in South Africa. *Human Sciences Research Council (HSRC) Review*, 16(4), pp.26-27.
- Khotsa, K.C., 2018. Implications of Performance Management System on Service Delivery in the South African Post Office: A Case of the North East Region. International Conference on Public Administration and Development Alternatives (IPADA).
- Kihara, P., Bwisa, H. and Kihoro, J., 2016. Strategic Direction as an Antecedent between Strategy Implementation and Performance of Small and Medium Manufacturing Firms in Thika Sub-County, Kenya. *Asian Journal of Humanities and Social Studies*, 4(3).
- King, S. and Cotterill, S., 2007. Transformational government? The role of information technology in delivering citizen-centric local public services. *Local Government Studies*, 33(3), pp.333-354.
- Kirkwood, Adrian and Price, Linda (2013). Examining some assumptions and limitations of research on the effects of emerging technologies for teaching and learning in higher education. *British Journal of Educational Technology*, 44(4) pp. 536–543.
- Kitana, A., 2016. Overview of the managerial thoughts and theories from the history: Classical management theory to modern management theory. *Indian Journal of Management Science*, 6(1), p.16.
- Kitonga, D.M., 2016. The role of determining strategic direction on not-for-profit organizational performance in Nairobi County in Kenya.
- Kivunji, C. and Kuyini, A.B. 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5): 26-41, September.
- Kleynhans, R., Markham, L., Meyer, W., van Aswegen, S & Pilbeam, E. 2006. *Human Resource Management Fresh Perspectives*. 1<sup>st</sup> Edition. South Africa: Pearson Education.



- Kothari, C.R. 2004. *Research Methodology*. New Age International (P) Limited, Publishers: New Delhi.
- Kowalski, M., 2017. Breaking down silo walls: Successful collaboration across library departments. *Library Leadership & Management*, 31(2).
- Kraska-Miller, M. 2013. *Nonparametric statistics for social and behavioral sciences*. New York:Chapman and Hall/CRC.
- Lam, C.T. & Kolic, M. 2008. Effects of semantic incompatibility on rating response. *Applied psychological measurement*. *Sage Publications*, 32(3):248-260.
- Lee, J. and Lee, H., 2014. Developing and validating a citizen-centric typology for smart city services. *Government Information Quarterly*, 31, pp.S93-S105.
- Leedy, P. and Ormrod, J. 2001. *Practical Research: Planning and Design*. 7th Ed. Merrill: Prentice Hall and SAGE Publications.
- Liem, A., 2018. Interview schedule development for a sequential explanatory mixed method design: Complementary-alternative medicine (CAM) study among Indonesian psychologists. *International Journal of Social Research Methodology*, 21(4), pp.513-525.
- Lien, B.Y.H., Pauleen, D.J., Kuo, Y.M. and Wang, T.L., 2014. The rationality and objectivity of reflection in phenomenological research. *Quality & Quantity*, 48(1), pp.189-196.
- LUCIDEA. 2018. *Community and Asset Mapping for Special Librarians*. <https://blog.lucidea.com/community-and-asset-mapping-for-special-librarians> [22 October 2019].
- Luna-Reyes, L.F., Gil-Garcia, J.R. and Celorio Mansi, J.A., 2011, June. Citizen-centric approaches to e-government and the back-office transformation. In *Proceedings of the 12th Annual International Digital Government Research Conference: Digital Government Innovation in Challenging Times* (pp. 213-218).
- Lynn Jr, L.E., Heinrich, C.J. and Hill, C.J., 2001. *Improving governance: A new logic for empirical research*. Georgetown University Press.
- Lyons, S.T., Duxbury, L.E. and Higgins, C.A., 2006. A comparison of the values and commitment of private sector, public sector, and parapublic sector employees. *Public administration review*, 66(4), pp.605-618.
- MacDonald, C., 2012. Understanding participatory action research: A qualitative research methodology option. *The Canadian Journal of Action Research*, 13(2), pp.34-50.
- Malik, P., Gupta, V. and Dhillon, P., 2014. Citizen-Centric Approach For E-Governance: Looking at The Service Delivery Through The Eyes Of The Citizens. *International Journal of Applied Engineering and Technology*, 4(2), pp.91-100.
- Mamokhere, J., 2019. An exploration of reasons behind service delivery protests in South Africa: A case of Bolobedu South at the Greater Tzaneen Municipality. *International Conference on Public Administration and Development Alternatives (IPADA)*.

- Mamokhere, J., 2020. An assessment of reasons behind service delivery protests: A case of Greater Tzaneen Municipality. *Journal of Public Affairs*, 20(2), p.e2049.
- Manville, G., Greatbanks, R., McEwen, J., Shoesmith, M. and Allen, R., 2010. Embedding outcomes recording in Barnardo's performance management approach. *International Journal of Productivity and Performance Management*.
- Marczyk, G., DeMatteo, D. and Festinger, D., 2005. *Essentials of research design and methodology*. John Wiley & sons, Inc.
- Maree, K. & van der Westhuizen, C. 2009. *Head Start in Designing Research Proposals in the Social Sciences*. Cape Town: Juta.
- Margaret Adolphus. n.d. *The Process of Constructing a Questionnaire*. <http://www.adolphus.me.uk/emx/surveys/pretesting.htm> [03 January 2020].
- Maxfield, M.G. & Babbie, E.R. 2014. *Research methods for criminal justice and criminology*. Stamford: Cengage Learning.
- McCusker, K. and Gunaydin, S., 2015. Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion*, 30(7), pp.537-542.
- McMillian, J. and Schumacher, S. 2010. *Research in Education. Evidence-Based Inquiry*. 7th Ed. Pearson Education Inc: New Jersey.
- McMillan, J. H. & Schumacher, S. 2001. *Research in Education. A conceptual introduction*. (5th ed.). New York: Longman.
- McNabb, D. E. 2015. *Research methods for political science: Quantitative and qualitative methods*. New York, NY: Routledge.
- Merriam- Webster. 2019. *Definition of sampling*. <https://www.merriam-webster.com/dictionary/sampling> [05 August 2019].
- Mertens, S. and Baethge, C., 2011. The virtues of correct citation: careful referencing is important but is often neglected/even in peer reviewed articles. *Deutsches Ärzteblatt International*, 108(33), p.550.
- Minter, R.L. and Thomas, E.G., 2000. Employee development through coaching, mentoring and counseling: A multidimensional approach. *Review of Business*, 21(1/2), p.43.
- Misra, D.C., 2006, February. Defining e-government: a citizen-centric criteria-based approach. In *10th National Conference on e-Governance* (pp. 1-11).
- Mofolo, M.A. and Smith, W., 2009. Making use of 'Batho pele' principles to improve service delivery in municipalities. *Journal of contemporary management*, 6(1), pp.430-440.
- Monette, D., Sullivan, T. & DeJong, C. 2010. Applied social research: A tool for the human services. Available from: [http://books.google.co.za/books?id=VCy7mMfr9eYC&dq=likert+scale+consist+of&source=gbs\\_navlinks\\_s](http://books.google.co.za/books?id=VCy7mMfr9eYC&dq=likert+scale+consist+of&source=gbs_navlinks_s) [Accessed 31/03/2021].
- MoreBusiness. 2020. *How a Training Program Can Improve Employee Efficiency*. <https://www.morebusiness.com/how-a-training-program-can-improve-employee-efficiency/> [3 December 2020].

- Morris, T.H., 2019. Adaptivity through self-directed learning to meet the challenges of our ever-changing world. *Adult Learning*, 30(2), pp.56-66.
- Morse, M., Barrett, M., Mayan, M., Olson, K & Spiers, J. 2002. Verification Strategies for Establishing Reliability and Validity in Qualitative Research, 2 (1). <http://journals.sagepub.com/doi/pdf/10.1177/160940690200100202> [16 February 2020].
- Mulgan, R., 2000. Comparing accountability in the public and private sectors. *Australian Journal of Public Administration*, 59(1), pp.87-97.
- Nassaji, H., 2015. Qualitative and descriptive research: Data type versus data analysis.
- National Business Research Institute. 2020. *What is validity and why is it important for survey results*. <https://www.nbrii.com/faqs/data-analysis/validity-important/> [20 February 2020].
- National Centre for Biotechnology Information. n.d. *Qualitative Research Part II: Participants, Analysis, and Quality Assurance*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3312514/> [20 March 2017].
- National Democratic Institute. n.d. *Training Ground Rules*. <https://www.ndi.org/sites/default/files/Sample-Workshop-Groundrules.pdf> [18 September 2019].
- National Institute of Environmental Health Sciences. 2015. *What is Ethics in Research & Why is it Important*. <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> [ 26 September 2017].
- Ngcamu, B.S., 2019. Exploring service delivery protests in post-apartheid South African municipalities: A literature review. *The Journal for Transdisciplinary Research in Southern Africa*, 15(1), p.9.
- NGO Pulse.org. 2010. *Service Delivery Protest: People Need Services*. <http://www.ngopulse.org/article/service-delivery-protests-people-need-services> [30 July 2019].
- Neergaard, H and Parm. J. 2007. *Handbook of Qualitative Research Methods in Entrepreneurship*. Edward Elgar Publishing Limited: Cheltenham.
- Neville, C., 2016. *EBOOK: The Complete Guide to Referencing and Avoiding Plagiarism*. McGraw-Hill Education (UK).
- News 24. 2017. *Truce brokered with Hout Bay protesters - MEC*. <http://www.news24.com/SouthAfrica/News/truce-brokered-with-hout-bay-protesters-mec-20170915> [ 20 September 2017].
- Nezlek, J.B., 2017. A practical guide to understanding reliability in studies of within-person variability. *Journal of Research in Personality*, 69, pp.149-155.
- Nkomo, S., 2017. Public Service Delivery in South Africa: Councillors and Citizens Critical Links in Overcoming Persistent Inequities.

- Nnadozie, R.C., 2013. *Access to Basic Services in Post-apartheid South Africa: What Has Changed?: Measuring on a Relative Basis*. African Development Bank Group, Statistical Department.
- Noe, R.A., Hollenbeck, J.R., Gerhart, B. and Wright, P.M., 2017. *Human resource management: Gaining a competitive advantage*. New York, NY: McGraw-Hill Education.
- Norman, R., 2002. Managing through measurement or meaning? Lessons from experience with New Zealand's public sector performance management systems. *International Review of Administrative Sciences*, 68(4), pp.619-628.
- North West Development Corporation. 2017. *Batho Pele Principles*. <http://nwdc.co.za/batho-pele-principles/> [ 03 October 2017].
- Odaro, E.D., 2012. Causes of poor service delivery in Africa and their impact on development. *Consilience*, (7), pp.34-45.
- OECD, 2009. Donor Approaches to Governance Assessments: 2009 Sourcebook.
- OECD/Asian Development Bank (2019), "Towards a citizen-centric civil service", in *Government at a Glance Southeast Asia 2019*, OECD Publishing, Paris.
- OECD eLibrary. 2020. *Digital Government in Chile – Improving Public Service Design and Delivery*.<https://www.oecd-ilibrary.org/sites/d4498e23-en/index.html?itemId=/content/component/d4498e23-en> [ 22 June 2021].
- Ojha, H.R., Ford, R., Keenan, R.J., Race, D., Vega, D.C., Baral, H. and Sapkota, P., 2016. Delocalizing communities: Changing forms of community engagement in natural resources governance. *World Development*, 87, pp.274-290.
- O' Leary, Z. 2006. *The Essential Guide to Doing Research*. London: SAGE.
- Open knowledge repository, 2021. *Indicators of Citizen-Centric Public Service Delivery*.<https://openknowledge.worldbank.org/handle/10986/30030>[ 10 March 2021].
- Opoku, A., Ahmed, V. and Akotia, J., 2016. Choosing an appropriate research methodology and method. In *Research Methodology in the Built Environment* (pp. 52-70). Routledge.
- Oregon State University. 2020. *Deception in Research*. <https://research.oregonstate.edu/irb/deception-research> [20 February 2020].
- Ostrom, V. and Ostrom, E., 2019. *Public goods and public choices* (pp. 7-49). Routledge.
- Pal R, Torstensson H, Mattila H. 2014. Antecedents of organizational resilience in economic crises - An empirical study of Swedish textile and clothing SMEs. *International Journal of ProdEcon*, 147:410–28.
- Palaiologou, I., Needham, D. & Male, T. 2016. *Doing research in education: Theory and practice*. Los Angeles, CA: Sage.
- Palmatier, R.W., Moorman, C. and Lee, J.Y., 2019. Introduction to the Handbook on Customer Centricity. In *Handbook on Customer Centricity*. Edward Elgar Publishing.

- Parker, D., Waller, K. and Xu, H., 2013. Private and public services: productivity and performance migration. *International Journal of Productivity and Performance Management*
- Parliamentary Monitoring Group. n.d. *Skills Development in the Public Service*. <https://static.pmg.org.za/docs/2002/appendices/020320skillsdev.htm> [2 December 2020].
- Parliamentary Monitoring Group. 2019. *Department of the Premier 2019/20 Annual Performance Plan*. <https://pmg.org.za/committee-meeting/28666/> [17 December 2020].
- Pew Research Centre. 2020. Questionnaire Design. <https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/> [18 December 2020].
- Penceliah, Y., Phago, K.G., Maserumule, M.H., Wessels, R.G., Ndevu, Z.J., Mahlangu, L.M., Mzini, L.B., Lues, L & Dorasamy, N. 2013. *Managing Human Capital in the Public Sector*. Pretoria: Van Schaik.
- PennState. 2019. *What Makes Community Engagement Successful?*. <https://aese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/what-makes-community-engagement-successful> [05 November 2019].
- Picard, L.A. and Mogale, T., 2015. *The limits of democratic governance in South Africa*. Boulder, CO: Lynne Rienner Publishers.
- Pirlott, A.G. & MacKinnon, D.P. 2016. Design approaches to experimental mediation. *Journal of experimental social psychology*, 66: 29-38.
- Psychology today. 2019. *The Importance of Taking the Perspective of others*. <https://www.psychologytoday.com/za/blog/constructive-controversy/201906/the-importance-taking-the-perspective-others>[2 December 2020].
- Political Pipeline. 2017. *Top-down and Bottom-up Approaches within Implementation*. <https://politicalpipeline.wordpress.com/2013/02/21/top-down-and-bottom-up-approaches-within-implementation/> [19 September 2019].
- Ponsignon, F., Smart, P.A. and Maull, R.S., 2011. Service delivery system design: characteristics and contingencies. *International Journal of Operations & Production Management*.
- Positive Psychology. 2015. *83 Benefits of Journaling for Depression, Anxiety, and Stress*. <https://positivepsychology.com/benefits-of-journaling/> [03 October 2019].
- Powell, T. C. & Dent-Micallef. 1997. Information Technology as Competitive Advantage: The Role of Human, Business and Technology Resources. *Strategic Management Journal*, 375-405.
- Price Waterhouse Coopers. 2007. *The road ahead for public service deliver*. <https://www.pwc.com/gx/en/psrc/pdf/the-road-ahead-for-public-service-delivery.pdf> [05 September 2021].
- Priscoli, J.D., 2004. What is public participation in water resources management and why is it important?. *Water international*, 29(2), pp.221-227.

- Progression. 2016. *The Importance of Employment Equity and its Implementation*. <http://www.progression.co.za/the-importance-of-employment-equity-and-its-implementation-thought-leadership.php> [17 February 2020].
- ProZ.com. 2019. *Power Relations*. <https://www.proz.com/kudoz/english/social-science-sociology-ethics-etc/894629-power-relations.html> [30 October 2019].
- Public Service Commission. 2014. *Assessing the Effectiveness of Training Provided by Palama in Improving Skills and Competencies of Public Service Leadership with A view to Inform Curriculum Development by the National School of Government*. <http://www.psc.gov.za/documents/reports/2014/01%20October%202014%20PALAMA%20Report%20Draft%203.pdf> [25 July 2019].
- Pyne, L. S. & Rigby, B. 2002. Implementing a project management culture in a government organisation. Paper presented at Project Management Institute Annual Seminars & Symposium, 03 October 2002. San Antonio, TX. Newtown Square: PA: Project Management Institute:1.
- Qu, S.Q. and Dumay, J., 2011. The qualitative research interview. *Qualitative research in accounting & management*.
- Quatro, S.A., 2004. New age or age old: Classical management theory and traditional organized religion as underpinnings of the contemporary organizational spirituality movement. *Human Resource Development Review*, 3(3), pp.228-249.
- Quick, K.S. and Bryson, J.M., 2016. Public participation. In *Handbook on theories of governance*. Edward Elgar Publishing.
- Rachwalski, M.D. and Ross, T.W., 2010. Running a Government's P3 Program: Special Purpose Agency or Line Departments?. *Journal of Comparative Policy Analysis*, 12(3), pp.275-298.
- Rahman, M.S., Khan, A.H. and Haque, M.M., 2012. A conceptual study on the relationship between service quality towards customer satisfaction: Servqual and Gronroos's service quality model perspective. *Asian Social Science*, 8(13), p.201-205.
- RCM Mediation Services. 2013. The Facilitation Process. <https://www.rcmmediation.com/index.php/facilitation/the-facilitation-process.html> [30 October 2019].
- Reddy, P.S., 2016. The politics of service delivery in South Africa: The local government sphere in context. *TD: The Journal for Transdisciplinary Research in Southern Africa*, 12(1), pp.1-8.
- Reinikka, R. and Svensson, J., 2001. Explaining leakage of public funds. *World Bank Policy Research Working Paper*, (2709).
- ResearchGate. 2016. *How many participants at a minimum, should do a questionnaire, when you want to test its validity and reliability?* <https://www.researchgate.net/post/How-many-participants-at-a-minimum-should-do-a-questionnaire-when-you-want-to-test-its-validity-and-reliability> [09 July 2021].
- Research Gate. 2019. *Adaptation of Ken Wilber's four-quadrant model in its basic form*. [https://www.researchgate.net/figure/Adaptation-of-Ken-Wilbers-four-quadrant-model-in-its-basic-form-Adapted-from-Sex\\_fig1\\_254364785](https://www.researchgate.net/figure/Adaptation-of-Ken-Wilbers-four-quadrant-model-in-its-basic-form-Adapted-from-Sex_fig1_254364785) [20 November 2019].

- Research Gate. 2019. *An introduction to research paradigms*. [https://www.researchgate.net/publication/325022648\\_An\\_introduction\\_to\\_research\\_paradigms](https://www.researchgate.net/publication/325022648_An_introduction_to_research_paradigms) [08 August 2019].
- ResearchGate.2020. *Evidence Gap Maps: A Tool for Promoting Evidence-Informed Policy and Prioritizing Future Research*. [https://www.researchgate.net/publication/259582146\\_Evidence\\_Gap\\_Maps\\_A\\_Tool\\_for\\_Promoting\\_Evidence-Informed\\_Policy\\_and\\_Prioritizing\\_Future\\_Research](https://www.researchgate.net/publication/259582146_Evidence_Gap_Maps_A_Tool_for_Promoting_Evidence-Informed_Policy_and_Prioritizing_Future_Research) [18 February 2020].
- Robert Wood Johnson Foundation. 2008. *Unstructured Interviews*.<http://www.qualres.org/HomeUnst-3630.html> [03 January 2020].
- Robinson, M., 2015. From old public administration to the new public service. *Implications for Public Sector Reform in Developing Countries*. Singapore: UNDP Global Centre for Public Service.
- Rowe, G. and Frewer, L.J., 2000. Public participation methods: a framework for evaluation. *Science, technology, & human values*, 25(1), pp.3-29.
- Ryklief, M.Y. 2017. The Equity Composition of Employees in A Selected Provincial Government Department in the Western Cape, South Africa. Unpublished Master's thesis, Cape Peninsula University of Technology, Cape Town.
- SABC News.2019. Police officer dead, 2 injured in Delft shooting. <http://www.sabcnews.com/sabcnews/police-officer-dead-2-injured-in-delft-shooting/> [23 July 2019].
- Sachs, J.D., Schmidt-Traub, G., Mazzucato, M., Messner, D., Nakicenovic, N. and Rockström, J., 2019. Six transformations to achieve the sustainable development goals. *Nature Sustainability*, 2(9), pp.805-814.
- SAGE. 2009. *Participatory Rural Appraisal: Principles, Methods and Application*. <http://sk.sagepub.com/books/participatory-rural-appraisal/n5.xml> [07 October 2019].
- SAGE. 2016. *Research Methods*. <http://methods.sagepub.com/book/key-concepts-in-social-research/n32.xml>[03 October 2019].
- Saha, P. 2008. Government e-Service Delivery: Identification of Success Factors from Citizens' Perspective. Unpublished PhD thesis. Luleå University of Technology: Sweden.
- Sala, R., Pezzotta, G., Pirola, F. and Huang, G.Q., 2019. Decision-support system-based service delivery in the product-service system context: literature review and gap analysis. *Procedia CIRP*, 83, pp.126-131.
- Sangweni, S.S., 2003. Performance management as a leadership and management tool. *Service Delivery Review*, 2(3), pp.20-23.
- Saunders, M., Philip, L. and Thornhill, A. 2009. *Research Methods for Business Students*. 5th Ed. Pearson Education Limited: Prentice Hall.
- Saunders, M.N.K., Philip, L., Thornhill, A. 2012. *Research Methods for Business Students*: 6th Ed. Pearson Education Limited: Prentice Hall
- Schneider, M. and Park, K.O., 1989. Metropolitan counties as service delivery agents: The still forgotten governments. *Public Administration Review*, pp.345-352.

- Scottish Community Development Centre. n.d. *What is Community Engagement*. <http://www.scdc.org.uk/what/national-standards/what-is-community-engagement/> [ 27 September 2019].
- Schonfeld, I.S., & Mazzola, J.J. (2013). Strengths and limitations of qualitative approaches to research in occupational health psychology. In R. Sinclair, M. Wang, & L. Tetrick (Eds.), *Research methods in occupational health psychology: State of the art in measurement, design, and data analysis* (pp. 268-289). New York: Routledge.
- Scribbr. 2015. *Constructing a conceptual framework*. <https://www.scribbr.com/dissertation/conceptual-framework/> [01 September 2021].
- Sefali, F.T., 2010. *The impact of the performance management system on accountability in the public service of Lesotho* (Doctoral dissertation, University of the Free State).
- Sekaran, U & Bougie, R. 2013. *Research Methods for Business*. West Sussex: Wiley.
- Selden, S.C., Ingraham, P.W. and Jacobson, W., 2001. Human resource practices in state government: Findings from a national survey. *Public Administration Review*, 61(5), pp.598-607.
- Service Publication. 2013. *International Public Service Day: SA is severely lacking*. <http://www.servicepublication.co.za/articles/issues-with-service-delivery-7720.html> [30 July 2019].
- Sharma, V., Guttoo, D. and Ogra, A., 2014, May. Next generation citizen centric e-services. In *2014 IST-Africa Conference Proceedings* (pp. 1-15). IEEE.
- SHIFTelearning. 2018. *The True Cost of not Providing Employee Training*. <https://www.shiftelearning.com/blog/the-true-cost-of-not-providing-employee-training> [3 December 2020].
- Siemiatycki, M., 2013. The global production of transportation public-private partnerships. *International Journal of Urban and Regional Research*, 37(4), pp.1254-1272.
- SIGMA. n.d. Service delivery. <http://www.sigmaweb.org/ourexpertise/service-delivery.htm> [10 March 2021].
- Sigwejo, A. and Pather, S., 2016. A citizen-centric framework for assessing e-government effectiveness. *The Electronic Journal of Information Systems in Developing Countries*, 74(1), pp.1-27.
- Simply Psychology. 2014. *The Interview Method*. <http://www.simplypsychology.org/interviews.html> [27 January 2020].
- Singh, V. and Singh, G., 2018. Citizen centric assessment framework for e-governance services quality. *International Journal of Business Information Systems*, 27(1), pp.1-20.
- Sirmon, D.G., Hitt M.A. & Duane, I.R. 2007. Managing Firm Resources in Dynamic Environments to Create Value: Looking inside the Black Box. *The Academy of Management Review*, 32(1):273-92.



- Skills You Need. 2019. *Active Listening*. <https://www.skillsyouneed.com/ips/active-listening.html> [01 October 2019].
- Snilstveit, B, Bhatia, R, Rankin, K and Leach, B. 2017. 3ie Evidence Gap Maps: A starting point for strategic evidence production and use, 3ie Working Paper 28. New Delhi: International Initiative for Impact Evaluation (3ie).
- Snyder, H., 2019. Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, pp.333-339.
- Sogunro, O. A. (2002, September). Selecting a quantitative or qualitative research methodology: An experience. *Educational Research Quarterly*, 26(1), 3.
- Sok, P., Sok, K.M., Danaher, T.S. and Danaher, P.J., 2018. The complementarity of frontline service employee creativity and attention to detail in service delivery. *Journal of Service Research*, 21(3), pp.365-378.
- Sole, F., 2009. A management model and factors driving performance in public organizations. *Measuring Business Excellence*.
- Soltani, E., Van Der Meer, R. and Williams, T.M., 2005. A contrast of HRM and TQM approaches to performance management: some evidence. *British journal of Management*, 16(3), pp.211-230
- Sorn-In, K., Tuamsuk, K. and Chaopanon, W., 2015. Factors affecting the development of e-government using a citizen-centric approach. *Journal of Science & Technology Policy Management*.
- South Africa. 1995. *White Paper on the Transformation of the Public Service*. Pretoria: Government Printer.
- South Africa. 1996. *The Constitution of the Republic of South Africa Act, No. 108 of 1996*. Pretoria: Government Printer
- South Africa. 1998. *The Skills Development Act, No. 97 of 1998*. Pretoria: Government Printer.
- South Africa. 2000. *Protection of Access to Information Act 2 of 2000*. Pretoria: Government Printers.
- South Africa. 2000. *The Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000*. Pretoria: Government Printer.
- South Africa. 2000. *The Promotion of Administrative Justice Act 3 of 2000*. Pretoria: Government Printer.
- South Africa. The Public Service Commission. 2009. *Report on the Evaluation of the Implementation of the Batho Pele Principle of Information*. Pretoria: Silowa Printers.
- South Africa. Department of the Premier. 2009. *Project Management Approach*. Cape Town: Provincial Government of the Western Cape.
- South Africa. The Presidency. 2013. *National Development Plan 2030 Executive Summary*. Pretoria: Government Printer.

- South African Government. 2019. *Access to Information*. <https://www.gov.za/services/information-government/access-information> [24 October 2019].
- South African Government. 2019. *The Outcomes Approach*. <https://www.gov.za/issues/outcomes-approach> [25 July 2019].
- South African Government. 2020. *Public Administration*. <https://www.gov.za/about-government/government-system/public-administration> [2 December 2020].
- Staff Training. 2018. *The 8 Principles of Batho Pele*. <https://www.stafftraining.co.za/blog/the-8-principles-of-batho-pele> [24 October 2019].
- Stangor, C. 2011. *Research methods for the behavioural sciences*. Mountain View, CA: Cengage.
- Stern, P.C. and Dietz, T., 2008. *Public participation in environmental assessment and decision making*. Washington, DC: National Academies Press.
- Steve Harris. 2018. *Team Building with Dr Steve Harris*. [https://www.stevieharris.co.za/services/dr-steve-harris-team-building/?gclid=EAIaIQobChMIq4Dm8e2x5QIVeFXTCh1GwwSsEAAYAyAAEgK9XPD\\_BwE](https://www.stevieharris.co.za/services/dr-steve-harris-team-building/?gclid=EAIaIQobChMIq4Dm8e2x5QIVeFXTCh1GwwSsEAAYAyAAEgK9XPD_BwE) [23 October 2019].
- Strategic Management Insight. 2013. *Resource Based View*. <https://strategicmanagementinsight.com/topics/resource-based-view.html>[03 May 2021].
- Suleimenova, G.K. and Karamalayeva, Z.T., 2018. Assessing civil servants training needs: the case of Kazakhstan. *Вопросы государственного и муниципального управления, (спецвыпуск)*.
- Supino, P.G & Borer, J.S. 2012. *Principles of Research Methodology*. New York: Springer.
- Sustaining Community. 2014. *What is community capacity building?* <https://sustainingcommunity.wordpress.com/2014/03/10/ccb/>[24 July 2019].
- Tahir, I.M. and Abu Bakar, N.M., 2007. Service quality gap and customers' satisfactions of commercial banks in Malaysia. *International Review of Business Research Papers*, 3(4), pp.327-336.
- Tau, S.F., 2013. Citizen participation as an aspect of local governance in municipalities: a South African perspective. *Journal of public administration*, 48(1), pp.152-160.
- Team Bonding. 2019. *6 Reasons Why Leaders Choose Team Building Ideas That Work*. <https://www.teambonding.com/6-reasons-for-team-building/> [23 October 2019].
- Tech Cetrul.2020.*How government can improve service delivery and equality*.<https://techcentral.co.za/bcx-government-service-delivery-infographic-bcxprom/101894/> [ 22 June 2021].
- Techtarget. 2019. *Timeline*. <https://whatis.techtarget.com/definition/timeline-Internet-timeline-history-of-the-Internet> [30 September 2019].
- Teddle, C. & A. Tashakkori (2009). *Foundations of Mixed Methods Research*. Thousand Oaks, CA: Sage Publications.

- The Conversation. 2016. *Only a bottom-up approach will deliver global health development targets* <http://theconversation.com/only-a-bottom-up-approach-will-deliver-global-health-development-targets-66079> [01 August 2019].
- The Office of Research Integrity. n.d. *Data Collection*. <http://ori.hhs.gov/Chapter-6-Data-Management-Practices-Data-collection> [28 September 2016].
- The Research Ethics Guidebook. n.d. *Consent*. <http://www.ethicsguidebook.ac.uk/consent-72> [18 May 2017].
- The World of Work. 2019. *The Role of the Facilitator - Understanding What Facilitators Really Do*. <http://work911.com/articles/facil.htm> [07 November 2019].
- Thomas, A.B. 2004. *Research Skills for Management Studies*. New York: Routledge.
- Thomas, N. and Saslow, S., 2007. *Improving productivity through coaching and mentoring*. *Chief Learning Officer*, 6(5), pp.22-26.
- Thornhill, C., 2011. Spheres of government: contributions to sustainable service delivery.
- Timeslive. 2019. *Service delivery protest are on the rise this year, warn experts*. <https://www.timeslive.co.za/news/south-africa/2019-06-11-service-delivery-protests-are-on-the-rise-this-year-warn-experts/> [30 July 2019].
- Tirivangasi, H.M. and Mugambiwa, S.S., 2016. Citizenship crisis or xenophobia?: A critical analysis of service delivery protest in South Africa.
- Toppr. N.d. *Bureaucratic Theory by Max Weber*. <https://www.toppr.com/guides/fundamentals-of-economics-and-management/evolution-of-management-thought/bureaucratic-theory-by-max-weber/> [03 September 2021].
- Trafford, V. & Leshem, S. 2011. *Stepping Stones to Achieving your Doctorate*. Berkshire: Open University Press.
- Training Industry. 2014. *Learning's Missing Piece: The Importance of On-the-Job Training*. <https://trainingindustry.com/articles/content-development/learnings-missing-piece-the-importance-of-on-the-job-training/#:~:text=On%2Dthe%2Djob%20training%20helps,but%20also%20to%20better%20processes> [19 December 2020].
- Trochim, W., Donnelly, J.P. & Arora, K. 2015. *Research methods: The essential knowledgebase*. Boston, MA: Cengage Learning.
- Turner III, D.W., 2010. Qualitative interview design: A practical guide for novice investigators. *The qualitative report*, 15(3), p.754.
- United Nations University. 2019. *Connected government required to ensure user-centric public service delivery*. <https://egov.unu.edu/news/news/lv-dk-uk-report.html> [10 March 2021].
- United Nations. 2019. *Peace Justice and Strong Institutions*. <https://unstats.un.org/sdgs/report/2016/goal-16/> [25 July 2019].

- United Nations Development Programme. n.d. *Community Capacity Enhancement Strategy Note*. <https://www.undp.org/content/dam/aplaws/publication/en/publications/hiv-aids/community-capacity-enhancement-strategy-note/15.pdf> [02 August 2019].
- United States Environmental Protection Agency. 2018. *Public Participation Guide: Introduction to Public Participation*. <https://www.epa.gov/international-cooperation/public-participation-guide-introduction-public-participation> [05 November 2019].
- University of Georgia. 2012. *What is Content Analysis*. <https://www.terry.uga.edu/management/contentanalysis/research/> [05 August 2019].
- University of Glasgow. n.d. *Ethical Issues in Interviews*. [03 January 2020].
- UrbanAfrica.net. 2016. *The two faces of service delivery in South Africa*. <https://www.urbanafrica.net/urban-voices/the-two-faces-of-service-delivery-in-south-africa/> [30 August 2021].
- Vaismoradi, M., Turunen, H. and Bondas, T., 2013. Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & health sciences*, 15(3), pp.398-405.
- Van Antwerpen, S. and Ferreira, E., 2016. Contributing factors to poor service delivery by administrative employees in the Gauteng public service in South Africa. *Africa Development*, 41(1), pp.81-98
- Van der Molen, K., Van Rooyen, A. and Van Wyk, B., 2002. Outcomes-based governance: Assessing the results. *Heineman. Stellenbosch. South Africa*.
- Van Rijnsoever, F.J., 2017. (I can't get no) saturation: a simulation and guidelines for sample sizes in qualitative research. *PloS one*, 12(7), p.e0181689.
- Van Teijlingen, E.R. and Hundley, V., 2001. *The importance of pilot studies*. Social Research Update, 35.
- Viima. 2021. *The Importance of Innovation – What Does it Mean for Businesses and our Society?*. <https://www.viima.com/blog/importance-of-innovation> [24 June 2021].
- Visser, F., 2012. *Ken Wilber: thought as passion*. SUNY Press.
- VISTA Campus. 2019. *Introducing Yourself and Your Organisation*. <https://www.vistacampus.gov/introducing-yourself-and-your-organisation-minute-intro> [17 September 2019].
- VISTA Campus. 2019. *What is Asset Mapping*. <https://www.vistacampus.gov/what-asset-mapping> [22 October 2019].
- Waddell, S., 2017. *Societal learning and change: How governments, business and civil society are creating solutions to complex multi-stakeholder problems*. Routledge.
- Wageningen. 2012. *Problem Tree*. <http://www.mspguide.org/tool/problem-tree> [02 October 2019].

- Walden. 2021. *Theories and Frameworks: Introduction*. <https://academicguides.waldenu.edu/library/theory> [ 25 July 2021].
- Weber, M., 2015. Bureaucracy. In *Working in America* (pp. 29-34). Routledge.
- Webler, T., Tuler, S. and Krueger, R.O.B., 2001. What is a good public participation process? Five perspectives from the public. *Environmental management*, 27(3), pp.435-450.
- Welch, E.W., Hinnant, C.C. and Moon, M.J., 2005. Linking citizen satisfaction with e-government and trust in government. *Journal of public administration research and theory*, 15(3), pp.371-391.
- Welman, C., Kruger, F & Mitchell, B. 2005. *Research Methodology. 3rd Edition*. Pretoria: Oxford University Press.
- Western Cape Government. 2014. Bizprojects is coming soon. <https://www.westerncape.gov.za/general-publication/bizprojects-is-coming-soon> [10 December 2019].
- Western Cape Government. 2015. Provincial Strategic Plan 2014-2019. <https://www.westerncape.gov.za/speech/premier-helen-zilles-state-province-address-2015> [13 April 2020].
- Western Cape Government. 2019. *Annual Performance Plan 2020/21 Department of Local Government*. [https://www.westerncape.gov.za/assets/departments/local-government/Documents/lg\\_app\\_20-21\\_english.pdf](https://www.westerncape.gov.za/assets/departments/local-government/Documents/lg_app_20-21_english.pdf) [17 December 2020].
- Western Cape Government. 2019. *Strategic Framework for the Provincial SERVICE Delivery Plan 2019-2024*. [https://www.westerncape.gov.za/text/2019/December/draft\\_psp\\_summary\\_of\\_interventions\\_dec\\_2019.pdf](https://www.westerncape.gov.za/text/2019/December/draft_psp_summary_of_interventions_dec_2019.pdf) [12 April 2021].
- Western Cape Government. 2019. Department of the Premier: About us. <https://www.westerncape.gov.za/dept/departement-premier/about> [23 July 2019].
- Western Cape Government. 2020. Western Cape's 5 Year Strategic Plan. <https://www.westerncape.gov.za/general-publication/western-cape-provincial-strategic-plan-2019-2024> [13 April 2020].
- Western Cape Government. 2020. Expanded Public Works Programme. <https://www.westerncape.gov.za/general-publication/expanded-public-works-programme-epwp> [16 April 2020].
- Western Cape Government. 2020. Premier's Advancement of Youth (PAY) Project. <https://www.westerncape.gov.za/pay> [16 April 2020].
- Western Cape Government. 2020. *Western Cape Provincial Strategic Plan 2019-2024*. <https://www.westerncape.gov.za/general-publication/western-cape-provincial-strategic-plan-2019-2014> [20 January 2020].
- Wiley Online Library. 2019. *Public service delivery in South Africa: The political influence at local government level*. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/pa.1935> [02 August 2019].
- WIRED. 2018. *The Power of Community Story Telling*. <https://www.wired.com/insights/2014/01/power-community-storytelling/> [23 October 2019].

- Wituk, S., Ealey, S., Clark, M.J., Heiny, P. and Meissen, G., 2005. Community development through community leadership programs: Insights from a statewide community leadership initiative. *Community Development*, 36(2), pp.89-101.
- World Bank. 2015. *Enabling Citizen-Driven Improvement of Public Services: Leveraging Technology to Strengthen Accountability in Nigerian Healthcare*. ICT4SA project. World Bank: Washington DC.
- World Bank Group, 2018. *Indicators of Citizen-Centric Public Service Delivery*. World Bank.
- World Economic Forum. 2012. *Future of Government—Fast and Curious. How Innovative Governments Can Create Public Value by Leading Citizen-Centric Change in the Face of Global Risks*. World Economic Forum.
- Wpmudev. 2011. *A Simple, Sure-fire Way to Create Great Content – The 5 W's & the H*. <https://premium.wpmudev.org/blog/a-simple-sure-fire-way-to-create-great-content-the-5-w-the-h/> [03 October 2019].
- Yesilada, F., & Direktör, E. (2010). Health care service quality: A comparison of public and private hospitals. *Afr. J. Bus. Manage.*, 4(6), 962-971.
- Yilmaz, K., 2013. Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European journal of education*, 48(2), pp.311-325
- Youth Volunteers for Development and Environment Conservation. 2005. *Community Capacity Enhancement Handbook*. [https://yovenco.org/uploads/editor/CCE\\_Handbook.pdf](https://yovenco.org/uploads/editor/CCE_Handbook.pdf) [17 September 2019].
- Zaidah. Z. 2003. *An Investigation into the effects of Discipline-Specific Knowledge, Proficiency and Genre on Reading Comprehension and Strategies of Malaysia ESP Students*. Unpublished Ph.D. Thesis. University of Reading.
- Zavare. M. A, Abdullah. M. Y, Hassan. S.T.S, Said. S. B, & Kamali. M. (2010). Patient Satisfaction: Evaluating Nursing Care for Patients Hospitalized with Cancer in Tehran Teaching Hospitals, Iran. *Global Journal of Health Science*, 2(1).
- 20/20 Business Insight Ltd. n.d. *The Importance of Training and Development in the Workplace*. <https://2020projectmanagement.com/resources/project-management-training-and-qualifications/the-importance-of-training-and-development-in-the-workplace>[24 July 2019].

## ANNEXURE 1: INTERVIEW SCHEDULE



### DEVELOPING A TRAINING MODEL FOR EMBEDDING CITIZEN-CENTRIC SERVICE DELIVERY IN THE WESTERN CAPE GOVERNMENT, SOUTH AFRICA

#### Interview Schedule

1. Surname: (optional) \_\_\_\_\_
2. Full Name: (optional) \_\_\_\_\_
3. Directorate: (optional) \_\_\_\_\_
4. Post Level: (optional) \_\_\_\_\_

#### Research Questions

What are the problems experienced in the current approach to training of public servants?

What could be done to address these problems?

#### Research Objectives

The primary objective of the study is to appraise the existing approaches for community capacity enhancement, service delivery and the governance of communities in the Western Cape with the view of either developing an alternative approach or potentially enhancing an existing approach to training provided for effective service delivery.

**Declaration**

The researcher promises to observe the highest possible ethical standards while conducting the research. The researcher will maintain the highest integrity while gathering the data and will only report information that is within the public and legal domain.

Strict confidentiality will be adhered to. The names and personal details of the participants will not be included in the written report.

The research participants have the right to withdraw their participation and data at any time.

---

**THEME 1: STRATEGIC DIRECTION**

**Question 1**

What do you understand by the term service delivery and explain why it is important to you as a public official?

---

---

---

**Question 2**

Explain how your department monitors and evaluates its service delivery standards.

---

---

---

**Question 3**

How would you define the term training and development and what is its relevance in the workplace?

---

**Question 4**

Do you agree or disagree that training and development is a key component to achieving effective and efficient service delivery in the public sector and why?

---

---

---



**Question 5**

Has attending the Community Capacity Enhancement programme increased your understanding of your department's service delivery requirements? If Yes or No, please explain. (If you have not attended, would you like to in the future?)

---

---

---

**Question 6**

In your opinion, are public officials adequately capacitated to meet their departments' service delivery demands effectively and efficiently? Please explain.

---

---

---

**Question 7**

Are you aware that your department has a budget allocated for training and development? If Yes or No, please justify. If you could choose any training to attend, what would it be and why?

---

---

---

**THEME 2: GOVERNMENTAL ACCOUNTABILITY**

**Question 1**

If you were able to choose between a top-down and a bottom-up approach to service delivery, what would you choose and why?

---

**Question 2**

To what extent do your senior managers regard the need for training and development and how accessible is it to you as an employee?

---

---

---

**Question 3**

Does the training section that needs to be completed in your performance review effectively measure the impact that training and development has on service delivery based on your performance?

---

---

---

**Question 4**

In your opinion, does a lack of understanding of government strategies such as the Provincial Strategic Plan negatively affect service delivery?

---

---

---

**Question 5**

Have you ever come up with an innovative idea for service delivery but been shut down due to your rank or senior managements' reluctance to approve your idea? Please justify.

---

---

---

**Question 6**

Would you agree or disagree that effective implementation of service delivery initiatives should be in consultation with communities and why?

---

---

---

### **THEME 3: FINANCIAL AND HUMAN RESOURCE MANAGEMENT**

#### **Question 1**

What is your opinion of the Community Capacity Enhancement programme and how can it be improved?

---

---

---

#### **Question 2**

If you were the senior manager of your department, how would you ensure that service delivery is integrated into departments' business strategies?

---

---

---

#### **Question 3**

What additional training models would you recommend be added to the Community Capacity Enhancement programme to ensure that its attendees are ready to face the community and, through the skills acquired, possibly enhance service delivery standards?

---

---

---

#### **Question 4**

How would you promote information about effective service delivery and its importance within your department?

---

---

---

---

**Question 5**

What initiative would you like your department to introduce to assist its employees to enhance their understanding of what is needed to improve the department's service delivery standards?

---

---

---

## ANNEXURE 2: SURVEY



### DEVELOPING A TRAINING MODEL FOR EMBEDDING CITIZEN-CENTRIC SERVICE DELIVERY IN THE WESTERN CAPE GOVERNMENT, SOUTH AFRICA

#### SURVEY

1. Surname: (optional) \_\_\_\_\_
2. Full Name: (optional) \_\_\_\_\_
3. Directorate: (optional) \_\_\_\_\_
4. Post Level: (optional) \_\_\_\_\_

#### **Research Questions**

What are the problems experienced in the current approach to training of public servants?

What could be done to address these problems?

#### **Research Objectives**

The primary objective of the study is to appraise the existing approaches for community capacity enhancement, service delivery and the governance of communities in the Western Cape with the view of either developing an alternative approach or potentially enhancing an existing approach to training provided for effective service delivery.

## **Declaration**

The researcher promises to observe the highest possible ethical standards while conducting the research. The researcher will maintain the highest integrity while gathering the data and will only report information that is within the public and legal domain.

Strict confidentiality will be adhered to. The names and personal details of the participants will not be included in the written report.

The research participants have the right to withdraw their participation and data at any time.

---

## **TRAINING AND DEVELOPMENT FOR EFFECTIVE SERVICE DELIVERY**

To what extent would you agree or disagree that the training and development programmes offered by your department are relevant to addressing its service delivery demands?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that training and development is prioritized to empower employees to improve service delivery?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that once employees attend training their competencies and ability to deliver better services are improved?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that the application of capacity interventions create understanding or impact employees approaches to service delivery.

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that development opportunities improves employees performance?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that if employees are effectively trained and development it would improve efficiency and service delivery?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that both financial and human hinders the provisions of the training and development of employees?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------

To what extent would you agree or disagree that your department does not offer equal opportunities for training among all levels of employment thus preventing a transversal understanding of the departments service delivery demands?

<b>Strongly disagree = 1</b>	<b>Disagree =2</b>	<b>Neutral =3</b>	<b>Agree =4</b>	<b>Strongly agree =5</b>
------------------------------	--------------------	-------------------	-----------------	--------------------------



## ANNEXURE 3: APPROVAL TO CONDUCT RESEARCH

### PERMISSION TO CONDUCT RESEARCH

<b>APPLICATION FOR AUTHORISATION IN RESEARCH: DOCTORATE IN PUBLIC ADMINISTRATION: CAPE PENINSULA UNIVERSITY OF TECHNOLOGY 2019</b>
--

Dear Mr Denver Moses

My name is Yasien Ryklief, and I am a Public Management student at the Cape Peninsula University of Technology, as well as an employee of the Department of the Premier.

A requirement for the completion of my studies is that I write a dissertation on a particular topic related to the field of public management.

I have identified community capacity and service delivery as an area that I would like to research. The research I wish to conduct for my Doctorate dissertation is related to the **Community Capacity Enhancement programme of the Department of the Premier.**

#### Research Topic

**DEVELOPING A TRAINING MODEL FOR EMBEDDING CITIZEN- CENTRIC SERVICE DELIVERY IN THE WESTERN CAPE GOVERNMENT, SOUTH AFRICA**

#### Research Objective

The main objective of the study is to appraise the existing approaches for community capacity enhancement, service delivery and the governance of communities in the Western Cape with the view of either developing an alternative approach or potentially enhance an existing approach to training provided for effective service delivery.

The research study will be conducted under the supervision of Dr Stanford Cronje: HOD: Department of Public Management, Cape Peninsula University of Technology.

Before I can commence with the study it is required that I obtain the relevant ethical clearance and therefore request that you sign this letter indicating that you have given me the relevant permission to do so.

The findings of my dissertation are purely for academic purposes.

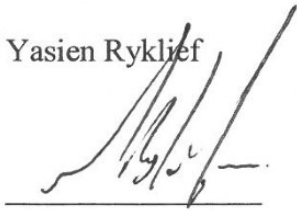
The dissertation will also be available to your unit upon completion and the findings could be used for improvements if applicable.

Should you require any further information, please do not hesitate to contact me on 072 464 2550 or [yasien.ryklief@westerncape.gov.za](mailto:yasien.ryklief@westerncape.gov.za).

Thank you for taking the time to read this letter and considering this matter.

Kind Regards

Yasien Ryklief



23 July 2019

I Denver Moses hereby acknowledge the above and give Yasien Ryklief permission to conduct the above research.

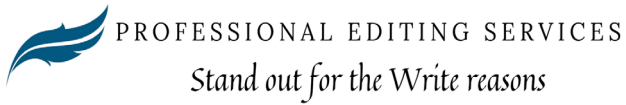
APPROVED	NOT APPROVED
----------	--------------



Mr Denver Moses

Date: 23 July 2019

## ANNEXURE 4: PROOF OF EDITING



**Gerald T du Preez** PhD  
22 Clivia Avenue  
Brantwood, Kuils River, 7580  
+27 (21) 903-3145 | +27 (83) 325 1842  
gerald9@gmail.com

### Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to  
**Mogamat Yasien Ryklief**  
for a dissertation for Doctor of Public Administration entitled

**A framework for embedding citizen-centric service delivery in a selected department in the Western  
Cape government**

**with final word count of 63 636 (excluding Certificate of Editing and Turnitin Report) on 27 October  
2021**

*I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice  
(among others):*

- *I have completed the work independently and did not sub-contract it out*
- *I kept to the agreed deadlines and/or communicated changes within reasonable time frames*
- *I treated all work as confidential and maintained objectivity in editing*
- *I did not accept work that could be considered unlawful, dishonest or contrary to public interest*

*I uphold the following editing standards:*

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, formatting (headings, page numbers, table of contents, etc.), eliminating unnecessary repetition*
- *checking citation style is correct, punctuating as needed and flagging missing or incorrect references*
- *commenting on suspected plagiarism and missing sources*
- *returning the document with track changes for the author to accept*

**I confirm that I have met the above standards of editing and professional ethical practice. The  
content of the work edited remains that of the student.**

**Gerald T du Preez, PhD**