CORE PRINCIPLES

- Being curious
- Seeking truth
- Leveraging interconnectedness
- Awakening the senses
- Taking responsibility for crafting just and dynamic societies
- Embracing holism and living harmoniously
- Appreciating the shadow
- Mastering balance with integrity

DREAM
Influence the co-creation of sustainable societies

PURPOSE
Growing agile, aligned and engaged leaders

PROMISE
Co-creating realities

STRATEGIC INTENT
To strengthen the growth of agile, aligned and engaged leaders, who co-create innovative ecosystems and sustainable transformational societies
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FOREWORD: VICE PRINCIPAL RESEARCH AND STRATEGIC ENGAGEMENTS
The Da Vinci Institute, being part of the higher education sector, is fully cognisant of the stipulated targets in the National Development Plan with regard to the number of postgraduate students. Thus, the Institute focuses on increasing both the number and quality of Master’s and Doctoral graduates. While the national and international call is for Higher Education Institutions (HEIs) to re-imagine their roles and strive to ensure that sustainability permeates every aspect of their academic endeavour, the Da Vinci Institute has embraced this role and responsibility many years ago.

Research and development of research skills is embedded not only in our postgraduate curriculum, but also in our undergraduate programmes, since Work Based Learning is integral to the undergraduate programme. The Da Vinci Institute fully subscribes to the view that research should respond to major social, economic and environmental challenges, thereby influencing and impacting on the transformation of society at large.

The Institute’s research strategy is informed by addressing the complex challenges of real world problems, embedding transdisciplinarity, ensuring social accountability is always considered and promoting and managing quality in innovative and meaningful ways.

In 2019, the Institute undertook a strategic review of its research policies and procedures. The focus was on providing greater support for students and supervisors. A decision was also taken to cap our new enrolments to 20 Master’s and 15 Doctoral students per year.

This (2019) research report provides evidence of the contribution that the Da Vinci Institute’s research is making to our individual and collective futures, and of the multiple ways in which our students are succeeding in addressing the dual objectives of academic excellence and societal relevance.

In this report, we celebrate with students’ who persevered through their research journey at the Da Vinci Institute and briefly outline the contributions of the Doctorates completed during 2019. These students expressed their freedom to enquire, challenge the status quo and reimagine real world challenges to arrive at professional solutions. In a nutshell, the theses focused broadly on leadership development, and project complexity.

The highlight of the year was the Triple Helix International Conference in which The Institute participated as a partner. Staff and alumni of The Institute were highly represented, and the Institute was also awarded a special presentation track.

On the publications front the policy was revised to incentivise staff and alumni to publish more papers, which resulted in senior academics, as well as alumni publishing several papers in accredited journals.

The primary focus in 2020 will be on ensuring that through relevant support, the throughput is improved, research output (conference papers and publications in magazines and journals) is increased, and The Institute is positioned on the global business schools map.

Professor Krishna Govender
Vice-Principal: Research and Strategic Engagements
MESSAGE ON BEHALF OF SUPERVISORS: DR ANDRIES VAN DER LINDE

— Speech delivered at the President’s Dinner
As I reflected on this presentation, I became somewhat emotional when considering the depth of what is being achieved by our students at this unique institution and the difference they make from a professional perspective.

There is very little that is new under the sun.

In the past we invented and discovered. Now we are in an era where we search for a deeper understanding while expanding our knowledge base to improve what we have for transdisciplinary application benefiting all.

What an exciting journey for our students, knowing that they will make a real difference, and what a privilege to be part of that journey.

However, it is not easy. It takes hard work and dedication. A marathon in academic excellence.

Just to understand and formulate the problem, to be resolved, is a task on its own and it can happen that full clarity is only achieved after the bulk of the work has been completed.

This is not fundamental research, which typically is one dimensional, we deal with complex issues. That is all part and parcel of the challenge of the developmental process we as student/supervisor teams relish. The nature of Mode 2 research is such that it enriches, grows and develops our students on a professional level, resulting in an ultimate result, which not only benefits the employer but society, the country and at times the world as a whole.

A further curve ball is the transdisciplinary aspect, where we interrogate and tease out literature, data and results, at times frustrating each other, for wider application. To just look for that round peg which fits perfectly in one hole is not good enough, we invent the flexible peg.

Why - because the recommendations emanating from the conclusions, arrived at needs to be relevant for that wider transdisciplinary level. How relevant?

This relevance makes all the difference in terms of application in our industry, our country and even the potential to take it abroad. There should not be a limit.

I look forward to the oral exams where all is packed out in abbreviated form. In this compact version of the thesis one can easily follow the golden thread throughout and to me the highlight is the potential in terms of society, the industry and the country in the context of the economic impact. I find that students, until this point, underestimate what they have achieved and how significant the impact could become. I have still to sit in on an oral exam without that wow factor.

You, our students make a difference!

I congratulate you and stand proud to be counted among your supervisors and to be a Da Vinci staff member, as I reflect on each of those wonderful and enriching journeys.

I thank you for making me part of it.

Dr Andries van de Linde
Supervisor
3 | GRADUATION MESSAGE: NDUMISO HADEBE
It is a great privilege and honour for me to have been invited once more by this illustrious institution of inquiry – The Da Vinci Institute. It is for the second time that I have the opportunity to address a distinguished graduating class at the Da Vinci Institute. The first time, believe it or not, was 10 years ago in my matric year in 2009.

I certainly had more hair then, than I do right now. I was the President of my High School, President of the Sedibeng District and the President of the Gauteng Learner Representative Council. That year, I entered a public speaking competition which was called the Anglo-American Young Communicators Awards. The speech I had prepared that led me to the National Finals was titled “Childlike Faith”.

Crying from the disappointment of not winning, one of the judges walked towards me and said; “Don’t let this keep you down, keep your head up and be proud of your efforts.” It’s true what they say about not forgetting how people make you feel. That judge, was Professor Ben Anderson.

I was fascinated at the time and I continue to be, by the level of enthusiasm a child exerts when it comes to almost anything in life. I would often ask myself the question, what is it about a child that they can cry from disappointment in one minute and try again with the same level of enthusiasm, if not more, in the next?

In my case, in the formative years of my primary schooling, I had this tremendous aspiration to be Superman one day. Don’t ask me why I even thought that something like that was even possible, but please do indulge me. Every day, when I came back home from school, I would rush to one of my drawers in the hope that in them I would find a Superman suit that would grant me the powers to be able to save people in danger and feed the poor. Sounds a bit like the beginning of a new superhero story from Marvel doesn’t it?

Yet, somehow, as we get older, as we face rejection, failure and disappointment, that spirit and the kind of faith that we all had as children tends to fade away and we become realistic.

Perhaps events in life such as losing a loved one, or being rejected by people or institutions that you sought approval from or experiencing betrayal from friends or family (the people closest to us) hardens our hearts?

I do, however, think that albeit I interpreted this phenomenon as “Childlike faith”, could it be that as people, we all need a set of core beliefs, values or guiding questions to give meaning and purpose to our pursuits and conduct in this life?

In an effort to come to a satisfactory conclusion, I decided that pursuing Economics as a discipline would enhance my understanding of these inquiries. When I was first exposed to Economics in my undergrad, I was bedazzled by it, I loved its clarity and rigour and I especially loved the idea that big questions of social and economic life could be answered, or so it seemed, without messy, seemingly subjective sentiments about value or values. It beckoned to me, as a value-neutral science about human behavior and social choice.

In a body of work called; ‘The economic approach to human behavior’, Nobel prize winning Economist Gary Becker wrote: “It’s a mistake to think that economics is about the allocation of goods, the economic approach to human life can be applied anywhere, he argues. Regardless of what goods are at stake, it explains life and death decisions, as well as the choice of a brand of coffee. It applies to choosing a mate and also to buying a can of paint. According to the economic approach, he writes. A person decides to marry when the utility expected from marriage exceeds that expected from remaining single or from incurring the cost of carrying on searching for a more suitable mate. Similarly, a married person terminates his or her marriage when the utility anticipated from becoming single or marrying someone else exceeds the loss in utility from separation. Since many persons are looking for mates, a market in marriages can be said to exist.”

Albeit this interpretation of the economic approach to human behaviour may make sense to some of us, I still find the underlying values underpinning this interpretation to be somewhat misleading and yet incredibly influential.
It suggests that there is economic value to everything that has meaning in human life. A form of utilitarian – the idea that anything can be bought and sold. And perhaps could be the conceptual influence of the role of money in politics and governance. Questions that our young democracy and advanced democracies around the world are faced with today.

**Story:**
“A business man that studied at one of the University’s in London relayed an incident during his years as a student. Whereby the college he studied from did not permit visits by males in all female residences.

The argument that was raised by the residence committee was utilitarian in nature. The reason for not permitting male overnight visitors was that it would increase the expenses incurred for water and electricity and the frequency with which the beds are replaced at the female residence, thus increasing the total cost of tuition.

The counter argument was that the overnight male visitors would be willing to cover the cost of the overnight stay. The following day, the Mail & Guardian had a headline “College girls two pence a night.”

I hope you see the point that I am driving. That albeit I would have loved to believe so, economics is not a value-neutral science and depending on the perspective that one approaches matters with, there are values that underpin it, whether we like it or not.

For example, with a show of hands, how many people present in this auditorium would use money to encourage a 7-year-old to focus more on their books? How many wouldn’t?

In no way shape or form am I saying money is a bad thing – no not at all, in fact, it is a very important tool to drive productivity and build prosperous nations. My point of inquiry is rather, do we all need a set of core beliefs, values or guiding questions to give meaning and purpose to our pursuits and conduct in this life?

Perhaps my journey has led me to ask more questions instead of finding answers. And perhaps, as you graduate today, it may be the same for you or not. Either way, I hope that you have been enriched by the process and that this country and world may benefit from your personal development and growth.

Congratulations to all of you today and I wish you all of the best with all of your future endeavours!”

Ndumiso Hadebe  
Economist
6 | RESEARCH AND POSTGRADUATE OFFICE
INSTITUTIONAL RESEARCH OUTPUT:

NQF LEVEL 10
ALABBADI, Sameer Odeh Hilal

Thesis: Alternative Dispute Resolution: An Islamic Approach to Justice, Arbitration and Reconciliation

Abstract: Although we are living in a context where corruption, injustice, unemployment and poverty prevail, voices calling for reform are not only ignored but actively resisted. Some revivalist Islamisation movements have recently emerged in certain Muslim countries as a traditional response to overcome this undesirable context. The researcher is a disciple and follower of the Prophet (pbuh) whose own era, like our own, was characterised by conflict and contradiction, and where reform came about through integral societal transformation via the new belief. The researcher therefore embarked on a journey of inquiry into an alternative dispute resolution perspective, founded on an Islamic approach to justice.

The theme of this research necessitated new lenses into a multicultural conflicting world. Muslims regard the act of making peace and good relations between people, and reconciling differences, as superior to voluntary fasting, prayer and charity. Therefore, the researcher incorporated community, culture and spirituality in conflict resolution in an integral, holistic fashion through the Eastern Path of Renewal, that is the “world” of culture and spirituality.

The researcher discussed and critiqued the current assumptions, attitudes and experiences that militate against the development and adoption of a quick, low-cost alternative dispute resolution (ADR) approach, with the aim of adopting a liberating approach. The model calls for lifelong education by delivering capacity building and real-life problem solving through different types of conflict-solving methods. For this purpose, an Integral Conflict Resolution Centre (ICRC) would be established. The conflict resolution methodology that was developed is named Tadafu’ and reflects the story of the researcher, the Abbadi family, the Jordanian community and the researcher’s workplace.

This PhD programme adds rich quantitative and qualitative values to the researcher’s transformation and, subsequently, to the research community. Through this study, the researcher managed to reclaim his heritage by reconnecting with nature, culture, norms and customs that give unique identity for sustainable personal transformation.

Supervisor: Prof A Schieffer
Co-supervisor: Prof R Lessem
LOUW, Pieter Johannes  
*Thesis: A Scorecard for Assessing Project Complexity*

Abstract: Traditional project delivery methodologies use available global guidelines for project management. Research has identified elements of uncertainty which cause project failure. This research did not focus on project failure but critically reviewed the literature and research findings, resulting in the development of a scorecard for project managers to assess the level of knowledge required to manage uncertainty.

The literature review identified a gap between traditional and complex projects which could only be closed through effective project management. Hence, the research into complex project management and the links to systems thinking provided insights into projects as complex adaptive systems that evolve and are influenced by internal and external changes.

Data was collected through a survey and an in-depth literature review, and assessments were done of current methods and frameworks that project managers and project organisations use. From this, the researcher was able to propose a framework to manage complexity and uncertainty. A grounded theory research methodology was used in this study.

The research indicated that uncertainty added complexity, and concluded that the project manager, project team, performing organisation and other project stakeholders, were required to increase efforts to find elements of uncertainty before the project kick-off, and maintain the effort throughout the project. This differs from traditional project management, where the project started at kick-off and the level of effort gradually increased over time.

The data confirmed that traditional project managers required complex project management knowledge to manage complex projects. This reinforced the proposition that traditional project managers lacked the knowledge to manage such projects.

The scorecard developed assumes a level of traditional project proficiency by those who use it to measure and evaluate the knowledge required to manage a complex project, and to supplement deficient knowledge. The scorecard adds to traditional project management practices by assessing the knowledge needed to manage increasing, and different, stakeholder requirements.

Further, the scorecard will require project stakeholders to adapt and integrate complex project management as part of business processes, and use project management tools to assess project complexity to understand how the dynamic systems interact as part of systems thinking. Performing organisations and stakeholders can use the scorecard to select the project manager, by evaluating the ability of the project manager beforehand. The scorecard will also help project managers to select project team members.

*Supervisor: Dr A Maneschijn*  
*Co-supervisor: Dr PMD Rwelamila*
MARTENS, Justin Grant

Thesis: A Leadership Development Framework for STEMS in South Africa: A Case Study

Abstract: The purpose of this research was to create a framework to develop leadership in the Science, Technology, Engineering and Mathematical (STEM) field in South Africa. The research aims to critically analyse why leadership or followership is not considered as an important element of training, and to determine what can be done to awaken this realisation and acceptance of these constructs in the world of STEM. This study explored the barriers that either pre-existed or were created through STEM training on the soft skills required when dealing with people.

The study was conducted at Van Reenen Steel (Pty) Ltd. (VRS) which is an earth-moving equipment producer whose STEM team has been experiencing leadership challenges. Risk to the company is high if one considers corporate (institutional) memory erosion when innovative designers leave due to poor or lack of leadership.

The researcher embraced a constructivist perspective and approach to the research, with grounded theory as the chosen methodology. This was driven by the intent to gain deeper insight into the workings of the strained STEM mind within VRS and in the South African context. Grounded theory was found to be suitable in investigating the research problem owing to its strength in systemic integration of qualitative data, and the distinguishing characteristic of weaving the participants’ voices in the emergent chronicles.

Qualitative data was gathered through 13 semi-structured, in-depth interviews conducted by the researcher. Six themes emerged: Leader, Follower, STEM, Other, Trust and RSA (Distrust), which were paired as opposites to generate deeper meaning. This was used to develop a framework for leadership and followership knowledge.

It was concluded that by creating an understanding and trusting managerial base for STEMs, we can stimulate leadership development among technical people in the South African engineering industry. This base must be both sensitive and acutely aware of their differences, requirements and the unique role STEMs play in the industry.

Supervisor: Dr R Viljoen
Co-supervisor: Dr I Rheeder
The study followed an Interpretivism philosophy, where the multi-method qualitative research approach was employed to identify factors essential for developing a cloud computing policy framework in South Africa. The thematic analysis technique was employed to analyse the data collected, using the constructs of the underpinning theoretical frameworks as priority themes. The study relied on three underpinning theoretical frameworks: Kingdon’s Multiple Streams Framework, the Policy Network Analysis (as the lens from a policy development perspective) and the Technology-Organization-Environment Framework (TOE) (as the lens for the information systems perspective).

A key finding of the research was the need for government intervention, in collaboration with academia and the private sector, to promote the adoption of cloud computing by developing policies that will encourage competitiveness in the cloud market. There is also a need for government intervention to protect consumers and the cloud market against challenges related to data security and privacy issues, cybercrime, intellectual property rights, digital monopoly issues (eg vendor lock-in and interoperability challenges), access to affordable, quality ICT infrastructure, and cross-border data transfer issues.

The main contribution of this study is the design and development of a framework that captures how an innovative cloud computing policy framework can be developed. The conceptual framework that the researcher proposes provides a high-level plan and mechanisms that can help shape the establishment of such policy. The framework proposes six perspectives as key drivers for policy development. This would involve combining cloud public confidence, competitiveness, environmental factors, the impact of current policies, with the adoption and use of cloud computing and policy formulation process.

*Supervisor: Prof N Ruxwana*
YOUNG, Karmatchee


Abstract: The specific problem that this research addresses is the inefficient management of research, development and demonstration (RD&D) projects at Eskom and the need to involve both internal external and stakeholders so as to improve the RD&D project sourcing and the project management process.

The research was initiated against the background of complex energy challenges that global energy utilities face. The challenges were narrowed down to the complex operational and technology-related challenges facing Eskom, South Africa’s power utility. It was ascertained that these complex challenges require effective project management to involve both internal and external stakeholders instead of relying on internal expertise only.

The research focus was further narrowed to identify the inefficiencies in project management of research, development and demonstration (RD&D) projects at Eskom. Action research design and methodology was chosen for this research because the cyclic framework of the methodology stimulated a change in the operating model of Eskom’s R&D department by addressing technology-related problems or challenges, while stimulating continuous learning. The ontology of constructivism was adopted to create knowledge through stakeholder engagement by adopting “outside-in” open innovation (OI) practice to allow for solicitation of external solutions to internal challenges. The paradigm for this study, using action research design and methodology, is a qualitative inductive interpretive stance. The inductive process of theory building, which is central to interpretative research, was adopted to develop a new theory for RD&D project management.

The objectives of this study were to:
• Develop a framework to enable effective solicitation of external proposals as ideas or solutions for effective RD&D projects.
• Propose a project life cycle model (PLCM) for RD&D project management to contribute to a more robust internal organisational process.

The study also attempted to enable Eskom to perform as a world-class facility by embracing new methods, processes and innovations to improve operations, to benefit the company, the customer and the local ecosystem.

Supervisor: Dr A van der Linde
Co-supervisor: Dr T Kastrall
8 | STUDENT MESSAGE
DOCTORAL GRADUATE: DR PIETER LOUW
– delivered at President’s Dinner
I grew up and went to school in the Western Transvaal in the ‘shadow of the headgear’, because the town was a mining town and surrounded by steel and concrete headgears. I studied electrical engineering and started work on the mines, and part of the work included project work. Projects required me to work in and with multi-disciplinary teams and at times lead these teams. I eventually gravitated to project work more than just engineering and realised that to be a good project manager, I needed to know more of the other disciplines in the team, hence, I opted for a MSc in mineral economics.

The lecturers were experienced academics each with hands-on field and organisational experience after university that later returned to the university to lecture. However, because of the institution and the environment they worked in, they developed into academics, that focussed on solving problems in their field. Their interaction with outside organisations was through the students from these organisations that they taught. In this environment my research was directed to use new knowledge gained from lectures and to solve a problem. This was considered acceptable if I used the prescribed methodology, reviewed the academic literature and socialised information by consulting with academics. If I did not consult with academics to validate my research, it would not be considered to be valid research.

This was my experience of a Mode 1 institution, and postgraduate research that was scientifically focused and quality controlled as defined by the scientific community. The dissemination of newly generated knowledge and its applicability were mostly ignored.

After 1994, mining projects outside South Africa in Africa and the rest of the world were very attractive for the mining corporates and I transferred from the mines to Head office in Johannesburg. There, I managed mining projects in Africa that later included projects in several other countries and on different continents. This was project management experience in an owner organisation.

In 2008, I was enticed to join an EPCM (engineering, procurement and construction management) project company as the project delivery officer. Weird title but an executive position non the less. In the EPCM company I was building my contractor project experience and exposed to the impact that well executed and badly executed projects had on the organisation. I wondered why one project was good and why the next one was bad and whether there was something that could be done about it. I identified that what impacted project execution was the level of uncertainty that a project manager and project team had to deal with. This uncertainty created complexity and to manage project complexity required different knowledge than that taught by most project management institutions. With this, I identified a gap between traditional project management and complex project management. At the same time, ESKOM started building new power stations and they presented a three-day project management colloquium in Midrand. Da Vinci had a display outside one of the venues and here I was told that Da Vinci was a Mode 2 institution.

I had no idea what Mode 2 meant, hence, I read the prospectus and realised that Da Vinci and the Mode 2 style could work to produce knowledge from research by interacting with organisations and practitioners. I could with this, close my knowledge gap, and at the same time give back by sharing the knowledge. Mode 2 was corroborative and interactive and transdisciplinary in the way it socialised the use of knowledge. This was different to Mode 1, which was academic based and controlled.

The Mode 2 environment allowed me to collect information that evolved over time and I developed this into knowledge through literature research, the interactions and collaborations with people in organisations, institutions and academia. Da Vinci ensured that I maintained quality of research through supervisor reviews to validate and apply rigor. It allowed me to work with organisations, academics, and practitioners while doing research in a work environment.

Mode 2 demands discipline to stay on track, and it allowed me to develop knowledge and produce an outcome that should close the gap and added new knowledge to the project management body of knowledge.

Summary
Mode 2 compared to Mode 1 is a different style to produce knowledge. Mode 2 is interactive and relates to application, it develops knowledge for application, and it assumes joint knowledge production with academic research and knowledge produced with practitioners. It is corroborative, integrative and transdisciplinary within the social environment.

Mode 1 is academic discipline based and controlled.
My view is that Mode 2 has moved beyond the Mode 1 way of producing and sharing knowledge.

However, Mode 2 research needs quality control during the research and this is in the hands of both the institution and the student overseeing the research and the student. Da Vinci is good in appointing supervisors and to oversee this process to ensure that the quality of new knowledge produced would withstand scrutiny when judged.

Dr Pieter Louw
Doctoral Graduate
INSTITUTIONAL RESEARCH OUTPUT:

NQF LEVEL 9
FUNKEA, Victor Mdumiseni
Dissertation: A Case for Implementing Project Management Principles in the Maintenance Division at Eskom
Supervisor: Mr A Mamanyuha

MANAGA, Vhulahani Margaret
Dissertation: Asset Infrastructure Management at the Eskom Limpopo Operating Unit
Supervisor: Dr A Maneschijn

HOADLEY, Nadia
Supervisor: Dr S Shipham
Co-supervisor: Ms N Tager

TLADI, Valentine Ma Eseu
Dissertation: Digital Banking Services for Future High Networth Individuals.
Supervisor: Dr S Shipham
Co-supervisor: Mr C Nicholas

NOLAN, Carl William
Supervisor: Dr R Dagada

CHETTY, Dhayalan
Supervisor: Prof A Botha

JACOBS, Jamie
Dissertation: Exploring School Leavers and Employers Views on Youth Unemployment
Supervisor: Mr A Vermaak

MADDEN, Meryl Elsie
Dissertation: Measuring the Effectiveness of Microlearning: A South African Retail Bank Study
Supervisor: Dr C Stoltz-Urban

MAYES, Cindy-Lee
Dissertation: Exploring the Usefulness of Uplift Modelling in Direct Marketing
Supervisor: Dr A van der Linde

MORGAN, Patrick
Supervisor: Mr A Vermaak

SEKOBOTO, Malefane Stephen
Dissertation: Efficiencies from Smart Assets Management in the Electrical Distribution Industry
Supervisor: Dr I Poolo

SHA, Muhammed Fazlur Rahman Ebrahim
Dissertation: Exploring the Value of a Project Management Office in an Organisation
Supervisor: Prof M Herselman

VAN DER WALT, Cornelis
Supervisor: Mr G Tosen
10 INSTITUTIONAL RESEARCH OUTPUT:

NQF LEVEL 7
HAFFEJEE, Suleilah
Project Title: Evaluating the Implementation of Employee Self Service (Ess) Via a Mobile Device: A South African Case Study

LONDON, Cheryl
Project Title: Increasing Innovativeness of Employees: A Da Vinci Case Study

SMITH, Lisma
Project Title: Automation of Human Resources Payroll Systems within a Digital Bank

VILLET-SMIT, Maryke
Project Title: Implementation of Uphongolo Municipality’s Biometric Time and Attendance System: A Change Management Study

AMOD, Ebrahim
Project Title: The Importance of Training in a Bank

BENADÉ, Niel Andries
Project Title: The Importance of Client Feedback on Service Excellence: A First National Bank Study

BRIDGLALI, Nischal
Project Title: The Impact of Staff Engagement on High Performance Teams: A First National Bank Durban Study

BROWN, Martha Susan
Project Title: Reviewing the Paid-Up Process with Specific Reference to Auto Extensions: A First National Bank Home Loans Study

CHETTY, Michele
Project Title: The Impact of Extended Working Hours and Sunday Trading on Branch Banking

CORREIA, Angelique Barbara
Project Title: Identifying Causes of Revenue Leakage to Improve Mitigation Strategies: An First National Bank Case Study

CUPIDO, Kim
Project Title: The Relationships Between Service Quality and Customer Attraction, Retention and Loyalty: A First National Bank Study

DAMONS, Barenise Sylvia
Project Title: Examining Non-Adherence to Processes by Staff In Order to Reach Targets: A First National Bank Study

DEYSEL, Weynand
Project Title: The Impact of Sustainable Solutions on Property Values

ERENS, Romala Heidi
Project Title: The Impact of Incentives on Home Loans Collections at First National Bank

FICK, Wayne Michael
Project Title: Developing a Toolkit to Improve Leadership Development: A First National Bank Study

FIHLA, Sihle
Project Title: The Impact of Lack of Recognition on Productivity in First National Bank’s Housing Finance Division

FRIEDRICHS, Simon Jason
Project Title: The Alignment of Employees to the Engagement Pillar Objectives: A First National Bank EB Strategy Case

FUNDE, Mzoxolo Thuso
Project Title: The Impact of Combined Assurance versus Continuous Assurance on Risk: A First National Bank Case Study

GALLIE, Ma-Adinia
Project Title: The Effects of Organisational Change Management on Business Performance during Critical Transition Periods

GARDNER, David Marcus
Project Title: Reviewing Communication in The First National Bank’s Credit Card Delivery Process

GOPAL, Nagine Chhagan
Project Title: Successful Implementation of Agile In Banking: A First National Bank Case

GOVENDER, Shamantha
Project Title: Actioning the Fulfilment Process Timeously: Impact on Business Banking Desk Call Rates

GOVENDER, Sashen
Project Title: Actioning the Fulfilment Process Timeously: Impact on Business Banking Desk Call Rates

GOVENDER, Kribashnee
Project Title: The Future of Global Payments using Blockchain and/or distributed ledger technology: A FirstRand Case Study

HARGOON, Shamila
Project Title: Input Verification System Efficiencies and Impact on Service Delivery: A First National Bank Case Study

HODOGE, Kim
Project Title: The Link between Innovation, Organizational Sustainability and Customer Centricity: A First National Bank Study

HUGO, Nicole Marion
Project Title: Improving the Quality Assurance Framework: A First National Bank Credit Card Division Study
JACKSON, Donald Haymish
CUM LAUDE
Project Title: The Impact of Innovation and Technology on Job Security: A First National Bank Study

JANSEN, Anver Leroy
Project Title: The Transition from Manual to Automated Processes within ATM Cash Management

KHANYILE, Nokuthula Collet
Project Title: Aligning Employees to the Business Strategy: A First National Bank Operations Case

KUMALO, Piet Thabo
Project Title: The Impact of Incentives on Administration Staff in the Collections Department at First National Bank

KRAPPIE, Thenjiwe Theodora
Project Title: The Impact of Staff Retention on Modern Banking: A First National Bank Study

LAAS, Martha Sophia
Project Title: E-Banking: Improving Migration from Traditional to Digital Channels

LAUBSCHER, Shaun
Project Title: Substance Abuse in the Workplace

LESIBA, Charles Douglas
Project Title: A Case Study of First National Bank Junior Call Agents

LETSWELA, Dieketseng
Project Title: The Impact of Absenteeism on Productivity at First National Bank's Housing Finance Division

MADISHA, Refiwe
Project Title: Comparing Sales Channels to Optimise Client Relationships: A First National Bank Housing Finance Study

MAISE, Marcia Mthokozisi
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THE 2019 ANNUAL DA VINCI COUNCIL AWARDS
THE 2019 ANNUAL DA VINCI COUNCIL AWARDS

These awards are conferred on graduates who, over and above their scholarly contributions, have displayed exceptional business leadership characteristics. These awards are awarded annually.

THE DA VINCI PRESIDENT AWARD
The Da Vinci President Award recognises students who, through excellence in applied research, contribute to an alternative understanding of what constitutes The Institute’s offerings related to Managerial Leadership in Technology, Innovation, People and Systemic Thinking. The student(s) should, through research activities, demonstrate an unquestionable contribution(s) towards the creation of new knowledge and application as related to the Management of Technology, the Management of Innovation, the Management of People and the Management of Systems within a specific organisational context.

Recipient: Dr Philipp Maximilian Abou El Eisch-Boes

THE BENJAMIN ANDERSON AWARD
This award is aimed at recognising outstanding performance in respect of the BCom (Business Management) qualification. A central feature of this qualification is the applied research component which focuses on allowing the student to address a burning issue(s) or challenges identified in the workplace or community – an approach unique to The Institute. Within this context, research should have a purpose and positive impact on the community or organisation. The award will be presented to a student who has passed the programme cum laude and who has achieved a minimum of 75% in their Work-based challenge or research modules.

Recipient: Ms Liza Rautenbach-Wilson

THE NATALIE DU TOIT AWARD
This award recognises individuals who display persistence, cheerfulness, a sense of adventure, tenacity, courage and helpfulness to others and who have either ably balanced their academic studies with extramural activities, or have balanced their achievements with real life challenges and opportunities in such a way as to benefit society at large.

Recipient: Ms Melanie Scheepers

THE DA VINCI LAUREATE AWARD: SOCIAL ARCHITECTURE
A Da Vinci Laureate is expected to provide insights into complex systems and to make contributions to society at large. They are also recognised for honourable service to their country through applied engagements. Laureates distinguish themselves by engaging in specific domains within society and thereby contribute to the re-configuration of the social system at large.

Recipient: Mr Samuel Benjamin Arend Isaacs
12 | PUBLICATIONS AND CONFERENCES
Published Articles


Conferences and Colloquiums


16. Tom M. 2019 “Exploring the perceptions and experiences of Social Entrepreneurs and Bureaucrats utilising the Triple Helix framework in the provision of School Nutritional Services within the South African Context.” Triple Helix Conference

The following members of the Da Vinci community were amongst the International academics selected to be part of the Triple Helix International Scientific Committee to review abstracts for the Triple Helix International Conference:

- Prof. Bennie Anderson
- Heather Goode
- Henra Mayer
- Prof. Krishna Govender
- Dr Mario Landman
- Marla Koonin
- Rene Pellisier
13 RESEARCH DEVELOPMENT
## SUPERVISOR AND LECTURER WORKSHOPS – 2019

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<td>16 August</td>
<td>Finally making sense of data collection and analysis</td>
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## PUBLIC LECTURE – 2019

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<th>Knowledge production in the 21st Century - Beyond Mode 2</th>
<th>Dr Mario Landman</th>
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In 1994, a team of researchers lead by Micheal Gibbons published The New Production of Knowledge – a manifesto on a revolutionary and evolutionary approach to knowledge generation and dissemination during the third industrial revolution. This approach was simply called Mode 2. It has now been 25 years since the publication of this seminal work and it might be time to ask whether the Mode 2 approach can still address the needs of contemporary society. The aim of this lecture is to open a discussion on the relevance of Mode 2 in 2019 and beyond.
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<td>&quot;The understanding of Business Models as a framework for implementation of business strategies - Lessons from Gauteng Provincial Department.&quot;</td>
<td>Mr Molefe-Isaac Fani, Chief Director at National Treasury of South Africa</td>
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<td>March</td>
<td>&quot;Towards an Integrated Framework to Alleviate Poverty, Reduce Economic Dependence and Address the Unmet Needs in The South African Base Of The Pyramid Market (BoP).&quot;</td>
<td>Mr Goona Sagaren Udayan, Managing Partner and Director at Baud Capital and Advisory Leadership Team</td>
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<td>April</td>
<td>&quot;The influence of reputation management in creating a sustainable competitive advantage for small medium enterprises operating in the tourism industry in Gauteng, South Africa.&quot;</td>
<td>Mr Phumi Dhlomo, Chief Marketing Officer at Road Accident Fund</td>
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<td>&quot;An Integrated Business Analytics Model to Enhance Capital Projects Overall Performance&quot;</td>
<td>Mr Danie Du Plooy, Senior Consultant: Project Management at the National Project Management Office (NPMO) of Eskom</td>
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<td>June</td>
<td>&quot;Meta-insights into capacitation of nurse leaders to operationalise care in a private healthcare setting in South Africa.&quot;</td>
<td>Ms Shannon Nell, Director of Nursing and Nursing Education</td>
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<td>July</td>
<td>&quot;Monitoring and Evaluation as a Governance Tool to Enhance Accountability and Service Delivery.&quot;</td>
<td>Mr Jacob Moasa, Senior Manager: Risk, Monitoring and Evaluation at Mining Qualifications Authority (MQA)</td>
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<td>August</td>
<td>&quot;Private Higher Educational Programmes and the Fourth Industrial Revolution: The Development of an Institutional Integration Framework.&quot;</td>
<td>Mr Raymond Toga, Programme Coordinator: Undergraduate Studies at The Da Vinci Institute</td>
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<td>October</td>
<td>&quot;Imperatives for Advancing Freight Intermodalism in South Africa: A Systems Approach.&quot;</td>
<td>Ms Sandra Gertenbach, Executive Manager: Strategy and Business Planning at Transnet Freight Rail</td>
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<td>November</td>
<td>&quot;The effectiveness of the Office of the Integrity Commissioner in stimulating ethics and integrity in the City of Johannesburg.&quot;</td>
<td>Adv. Daniel Rampai, Integrity Commissioner, City of Johannesburg</td>
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INTRODUCTION
There has been a shift globally to move from an industrial market economy to a networked creative economy, which according to Jarche (2013 & 2015) requires, amongst others, more independent workers with initiative, creativity, and passion.

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<th>Creative Economy</th>
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<td>Science of Management - Hierarchies, standardised practices, specialised tasks and jobs, planning and control, predominantly extrinsic</td>
<td>Managing Complexity – Understanding complexity and the necessity to continuously probe-sense-respond and engage workers by enabling autonomy, mastery and a sense of purpose</td>
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Table 1: Representation of the shift from industrial market economy to creative network economy
Jarche (2013) and Jarche (2015)

It is against this context that The Da Vinci Institute identified the need to revisit existing management and leadership frameworks. These frameworks were predominantly formalised from a rational (Northern hemisphere) and/or pragmatic (Western hemisphere) perspective and have not always sufficiently considered contextual aspects related to a holistic (Eastern hemisphere) and humane (Southern hemisphere) interpretation of reality (Lessem & Schieffer, 2014). This theoretical engagement with both local and global trends, coupled with engagements with workplaces over a period of 25 years within the Southern African context, solidified the need to reflect on existing management and leadership frameworks and develop a framework that could assist leaders and managers in co-creating relevant performance solutions.

THE EMERGING BUSINESS LEADER
The intent of the The Da Vinci Institute's TIPS™ Managerial Leadership Framework is to provide a systemic awareness of the multiple sub-systems at play within the workplace; evoking an awareness of existing mental models and the ability to re-think and dissect assumptions about work performance. In applying this complex systemic lens, individuals are afforded an opportunity to make sense (sense making) of their own reality in relation to the conceptual frame. In doing so, the emergence of additional and/or similar managerial leadership competencies and practices affords individuals the opportunity to co-create alternative interpretations, perspectives, and/or conceptual frameworks to cooperatively navigate change and add new knowledge to the domain.

The TIPS™ Managerial Leadership Framework aims to contribute towards the overarching field of Business Leadership. The framework was developed utilising a longitudinal study over a 28 year period, based on over 150 metrics. Utilising both a qualitative and quantitative research design. The study used a mixed method of self-administered questionnaires and semi-structured interviews. The sample consisted of approximately 1900 organisations including emerging, small, medium and large enterprises.
Figure 1: Core elements of The TIPS™ Managerial Leadership Framework
Figure 2: The TIPS™ Managerial Leadership Framework

The seven (7) layers of the TIPS™ Managerial Leadership Framework offers a multi-focal lens into emerging realities as illustrated by Figure 2 and explained in the preceding sections.
1. Actualising a systemic perspective
This is a process of divergence and convergence in an attempt to synthesise and integrate all seemingly related and unrelated activities to enhance performance in the workplace, and in doing so, probing problems with a view to create sustainable solutions. This includes internal synovation (includes integrating systemic and innovation constructs) and organisational ecology that allows the sum of the parts to become greater than the whole (systems thinking).

2. Honing an awareness of the macro, meso, micro and exo systems that impact reality
Ecologically engaging (done through the macro, meso, micro and exo systems) with complex constructs, could facilitate the broadening of horizons by deepening insights regarding the interconnectedness of theory and practice and how such may impact society at multiple levels.

3. Recognising the need to interlink the management of innovation, technology and people
The management of technology involves the ‘tools’ and metrics organisations use to gain competitive advantage. Simplistically it is ‘a way of doing things better’ and may involve the use of anything from computers and hi-tech, to simple hand-held tools. In this context, we refer to the small ‘t’ in technology where organisations manage their technology to best position their products or services to maximise their market share. The management of innovation is how an organization stimulates and capitalises on the ideation process, to develop an innovative product or service which has either commercial or social value. It is about hard metrics such as income generated from new products, processes or services, as well as success rates in commercializing new offerings. The management of people involves the human interface. It embraces both the employee and the end user. It is about the processes that organisations deploy in engaging people, how people choose their levels of engagement, creating and sharing of knowledge by all involved, their participation in incentive practices and their contributions towards securing the longevity of the organisation.

4. The emergence of an engaged, agile and aligned workforce

4.1. Engagement
Occurs when there is a systemic (systems thinking) interlink between management of innovation and people practices in the workplace, then people as knowledge workers/artisans tend to become more engaged across the organisation and society at large. This process is often characterised by specific Managerial Leadership competencies (discussed as part of layer 5).

4.2. Agility
Occurs when there is a systemic (systems thinking) interlink between management of innovation and management of technology practices in the workplace, then people as knowledge workers/artisans tend to become more agile across the organisation and society at large. This process is often characterised by specific Managerial Leadership competencies (discussed as part of layer 5).

4.3. Alignment
Occurs when there is a systemic (systems thinking) interlink between management of technology and management of people practices in the workplace, then people as knowledge workers/artisans tend to become more aligned across the organisation and society at large. This process is often characterised by specific Managerial Leadership competencies (discussed as part of layer 5).

5. The development of specific managerial leadership competencies
Managerial leadership competencies are specific skilled knowledge (skillset) required to effectively execute agreed accountabilities within the role as business leaders that build aligned, engaged and agile workforces.

5.1. Engagement
The following managerial leadership competencies tend to emerge once the engagement resulting from the process of managing innovation and people takes place:

5.1.1. Probing reflective engagements
The term ‘reflective practice’ derives from the work of Dewey (1910) and Schon (1983) and Kolb (1984). Dewey (1910) wrote that reflective practice refers to “… the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it.”

Dewey (1910) went on to say that being reflective “… enables us to direct our actions with foresight “… enables us to know what we are about when we act.”

The inference here is that knowledge workers/artisans could develop a questioning approach towards probing problems and reflect on why things are as they are, and how they could be.
5.1.2. Demonstrating social and emotional intelligence
The ability to connect to self and others in a deep and direct way, to sense and stimulate reactions and desired interactions.

Reflective practices address the importance to master social and emotional competencies needed to apply agile managerial leadership practices (discussed as part of layer 6).

5.1.3. Cross-Cultural Engagement
Cross-cultural engagement is related to the awareness of the self in context and parallel to that the awareness of others within their context and how those awareness’s will interface and infuse and embrace. This is reflected in the immersion of another’s culture in order to harness deeper insights and understanding of being a global citizen. It is also the ability to operate in different cultural settings and capitalise on knowing the potential this type of engagement has.

5.2. Agility
The following managerial leadership competencies tend to emerge once the agility resulting from the process of managing innovation and technology takes place:

5.2.1. Problem Probing
As informed by the need to rationalise and be practical, business leaders seem to have developed the need to create just in time (JIT) solutions for what is often complex challenges. In this regard, the notion of problem solving tends to become the dictum. In appreciating the richness of being agile, knowledge workers/artisans have the benefit of probing problems and in doing so appreciating the non-causal and complex problems at play. Through co-operative engagements, the knowledge worker/artisan develops the need to rather focus on the experience and the emergence of new insight rather than giving the right answer. Thus, knowledge workers/artisans do not have the need to say ‘I have the answer’, but rather, it is about what they are seeing and experiencing to create more awareness and insights.

5.2.2. Operationalised ideation - inclusive of novel and adaptive thinking
Utilising the Ideation Theory to ensure a more comprehensive understanding of the realities individuals are surrounded by, which impacts on all facets of an individual’s performance within the work context. Proficiency of thinking and differing with solutions and responses beyond that which is rote or rule-based can be facilitated by involving perspectives of individuals at multiple levels within an organizational context. Design thinking is another critical sense making tool in explicating the operationalization of ideation in the work context.

5.2.3. Embracing transdisciplinary learning
Embracing trans-disciplinary learning and ability to understand concepts across and beyond multiple disciplines in juxtaposition to multi-disciplinary and inter-disciplinary perspectives. Jensenius (http://www.arj.no/2012/03/12/disciplinarities-2/) explains the various levels of disciplinarity in the following ways:
- Intra-disciplinary - working with a single discipline
- Cross-disciplinary - viewing one discipline from the perspective of another
- Multi-disciplinary - people from varied disciplines working together each drawing on their disciplinary knowledge working with several disciplines
- Inter-disciplinary - working between several disciplines using a synthesis of approaches
- Trans-disciplinary - working across and beyond several disciplines.

5.3. Alignment
The following managerial leadership competencies tend to emerge once the alignment resulting from the process of managing technology and management of people takes place:

5.3.1. Becoming a Global and Digital Citizen
Global and digital citizens at work have the ability to become part of a global community of compassionate citizens who create and who care. In doing so, such individuals will, in the way they co-create meaning, for probing reflective engagements, cultivate digitally and globally minded citizens who are responsible and ethical, serving as remarkable resources to their networks.

5.3.2. Applying Computational Thinking
People functioning in the world of work who have the ability to translate vast amounts of data to construct concepts, and to understand data-based reasoning by applying a combination of algorithmic and androthyric principles. In doing so, such individuals will develop sets of problem probing methodologies, which will involve expressing problems and the related solutions in ways a computer could execute these solutions.
guiding people toward greater achievement. Business leaders keep the mission out front, like a beacon, can make a difference. By sharing their vision and values, when they are guided by a vision and believe their efforts, individuals and teams work with greater commitment.

6.2. Co-create direction

Individuals and teams work with greater commitment when they are guided by a vision and believe their efforts can make a difference. By sharing their vision and values, business leaders keep the mission out front, like a beacon, guiding people toward greater achievement.

5.3.3. Personal Knowledge Mastery (PKM)

Mastery of personal knowledge includes sense-making as the ability to determine the deeper meaning or significance of what is being expressed. This involves the need at an individual level to take control of the multitude of existing perspectives regarding reality and synthesise such, and articulate these perspectives - with the intent to ground the individual in relation to others. Often, individuals see grounding as a current point in time, which often becomes restrictive.

However, personal mastery is actualised when individuals are not only able to ground themselves in the present, but also envision a future self, thus, harnessing past and presence as an uninterrupted continuum.

6. The revealing managerial leadership practices

Managerial Leadership practices refer to specific actions taken by organisations and business leaders to establish and manage effective working relationships in order to co-create a results driven creative networked workplaces - this is termed a wirearchy. Hierarchies are built on trust, knowledge, personal integrity and a safe to fail learning culture where employees can feel free to express themselves in their work the best way they can, and in doing so, employees could reach their true potential.

6.1. Co-create meaning (value adding)

Ikigai is a Japanese concept that alludes to the purpose of why one is motivated to get up each day - in other words what makes life worthwhile. The reason for being answers the crucial question of existence (purpose) for both individuals and organisations. When synergy is found between the individual’s ikigai and the organisation’s ikigai they both find soul. When soul is found, energy is released back into the system, this energy could be referred to as engagement. Engagement is a crucial component of high performance organisational cultures.

Co-creating meaning refers to the practice in which people choose to approach interaction with others in order to create a working environment of choice. The fact that meaning is co-created affords an individual the opportunity to find ikigai (purpose), which generates and releases energy back into the system in the form of engagement.

6.2. Co-create direction

Individuals and teams work with greater commitment when they are guided by a vision and believe their efforts can make a difference. By sharing their vision and values, business leaders keep the mission out front, like a beacon, guiding people toward greater achievement.

6.3. Facilitate conversation

Conversation is a powerful learning tool. People want to participate in decisions that affect their daily work lives. The practice of facilitating conversations is about a conscious choice to involve the relevant stakeholders participating in the problem-probing process. Business leaders should leverage the interest and talent of those around them by including them appropriately in the decision-making process. In a systems-thinking environment, a business leader would have the ability to see the sum of the parts contributing to the holistic outcomes. By seeking the involvement of relevant stakeholders, various advantages could be leveraged, such as, but not limited to more effective communication, better informed and more quality-orientated decision-making, increased commitment to action and higher levels of trust.

6.4. Engage creative networks

Creating a results-driven creative networked workplace (Wirearchy) built on a culture of trust, knowledge, personal integrity and safe to fail learning culture as earlier described, is a key managerial leadership practice and accountability.

Engaging creative networks enables knowledge sharing, encourages diversity of thought, and promotes experimentation in a safe to fail working environment, which stimulates innovation (Jarche 2014). The key principles of creative networks as outlined by Jarche(2016) are a hierarchy, innovative and contextual methods, self-selection of tools, willing cooperation, duty of being transparent, sharing our knowledge, self-determination and distribution of power. The roles and functions of the business leader in a networked workplace are to improve insights, provide learning experiences, focus on the ‘why’ of work, and assist in making better networked decisions, be knowledge managers and be an example.

6.5. Promote experimentation

Experiential learning has largely been promoted by David Kolb (1984) in an attempt to sensitise society about the benefits of experimentation in learning and working could occur at both individual level and at an organisational level. Underpinned by the principles of divergent thinking, assimilated thinking, convergent thinking and accommodative thinking and substituted by Gelb (1998), with reference to Leonardo Da Vinci’s principles of Curiosita (seeking the truth), Dimostrazione (taking responsibility), Sensazione (sharpening awareness), Sfumato (engaging the shadow), Corporalita (nurturing integration), Connessione (embracing holism) and Scienza (cultivating balance), individuals could develop an awareness of the power of integrating different modes of thinking successfully co-creating lasting solutions.
The practice of promoting experimentation and taking risks in a safe-to-fail environment encourages self-reflection, stimulates novel and adaptive thinking and assists in overcoming habits that may restrict thinking. Applying effective communication strategies, consciously supports the expression of ideas and aspirations, which allows business leaders to find their voice. This practice optimises collaboration and facilitates and grows cooperative mindsets.

6.6. Celebrate synergised accomplishments - Build vitality
Authentic acknowledgement of individuals and teams performance and contributions are invigorating and inspires them to do even better.

The practice to celebrate accomplishments also encourages individuals and teams to seek feedback and constructive criticism. Acknowledge current shortcomings and challenges all to improve performance. Taking time out to celebrate accomplishments could lead to an increased self-esteem and a sense of commitment to the group or organisation.

7. Resultant alternative (emerging) workplace realities
The TIPS™ Managerial Leadership Framework is an emerging development construct based on the belief that managerial leadership is ultimately about facilitating a creative networked learning environment. Critical characteristics include: being results driven, building on trust, knowledge, credibility and a safe-to-fail work culture, conducive to the co-creation of the following emerging workplace realities.

There are three overarching workplace realities that transpire and these are coordinated, collaborative and/or cooperative organisational realities. These realities are underpinned by the exchange of and level of energy flow versus social interaction, and both energy flow and social interaction impact on these realities each one serves a purpose dependent on context.

It is important to note that none of these realities should be posited as a singular truth for a singular context because that would promote the possibility of a normalised reality. To this end, the multi-focal Managerial Leadership framework deliberately intends to promote the possibility of a non-normalised multi-layered reality, which allows for oscillation between coordinated, collaborative and cooperative realities as they may emerge depending on the context.
8. Summation
In summation, the management of technology, innovation and people allows for the emergence of three processes (engagement, alignment and agility), as a consequence of these processes, nine Managerial Leadership competencies may emerge. A blend of these competencies are utilized to ensure engagement, alignment and agility are mobilised. Resulting from the mobilisation of the processes and related competencies, six practices should come to the fore, and as a result, there could be three overarching workplace realities that transpired, being either a coordinated, collaborative and/or cooperative workplace reality. These realities are underpinned by the exchange of energy flow and social interaction. These practices touch the workplace realities in a layered sense, where these practices ‘appear’ in either a coordinated, collaborative or cooperative way, or a combination of them.

For example, the practice of promoting experimentation could happen as part of a coordinated, collaborative and/or cooperative reality, depending on the levels of energy flow and social interaction that occur. However, if a practice is predominantly coordinating in structure, the reliance on the creator (whomever the leader is) is much more onerous from a sustainability point of view as opposed to that same role in a collaborative environment and vastly different in a cooperative environment where all the stakeholders are involved as networked knowledge workers/artisans.

The TIPS™ Managerial Leadership Framework is intended to facilitate and influence the crafting of agile, aligned and engaged leaders, passionate about co-creating innovative ecosystems, contributing towards socioeconomic and transformational agendas. In view of the aforementioned framework, the institute developed an implementation framework to not only operationalise the Managerial Leadership framework, but also to ensure the linkages to real world situations. Refer to Figure 2 - the TIPS™ Managerial Leadership Implementation Framework.
16 | tt100 Business Innovation Awards Programme
Since 1991, tt100 has been recognising innovation and technological prowess in emerging, small, medium and large South African organisations. The theme of the 2019 tt100 Business Innovation Awards programme was “Leadership Lessons from Nature”. Prof. Bennie Anderson: Director tt100 explains that the theme was selected to represent how we as individuals and organisations alike can take leadership lessons from nature. Prof. Anderson laments that “in essence the leadership lessons depicted from the animal kingdom are humane in nature reminding us of who we are as a people, and how we express ourselves as part of the universe. However, as much as it reminds us of who were we are, unfortunately as a human race we are often trapped as members of a working environment as a result of all of us having become part of an economic system where production and power determines the drumbeat.” During the proceedings the theme was connected to how organisations can optimally learn leadership lessons from nature and Manage their Technology, Innovation and People in a Systemic way.

The tt100 programme provides enormous benefits to winners and finalists. The participants receive intensive, customised feedback on how they manage technology, innovation, people and systems, enabling them to boost innovation outputs in a way that positively impacts on socio-economic development and the bottom line.

Additionally, winners and finalists become part of the tt100 community and are invited to participate in tt100 events, including business forums held jointly with government and partners involved in promoting business innovation - particularly the Department of Science and Innovation.

The winners and finalists for the 2019 tt100 Business Innovation Awards Programme in each category are:

THE WINNERS IN THE MANAGEMENT OF TECHNOLOGY:

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<td>Small enterprise</td>
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<td>IoT.nxt</td>
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THE WINNERS IN THE MANAGEMENT OF INNOVATION:

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<td>Medium enterprise</td>
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### THE WINNERS FOR MANAGEMENT OF PEOPLE:

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<td>Roman Handt</td>
<td>Aizatron</td>
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### THE WINNERS IN THE MANAGEMENT OF EXCELLENCE IN SUSTAINABILITY:

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### OVERALL MINISTER’S AWARD

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